
Dear Educator,

The New-York Historical Society and Chase are proud to present this collection of educational materials and resources to accompany the exhibition *Lincoln and New York*. The exhibition sheds new light on the surprising impact New York City and New York State had on Lincoln's political career and, in turn, the ways in which Lincoln's politics impacted New York in this explosive period of its history. The exhibition opens in September 2009 for educators and their students, and it is open to the public from October 9, 2009, through March 25, 2010.

The enclosed materials trace the life and legacy of Abraham Lincoln, investigating Lincoln the man, the candidate, the president, and the martyr. The content, lesson plans, and primary resources were compiled for use by both teachers and students. The Teacher's Resource Guide at the beginning of this binder provides an introduction to the exhibition and an overview of the classroom materials that follow. Elements within the classroom materials, including newspaper articles, political cartoons, documents, and photo cards of paintings, objects, and rare pieces, illustrate the evolution of Lincoln's image, New York's politics, and the nation's memory. Life Stories provide a close personal look into the lives of prominent and lesser-known New Yorkers and the roles they played in Lincoln's life and New York's history.

The New-York Historical Society Education Department is committed to providing valuable historical content and reinforcing research skills for both teachers and students. Chase shares the same commitment to education and to ensuring that all students, particularly those from disadvantaged backgrounds, have access to high-quality educational opportunities. This collection of materials and resources has been designed both to complement and enhance school visits to the exhibition and to help teachers and students from across the country address this aspect of American history.

To learn more about school programs designed for *Lincoln and New York* and all history education programs at the New-York Historical Society, contact us at (212) 485-9293, e-mail schoolprograms@nyhistory.org, or visit the Education Department online at www.nyhistory.org/education.

Sincerely,



Louise Mirrer
President and C.E.O.
New-York Historical Society



Kimberly Davis
Managing Director, Global Philanthropy and
President of the JPMorgan Chase Foundation

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Lincoln and New York: About the Exhibition**October 9, 2009–March 25, 2010**

From the launch of Abraham Lincoln's 1860 presidential campaign with a speech at Cooper Union through the unprecedented outpouring of grief at his funeral procession in 1865, New York City played a surprisingly central role in the career of the sixteenth president. Lincoln, in turn, had an impact on New York that was vast and remains largely underappreciated. With an extraordinary display of original artifacts, iconic images, and highly significant period documents, *Lincoln and New York* is the first museum exhibition to trace this important relationship.

From the exhibition's chief historian, the noted Lincoln scholar Harold Holzer: "For the first time, this exhibition shows how the city's politicians, preachers, picture-makers and publishers—its citizens, black as well as white, poor as well as rich—continued to aid, thwart, support, undermine, promote and sabotage Lincoln and his political party. At the same time, [the exhibition shows] . . . how Lincoln came to influence the evolving history of New York. Despite ongoing political opposition, the state provided more men and materiel to the Union war effort than any other, even as it incubated virulent, sometimes racist, occasionally violent resistance to Lincoln's presidency. In the end, New York created something more: it created the Lincoln image we know today."

Lincoln and New York spans the period between Lincoln's decisive entrance into the city's life at the start of the 1860 presidential campaign and his departure from it in 1865 as a secular martyr. During these years, the policies of the Lincoln administration damaged and then rebuilt the New York economy, transforming the city from a thriving port dependent on trade with the slaveholding South into the nation's leading engine of financial investment and industrial growth. Support and opposition to the president flared into a virtual civil war within the institutions and on the streets of New York; out of this war a pattern of political contention emerged that survives to this day.

To begin this story, visitors follow the prairie lawyer eastward to his rendezvous with the political cauldron of New York in the winter of 1860. They learn something of his background and of the rapidly accelerating political crisis that had brought him to the fore: the battle over the extension of slavery into the western territories. In the six galleries that follow, visitors discover the interconnections between these two unlikely partners: the ambitious western politician with scant national experience and the sophisticated eastern metropolis that had become America's capital of commerce and publishing.

The first gallery, *The Campaign (1859–1860)*, re-creates Lincoln's entire visit to New York City in February 1860, when his epoch-making address at Cooper Union and the photograph for which he posed on the same day together launched his national career. The displays cast new light on the lecture culture of the antebellum city, the political divisions within its Republican organization, the strength of its publishing industry, and the bustling, somewhat alien urban community Lincoln encountered. The video re-creation of Lincoln's Cooper Union speech, produced on site with the acclaimed actor Sam Waterston's vivid rendering of Lincoln's arguments, brings that crucial evening to life. Visitors reenact for themselves how Lincoln posed for New York's—and the nation's—leading photographer, Mathew Brady, whose now-iconic photograph began the reinvention of Lincoln's public image. Lincoln is said to have remarked, "Brady and the Cooper Union speech made me president."

Objects on view in the first gallery include the telegram inviting Lincoln to give his first eastern lecture (originally planned for Brooklyn); the lectern that he used at Cooper Union; the widely distributed printed text of his speech; photographic and photo-engraving equipment from this era; and torches that were carried by pro-Lincoln Wide Awakes at their great October 6 New York march. Also on view are a panoply of political cartoons and editorial commentary generated in New York that established “Honest Abe” and the “Railsplitter” as a viable and virtuous candidate but concurrently began the tradition of anti-Lincoln caricature by introducing Lincoln as a slovenly rustic, reluctant to discuss the hot-button slavery issue but secretly favoring the radical idea of racial equality.

The next gallery, *Public Opinions (1861–1862)*, registers the gyrating fortunes of the Lincoln Administration’s first year among New Yorkers—especially the editors and publishers of the city’s 175 daily and weekly newspapers and illustrated journals, who wielded unprecedented power. In the wake of his election and the secession of the Southern states, stocks listed with the New York Stock Exchange had plummeted and New York harbor was stilled. Payment of New York’s huge outstanding debts from Southern planters and merchants ceased, and bankruptcies abounded.

Scarcely one docked ship hoisted the national colors to greet the new president-elect in February 1861 when he visited on his way to Washington and the inauguration, and an eyewitness, the poet Walt Whitman, described his welcome along New York’s streets as “ominous.” Mayor Fernando Wood proposed that the city declare its independence from both the Union and the Confederacy and continue to trade with both sides. Even New Yorkers unwilling to go that far desperately tried to find compromises with the South that, in their words, “would avert the calamity of Civil War.”

Just two months later, though, in the wake of the attack on Fort Sumter, it suddenly appeared that every New Yorker was an avid defender of Old Glory. After war was declared, business leaders, including many powerful Democrats, pledged funds and goods to the effort. The Irish community, not previously sympathetic to Republicans, vigorously mobilized its own battalion in the first wave of responses to Lincoln’s call for troops to crush the rebellion. But after the Confederate victory at Bull Run, the wheel turned again. From July 1861 onward for more than a year, the news was unremittingly bad. Battlefield mishaps, crippling inflation, profiteering among war contractors, corruption in the supply of shoddy equipment and clothing for the troops, the ability of Confederate raiders to seize dozens of New York merchant ships right outside the harbor, the imposition of an income tax, and a controversial effort to reform banking that alarmed New York’s regulation-wary financial institutions: all these led to relentless press and public criticism of Lincoln. New York’s cartoonists, as shown in the exhibition, found every possible way to caricature the president’s homely appearance and controversial policies. Even abolitionists and blacks despaired of the president’s reluctance to embrace emancipation and the recruitment of African Americans into the Union war effort. Former allies such as the newspaper editor Horace Greeley slammed Lincoln for putting reunification above freedom as a war goal.

The objects include colorful recruitment posters for the Union army, the great, seldom-lent Thomas Nast painting of the departure of the Seventh Regiment for the front, rare original photographs of the great rally in Union Square on April 21, 1861, and the bullet-shattered coat of Lincoln’s young New York-born friend and onetime bodyguard, Colonel Elmer Ephraim Ellsworth, the first Union officer killed in the war.

Bad Blood (1862) illustrates the mutual animosity of New York's pro- and anti-Lincoln forces by exhibiting bigger-than-life, three-dimensional versions of the era's political cartoons. On one side are the Democratic Party politicians and their backers, caricatured by their opponents as bartenders in a political clubhouse, "dispensing a poisonous brew of sedition and fear." On the other side, a caricature of Lincoln's New York supporters—officials of the United States Sanitary Commission—shows them enjoying a sumptuous feast, celebrating the ethic of economic opportunity for the rich and the values of hard work, obedience, and self-discipline for the poor. Visitors see how a powerful New York party of Peace Democrats, or Copperheads, portrayed Lincoln as a despot, warned against "race mongrelization," and encouraged desertion and draft-dodging. At the same time, the gallery shows how some New Yorkers reaped the benefits of the war, given that their city was the principle home of many of the industries and services Lincoln needed: munitions, shipbuilding, medical supplies, food supplies, money lending, and more. Interactive media in Gallery 3 help visitors (especially those of school age) explore the economic issues that so bitterly divided New York.

The fourth gallery is presented in two sections, *Battleground (1862–1863)* and *City of Hatreds (1863–1864)*. It re-creates seven conflicts in the city between 1862 and 1864. In each one, the visitor is invited to choose a side, listen to "the talk of the town," and locate historic landmarks that survive from this era. Among the political and social flashpoints were Lincoln's issuance of the Preliminary Emancipation Proclamation; the suspension of habeas corpus and press freedom; the institution of a military draft; the promotion (by Lincoln's elite Protestant supporters) of a new ethic of civic philanthropy, industrial progress, and national expansion; and the bitter presidential campaign of 1864. Visitors are brought into the setting of Shiloh Presbyterian Church (on the corner of Prince and Lafayette streets) on "Jubilee Day," January 1, 1863, when emancipation was proclaimed; they relive the four-day Manhattan insurrection of July 1863 known as the draft riots, which claimed more than 120 lives before they were put down by troops from the Seventh Regiment, recalled from Gettysburg; they glimpse the crowded pavilions of the loyalists' Metropolitan Sanitary Fair of April 1864; and they see a multitude of cartoons, engravings, pamphlets, flags, posters, lanterns, and campaign memorabilia.

The evolution of Lincoln's image—from Railsplitter to Jokester to Tyrant to Gentle Father—is the subject of *Eyes on Lincoln*. Four iconic portraits, all enormously influential, mostly from life, and none ever displayed together in such a suite—one by Thomas Hicks, one by William Marshall, and two by Francis Bicknell Carpenter (one of Lincoln alone and one of the assembled family)—anchor the investigation. Interactive programs allow visitors to learn more about the creation and reproduction of these images, their iconographic roots in western art, and the artists' biographies.

The last major gallery, *The Loss of a Great Man (1865)*, takes the visitor from Lincoln's victory in the 1864 election to his New York funeral procession, perhaps the largest such event yet held in world history, involving hundreds of thousands of participants and inspiring an outburst of mourning among whites and blacks, Christians and Jews, that signaled the transfiguration of the late president's heretofore-controversial image. A video documents the triumphant events of March and April 1865: the passage of the Thirteenth Amendment outlawing slavery, the delivery of the second inaugural address, and the surrender of the Confederate armies. In New York, a gigantic parade celebrated Lincoln on March 5, 1865. And then, after Lincoln's assassination on April 15, the fierce political antagonisms surrounding Lincoln suddenly evaporated, and a new image emerged of a Christ-like, compassionate, and brooding hero who gave his life so that the nation would enjoy a "new birth of freedom."

A superb collection of memorial material produced and distributed in the city is accompanied by artwork representing Lincoln's apotheosis. Included is the recently discovered scrapbook of a New Yorker who roamed the streets after Lincoln's death sketching the impromptu written and visual tributes that sprang up in shop windows and on building façades. Perhaps the greatest memorial of all was the poem of the New Yorker Walt Whitman, "When Lilacs Last in the Dooryard Bloom'd."

As a coda, the exhibition concludes with a brief tour of how New Yorkers have continued to memorialize Lincoln—in the names of streets and institutions; in the development of an egalitarian national creed; in a powerful sense of nationhood; and in a constantly evolving sense that Lincoln is the most representative and inspiring of all Americans.

List of Classroom Materials

Life Stories:

Abraham Lincoln
Abraham Lincoln – Elementary School Version
Mathew Brady
Grace Bedell
Horatio Seymour
Frederick Douglass
Clement Vallandigham
Horace Greeley
Walt Whitman
Currier and Ives

Long Abraham Lincoln Timeline

Lesson 1: Picturing Lincoln

Background
The Lincoln Cabin
Abraham Lincoln, 1846
Abraham Lincoln, 1854
Abraham Lincoln, 1857
Abraham Lincoln, 1858
Abraham Lincoln, 1860
Abraham Lincoln, 1862
Lincoln Writing the Emancipation Proclamation
The Lincoln Family
Abraham Lincoln (1809-1865)

Lesson 2: Lincoln for President

Background
Briggs's Telegram to Abraham Lincoln
Cooper Union speech excerpts
Abraham Lincoln in the Great Hall (Cooper Union)
Abraham Lincoln, 1860
Grace Bedell's Whiskers Letter and Lincoln's Response
Cooper Union Speech, *New-York Tribune*
Harper's Weekly, November 10, 1860
"The National Game"
"The Political Rail Splitter"
Grand Procession of the Wide Awakes

Lesson 3: A Week in Lincoln's Presidency

Background

Preliminary Emancipation Proclamation

Preliminary Emancipation Proclamation – Transcript

“Grand Emancipation Jubilee,” *New-York Times*

Proclamation Suspending the Writ of Habeas Corpus

Debating Habeas Corpus: *New-York Times* and *Atlas & Argus*

Lesson 4: Lincoln's Legacy

Background

Lincoln's Body at City Hall

The Body of the Martyr President, Abraham Lincoln

Columbia's Noblest Sons

Last Offer of Reconciliation

“When Lilacs Last in the Dooryard Bloom'd” (excerpts)

“O Captain! My Captain!”

Tribute to Abraham Lincoln by Frederick Douglass

Abraham Lincoln (1809-1865)

Facsimile of *Harper's Weekly*

Introduction to the Classroom Materials

This curriculum offers a documents-based approach to the ideas and materials in the exhibition *Lincoln and New York*. A visit to the exhibition will greatly enrich students' experience and understanding, but these materials are designed to function on their own, with or without a classroom visit. The curriculum contains four lessons: **Picturing Lincoln, Lincoln for President, A Week in Lincoln's Presidency, and Lincoln's Legacy**. These lessons, which are described below, connect directly to the New York State social studies curriculum, but they are intended to supplement that curriculum with material that casts a new light on the history being studied. We encourage teachers to use these materials in whatever way works best in their classrooms. Use all the lessons, or pick and choose among them. The materials are designed for flexibility.

Lincoln and New York explores a critical moment in the history of New York City. Spanning the period between Lincoln's Cooper Union speech in 1860 and his assassination in 1865, the exhibition explores how Lincoln's policies damaged and then rebuilt the New York economy, transforming the city from a thriving port dependent on trade with the slaveholding South into the nation's leading engine of financial and industrial growth. Support and opposition to the president flared into a virtual civil war within the institutions and on the streets of New York, out of which emerged a pattern of political contention that survives to this day.

Like the exhibition, this curriculum explores the Lincoln presidency through the lens of New York City. To understand the key players, how they interacted with one another and the roles they played in this story, teachers may wish to give students a chance to read the life stories and explore the key themes that connect them. The Long Abraham Lincoln Timeline will give students context for piecing these stories together. Finally, teachers should think about the ways in which the resources selected for each lesson work together.

Writing history... Righting history

Presented by JPMorgan Chase Foundation

Writing history...Righting history, a signature initiative of JPMorgan Chase Foundation, will present an exciting series of learning programs for K-12 public schools and students. This series will bring to light relevant education content that has either been misrepresented, incomplete or simply absent. We believe Writing history...Righting history will stimulate engaging discussions among current and future generations of learners.

Lesson 1: Picturing Lincoln

Lesson Aim: Elementary school students will explore images of Abraham Lincoln to learn about Lincoln's life and his legacy. Middle and high school students will engage in critical thinking to understand how these images and documents reflect the times in which they were created. Middle and high school students also will recognize common myths about Lincoln and will understand how these myths were created and popularized.

Materials:

- **Abraham Lincoln Life Story—Elementary School Version**
- **Abraham Lincoln Life Story**
- **The Lincoln Cabin**
- **Abraham Lincoln, 1846**
- **Abraham Lincoln, 1854**
- **Abraham Lincoln, 1857**
- **Abraham Lincoln, 1858**
- **Abraham Lincoln, 1860**
- **Abraham Lincoln, 1862**
- *Lincoln Writing the Emancipation Proclamation*
- *The Lincoln Family*
- *Abraham Lincoln (1809–1865)*
- **Long Abraham Lincoln Timeline**
- **Lincoln Profile Worksheet**

Introduction:

Begin by asking students what they think when they hear the name “Abraham Lincoln.” Where have they heard his name? Where have they seen his picture? Use an overhead or an LCD projector to show an image of a penny or a five-dollar bill. Do students recognize the figure? Who is it? How do they know it is Lincoln? What other people are represented on currency? What do students think about Lincoln when they know his face is on the penny and the five-dollar bill? Elementary students should use the Lincoln Profile worksheet to record their thoughts about Lincoln outside the perimeter of the profile.

To deepen this conversation for middle school and high school students, encourage them to think about iconic symbols of Lincoln, such as his beard or stovepipe hat; or prominent images of Lincoln, such as the Lincoln Memorial, the penny, or the five-dollar bill. Are there any landmarks, such as streets or schools, named after Lincoln in their neighborhood or city? Do they know of any nicknames Lincoln had? Why might he be known as “Honest Abe”? What do they know about Lincoln's accomplishments as president, his personal and family life, and his legacy?

Activities:

Distribute and read aloud the Abraham Lincoln Life Story—Elementary School Version or the Abraham Lincoln Life Story: The Beginning, as appropriate for students' grade level. Using a T-chart, work as a class to list the obstacles Lincoln faced as a child and as a young adult (e.g., poverty, limited access to formal education, a difficult relationship with his father) on one side of the chart, and the steps Lincoln

took to overcome these obstacles on the other side of the chart. For elementary students, it may be helpful to model what type of information goes on both sides of the chart. As they work together to complete the T-chart, students may not agree on how Lincoln met certain challenges, or they may see certain actions as alleviating multiple problems. Encourage students to think about how Lincoln's childhood and early adulthood may or may not have prepared him for the future. Which moments do students think may have been most influential? Which relationships mattered most to him? Why?

Distribute copies of "The Lincoln Cabin" or project on the classroom wall and ask students to describe the image. It may be helpful for elementary students to draw what they see. What is the cabin made out of? How was it made? Ask students to think back to the Abraham Lincoln Life Story. Who do students think might have made this cabin? What was it used for? What might it have been like inside this cabin? What would students expect to find inside this cabin? Can they draw a picture of what the inside of the cabin might have been like? Using a Venn diagram, help students compare life in this cabin with life in their own homes.

If working with middle and high school students, help them think further about the image as a primary source. What type of resource is "The Lincoln Cabin"? When was this photograph taken? Why was this photograph taken? What does the existence of this photograph tell us about how Lincoln was remembered in the years after his death? If working with AP U.S. history students, link the image to William Henry Harrison's Log Cabin Campaign of 1840. What does the log cabin symbolize in Harrison's career? What does it symbolize in Lincoln's career?

Break students into small groups and assign one of the following resources to each group: "Abraham Lincoln, 1846," "Abraham Lincoln, 1854," "Abraham Lincoln, 1857," "Abraham Lincoln, 1858," "Abraham Lincoln, 1860," "Abraham Lincoln, 1862," *Lincoln Writing the Emancipation*, *The Lincoln Family*, and *Abraham Lincoln (1809–1865)*. Within their groups, students should work together to discuss the resource assigned to their group using the Image and Artifact Analysis worksheet. If needed, students may use the document introduction accompanying each image. For elementary groups, project the image of Lincoln on the penny or the five-dollar bill on the wall so students may compare and contrast their assigned image with a more familiar one.

Once each group has completed their worksheet, ask a representative from each group to share what they have learned from their assigned resource. As each group presents, help students put these images in chronological order using the Long Abraham Lincoln Timeline. When each group has presented and the images have been arranged along the timeline, ask the entire class to think about the various depictions of Lincoln. How are they similar? How are they different? What do these images reveal to students about Lincoln and his life? Using the timeline to provide context about specific events in Lincoln's life, what do students notice about how Lincoln's appearance changed over time?

Elementary teachers should bring students back to the thoughts they recorded on the Lincoln Profile. Review what is written on the outside of the profile, and ask students to reflect on what they now know about Lincoln and record their new thoughts on the inside of the profile.

Middle and high school students should be encouraged to think about how the images they have studied do or do not reflect what they knew about Abraham Lincoln at the beginning of the lesson. How do these images support or challenge students' prior knowledge about Lincoln? Middle and high school students should be encouraged to think about how these images of Lincoln may have been useful in creating popular perceptions and misperceptions of Lincoln.

Revisit this timeline as students complete Lessons 2–4 and add additional resources and text as appropriate.

Extension:

- **Writing history...Righting history:** Students can use these images to reflect on what they have learned about Abraham Lincoln and his legacy. Have these images changed students' perspectives on Lincoln? How have perspectives on Lincoln changed over time? Elementary students can use the images from the timeline to create a picture book about Lincoln, while middle and high school students can create a digital photo essay about Lincoln.
- Students can create a gallery exhibition by writing exhibition labels for each image of Lincoln on the timeline. Elementary students can “research” their images using the document information provided, but middle and high school students should be encouraged to learn more about Lincoln and the specific images to write their label text.
- Middle and high school students can enhance the timeline by placing Lincoln and his life within the context of other events, such as the nation's expansion westward, debates over slavery, and advances in technology.

Lesson 2: Lincoln for President

Lesson Aim: In this three-part lesson, middle and high school students will explore documents to understand the impact Lincoln's visit to New York City had on his presidential campaign. Students will recognize how nineteenth-century campaigning differs from political campaigns of today and will understand how Lincoln's presidential campaign relied on varied media sources, new technologies, and new strategies to present Lincoln as a viable presidential candidate. Students also will think about the central role New York played in Lincoln's campaign.

Materials:

- **Abraham Lincoln Life Story**
- **Mathew Brady Life Story**
- **Grace Bedell Life Story**
- **Horace Greeley Life Story**
- **Briggs's Telegram to Abraham Lincoln**
- **Cooper Union speech excerpts**
- ***Abraham Lincoln in the Great Hall (Cooper Union)***
- **Abraham Lincoln, 1860**
- **Grace Bedell's Whiskers Letter and Lincoln's Response**
- **Cooper Union Speech, *New-York Tribune***
- ***Harper's Weekly*, November 10, 1860**
- **"The National Game"**
- **"The Political Rail Splitter"**
- ***Grand Procession of the Wide Awakes***
- **Audio: Cooper Union Speech –**
<http://www.c-span.org/Lincoln200years/video/?title=prepresidency>

Introduction:

Begin by asking students to reflect on a recent election, local or national. What do students remember about the individual candidates? What do they remember about the campaigns led by the candidates? How did students learn about the candidates and their views? What, in their opinion, makes an effective campaign? Have political campaigns changed over time? Did candidates in the 1950s and 1960s campaign in the same way as candidates today do? What about the 1850s and 1860s? Encourage students to think about the technologies that were or were not available to candidates at different time periods and how suffrage laws have changed.

Activities:

Break students into groups to read and discuss "The Candidate" excerpt of the Abraham Lincoln Life Story. How did men in Lincoln's time typically campaign? How did Lincoln respond to calls for his nomination? Who were Lincoln's primary opponents for the Republican nomination? What was the critical issue at stake in the nomination? What ultimately propelled Lincoln to the nomination?

Part I: Launching the Campaign: Lincoln at Cooper Union

Distribute "Briggs's Telegram to Lincoln" or project on the wall. Read the content of the telegram aloud and discuss. Where did this message originate? Where was it sent? Who sent it, and to whom was it

sent? What is Briggs asking Lincoln to do? What do students suppose Lincoln's response might have been? Why? What indications can students identify in the telegram as to the importance of this invitation?

Ask students to think about what they learned from "The Candidate" excerpt of the Abraham Lincoln Life Story. (Students may reread the excerpt, if necessary.) What was Lincoln's response to Briggs's telegram? Why did Lincoln see Briggs's invitation as an important opportunity? Why did some see Lincoln as a better candidate than Seward? What was the subject of Lincoln's Cooper Union speech? Why did Lincoln choose to discuss the Founding Fathers' views on slavery in his speech? What other subjects might he have chosen?

Next, distribute copies of *Abraham Lincoln in the Great Hall (Cooper Union)* or project on the classroom wall. Ask students to identify the type of resource they are viewing and to share what they see in the image. What do you see? Whom do you see? What type of building is this? What might it have been like to listen to Lincoln deliver his speech at Cooper Union? What do students think Lincoln sounded like? Referring to the document introduction, ask students to think about the significance of this image. What kind of image is this? Who made it? Who might have bought it? What does it tell students about how Lincoln's speech was perceived by the public?

As they are looking at the image, play excerpts from Lincoln's Cooper Union speech aloud and direct students to listen for and identify Lincoln's key argument. Students may choose to use the transcript provided to follow along and highlight key passages. Following the recording, ask students to reflect on the speech. What was Lincoln's key argument? What evidence did he use to support this argument? For someone who knew little about Lincoln in advance, what would stick in their mind after this speech? Basing their answers on *Abraham Lincoln in the Great Hall (Cooper Union)*; the audio piece; and the transcript of Lincoln's speech, ask students why they think Lincoln's visit to New York and his speech at Cooper Union had such a dramatic effect on the election.

To prepare for Part II, ask students to think about what Lincoln's next steps as a candidate might be. How would Lincoln build on the national recognition brought by his speech at Cooper Union? What resources would Lincoln have at his disposal?

Part II: Presenting the Candidate: Mathew Brady and Grace Bedell

Start by asking students to think back to their earlier discussions about what makes an effective political campaign. Encourage students to think of examples from history and from their own lives. Next, review Part I. Ask students to think back to what they learned about Lincoln's visit to New York City and his Cooper Union address. What did Lincoln do when he arrived in New York City? Why do students think Lincoln stopped at Mathew Brady's studio? Why did Lincoln's visit to New York and his speech at Cooper Union have such a dramatic effect on the election? Finally, review the "next steps" discussion that concluded Part I.

Divide the class into two parts, assigning the Mathew Brady and Grace Bedell Life Stories to each half of the class. As they read, students should think about what role these individuals played in shaping Lincoln's campaign bid. When they have finished the reading, ask students to write down one thing

(one or two sentences) about the person in their Life Story. Each half of the class will then collaborate to piece together their sentences to retell the life stories of Brady and Bedell. One representative from each half of the class will then retell the story to the rest of the class.

Distribute “Abraham Lincoln, 1860” or project on the classroom wall. Based on the photo he took, what did Brady think a winning politician should look like? Next, distribute “Grace Bedell’s Whiskers Letter and Lincoln’s Response” and read aloud. Based on her letter, what did Bedell expect Lincoln would look like? Why did Bedell react so strongly to the first image of Lincoln she saw? How, in Bedell’s mind, did the image seem unsuited to what she already knew about Lincoln? Why did both Brady and Bedell focus on Lincoln’s image? As a class, generate a list of words that reflect the ways in which Brady and Bedell understood what it meant to “look presidential.” Would the list still apply today? Is it important for presidents to look a certain way? Why does it matter to us? What do the stories of Mathew Brady and Grace Bedell reveal about presidential campaigning in the mid-nineteenth century? What similarities or differences do you see between Lincoln’s campaign and political campaigns of other eras?

Divide students into groups of four or five each and explain that they have been hired to work on Lincoln’s campaign team. Their assignment is to develop a campaign poster using text from the Cooper Union speech and Mathew Brady’s 1860 photograph of Lincoln. As they are preparing their poster, students should think about Lincoln’s image, his political platform, nineteenth-century traditions of political campaigning, and contemporary means of communicating with voters. Which passage best reflects Lincoln’s political views? How do the image and the text work together in the poster? What point does the poster make? Whom will it convince to support Lincoln?

As students complete their posters, post them on the walls to create Lincoln Campaign Headquarters. Lead a discussion about how students created their posters. What do the posters say about Lincoln as a person? As a political leader? Now that the campaign has a platform and a recognizable candidate, what are the next steps for Lincoln’s campaign team?

Part III: Mobilizing the Campaign

Begin by asking students to reflect on their earlier discussion about a recent election. How did students learn about the candidates and their views on different issues? Did they watch channels like CNN or the local news? What about television shows like *The Daily Show*? Did they read newspapers? Did they visit specific Web sites? Did they receive e-mail or instant message updates or follow blogs or posts on social networking sites like Facebook or Twitter?

Next, ask students to think about the ways in which they showed their support for a particular candidate. Did they wear a t-shirt or a button? Did they attend a rally? How do such actions mobilize support for a candidate? What about television, newspapers, and the Internet—what role do they play in garnering support for a candidate?

Explain to students that they are going to explore two ways that Lincoln’s backers mobilized support in the 1860 election. Students should continue to think about how effective these strategies might have been and how they compare to campaign strategies of today.

Organize students back into their campaign strategy groups and distribute copies of “Cooper Union Speech, *New-York Tribune*” and “*Harper’s Weekly*, November 10, 1860.” Within their groups, students should work together to discuss these documents. If they need to, students may use the document introductions to support their analysis and discussion. What do these two resources say about the role newspapers played in garnering support for Lincoln? Why do students think the *New-York Tribune* chose to reprint the entire Cooper Union speech? Do students recognize the image in *Harper’s Weekly*?

Explain to students that the *New-York Tribune* and *Harper’s Weekly* were just two of 174 newspapers published in New York City in 1860. Four of these newspapers, including the *New-York Tribune*, were national. To illustrate the importance of the press, distribute the Horace Greeley Life Story. What did Greeley think about the candidates for the Republican nomination in 1860? How did Greeley use his position as editor to drum up support for Lincoln’s campaign? Do students think this was fair, or did Greeley abuse his editorial powers?

Ask students to think again about a recent election and about the role of newspapers and other media in that election. How did students sort through information about the election and candidates? What kinds of questions did they ask when reading a newspaper article or following a news story on television? How did they determine perspective or point of view? Why is it important to understand perspective or point of view when deciphering a news story?

While students are still working in groups, ask them to examine “The National Game” and “The Political Rail Splitter” and discuss what they see. Encourage students to look for any symbols or text that will help them decipher the image. Lead a class discussion about the two images. Teachers may find it useful to project the images and use sticky notes or some other way of labeling figures or symbols as students talk about them. What is the message of each cartoon? Do these cartoons share the same perspective on Lincoln? How do their views differ? How do they overlap? How do students feel cartoons like this affect public opinion in an election? What about the media overall? What is the role of the media in a democratic election?

Explain to students that newspapers were not the only way to drum up support for a candidate. Distribute or project *Grand Procession of the Wide Awakes* and ask students to describe what they see. What is happening in this image? Who do students see in this image? Who don’t they see? What are the people in this image doing? What are they wearing? What are they carrying with them? How are the people on the streets responding to them? What are the names of the buildings behind them? What time of day is it? Read the document introduction aloud and lead a discussion. How did groups like the Wide Awakes show their support for Lincoln? How might people have responded to the presence of the Wide Awakes and their parades? How might people have responded to seeing this image in a newspaper? In what ways were the Wide Awakes a powerful symbol of support for Lincoln?

Conclude by asking students to think about the role New York played in mobilizing Lincoln’s 1860 campaign. How does New York fit into what they have just learned about newspapers and about groups like the Wide Awakes? Is New York central to this story? Why or why not? If students were campaigning for Lincoln, how might they utilize New York’s press and large numbers of voters to generate support for their candidate? Explain to students that despite the support of editors like Greeley

and groups like the Wide Awakes, Lincoln ultimately did not carry New York City in the election. Does knowing this change students' perspectives on New York's role in the election? Why or why not? Despite losing in New York City, Lincoln won the election in New York State and received its 35 electoral votes—the most of any state. Does knowing this change students' perspectives on New York's role in the election? Why or why not?

Extension:

- Writing history...Righting history: Students can write a reflection piece about the role of the media in democratic elections. For example, Lincoln credited his election to the Cooper Union speech and the Brady photograph. How could a single speech and a single image have such a dramatic effect? What do students think about Horace Greeley's role in the 1860 election? What does this election say about America in 1860? Is the country different now? Students should be creative in writing their responses; reflections can take the form of a newspaper editorial or an opinion piece for a news broadcast. Students should conduct careful research, however, to provide clear examples and documentary evidence to support their argument.
- The New York City Lincoln visited in 1860 differs greatly from the New York City of today. Encourage students to develop their understanding of this city by visiting Mapping the African American Past online (www.maap.columbia.edu). What sites might students include to reflect Lincoln's visit to New York on this map? How would these sites tie into the story of African Americans in New York told by the map?
- Students can research previous presidential campaigns and present their findings to the class. Students should explore the dominant campaigning traditions of the time period to understand how the campaign they are researching worked within or defied these conventions. Students should pay attention to the various media and communication technologies available to these campaigns.
- Students can research the topics debated and Lincoln's opposing candidates in the 1860 election in greater depth. To gain a deeper understanding of both sides of the issues, they can then create a campaign poster for one of the other candidates or an anti-Lincoln campaign poster.
- Students can hold mock elections for a class president. Teachers may wish to create fictional candidates or select figures from history or popular culture. By dividing the class and assigning roles, some students can work together to develop campaign strategies, create campaign materials, and hold press conferences, interviews, and debates. The rest of the class can represent key constituencies, interest groups, or the media.
- Ask students to think about how media have evolved in their own lifetime. Do students use the same media sources as their parents? Their grandparents? How have changes in technology shaped the ways in which news is presented and understood? Encourage students to be specific in identifying examples from history. If they haven't done so already, prompt students to think about the importance of the media in politics and more specifically in presidential elections. How did candidates like Franklin Delano Roosevelt, John F. Kennedy, or Barack Obama rely on the media to reach out to voters?
- Students can create a Facebook or Twitter page for Lincoln. Students should research Lincoln in order to fill out the information that appears on these pages, such as date of birth, hometown, interests, favorite books, favorite quotes, and so forth. They may also research Lincoln's friends and family members and "post comments" on Lincoln's page from these people. Teachers may choose to assign different historical figures from Lincoln's time period to different students.

Lesson 3: A Week in Lincoln's Presidency

Lesson Aim: Students will use primary source documents to examine how critical actions taken by Lincoln in the week of September 22, 1862, impacted New Yorkers and the country at large. Students will understand how President Lincoln struggled to balance politics, military necessity, and his own moral and ideological commitments in the midst of the Civil War.

Materials:

- **Abraham Lincoln Life Story**
- **Horatio Seymour Life Story**
- **Frederick Douglass Life Story**
- **Clement Vallandigham Life Story**
- **Horace Greeley Life Story**
- **Preliminary Emancipation Proclamation**
- **Preliminary Emancipation Proclamation–Transcript**
- **“Grand Emancipation Jubilee,” *New-York Times***
- **Proclamation Suspending the Writ of Habeas Corpus**
- **Debating Habeas Corpus: *New-York Times* and *Atlas & Argus***

Introduction:

Work together as a class to think about the office of president. What responsibilities does the president hold? How are the president's powers defined and held in check? Can students think of times when these powers have been exceeded? Were there any consequences to this breach of power? Students should be encouraged to refer to Article II, Section II, of the Constitution for help in defining the legal limits of the presidency.

Activities:

Break students into pairs and distribute “The President” excerpt of the Abraham Lincoln Life Story. As they read, students should focus on the powers Lincoln used as president. How do Lincoln's actions compare to the definition of presidential powers generated by the class? Students can chart their responses, using a T-chart comparing the two definitions, or they can complete a Role-on-the-Wall, using the inside of the Lincoln Profile to define how Lincoln viewed the presidency and using the outside to reflect how the presidency has been defined by the class.

Part I: The Preliminary Emancipation Proclamation

Distribute the Preliminary Emancipation Proclamation or project on the classroom wall. Ask students to describe what they see. What kind of resource is this? How was this document written? Who wrote it? Do students think this is an important document? Why or why not? Is this a first or second draft? How do you know? Be sure to help students find noticeable edits in the draft, emphasizing the difference between handwritten documents of the nineteenth century and word-processed documents of today.

Distribute the transcript of the Preliminary Emancipation Proclamation. Working in pairs or small

groups, ask students to read the transcript and use a pen or highlighter to identify the author(s), the date of the document, and the purpose of the author or authors. Next, students should make note of the various provisions of the Preliminary Emancipation Proclamation. Students may refer to the document introduction for assistance in understanding the document.

As a class, discuss what the students have learned. Who wrote the Preliminary Emancipation Proclamation? What does the Preliminary Emancipation Proclamation declare? When will the proclamation go into effect? Whom will it affect? Whom will it not affect? What provisions are being made to determine whom it will and will not affect?

Review “The President” excerpt of the Abraham Lincoln Life Story. How did Lincoln feel about slavery? What was Lincoln’s view on the legal right of Southern states to secede from the Union? What was his primary objective in waging war with the Confederacy? How did others respond to Lincoln’s views on slavery and the Union?

Survey students’ understanding of Lincoln’s motivations in issuing the Preliminary Emancipation Proclamation. How many feel Lincoln was driven by military necessity? By politics? By his own principles? Teachers may wish to engage students more directly by creating a Human Barometer. For example, ask students to line up according to how they feel about the statement: Lincoln’s decision to issue the Preliminary Emancipation Proclamation was driven entirely by military necessity. Students can indicate “Yes, absolutely,” “Not sure,” or “No” by where they stand in line with their peers. The Human Barometer may allow for greater understanding of how these motivations overlapped.

Break students into pairs to read and discuss the Frederick Douglass, Horatio Seymour, and Horace Greeley Life Stories. How did these men respond to the Preliminary Emancipation Proclamation? How did their own life experiences shape their views? Do Seymour, Douglass, and Greeley agree or disagree with Lincoln on the definition of presidential power? Which specific policies proved most contentious among these men? Based on what students have read, in what ways do they think Seymour, Douglass, and Greeley reflected the views of other New Yorkers?

Assemble students into groups of four or five and distribute the document “Grand Emancipation Jubilee.” Assign each group one quotation to use as the thesis statement of a letter to the editor of a national newspaper. Each group should exchange their letters and then draft a response written by a supporter of Seymour. Students should address specific provisions of the Preliminary Emancipation Proclamation in both letters.

Assemble both sets of letters and identify key arguments on either side of the issue. In what ways do both sides of the argument hinge on definitions of presidential power?

Part II: Proclamation Suspending the Writ of Habeas Corpus

Introduce the meaning of habeas corpus. Translated from the Latin to mean, “you have the body,” habeas corpus is an ancient and important safeguard against illegal detention or imprisonment, and it is fundamental to both British and American law. It means that police need to present a legal reason for putting a person under arrest in jail, and the court must rule on whether that reason is sufficient.

Distribute the Proclamation Suspending the Writ of Habeas Corpus or project on the classroom wall. Divide students into pairs or small groups and ask them to read the transcript and identify the author(s), the date of the document, and the purpose of the author or authors. Next, students should make note of the various provisions of the proclamation. Students may refer to the document introduction for assistance in understanding the document.

As a class, discuss what the students have learned. Who wrote the Proclamation Suspending the Writ of Habeas Corpus? What does it declare? When will it go into effect? Whom will it affect? Whom will it not affect?

Ask students to think back to what they learned from “The President” excerpt of the Abraham Lincoln Life Story and lead a discussion about Lincoln’s motivations for issuing the Proclamation Suspending the Writ of Habeas Corpus. Next, distribute and read the Clement Vallandigham Life Story. How did Vallandigham’s actions challenge the proclamation? How did the public respond to his imprisonment? What were the arguments for and against his imprisonment and trial? What were the arguments for and against the proclamation? Was Lincoln within his legal rights to suspend habeas corpus? Was it a smart move? The nation was engaged in a civil war, and it was not always easy to know who the enemy was—everyone spoke the same language, and many people had friends and relatives on the opposite side. Does that explain Lincoln’s actions? Does it justify them? Sometimes presidents must fix problems they have created themselves. How was Lincoln responsible for the maelstrom around the Vallandigham case? How did he try to repair the damage?

Remind students that both Horace Greeley and Horatio Seymour were firmly against the Proclamation Suspending the Writ of Habeas Corpus. How was Greeley’s relationship with Lincoln challenged by the proclamation? What role did the press play in fomenting anti-Lincoln sentiment in New York? What did Seymour’s successful bid for governor in 1862 reveal about sentiments toward Lincoln and his policies among New Yorkers? In what ways did both Greeley and Seymour threaten Lincoln’s authority?

Distribute the document “Debating Habeas Corpus: *New-York Times* and *Atlas & Argus*” and work as a class to fill in a T-chart outlining arguments for and against Vallandigham’s imprisonment and Lincoln’s suspension of habeas corpus. The teacher may wish to ask students to take sides in a debate based on the arguments presented by the two newspapers.

Conclusion:

Lead a class discussion about the impact of the Preliminary Emancipation Proclamation and the Proclamation Suspending the Writ of Habeas Corpus on politics in New York. Based on what students have read in the Life Stories, how do they feel New Yorkers responded to the Preliminary Emancipation Proclamation? Why? Did African American New Yorkers respond differently from white New Yorkers? Why or why not? What about the suspension of Habeas Corpus?

Refer to Article II, Section II, of the Constitution: on which powers does Lincoln rely to enact and enforce the Preliminary Emancipation Proclamation? The Proclamation Suspending the Writ of Habeas Corpus? Do the powers used by Lincoln fall within the definition of presidential power laid out by the class at the beginning of the lesson? Why or why not? Do Lincoln’s actions violate other provisions of the Constitution, such as the protection of free speech and freedom of the press? Why or why not?

Extension:

- Writing history...Righting history: Students can take on the role of citizens of New York during this historic week and write a letter to the editor responding to Lincoln's uses of executive power. Students should think about how these two explosive, national issues would have affected their everyday lives as New Yorkers. Do they agree with Lincoln's actions? Have they affected their lives positively or negatively?
- Create a timeline charting how the federal government shaped the institution of slavery in the United States through specific acts, legislation, court decisions, and executive proclamations. Students should be sure to note the particular branches of government responsible for these acts. Students also may extend this timeline by exploring how European colonial governments defined slavery in the Americas and the Caribbean. Teachers and students can learn more about slavery in New York by visiting www.slaveryinnewyork.org, the companion website for the New-York Historical Society exhibition. A teacher's guide and curriculum can be downloaded from the education page.
- Students can learn more about how Lincoln's wartime policies affected New York by studying the New York City draft riots with Unit III of the curriculum for the New-York Historical Society exhibition *New York Divided*. The lessons can be downloaded from the education page on the exhibition's website: www.newyorkdivided.org.
- Students in an English language arts class can write an essay tracing the revisions Lincoln made to the Emancipation Proclamation as seen in the Preliminary Emancipation Proclamation and compare it with the final draft. Why might he have made the changes he made? Does it change the message or tone of the document? How? Teachers may wish to have students write a persuasive essay regarding the Emancipation Proclamation from the point of view of Lincoln, Greeley, Douglass, or Seymour.
- Students can research and report on other incidents in which habeas corpus has been suspended and civilians have been tried in military tribunals.

Lesson 4: Lincoln's Legacy

Lesson Aim: Students will examine the impact of Lincoln's assassination. Students will understand that the memory of Lincoln as a martyr to the cause of national unity shaped how Americans understood the causes and outcomes of the Civil War.

Materials:

- **Abraham Lincoln Life Story**
- **Walt Whitman Life Story**
- **Frederick Douglass Life Story**
- **Currier and Ives Life Story**
- *Lincoln's Body at City Hall*
- *The Body of the Martyr President, Abraham Lincoln*
- *Columbia's Noblest Sons*
- *Last Offer of Reconciliation*
- **"When Lilacs Last in the Dooryard Bloom'd" (excerpts)**
- **"O Captain! My Captain!"**
- **Tribute to Abraham Lincoln by Frederick Douglass**
- *Abraham Lincoln (1809–1865)*
- **Facsimile of *Harper's Weekly***

Introduction:

Begin by surveying students' understanding of the word "martyr." If students struggle to define the word, explain that a martyr is someone who suffers or even dies to further a specific cause. Also explain that when applied to a specific person, the word martyr often has religious or political meaning, such as in the case of Jesus, Christian saints, Joan of Arc, Gandhi, or Martin Luther King, Jr.

Lead a discussion about martyrs and how they are honored and remembered. Encourage students to think about holidays, memorials, or specific places named after someone considered a martyr. Do students think it is important to honor or remember martyrs? Why or why not? Push students further by asking how we choose the way in which we celebrate martyrs. What do certain traditions reveal about our society and its relationship to the past?

Activities:

Distribute or project *Abraham Lincoln (1809–1865)* by Daniel Chester French on the wall. Encourage students to describe what they are seeing as if they were speaking to someone who cannot see what they see; for example, as if they were describing what they see to someone over the phone. What do students see? How would you describe the man featured in the sculpture? Is he sitting or standing? What is he sitting on? What is he wearing? What do his expression and body language tell you about him?

Read the document introduction aloud to students and ensure they understand that the cast they are looking at served as a model for the Lincoln Memorial in Washington, D.C. What does the Lincoln Memorial say about the life and legacy of Abraham Lincoln? Does this portrayal of Lincoln reflect what students know about Lincoln? Why or why not? Who are people today in history that would be worthy of a memorial? What would this person need to do in order to be considered for a memorial?

Distribute “The Martyr” excerpt of the Abraham Lincoln Life Story. Ask students to read and reflect on the last days of the Civil War and of Lincoln’s life. (Teachers may refer to Unit 3 of the curriculum for the New-York Historical Society exhibition *Grant and Lee in War and Peace* to study the surrender at Appomattox and its impact in greater detail. The lessons can be downloaded from the education page on the exhibition’s website: www.nyhistory.org/web/grantandlee/.) How did the war end? How did Lincoln die? How did the nation respond to his assassination? For newspaper coverage of Lincoln’s death, refer to the complete edition of *Harper’s Weekly* published after Lincoln’s assassination.

Break students into groups and distribute Life Stories for Walt Whitman, Currier and Ives, and Frederick Douglass. Within their groups, students should read and discuss how the assassination of Lincoln touched the people featured in the Life Stories. Do students feel these stories are typical? Why or why not?

Explain to students that the Civil War saw the highest number of casualties of any war in American history. The great numbers of soldiers on both sides of the conflict, the advances in military technology, and the dangers of disease contributed to the over 600,000 deaths that resulted from the war. The impact of this was significant; most Americans knew at least one person who died in the war, and many turned to patriotism and the predominant codes of masculinity and spirituality to reconcile themselves to the loss of so many young men.

Explain that students will now read a poem by Walt Whitman. Distribute “When Lilacs Last in the Dooryard Bloom’d (excerpts)” or project on the wall. Read the first stanza aloud and lead a discussion. Who do students think the poem is about? Why? What does the poem say about Lincoln? To explore further, students should return to their groups to read and discuss an assigned stanza and then put it into their own words. Students should be encouraged to think about the poet’s perspective and his feelings about what is happening around him. As students share their interpretations of their assigned stanzas, lead a discussion about what they have read. How does Whitman feel about Lincoln’s death? How could he be so touched by the death of a stranger? Do students feel the poem reflects the sentiments of others? Why or why not?

Break students into small groups and assign each group one of the following resources: “Lincoln’s Body at City Hall,” “O Captain! My Captain!,” “Tribute to Abraham Lincoln by Frederick Douglass,” *The Body of the Martyr President, Abraham Lincoln, Columbia’s Noblest Sons*, and *Last Offer of Reconciliation*.

Working within their groups, students should examine their assigned document. Students may refer to the Document Introduction and may use the appropriate Object, Document, or Image and Artifact Analysis worksheet as necessary. Students also may refer to the Life Stories for Lincoln, Whitman, Douglass, and Currier and Ives. Within their groups, students should discuss their assigned resource. How does the resource relate to the Life Stories read earlier? What does the resource tell students about the impact of Lincoln’s assassination? Students should be prepared to present their findings to the rest of the class.

Bring the class back together for a discussion. What are the various ways in which Lincoln was memorialized after his death? What media sources and technologies were utilized to memorialize

Lincoln? What aspects of his life were celebrated? What words or images did some of his contemporaries use to describe Lincoln? Was Lincoln honored as a martyr? If so, for what cause did Lincoln die? Do students think that all American citizens agreed with this portrayal of Lincoln as a martyr to the cause of the Union? Why or why not?

Return students to their groups and distribute a copy of each resource to each group. Students will work together to create their own memorial using the resources just examined. Encourage students to think about what they know about Lincoln and to be creative. These memorials should reflect how they feel about Abraham Lincoln today.

As students present their completed memorials, lead a discussion about how students' perspectives of Lincoln are similar to and different from the perspectives represented in the resources studied. How have perspectives of Lincoln changed? How have they remained the same? Do they overlap in some aspects? What accounts for these different perspectives?

Conclusion:

Remind students that although Lincoln's appeal today is almost universal and extends across party lines, this certainly was not true during his lifetime. Ask students to think about what it is about Lincoln that Americans seem to value most. Teachers may wish to introduce the idea of a national myth as a powerful collective memory that captures the culture's deepest values and longings. Why was it so important to celebrate Lincoln in the weeks after his death? Why is it important to celebrate him today? Does Lincoln represent what Americans want their country to be? Why or why not? Are there other, more recent figures from history students can think of who were regarded differently in life and death?

Extension:

- Writing history...Righting history: Encourage students to think about what Lincoln means to them today. Does he represent what students believe about their country? Why or why not? This reflection can take the form of an essay or a creative piece, such as an obituary, short story, or poem.
- Explore the concept of memory deeper with Unit 4 of the *Grant and Lee in War and Peace* curriculum. These lessons on the Lost Cause emphasize the power of memory in shaping collective understandings of the causes and outcomes of the Civil War.
- Students can research the history of the Lincoln Memorial and its dedication to explore the significance of memorials as reflections of national identity. Students also can explore war memorials and monuments in their own neighborhoods.
- Students can create a memorial for another historic figure or a friend. Students should then write a reflection addressing why they chose their figure and their particular memorial design.

New York State Standards for Social Studies

History of the United States and New York				
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.				
Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture. Students will...				
Elementary	L1	L2	L3	L4
know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.	X		X	X
explain those values, practices, and traditions that unite all Americans.	X		X	X
Intermediate				
explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and the traditions that help define it and unite all Americans.	X	X		X
Commencement				
analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.	X	X		X
Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives. Students will...				
Elementary				
gather and organize information about the traditions transmitted by various groups living in their neighborhood and community.				X
recognize how traditions and practices were passed from one generation to the next.				X
distinguish between near and distant past and interpret simple timelines.	X			
Intermediate				
investigate key turning points in New York State and United States history and explain why these events or developments are significant.		X	X	X
Commencement				
develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues.		X	X	X
compare and contrast the experiences of different groups in the United States.	X	X	X	
Key Idea 3: Study of the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. Students will...				
Elementary				
identify individuals who have helped to strengthen	X	X	X	X

democracy in the United States and throughout the world.				
Intermediate				
complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations.	X	X	X	X
gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.	X	X	X	X
describe how ordinary people and famous historic figures in the local community, the state, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.	X	X	X	X
classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.		X	X	
Commencement				
compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture.			X	
research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; the Revolution and the New National period; immigration; expansion and reform era; Civil War and Reconstruction; the American labor movement; the Great Depression; the World Wars; contemporary United States).	X	X	X	X
prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.		X	X	X
Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments. Students will...				
Elementary				
consider different interpretations of key events and/or issues in history and understand the differences in these accounts.	X	X	X	X
explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.	X	X	X	X
view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.	X	X	X	X
Intermediate				

consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.	X	X	X	X
understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.	X	X	X	X
compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts.	X	X	X	X
describe historic events through the eyes and experiences of those who were there. (Taken from the National Standards for History for Grades K-4).	X	X	X	X
Commencement				
analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives.	X	X	X	X
consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations.	X	X	X	X
Civics, Citizenship, and Government				
use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.				
Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from the National Standards for Civics and Government, 1994.) Students will...				
Elementary				
know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice.		X	X	
describe the basic purposes of government and the importance of civic life.		X		
understand that social and political systems are based upon people's beliefs.		X	X	
Intermediate				
analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs.		X	X	
consider the nature and evolution of constitutional democracies.		X	X	
analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.		X	X	
Commencement				
analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.		X	X	

Key Idea 2: The state and federal governments established by the constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from the National Standards for Civics and Government, 1994.) Students will...				
Elementary				
understand the basic civil values that are the foundation of American constitutional democracy.		X		
Intermediate				
value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality.			X	X
understand how the United States and New York State constitutions support majority rule but also protect the rights of the minority.			X	
Commencement				
trace the evolution of American values, beliefs, and institutions.		X	X	
identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society.		X		X
Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities. Students will...				
Elementary				
understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.	X			
Intermediate				
explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time.		X	X	X
discuss the role of an informed citizen in today's changing world.		X		
explain how Americans are citizens of their states and of the United States.		X	X	
Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills. Students will...				
Elementary				
show a willingness to consider other points of view before drawing conclusions or making judgments.	X	X	X	X
evaluate the consequences for each alternative solution or course of action.	X	X	X	X
Intermediate				
respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint.		X	X	

participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.		X	X	
Commencement				
evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. (Adapted from the National Standards for Civics and Government, 1994.)		X	X	
take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs.		X	X	
consider the need to respect the rights of others and to respect others' points of view. (Adapted from the National Standards for Civics and Government, 1996.)		X	X	
participate in school/classroom/community activities that focus on an issue or problem.		X		

Lincoln Profile Worksheet

Student's name: _____ Date: _____



Document Analysis Worksheet

Student's Name:

Date:

Document Details

Title of document:

Unit number (printed on document):

Type of document:

Date of document:

Author or creator of document:

Questions to Consider

Why and for whom was this document written?

How does the document signal the writer's point of view?

What are the two or three most important points the author is trying to make?

What question or questions are left unanswered by the document?

Character Development Worksheet

Student's Name:

Date:

Known Details

Use this part of this worksheet to record available information about a person featured in a life story or primary source document.

What was the person's name?

What was the person's role in the story told in the unit?

What *Lincoln and New York* materials are your sources of information?

Briefly, what do you know about the person? (Think of family, home, work, political or religious affiliations.)

Interpretation

Use this part of this worksheet to speculate about the character, based on what you have learned from the documents in *Lincoln and New York* and other classroom work.

What important details are missing from the person's life? What questions would you ask the character, if you could meet him or her? Based on your reading, how would you begin to answer those questions on this person's behalf? Use the context of history to think about the answers that make the most sense. See if you can start to bring the person to life in your mind.

Image and Artifact Analysis Worksheet

Student's Name:

Date:

Image Details

Title or caption of image:

Unit number (printed on document):

Type of image/artifact:

Date of image/artifact:

Artist's/creator's name:

Major objects or people shown:

Questions to Consider

Why and for whom was this image/artifact created?

How does the image/artifact signal the artist's/creator's point of view?

What are the two or three most important points the artist/creator is trying to make?

What question or questions are left unanswered by the image/artifact?

Glossary

Abolitionists

People who fought to end, or abolish, slavery in the United States.

Assassination

The murder of a political figure or other prominent person.

Candidate

A person running for an elected office.

Civil War

A war between the Union and the Confederate States of America that lasted from 1861 to 1865.

Confederate States of America

The eleven states that seceded from the United States before the Civil War and formed their own government. Also called the Confederacy.

Cooper Union

A small college founded in 1859 to provide free higher education regardless of class, race, or gender, located in the East Village of Manhattan. The building houses a 900-seat lecture hall.

Cooper Union Speech

A speech Lincoln delivered at New York City's Cooper Union on February 27, 1860. The speech catapulted Lincoln to national prominence and helped him win the Republican nomination.

Copperheads

Another name for Peace Democrats. Copperheads took their name from their Republican critics, who charged that they resembled the venomous copperhead snake, which strikes without warning.

Conscription

Another word for a military draft.

Daguerreotype

An early form of photography in which an image is made directly onto a light-sensitive silver-coated metal plate without using a negative.

Democratic Party

A political party that favored states' rights. In the 1860 election, the Democratic Party split into Northern and Southern sections over the issue of slavery. Whereas the Northern Democratic Party supported popular sovereignty, the Southern Democratic Party wanted no limits placed on the expansion of slavery. During the Civil War, the Northern Democrats themselves split into the pro-war War Democrats and the anti-war Peace Democrats.

Draft

The process of selecting individuals for mandatory military service.

Elegy

A poem that mourns a death.

Emancipation

The freeing of slaves by law.

Emancipation Proclamation

An executive order issued by President Lincoln on January 1, 1863, that freed the slaves in areas still in rebellion. The Emancipation Proclamation was preceded by the Preliminary Emancipation Proclamation of September 22, 1862.

Habeas Corpus

Most commonly, the writ used to bring a prisoner before a magistrate to determine if the person is being held legally.

Inauguration

The act of becoming president.

Lincoln–Douglas Debates

A series of seven debates between Lincoln and Stephen Douglas held during the 1858 Illinois Senate race.

Lithograph

A print produced by etching an image into a flat stone tablet and then using ink to copy the image onto a piece of paper. Lithographs enjoyed great popularity in the nineteenth century because they were inexpensive and could be made to represent numerous subjects.

Legislature

A body that makes laws. In the United States, the federal legislature, called the Congress, has two branches: the House of Representatives and the Senate. Each of the states also has a legislature.

Martial Law

A period of time when the legal system is backed by military authority. President Lincoln instituted martial law during the Civil War.

Martyr

A person who suffers or dies for a belief, principle, or cause.

Nomination

The act of officially naming a candidate. For most of the past two centuries, national political parties have held conventions where delegates from each state voted to select the nominee.

Popular Sovereignty

The belief that the people living in each new territory should vote to determine whether to allow slavery.

Advocated by Lincoln's rival Stephen Douglas.

Proclamation Suspending the Writ of Habeas Corpus

An order issued by President Lincoln on September 24, 1862, that subjected Confederates and their Northern supporters to martial law and denied them the protection of the writ of habeas corpus.

Republican Party

A political party that opposed the expansion of slavery into new territories.

Secession

The formal separation from a body or organization. The secession of eleven Southern states from the United States provoked the Civil War.

Telegraph

A communications technology that operated by transmitting short electric pulses (dots) and long electric pulses (dashes) over wires. Each letter of the alphabet corresponded to a different combination of dots and dashes. Messages sent by telegraph were called telegrams.

Union

The states that remained loyal to the government of the United States during the Civil War.

Wide Awakes

A political club that campaigned for Lincoln in the 1860 election.

Whig Party

A political party that favored a stronger central government. When the Whig Party disbanded after the 1856 election, most of its members gravitated to the Republican Party.

Classroom Resources

Websites

“Lincoln and New York.” <http://www.lincolinandnewyork.org/>. The companion website to the New-York Historical Society’s *Lincoln and New York* exhibition.

“The Abraham Lincoln Presidential Library and Museum.” <http://www.alplm.org/>. Provides information about the Abraham Lincoln Presidential Library and Museum and offers seven Teacher Resources guides.

“The Lincoln Institute.” <http://www.abrahamlincoln.org/>. Mounts six Web publications about various aspects of Lincoln’s life: “Mr. Lincoln’s White House,” “Mr. Lincoln and Freedom,” “Mr. Lincoln and Friends,” “Mr. Lincoln and the Founders,” “Mr. Lincoln and New York,” and “Mr. Lincoln’s Classroom.”

“Abraham Lincoln.” <http://gilderlehrman.org/institute/lincoln.html>. Sponsored by the Gilder-Lehrman Institute of American History; presents essays and lectures by eminent historians, online exhibitions, and primary source documents from the institute’s collection.

The Library of Congress has two online Lincoln collections:

For the Alfred Whital Stern Collection of Lincolniana, which contains primary source material by and about Lincoln and about such relevant issues as slavery, the Civil War, and Reconstruction:
<http://memory.loc.gov/ammem/collections/stern-lincoln/>.

For the Abraham Lincoln Papers, including letters and drafts of speeches:
<http://memory.loc.gov/ammem/alhtml/malhome.html>.

Children’s Books

D’Aulaire, Ingri, and Edgar Parin d’Aulaire. *Abraham Lincoln*. San Luis Obispo, Calif.: Beautiful Feet Books, 2008. This Caldecott Award–winning book for children ages 4 to 8 traces Lincoln’s life from birth through the presidency and features beautiful illustrations. First published in 1939. Biography.

Denenberg, Barry. *Lincoln Shot: A President’s Life Remembered*. New York: Feiwel and Friends, 2008. Taking the form of a newspaper, this book for children ages 9 to 12 addresses both Lincoln’s assassination and the wider scope of his life. Biography.

Fleming, Candace. *The Lincolns: A Scrapbook Look at Abraham and Mary*. New York: Schwartz and Wade, 2008. Taking the form of a scrapbook, this book for children ages 9 to 12 uses photographs, cartoons, maps, letters, and other primary sources to trace the lives of both Lincolns. Biography.

Freedman, Russell. *Lincoln: A Photobiography*. New York: Clarion Books, 1987. This Newbery Award–winning book for children ages 9 to 12 supplements its thorough coverage of Lincoln’s life with contemporary drawings and photographs. Biography.

- Hopkinson, Deborah. *Abe Lincoln Crosses a Creek: A Tall, Thin Tale*. New York: Schwartz and Wade, 2008. Based on a true story, this book for children ages 4 to 8 takes a lighthearted look at an incident from Lincoln's childhood. Historical fiction.
- Rappaport, Doreen. *Abe's Honest Words: The Life of Abraham Lincoln*. New York: Hyperion Books, 2008. This book for children ages 9 to 12 melds elegant writing with beautiful illustrations to tell the story of Lincoln's life. Biography.
- Roop, Peter, and Connie Roop. *Grace's Letter to Lincoln*. New York: Hyperion Books, 1998. A book for children ages 9 to 12 about Grace Bedell, the eleven-year-old girl who wrote to Lincoln during the 1860 election to suggest he grow a beard. Historical fiction.
- Sandler, Martin W. *Lincoln Through the Lens: How Photography Revealed and Shaped an Extraordinary Life*. New York: Walker Publishing, 2008. This book for children ages 9 to 12 examines Lincoln's relationship to the new technology of photography, in the process providing an overview of his life. Biography.
- Winnick, Karen B. *Mr. Lincoln's Whiskers*. Honesdale, Pa.: Boyds Mills Press, 1996. A picture book for children ages 4 to 8 about Grace Bedell, the eleven-year-old girl whose letter to Lincoln during the 1860 election prompted him to grow a beard. Historical fiction.
- Winters, Kay. *Abe Lincoln: The Boy Who Loved Books*. New York: Aladdin, 2006. A picture book for children ages 4 to 8 about Lincoln's early life, especially his passion for reading. Biography.

Suggested Reading List

Abraham Lincoln

- Donald, David Herbert. *Lincoln*. New York: Simon and Schuster, 1995.
- Hamilton, Charles, and Lloyd Ostendorf. *Lincoln in Photographs: An Album of Every Known Pose*. Dayton, Ohio: Morningside House, 1985.
- Holzer, Harold. *Lincoln at Cooper Union: The Speech that Made Abraham Lincoln President*. New York: Simon and Schuster, 2004.
- Holzer, Harold, Gabor S. Boritt, and Mark E. Neely Jr. *The Lincoln Image: Abraham Lincoln and the Popular Print*. Urbana: University of Illinois Press, 2001. First published in 1984.

Frederick Douglass

- Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave. Written by Himself*. Edited by David W. Blight. Boston: Bedford, 1993.
- Stauffer, John. *Giants: The Parallel Lives of Frederick Douglass and Abraham Lincoln*. New York: Twelve, Hachette Book Group, 2008.

Horace Greeley

Greeley, Horace. *Recollections of a Busy Life*. New York: J. B. Ford and Company, 1868.

Williams, Robert C. *Horace Greeley: Champion of American Freedom*.
New York: New York University Press, 2006.

Mathew Brady

Horan, James D. *Mathew Brady: Historian with a Camera*. New York: Crown Publishers, 1955.

Kunhardt, Dorothy Meserve, and Philip B. Kunhardt Jr. *Mathew Brady and His World*.
New York: Time-Life Books, 1977.

Walt Whitman

Allen, Gay Wilson. *The Solitary Singer: A Critical Biography of Walt Whitman*.
Chicago: University of Chicago Press, 1985. First published in 1955.

Whitman, Walt. *Walt Whitman: Complete Poetry and Collected Prose*.
New York: The Library of America, 1982.

Civil War

Blight, David W. *Race and Reunion*. Cambridge, Mass.: Harvard University Press, 2001.

Faust, Drew Gilpin. *This Republic of Suffering: Death and the American Civil War*.
New York: Alfred A. Knopf, 2008.

McPherson, James M. *Battle Cry of Freedom: The Civil War Era*. New York: Oxford University Press, 2003.

New York

Bernstein, Iver. *The New York City Draft Riots: Their Significance for American Society and Politics in the Age of the Civil War*. New York: Oxford University Press, 1990.

Burrows, Edwin G., and Mike Wallace. *Gotham: A History of New York City to 1898*.
New York: Oxford University Press, 1999.

McKay, Ernest A. *The Civil War and New York City*. Syracuse, N.Y.: Syracuse University Press, 1990.

Switala, William J. *Underground Railroad in New Jersey and New York*.
Mechanicsburg, Pa.: Stackpole Books, 2006.

Schechter, Barnet. *The Devil's Own Work: The Civil War Draft Riots and the Fight to Reconstruct America*.
New York: Walker, 2005.

Spann, Edward K. *Gotham at War: New York City, 1860–1865*. Wilmington, Del.: SR Books, 2002.

Background: Picturing Lincoln

This lesson is based on a collection of images, most of them portraits of Lincoln, and on some important other documents and contemporary uses of Lincoln symbols. It is meant to be used in different ways depending on the grade level. For elementary school students, a short biography of Lincoln supports their introduction to the resources and to a figure they may know little or nothing about. For middle and high school students, the materials in this lesson will provide a helpful preparation for the remaining lessons and a useful pre-visit activity for classes who will visit the exhibition at the New-York Historical Society. Exploring these resources will help all students cut through some of the mythology around this venerated American figure.

The Lincoln Cabin

Born in Kentucky on February 12, 1809, Lincoln moved with his family first to Indiana and then to Illinois. This photograph depicts the log cabin Lincoln and his father, Thomas Lincoln, built upon arriving in central Illinois in 1830. Lincoln toiled diligently on the Illinois prairie, performing the strenuous tasks necessary to transform frontier into farm. Tired of farm work, the next year Lincoln left the family cabin for the small village of New Salem, Illinois, where he became a shop clerk. Lincoln's family lived in the cabin until March 1831, when they moved to a different part of Illinois. The cabin remained in place until 1876, during which time this photograph was presumably taken. In that year, organizers of the Centennial Exposition brought the cabin to Philadelphia and put it on display. The cabin has since disappeared, although Illinois now maintains the land on which the cabin stood as the Lincoln Trail Homestead State Memorial. During Lincoln's lifetime, his supporters heavily promoted his log cabin origins. They used a log cabin as a symbol of Lincoln's rise from humble beginnings and his identification with the common man. Even today, many people associate Lincoln with a log cabin.

The Lincoln Cabin

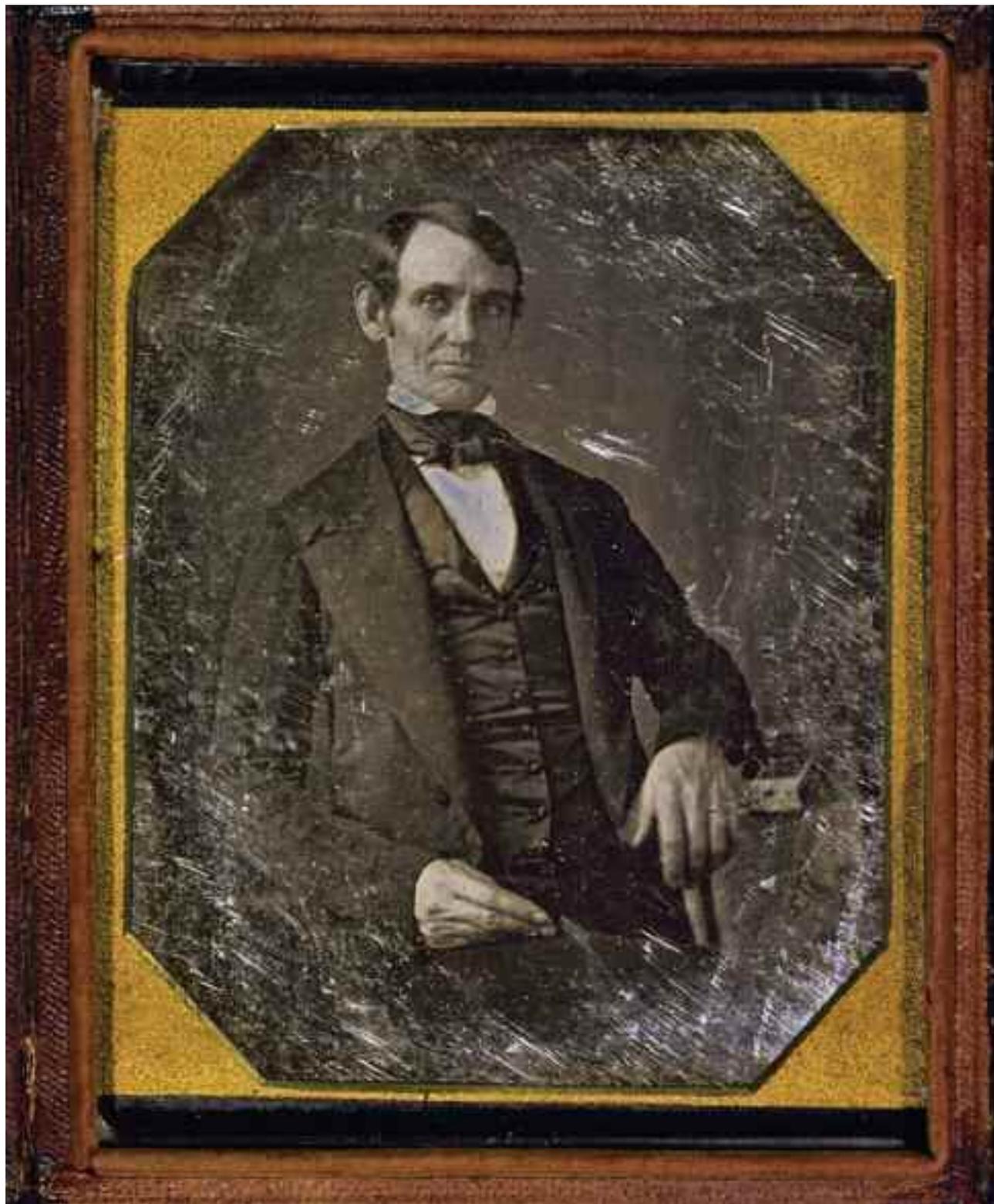


Lincoln's Log Cabin, ca. 1875. Library of Congress.

Abraham Lincoln, 1846

This three-quarter-length daguerreotype was taken by Nicholas H. Shepherd in Springfield, Illinois, in 1846. The earliest known portrait of Lincoln, it indicates his enthusiasm for the new technology of photography, which had only become commercially practical with the invention of the daguerreotype in 1839. Lincoln, a congressman-elect, poses thoughtfully in the photograph with his collar elevated, his jacket open, his hair tidy, and his gaze directed forward. The chief issue during Lincoln's single term in the House of Representatives was the Mexican War, which Lincoln strongly opposed. In 1847, he introduced the "Spot Resolutions," demanding that President James Polk prove his claims that Mexicans shed the war's first blood on American soil. Lincoln also confronted the issue of slavery while in Congress, voting to ban slavery in the new territories acquired in the Mexican War.

Abraham Lincoln, 1846

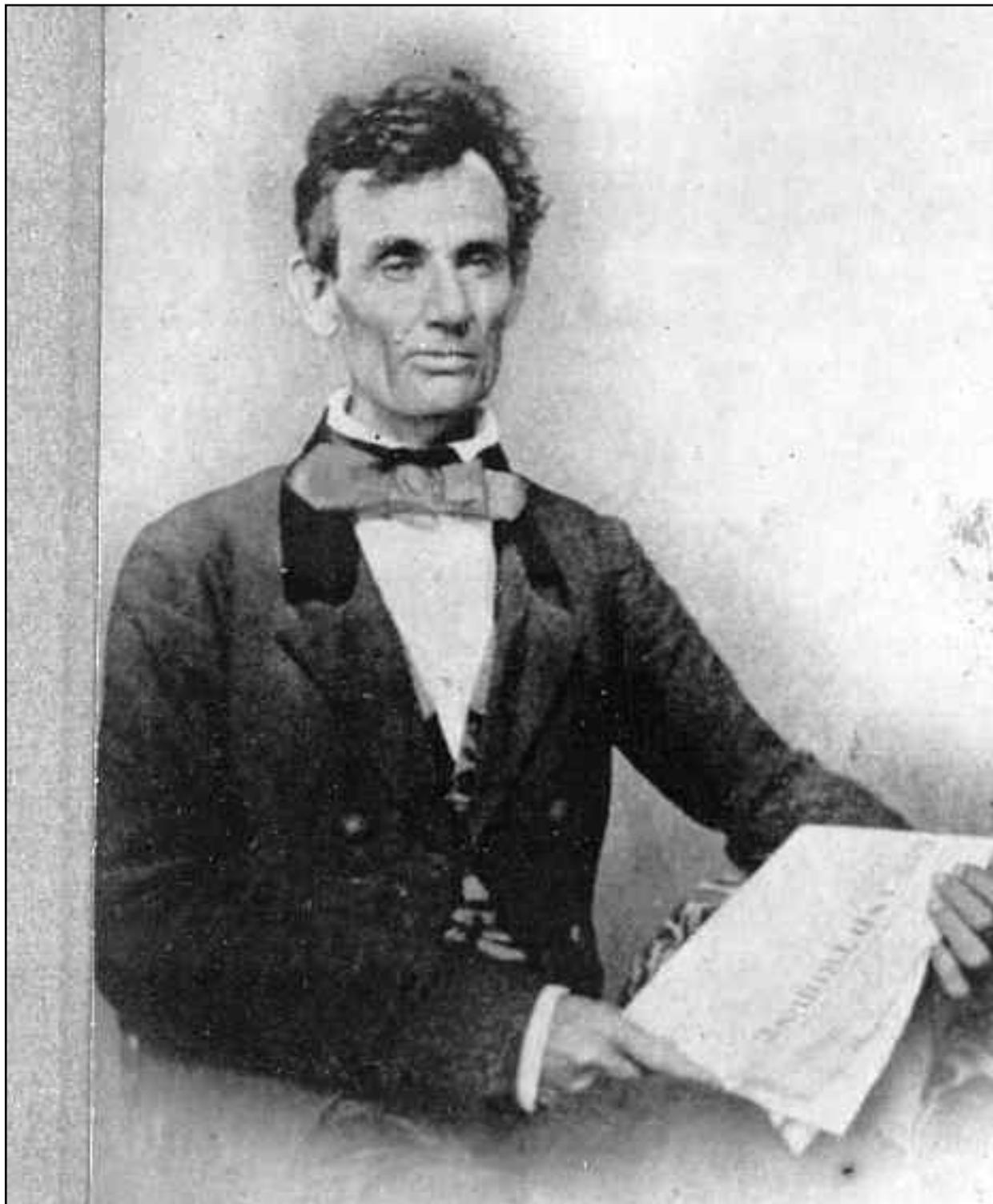


Nicholas H. Shepherd, *Abraham Lincoln, Congressman-elect from Illinois*, ca. 1846. Library of Congress Prints and Photographs Division

Abraham Lincoln, 1854

Taken in Chicago on October 27, 1854, by Polycarp Von Schneidau, this portrait shows Lincoln while campaigning for the Senate. Opposition to the Kansas-Nebraska Act had drawn Lincoln out of political retirement in 1854. Two weeks before sitting for this portrait, on October 16, he delivered a career-resurrecting speech in Peoria, Illinois, in which he denounced popular sovereignty, a doctrine holding that the people living in each territory should vote to determine whether slavery would be permitted in that territory. Drafted to run for the state legislature, Lincoln won in a landslide but immediately resigned his seat to vie for the Senate. The Illinois General Assembly, which selected the state's senators, refused Lincoln's bid. Severely disappointed, he began to gravitate to the new Republican Party.

Abraham Lincoln, 1854

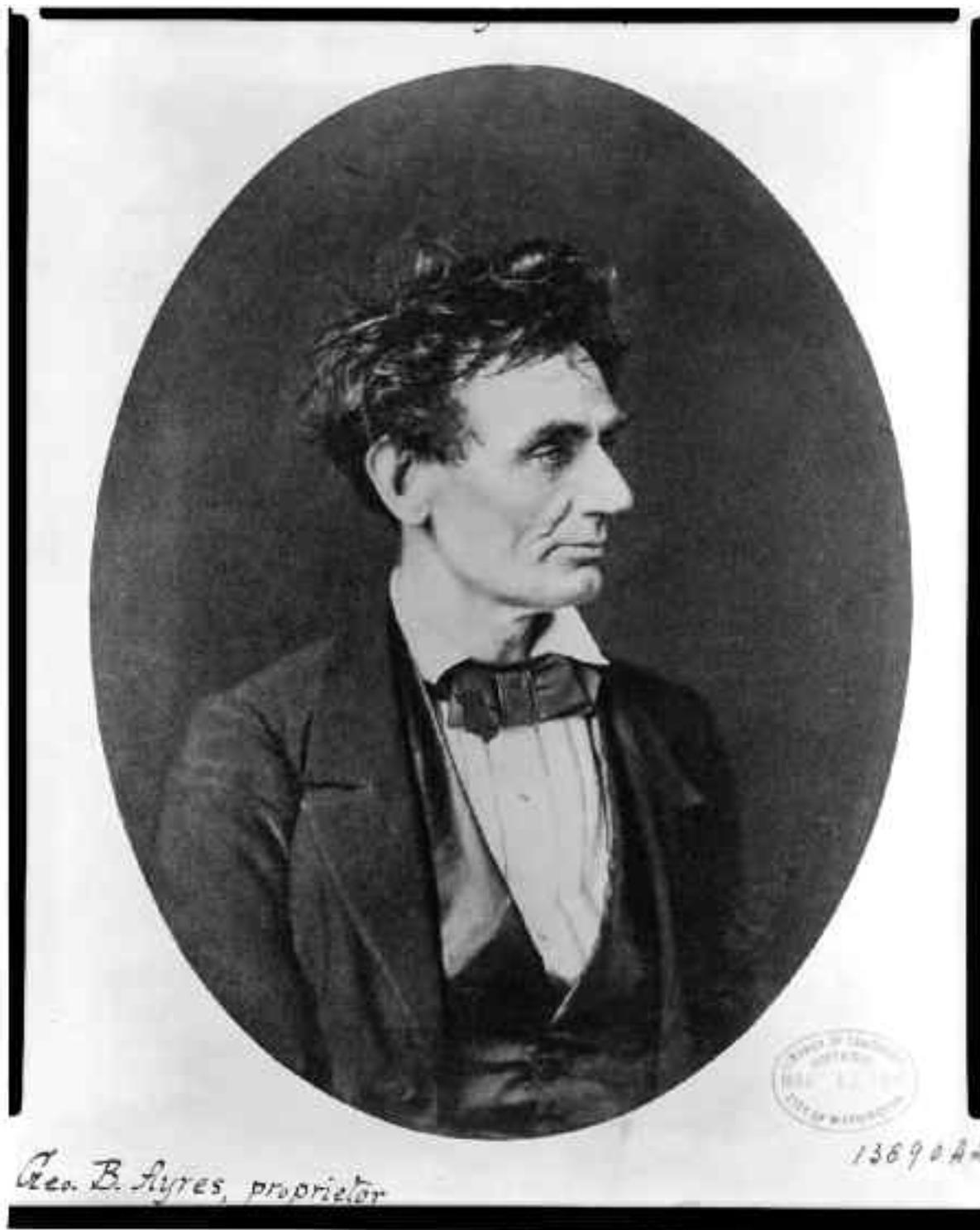


Polycarp Von Schneidau, *Abraham Lincoln While Campaigning for the U.S. Senate, Taken in Chicago, Illinois, October 27, 1854*. Library of Congress Prints and Photographs Division.

Abraham Lincoln, 1857

Often called the “tousled hair” portrait, this photograph was taken by Alexander Hesler on February 28, 1857. Lincoln, seen in profile, appears disheveled, with his suit ruffled and his hair in disarray. Before taking the photograph, Hesler brushed Lincoln’s hair back and Lincoln himself tried to comb his hair with his fingers, but their efforts were to no avail. Lincoln wrote to a supporter that he thought the photograph “a very true one; though my wife and many others do not. My impression is that their objection arises from the disordered condition of the hair.” Lincoln sat for this portrait while in Chicago to work on a lawsuit and campaign for some Republican candidates. Although 1857 proved Lincoln’s busiest and most profitable year as a lawyer, he also increasingly devoted himself to the new Republican Party. The previous year, he had delivered more than fifty speeches in support of John C. Frémont, the Republicans’ first presidential candidate. The next year, he would run for the Senate. This photograph, the first made into a lithograph for ease of distribution, would help in that pursuit.

Abraham Lincoln, 1857

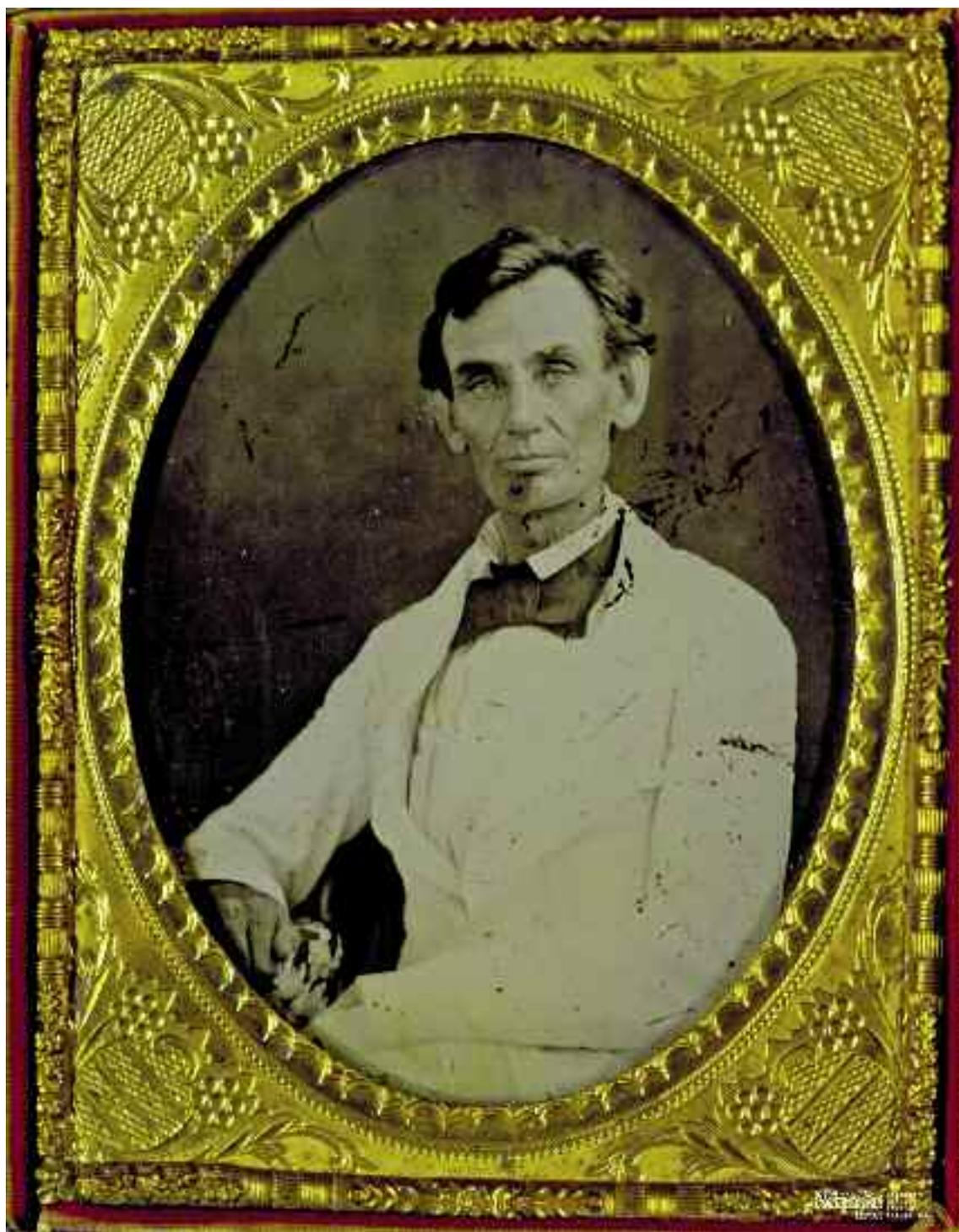


Alexander Hesler, *Abraham Lincoln: Immediately prior to Senate nomination, Chicago, Illinois, 1857*. Library of Congress Prints and Photographs Division.

Abraham Lincoln, 1858

This unflattering ambrotype, taken by Abraham Byers in Beardstown, Illinois, features Lincoln in a weak, tentative pose with his head too small, his face blurry, and his eyes cast to the side. Lincoln sat for this portrait on May 7, 1858, a month before he began his Senate race against the Democratic incumbent Stephen A. Douglas. Lincoln received the Republican nomination on June 18. At the Republican convention, he delivered his famous “House Divided” speech, pronouncing that the “government cannot endure permanently half slave and half free.” Lincoln and Douglas held seven debates over the course of the campaign, during which Lincoln countered Douglas’s support for popular sovereignty with the contention that slavery could not be permitted to expand into the new western territories. Ultimately, the Illinois General Assembly, which chose the state’s senators, reelected Douglas for a third term. Although Lincoln lost, the election enhanced Lincoln’s reputation and set the stage for the 1860 presidential campaign.

Abraham Lincoln, 1858

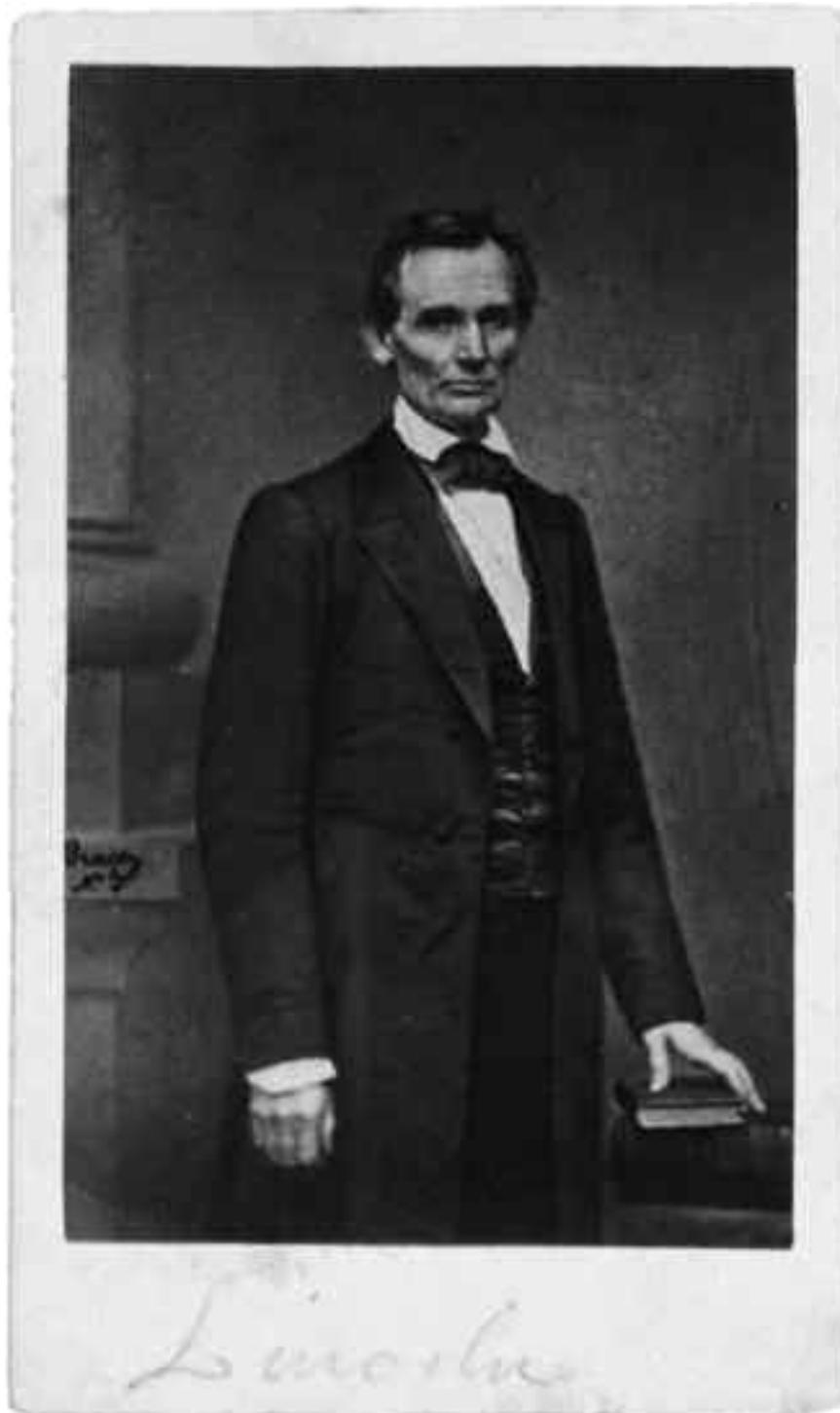


Abraham Byers, *Abraham Lincoln*, May 7, 1858. Archives and Special Collections, University of Nebraska-Lincoln Libraries.

Abraham Lincoln, 1860

Mathew Brady took this photograph of Lincoln on February 27, 1860, in New York. Lincoln had traveled to New York to deliver a speech at Cooper Union. On the morning of the speech, he visited Brady, the most famous photographer in the country, at his studio. Brady carefully constructed the scene he wanted to capture, producing a dignified portrait that made Lincoln look presidential. The photograph was later reproduced in woodcuts, lithographs, steel engravings, tintypes, and cartes-de-viste (photographs on card stock). It was widely circulated during the presidential campaign. Brady's photograph became one of the best-known images of Lincoln. Lincoln himself fully realized the power of the image. He is said to have remarked, "Brady and the Cooper Union made me president."

Abraham Lincoln, 1860

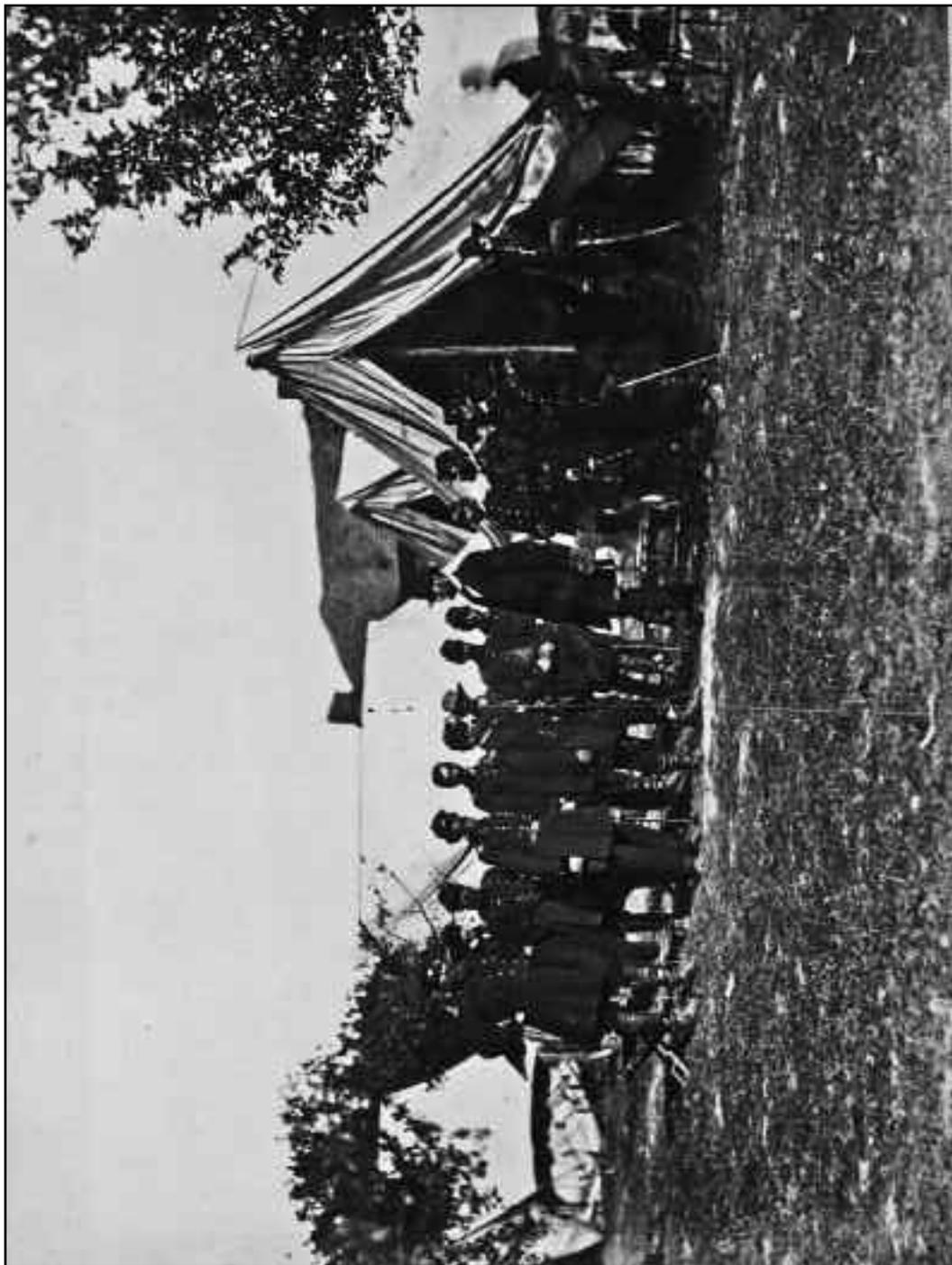


Mathew Brady, *Abraham Lincoln*, New York, 1860. Gilder Lehrman Collection, on deposit at the New-York Historical Society.

Abraham Lincoln, 1862

Taken by Alexander Gardner on October 3, 1862, this photograph shows Lincoln meeting with General George B. McClellan, the commander of the Army of the Potomac, and his staff on the site of the battle of Antietam in Maryland. Lincoln, wearing his trademark stovepipe hat and black frock coat, towers over the other men in the photograph. McClellan, standing sixth from left, tilts his head insolently as he gazes up at Lincoln. Lincoln had decided to visit McClellan in the field because of his disappointment over Antietam's outcome. Fought on September 17, 1862, the battle caused that day to be the bloodiest of the Civil War, with approximately 22,720 casualties on both sides. Although McClellan managed to repulse the Army of Northern Virginia's incursion into the North, he failed to pursue the army as it retreated. Only the most recent example of McClellan's cautious approach to waging the Civil War, his hesitation at Antietam deeply frustrated Lincoln. Lincoln used the meeting at Antietam to advocate a more vigorous prosecution of the war, but he soon lost all patience with McClellan and replaced him as commander of the Army of the Potomac with General Ambrose Burnside. Despite the fact that Antietam did not represent a conclusive Union victory, Lincoln took advantage of the opening it provided him to issue the Preliminary Emancipation Proclamation on September 22, 1862.

Abraham Lincoln, 1862



Alex Gardner, *President Lincoln on battle-field of Antietam, October, 1862*, c. 1866.
Library of Congress Prints and Photographs Division.

Lincoln Writing the Emancipation Proclamation

The Cincinnati firm Ehrgott, Forbriger, and Company created this colored lithograph in 1864 from a painting by David Gilmour Blythe. In it, Lincoln sits in his cluttered study drafting the Emancipation Proclamation. Issued on September 22, 1862, and taking effect on January 1, 1863, the Emancipation Proclamation freed the slaves in the Confederate territories still in rebellion. The Emancipation Proclamation also permitted African Americans to join the military and widened the purposes of the Civil War from preserving the Union to include the destruction of slavery. Many of Lincoln's critics in both the North and the South, motivated by opposition to emancipation and fears that Lincoln was abusing his authority, disparaged the Emancipation Proclamation. Blythe might have intended his positive depiction of the proclamation to bolster support for Lincoln, who seemed in real danger of losing the 1864 election. The lithograph abounds with symbols associated with the nation and suggesting the righteousness of Lincoln's cause. An American flag drapes the open window, and George Washington's sword sticks out of a map of Europe on the right wall. A bust of President Andrew Jackson, a strong Unionist, sits on the mantelpiece, while a bust of President James Buchanan, who allowed the South to secede before Lincoln's inauguration, dangles in a noose on the bookcase. The lithograph portrays Lincoln himself as a writer. Dressed in his bedclothes, his disheveled appearance suggests the effort he puts into his task. As he works, he draws inspirations from the documents covering the floor and from the Bible and the Constitution in his lap. Behind him hang the scales of justice, and a rail-splitter's maul by his feet evokes his log cabin origins.

Lincoln Writing the Emancipation Proclamation



Lithograph from a painting by David Gilmour Blythe, *Lincoln Writing the Emancipation Proclamation*, 1864. Carnegie Museum of Art, Pittsburgh. Patrons Art Fund, Gift of Mr. and Mrs. John F. Walton, Jr.

The Lincoln Family

The prominent New York engraver John Chester Buttre commissioned this group portrait from the New York artist Francis Carpenter soon after Lincoln's assassination in 1865. Carpenter knew the Lincolns well from having spent six months at the White House in 1864 while working on another painting. For this painting, he based the Lincolns' likenesses on photographs, many of them provided to him by Mary Lincoln. Using a black and white palette to facilitate engraving, Carpenter shows Lincoln reading to his wife, Mary, and his sons, Robert, Willie, and Tad. The painting captures the Lincolns in the happy period before Willie's death from scarlet fever in 1862. Its domestic, familial setting humanizes Lincoln. In its intimacy, the painting differs from other images that presented Lincoln as a formidable figure. Instead, by emphasizing Lincoln's role as head of his family, it memorializes him as the nation's kindly father. This image and others of the Lincoln family proved popular among Americans mourning Lincoln's death.

The Lincoln Family



Francis B. Carpenter, *The Lincoln Family*, ca. 1865. New-York Historical Society.
Gift of Warren C. Crane.

Abraham Lincoln (1809–1865)

In 1916, the Massachusetts artist Daniel Chester French created this model, 32½ inches high, as preparation for sculpting the giant statue of Lincoln in the Lincoln Memorial in Washington, D.C. To create this model, French looked at photographs of Lincoln, read eyewitness descriptions of him, and studied Leonard Volk's 1860 castings of Lincoln's hands. From this model, French created a larger twelve-foot model that he placed in the unfinished memorial. French and the memorial's architect, Henry Bacon, agreed that this second model was too small and decided on a height of twenty feet for the final statue. The Piccirilli brothers, of the Bronx, carved the statue out of Georgia marble, completing it in 1919. The 120-ton statue was installed in 1920, and the Lincoln Memorial was dedicated on May 30, 1922. Focusing on Lincoln's role as the nation's Unifier rather than the Great Emancipator, the dedication occurred in front of a segregated audience.

Abraham Lincoln (1809-1865)



Daniel Chester French, *Abraham Lincoln*, study for statue at the Lincoln Memorial, Washington, D.C., 1916. New-York Historical Society. Gift of Mrs. William Penn Cresson (Margaret French).

Background: Lincoln for President

It may be hard for students today to appreciate how tense Americans were in the late 1850s. The nation seemed to be teetering on the brink over the issue of slavery. For decades, pro- and antislavery states had been kept on equal footing by a delicate legal balancing act, and crisis had been averted. But, beginning with the Compromise of 1850, it appeared that the slave states were gaining power, and Northerners were worried. No one knew where it would end, but war was not unthinkable.

The future of slavery in the nation and the Union itself seemed to be riding on the 1860 election. In the late fall of 1859, the two likeliest standard-bearers were the Republican William H. Seward and the Democrat Stephen A. Douglas. Of all the major political parties, the Republicans had the clearest antislavery platform, but some in the party worried that the abolitionist Seward would be seen as too radical on the issue. They thought that Seward, a New Yorker, would alienate moderate voters, especially in Ohio, Illinois, Iowa, and other western states, and that he would lose to Douglas. A group of New York City Republicans hoped to find a more broadly acceptable Republican candidate, though they did not agree on who that was. They decided to hold a series of public lectures, both to shake support for Seward and to provide a high-stakes public audition for his possible replacement.

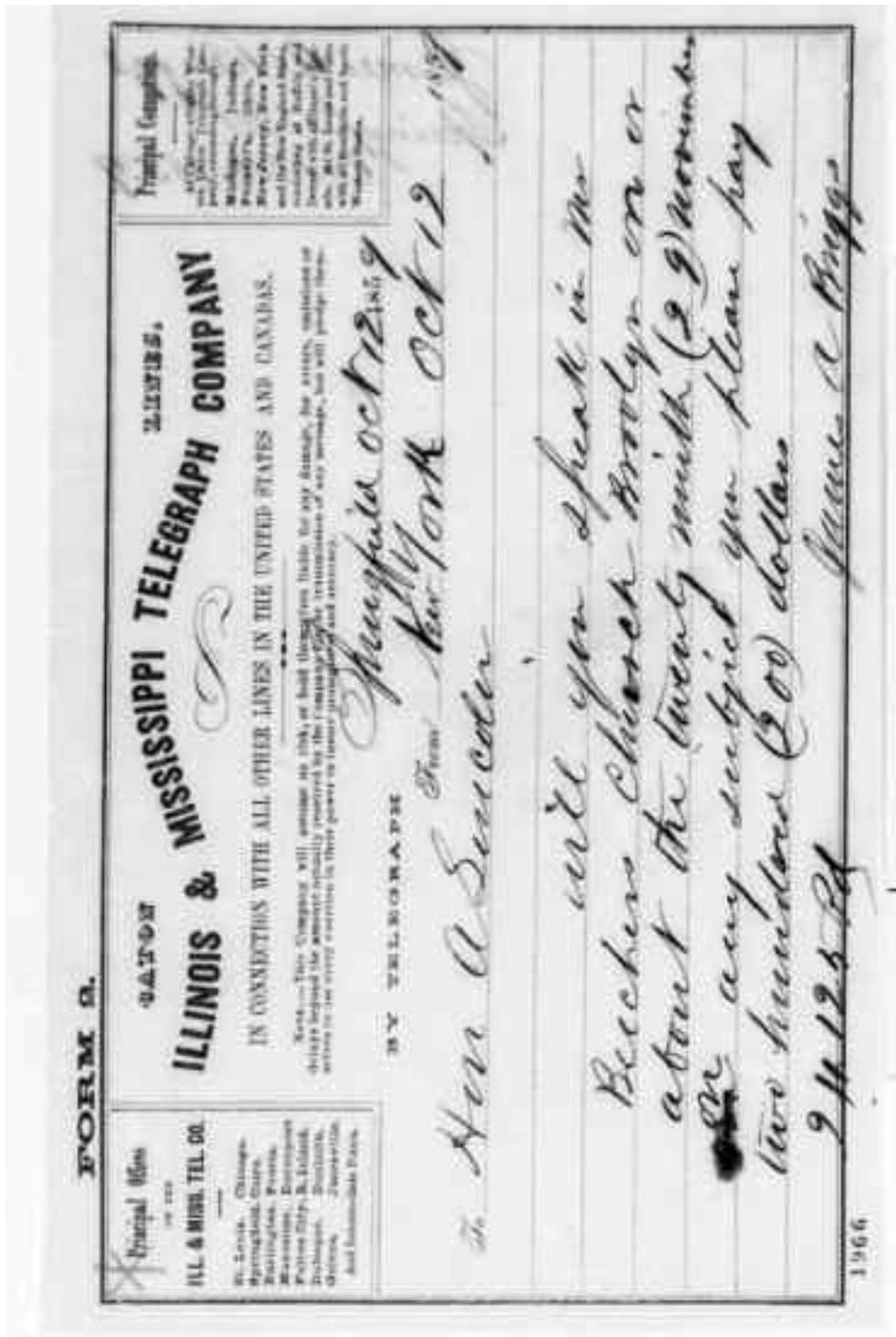
Abraham Lincoln was one of those invited to speak, and he leapt at the chance. In his losing 1858 bid for the Illinois Senate seat, his debates with his opponent—Stephen A. Douglas himself—had showcased Lincoln’s speaking skills and his nuanced position on the slavery issue. Now he needed to claim a place on the national stage, and there was no better place to do that than New York City. Not only was it home to wealthy potential supporters, but also it was already the media capital of the country. Celebrated image-makers were located here, including Mathew Brady, the preeminent photographer, and the printmaking firm of Currier and Ives. Even more crucially, New York City was home base for a staggering 174 daily and weekly newspapers, including a few that were shipped throughout the North and even into the South. Americans learned all their news from newspapers, and they did not expect them to be unbiased. Editors said what they thought in their own pages, so a candidate who could win them over had free publicity on a huge scale.

Lincoln is said to have remarked that his Cooper Union speech, together with the photo that was taken of him the same day, had won him the presidency. This unit explores how his brief visit to New York helped propel this fairly obscure western politician, known mostly for his awkward appearance, into the White House.

Briggs's Telegram to Abraham Lincoln

On October 12, 1859, the New York Republican activist James Briggs sent this invitation asking Lincoln to travel to New York in November to participate in the Plymouth Lecture Course, a lecture series at Henry Ward Beecher's Plymouth Church in Brooklyn Heights. Briggs sent the invitation by telegraph, a technology invented by Samuel F. B. Morse in the 1840s that operated by transmitting electric pulses through wires. Organizers of the Plymouth Lecture Course intended it as an audition for up-and-coming western Republicans before the party met to choose its presidential nominee at its 1860 convention. They hoped to find an alternative to the Republican front-runner William Seward, a New York senator, because they believed Seward was too closely identified with radical antislavery to win the general election and a western candidate would have a better chance of carrying the states in that region. Upon receiving the invitation on October 15, Lincoln realized a New York lecture could introduce him to the eastern establishment and make his political career. Lincoln accepted the invitation but postponed his lecture until February, which worked to his advantage by increasing his visibility and moving his lecture closer to the Republican convention. Before Lincoln's arrival in New York, sponsorship of his lecture shifted to the Young Men's Central Republican Union, and the venue shifted to Cooper Union.

Briggs's Telegram to Abraham Lincoln



Telegram, James A. Briggs to Abraham Lincoln, New York, Oct. 12, 1859. Abraham Lincoln Papers, Manuscript Division, Library of Congress.

Cooper Union speech excerpts

18:40 – What is the question which, according to the text, those fathers understood “just as well, and even better than we do now?” It is this: Does the proper division of local and federal authority, or anything in the Constitution, forbid our Federal Government to control as to slavery in our Federal Territories?

36:30 – The sum of the whole is, that of our thirty-nine fathers, who framed the original Constitution, twenty-one — a clear majority of the whole — certainly understood that no proper division of local from federal authority, nor any part of the Constitution, forbade the Federal Government to control slavery in the federal territories.

47:53 – And now, if they would listen — as I suppose they will not — I would address a few words to the Southern people. I would say to them: You consider yourselves a reasonable and a just people; and I consider that in the general qualities of reason and justice you are not inferior to any other people. Still, when you speak of us Republicans, and you do so only to denounce us as reptiles, or, at the best, as no better than outlaws. You will grant a hearing to pirates or murderers, but nothing like it to “Black Republicans.” In all your contentions with one another, each of you deems an unconditional condemnation of “Black Republicanism” as the first thing to be attended to.

1:14:00 – A few words now to Republicans. It is extremely desirable, exceedingly desirable that all parts of this great Confederacy shall be at peace, and in harmony, with one another. Let us Republicans do our part to have it so. Even though much provoked, let us do nothing through passion and ill temper. Even though the southern people will not so much as listen to us, let us calmly consider their demands, and yield to them if, in our deliberate view of our duty, we possibly can.

1:18:37 – I am also aware they have not, as yet, in terms, demanded the overthrow of our Free-state Constitutions. Yet those Constitutions declare the wrong of slavery, with more solemn emphasis, than do all other sayings against it; and when all these other sayings shall have been silenced, the overthrow of these Constitutions will be demanded, and nothing be left to resist the demand.

1:20:00 – If slavery is right, all words, acts, laws, and constitutions against it, are themselves wrong, and should be silenced, and swept away. If it is right, we cannot justly object to its nationality—its universality; if it is wrong, they cannot justly insist upon its extension—its enlargement. All they ask, we could readily grant, if we thought slavery right; all we ask, they could as readily grant, if they thought it wrong. Their thinking it right, and our thinking it wrong, is the precise fact upon which depends the whole controversy.

1:22:55 – Neither let us be slandered from our duty by false accusations against us, nor frightened by them, from it by menaces of destruction to the Government nor of dungeons to ourselves. **LET US HAVE FAITH THAT RIGHT MAKES MIGHT, AND IN THAT FAITH, LET US, TO THE END, DARE TO DO OUR DUTY AS WE UNDERSTAND IT.**

Abraham Lincoln, *Cooper Union Address*, New York, Feb. 27, 1860.

Cooper Union speech excerpts

In 2004, the actor Sam Waterston recreated Lincoln's speech in the Great Hall at Cooper Union.

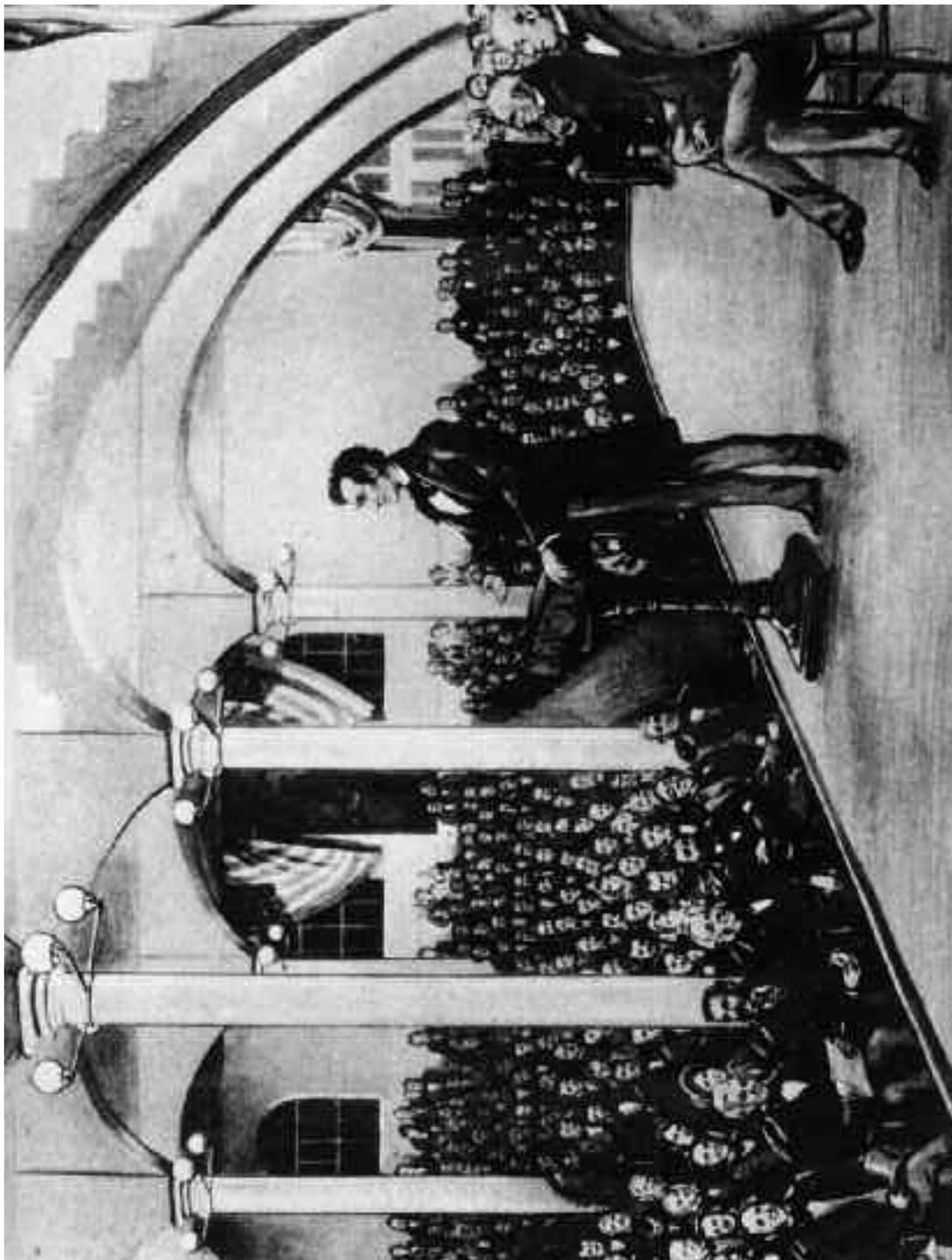
A complete video of the speech can be accessed online at

<http://www.cspan.org/Lincoln200years/video/?title=prepresidency>. Follow the link "Abraham Lincoln's Cooper Union Address". The excerpts that appear here correspond with the portions of the video used in the *Lincoln and New York* exhibition. The numbers at the start of each paragraph indicate the time marker at which that portion of the speech can be found in the online video.

Abraham Lincoln in the Great Hall (Cooper Union)

Lincoln delivered his Cooper Union address on February 27, 1860. His speech centered on the argument that the Founding Fathers had believed the federal government possessed the authority to restrict slavery's expansion. Lincoln marshaled historical evidence to demonstrate that thirty-six of the thirty-nine signers of the Constitution had signaled through their votes on various laws or through their statements that they thought the government could curtail the spread of slavery. Having thus proved the Founding Fathers' position, Lincoln claimed their mantle for the Republican Party, which espoused limiting slavery to the states where it already existed. The Cooper Union speech catapulted Lincoln to national prominence and put him in position to win the nomination at the Republican National Convention three months later.

Abraham Lincoln in the Great Hall (Cooper Union)



Lincoln in the Great Hall, c. 1935. Library, Cooper Union for the Advancement of Science and Art.

Grace Bedell's Whiskers Letter

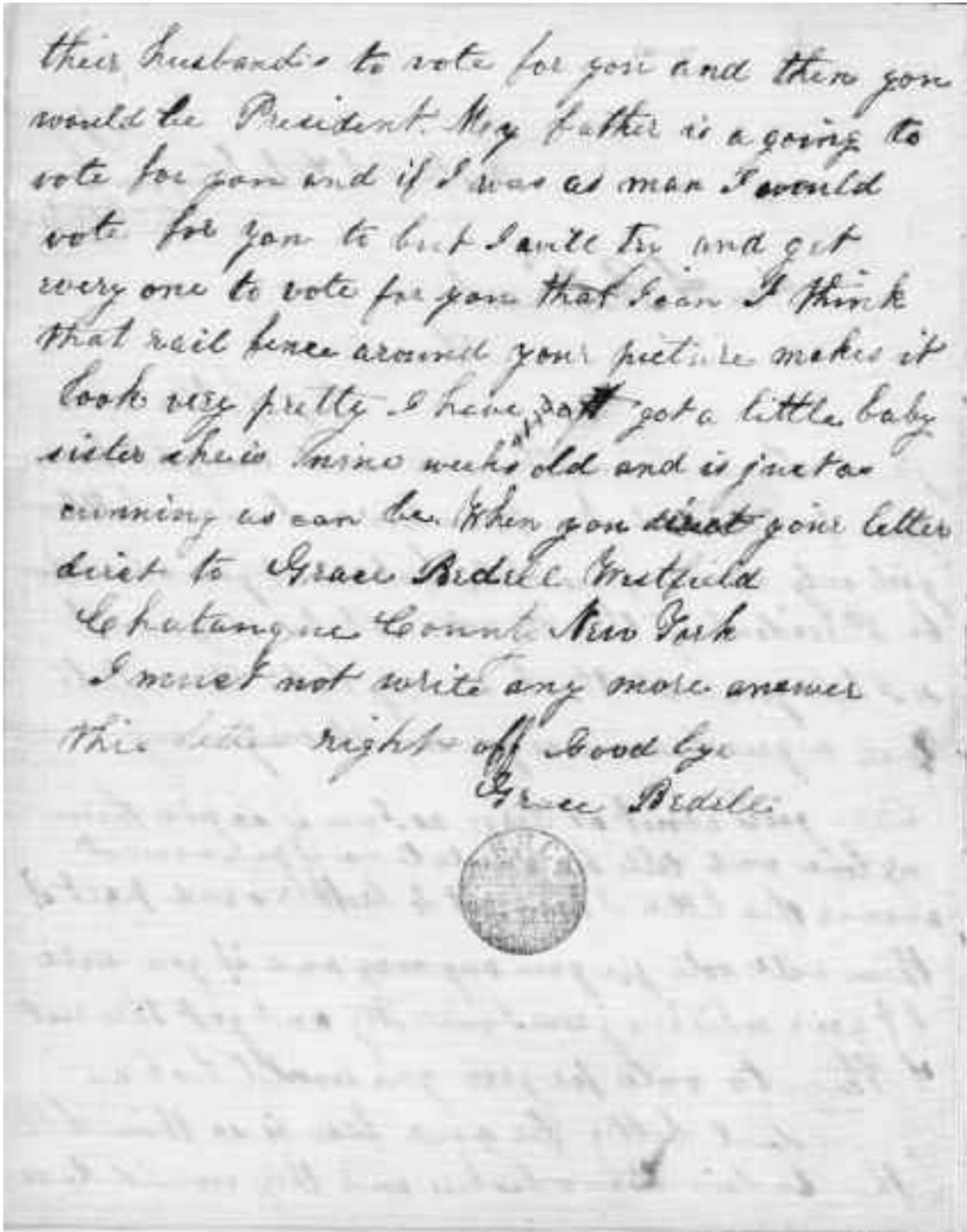
93
 Grace Bedell
 Westfield & LaTangue Co
 Oct. 15, 1860

Dear A. B. Lincoln

Your letter has just come from the post and brought home your picture and Mrs. Hamlin's. I am a little girl only eleven years old, but want you should be President of the United States very much so I hope you won't think me very bold to write to such a great man as you are. Have you any little girls about as large as I am if so give them my love and tell her to write to me if you cannot answer this letter. I have got 4 brothers and part of them will vote for you any way and if you will let your whiskers grow I will try and get the rest of them to vote for you you would look a great deal better for your face is so thin. All the ladies like whiskers and they would tease

Grace Bedell to Abraham Lincoln, Oct. 15, 1860. Burton Historical Society, Detroit Public Library.

Grace Bedell's Whiskers Letter



Grace Bedell to Abraham Lincoln, Oct. 15, 1860. Burton Historical Society, Detroit Public Library.

Lincoln' Response to Grace Bedell

Private

Springfield, Ill. October 19, 1860.

Miss Grace Bedell

My dear little Miss,

Your very agreeable letter of the 15th is received.

I regret the necessity of saying I have no daughter. I have three sons – one seventeen, one nine, and one seven years of age. They, with their mother, constitute my whole family.

As to the whiskers, having never worn any, do you not think people would call it a piece of silly affection if I were to begin it now?

Your very sincere well wisher,

A. Lincoln

Transcription of Abraham Lincoln to Grace Bedell, October 19, 1860. Library of Congress.

Grace Bedell's Whiskers Letter and Lincoln's Response

After seeing Lincoln's image on a campaign poster her father brought home from the state fair, eleven-year-old Grace Bedell from Westfield, New York, wrote a letter to Lincoln on October 15 suggesting that he grow a beard. She explained that a beard would improve Lincoln's appearance by disguising his "thin" face. She also noted that a beard would help Lincoln's election chances since women liked "whiskers" and would persuade their husbands to vote for a bearded Lincoln. Lincoln replied to Grace's letter on October 19, asking her if growing a beard would seem "a piece of silly affection" because he had never worn one before. Despite the qualms expressed in his letter, after being elected Lincoln did grow a beard. Grace's role in this decision remains unclear because other people had also suggested he grow a beard. Yet when Lincoln's train stopped in Westfield on the way to his inauguration, he sought out Grace and told her he had followed her advice.

NY
Westfield Chatauque County
Oct 18, 1860

Hon A B Lincoln
Dear Sir

My father has just home from the fair and brought home your picture and Mr. Hamlin's. I am a little girl only eleven years old, but want you should be President of the United States very much so I hope you won't think me very bold to write to such a great man as you are. Have you any little girls about as large as I am if so give them my love and tell her to write to me if you cannot answer this letter. I have got 4 brother's and part of them will vote for you any way and if you let your whiskers grow I will try and get the rest of them to vote for you you would look a great deal better for your face is so thin. All the ladies like whiskers and they would tease their husband's to vote for you and then you would be President. My father is a going to vote for you and if I was a man I would vote for you to but I will try to get every one to vote for you that I can I think that rail fence around your picture makes it look very pretty I have got a little baby sister she is nine weeks old and is just as cunning as can be. When you direct your letter direct to Grace Bedell Westfield Chatauque County New York

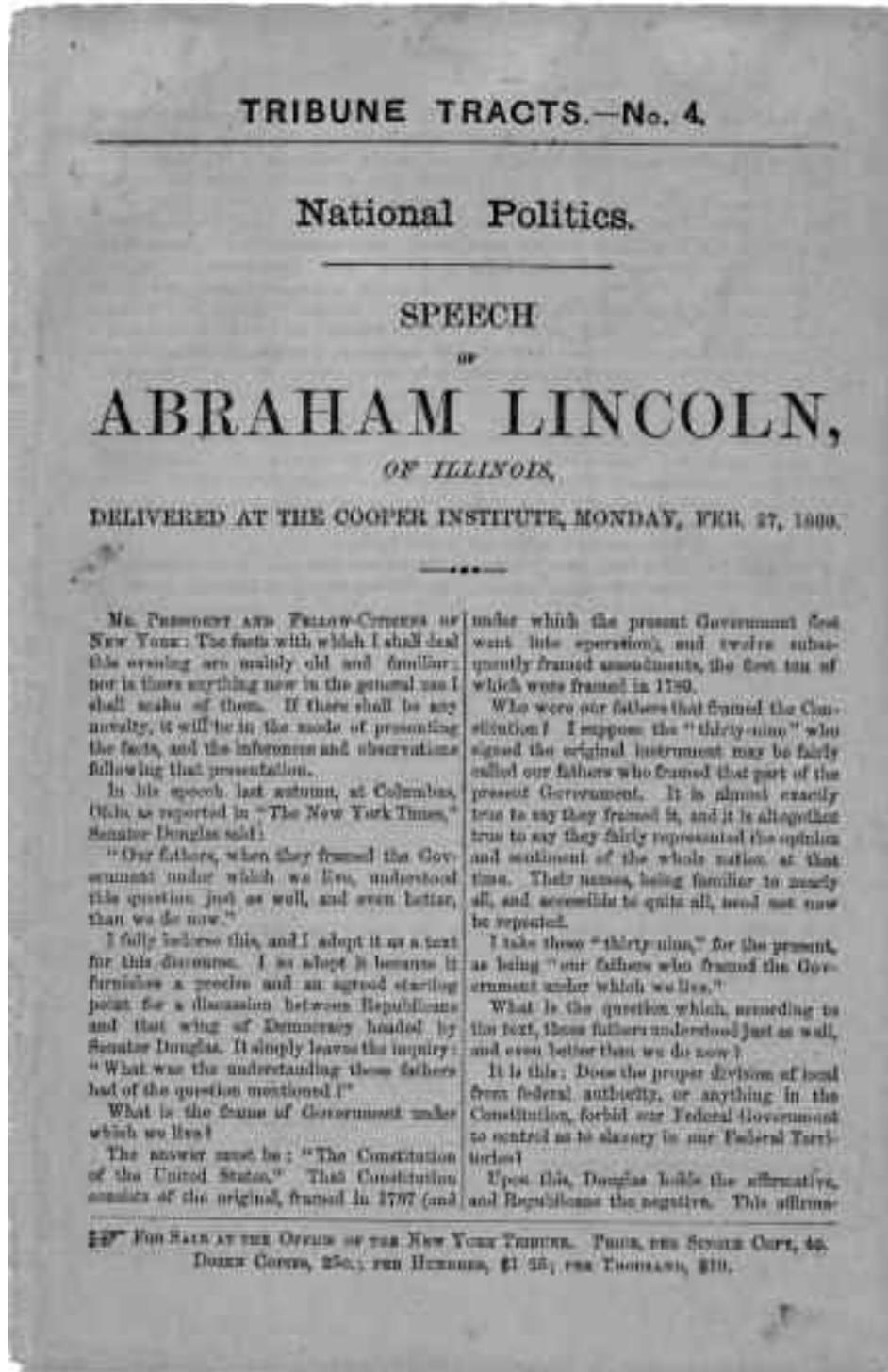
I must not write any more answer this letter right off Good bye

Grace Bedell

Cooper Union Speech, *New-York Tribune*

The *New-York Tribune* reprinted Lincoln's Cooper Union speech on February 28, 1860, the day after he delivered it. Founded in 1841, the *Tribune* reflected the politics of its editor, Horace Greeley. Greeley, one of the founders of the Republican Party, supported the abolition of slavery and backed Lincoln in the 1860 election. In addition to the *Tribune*, the *New-York Times*, the *New-York Herald*, and the *New-York Evening Post* also reported on and provided transcripts of the speech. The *Tribune* and the *Evening Post* provided the most positive coverage. At least 170,000 copies of the speech appeared in newspapers, reaching an audience one hundred times larger than the one that had listened to the speech at Cooper Union. Because newspapers were the principal source of news and politics was the principal focus of newspapers, the attention Lincoln's speech received in the New York press helped introduce Lincoln to the public and contributed to his selection as the Republican nominee for president.

Cooper Union Speech, *New-York Tribune*



Speech of Abraham Lincoln, of Illinois, Delivered at the Cooper Institute, Monday, Feb. 27, 1860. Tribune Tracts—no. 4, New York, 1860. Gilder Lehrman Collection, on deposit at the New-York Historical Society.

***Harper's Weekly*, November 10, 1860**

Harper's Weekly, a popular illustrated weekly, published this issue four days after Lincoln's election on November 6. The front page features a woodcut adaptation of the photograph of Lincoln that Mathew Brady took before the Cooper Union speech. This issue thus represents the convergence of some of the key elements that helped make him president: newspapers and Brady's photograph.

Harper's Weekly, November 10, 1860

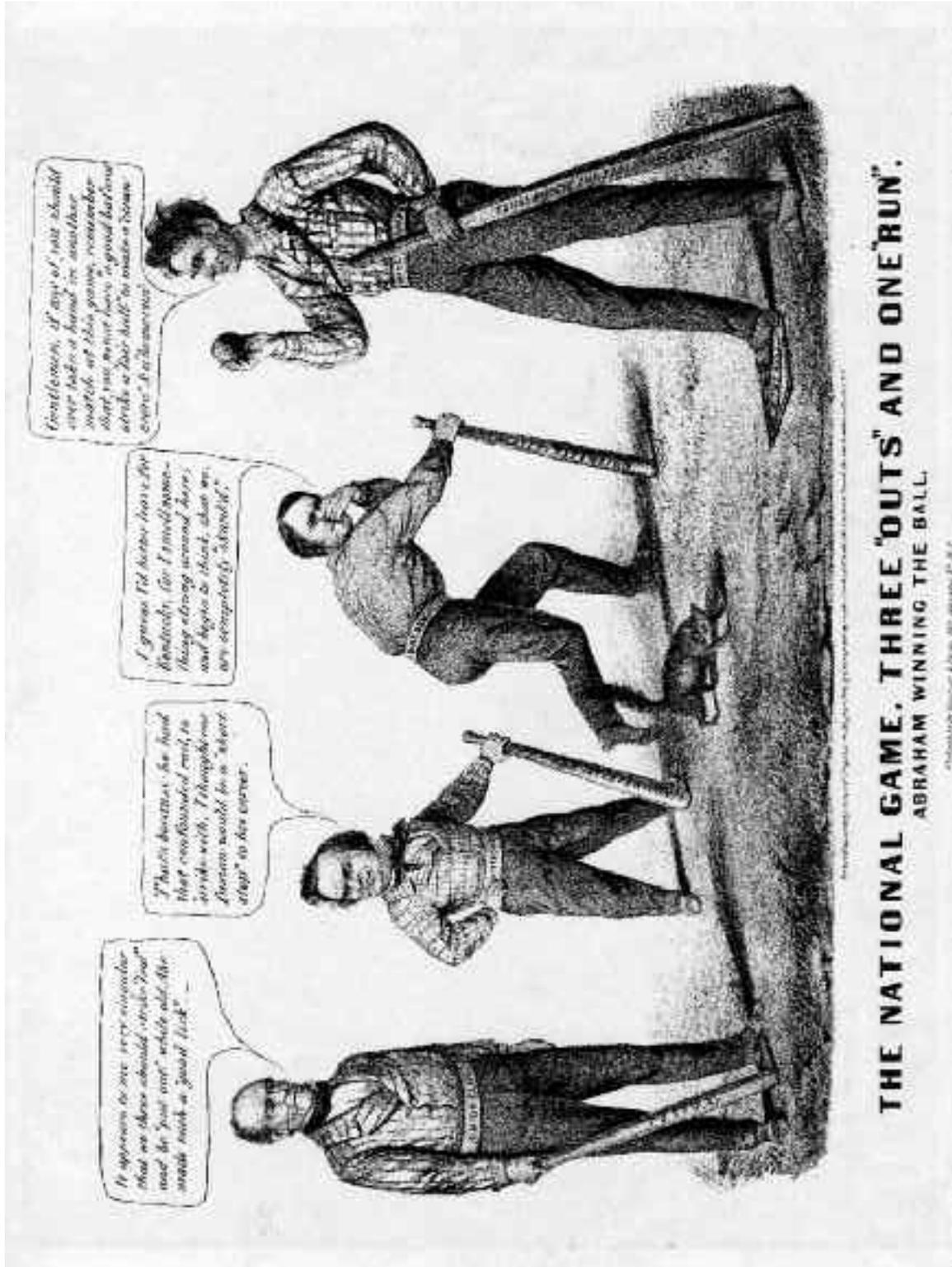


Harper's Weekly, Nov. 10, 1860. New-York Historical Society.

“The National Game”

The New York engraving firm Currier and Ives published this pro-Lincoln cartoon weeks before the 1860 election. In it, the presidential campaign takes the form of a baseball game. Lincoln, who has won the game, stands on home plate with a split rail for his bat. The other candidates are, from left to right, John Bell, Stephen Douglas, and John Breckinridge. Each candidate displays his party’s platform on his bat. The 1860 election unfolded as a four-way race dominated by the issue of slavery. Lincoln, the Republican candidate, advocated barring the expansion of slavery. Bell, the Constitutional Unionist candidate, espoused preserving the Union. Douglas, the Northern Democratic candidate, argued for “popular sovereignty,” or the right of local citizens to decide for themselves whether to permit slavery. Breckinridge, the Southern Democratic candidate, supported allowing slavery to spread unhindered. Douglas and Breckinridge ended up splitting the Democratic vote, enabling Lincoln to win the election without receiving a majority of the popular vote.

“The National Game”

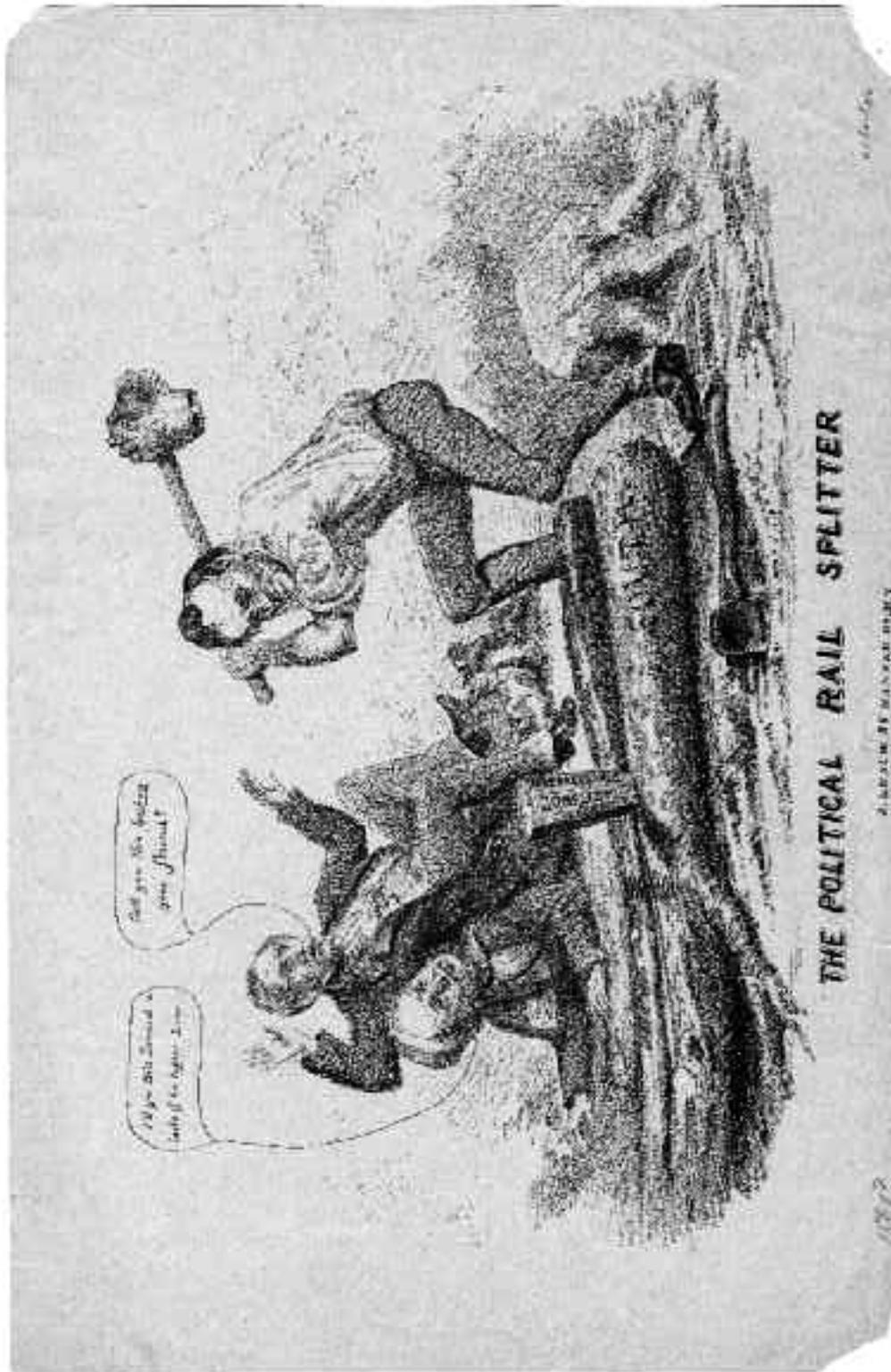


Louis Maurer, *The National Game, Three “Outs” and One “Run.”* New York: Currier & Ives, 1860. New-York Historical Society.

“The Political Rail Splitter”

The New York lithographer J. Leach created this anti-Lincoln cartoon before the 1860 election. In it, Lincoln crushes the Constitution underfoot while wielding an axe topped by the head of an African American man. He prepares to split apart a tree trunk representing the Union with a wedge labeled “Irrepressible Conflict.” The label refers to an 1858 speech in which the New York senator William Seward claimed that an unavoidable conflict existed between the free labor system of the North and the slave labor system of the South. In the cartoon, Seward, who had been the front-runner to secure the Republican nomination before Lincoln won on the third ballot, falls over the *New-York Tribune* editor Horace Greeley, who proved instrumental in engineering Lincoln’s victory over Seward.

“The Political Rail Splitter”

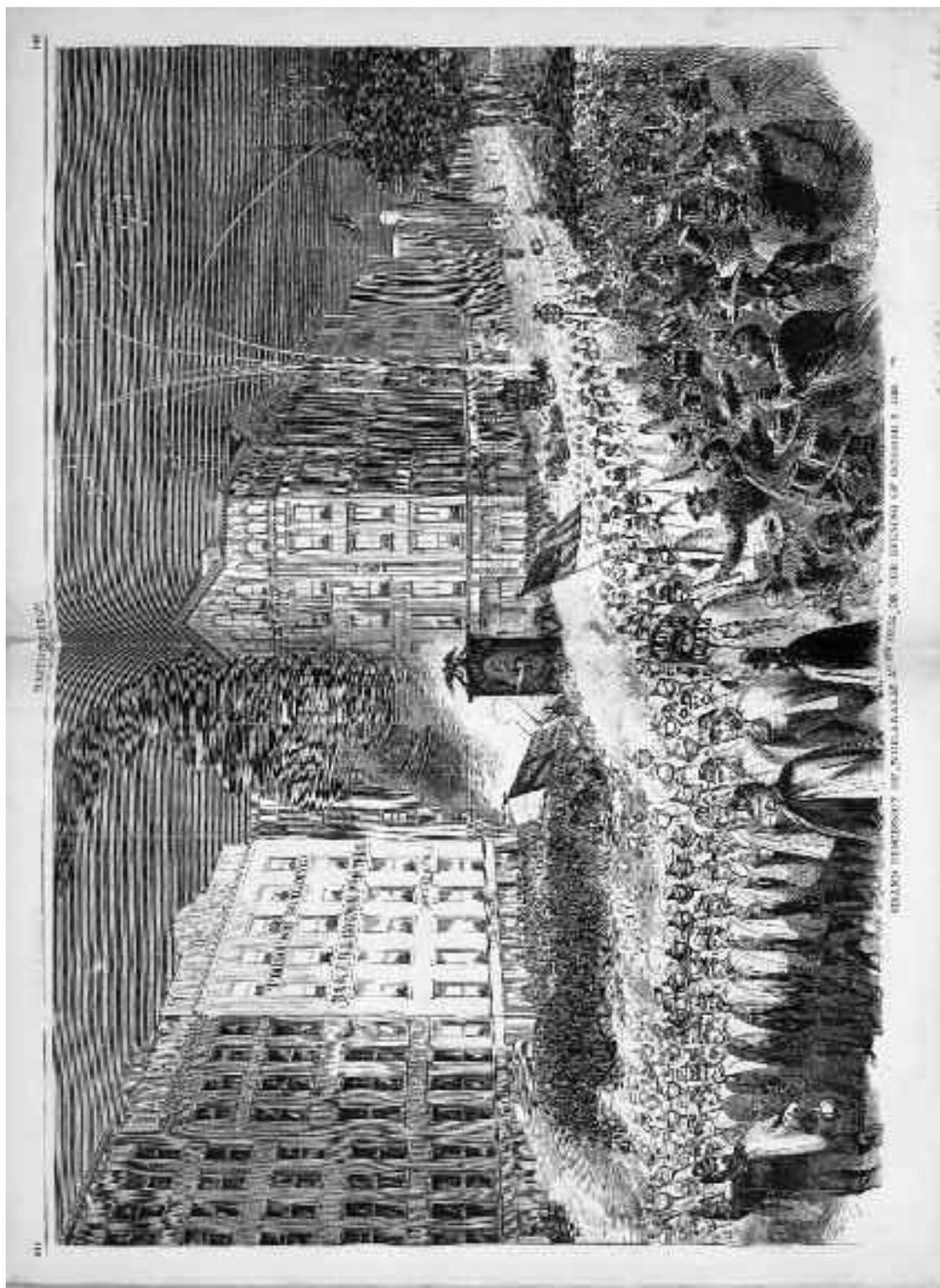


J. Leach, “The Political Rail Splitter, 1860.” New-York Historical Society Dept. of Prints and Photographs.

Grand Procession of the Wide Awakes

This engraving from the October 13, 1860, issue of *Harper's Weekly* depicts a parade that the Wide Awakes, a Republican political club organized in 1860 to support Lincoln's candidacy, staged in New York City on October 3, 1860. In the engraving, the Wide Awakes march down Park Row, which received the nickname Newspaper Row in the nineteenth century for all the newspapers located along it. The headquarters of the *New-York Tribune*, *New-York Day-Book*, and *New-York Times* appear in the background. Like the Wide Awakes, many newspapers worked diligently to elect Lincoln. As they march, the Wide Awakes carry their trademark torches, a banner bearing Lincoln's portrait, and a sign painted with an eye to signify their vigilance. They wear caps and capes to protect themselves from the torches' dripping oil.

Grand Procession of the Wide Awakes



“Grand Procession of Wide-Awakes at New York on the Evening of October 3, 1860,”
Harper’s Weekly, Oct. 13, 1860. New-York Historical Society.

Background: A Week in Lincoln's Presidency

Many in the antislavery movement believed Lincoln would end slavery soon after he took office and the war began. Some thought his wartime powers permitted him to do this by presidential proclamation—in peacetime, a constitutional amendment would have been the only means available. Frederick Douglass, Horace Greeley, and others pushed the president hard to issue a proclamation abolishing slavery. They were unhappy when, more than a year after the outbreak of war, he was still dragging his feet.

Lincoln was a consummate politician with a keen sense of what public opinion would tolerate. He was also a man with his own long-standing moral position on slavery and a leader of his nation in wartime. This lesson focuses on how he balanced the demands of politics, morality, and war during a dramatic week in September 1862.

On September 22, Lincoln at last issued the Preliminary Emancipation Proclamation many had been waiting for—and many others had dreaded. Just two days later, he issued the Proclamation Suspending the Writ of Habeas Corpus, which outlawed much public criticism of the government and the war and suspended habeas corpus for violators of the proclamation. These two presidential acts were very different, but they came from a similar motive. They were both designed to increase enlistment in the army; at a time when the war was going badly, few were volunteering to serve, and many in uniform were deserting. Freed slaves would swell the army's numbers, and desertions would decrease if there were less public protest of the war.

Both edicts would prove explosive in the coming months.

By the President of the United States of America.

A Proclamation.

I, Abraham Lincoln, President of the United States of America, and Commander-in-Chief of the Army and Navy thereof, do hereby proclaim and declare that hereafter, as heretofore, the war will be prosecuted for the object of practically restoring the constitutional relation between the United States, and each of the States, and the people thereof, in which States that relation is, or may be, suspended or disturbed.

That it is my purpose, upon the next meeting of Congress to again recommend the adoption of a practical measure tendering pecuniary aid to the free acceptance or rejection of all slave States, so called, the people whereof may not then be in rebellion against the United States and which States may then have voluntarily adopted, or thereafter may voluntarily adopt, immediate or gradual abolishment of slavery within their respective limits; and that the effort to colonize persons of African descent, with their consent, upon this continent, or elsewhere, with the previously obtained consent of the Governments existing there, will be continued.

That on the first day of January in the year of our Lord, one thousand eight hundred and sixty-three, all persons held as slaves within any State, or designated part of a State, the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

That the executive will, on the first day of January aforesaid, by proclamation, designate the States, and part of States, if any, in which the people thereof respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof shall, on that day be, in good faith represented in the Congress of the United States, by members chosen thereto, at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof, are not then in rebellion against the United States.

That attention is hereby called to an Act of Congress entitled "An Act to make an additional Article of War" approved March 13, 1862, and which act is in the words and figure following:

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That hereafter the following shall be promulgated as an additional article of war for the government of the army of the United States, and shall be obeyed and observed as such:

"Article-All officers or persons in the military or naval service of the United States are prohibited from employing any of the forces under their respective commands for the purpose of returning fugitives from service or labor, who may have escaped from any persons to whom such service or labor is claimed to be due, and any officer who shall be found guilty by a court martial of violating this article shall be dismissed from the service.

"Sec.2. And be it further enacted, That this act shall take effect from and after its passage."

Also to the ninth and tenth sections of an act entitled "An Act to suppress Insurrection, to punish Treason and Rebellion, to seize and confiscate property of rebels, and for other purposes," approved July 17, 1862, and which sections are in the words and figures following:

"Sec.9. And be it further enacted, That all slaves of persons who shall hereafter be engaged in rebellion against the government of the United States, or who shall in any way give aid or comfort thereto, escaping from such

persons and taking refuge within the lines of the army; and all slaves captured from such persons or deserted by them and coming under the control of the government of the United States; and all slaves of such persons found on (or) being within any place occupied by rebel forces and afterwards occupied by the forces of the United States, shall be deemed captives of war, and shall be forever free of their servitude and not again held as slaves.

“Sec.10. And be it further enacted, That no slave escaping into any State, Territory, or the District of Columbia, from any other State, shall be delivered up, or in any way impeded or hindered of his liberty, except for crime, or some offence against the laws, unless the person claiming said fugitive shall first make oath that the person to whom the labor or service of such fugitive is alleged to be due is his lawful owner, and has not borne arms against the United States in the present rebellion, nor in any way given aid and comfort thereto; and no person engaged in the military or naval service of the United States shall, under any pretence whatever, assume to decide on the validity of the claim of any person to the service or labor of any other person, or surrender up any such person to the claimant, on pain of being dismissed from the service.”

And I do hereby enjoin upon and order all persons engaged in the military and naval service of the United States to observe, obey, and enforce, within their respective spheres of service, the act, and sections above recited.

And the executive will in due time recommend that all citizens of the United States who shall have remained loyal thereto throughout the rebellion, shall (upon the restoration of the constitutional relation between the United States, and their respective States, and people, if that relation shall have been suspended or disturbed) be compensated for all losses by acts of the United States, including the loss of slaves.

In witness whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the City of Washington this twenty-second day of September, in the year of our Lord, one thousand, eight hundred and sixty-two, and of the Independence of the United States the eighty seventh.

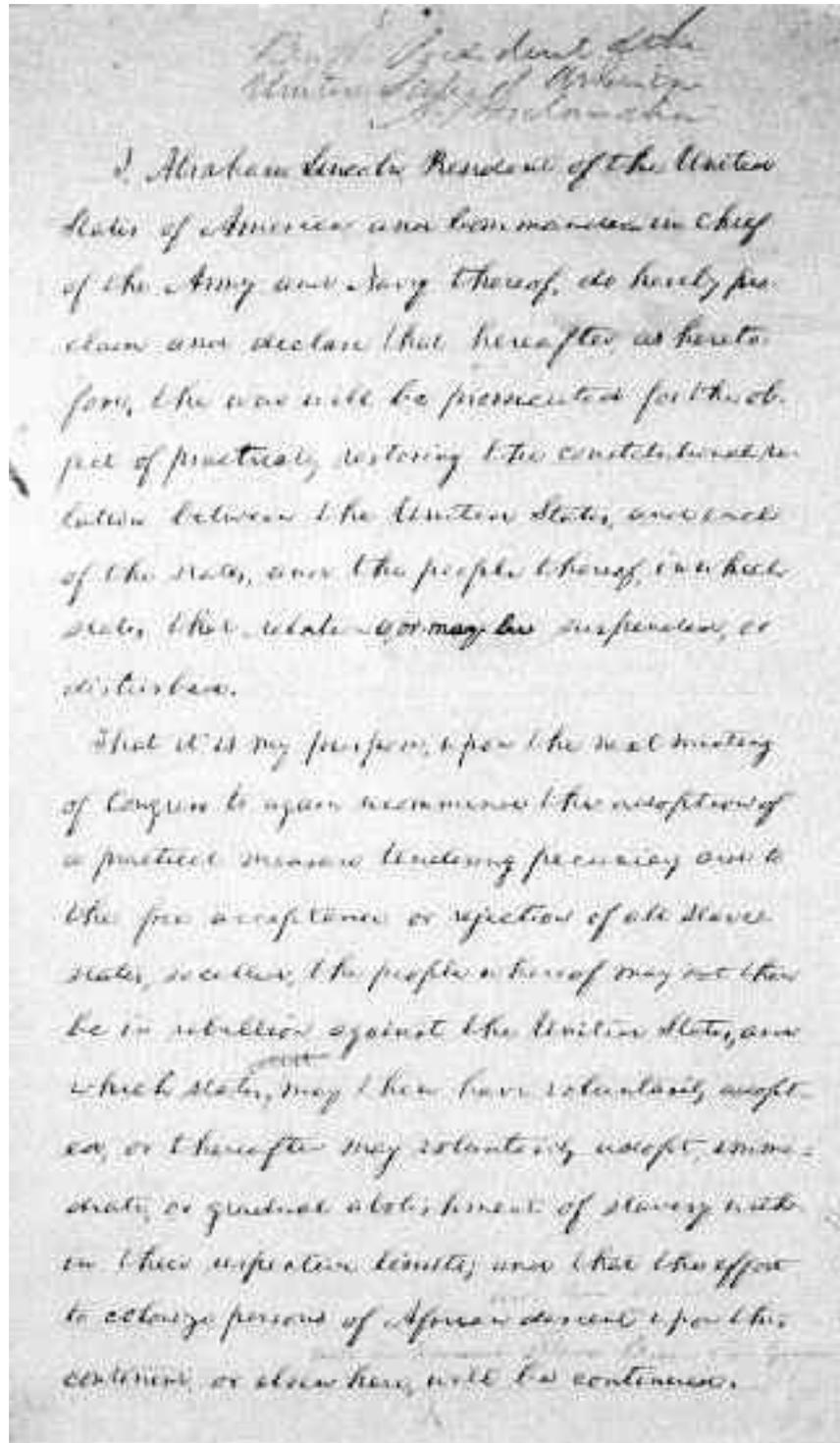
[Signed:] Abraham Lincoln
By the President

[Signed:] William H. Seward
Secretary of State

Preliminary Emancipation Proclamation

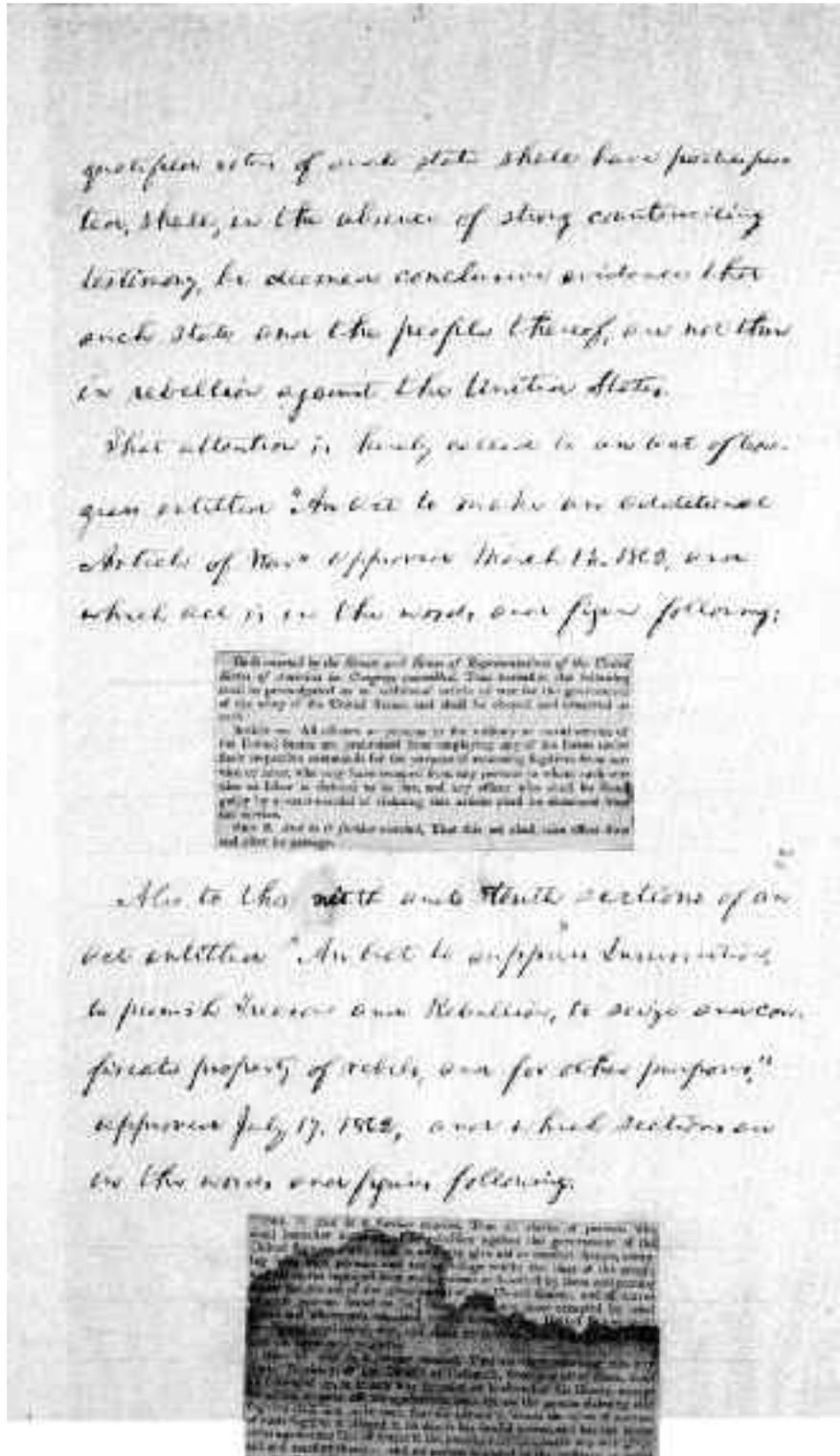
Issued on September 22, 1862, the Preliminary Emancipation Proclamation announced that as of January 1, 1863, all the slaves in the Confederate territories still in rebellion would be free. The Preliminary Emancipation Proclamation also permitted African Americans to join the military and shifted the purpose of the Civil War from preserving the Union to ending slavery. Numerous factors influenced Lincoln's decision to issue the Preliminary Emancipation Proclamation. One consideration was military necessity. Slaves helped the Confederate war effort both by freeing white men to fight and by performing support tasks for the army. By freeing Confederate slaves, Lincoln could simultaneously deplete the South's workforce and enhance the North's. Another consideration was morality. Lincoln had always thought slavery was wrong, but he also believed the federal government did not have the power to abolish it. Relying upon his authority as commander-in-chief, Lincoln claimed the ability to free slaves in areas where fighting was ongoing. With these goals, Lincoln waited for a Union victory to issue the Preliminary Emancipation Proclamation so that it would not seem like a desperate measure. He finally got his chance after the battle of Antietam.

Preliminary Emancipation Proclamation



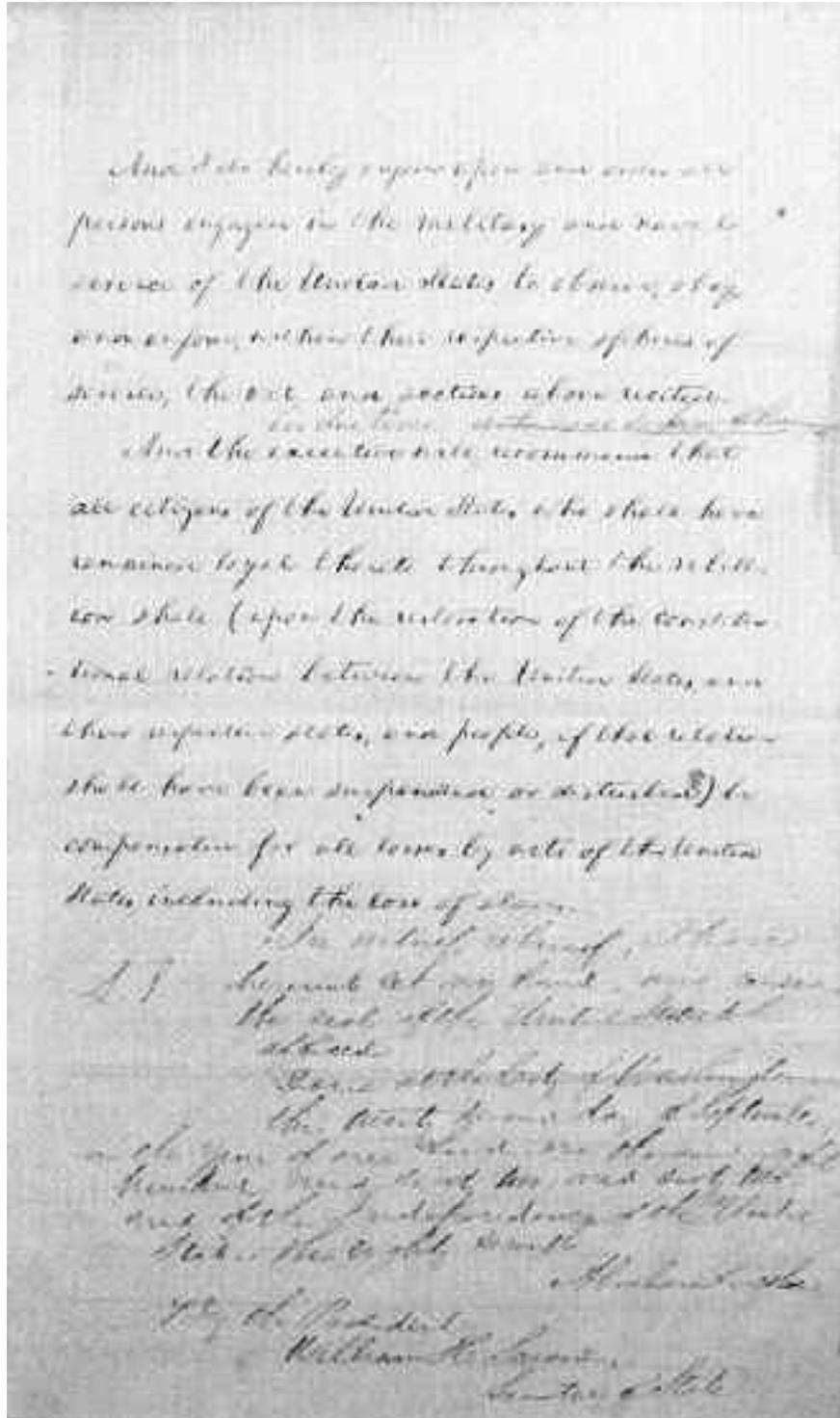
Abraham Lincoln, Preliminary Emancipation Proclamation, September 1862.
Manuscripts and Special Collections, New York State Library.

Preliminary Emancipation Proclamation



Abraham Lincoln, Preliminary Emancipation Proclamation, September 1862.
Manuscripts and Special Collections, New York State Library.

Preliminary Emancipation Proclamation



Abraham Lincoln, Preliminary Emancipation Proclamation, September 1862. Manuscripts and Special Collections, New York State Library.

“Grand Emancipation Jubilee,” *New-York Times*

The Emancipation Proclamation was set to take effect on January 1, 1863, 100 days after Lincoln issued the Preliminary Emancipation Proclamation. On December 31, 1862, Shiloh Presbyterian Church overflowed with a crowd of black and white New Yorkers gathered to hear speeches, to pray, and to sing in celebration of long-awaited emancipation. The *New-York Times* (as well as Horace Greeley's *New-York Tribune*) had advocated emancipation for years and printed this story on January 1, 1863, to mark the occasion. While the proclamation excluded thousands of slaves in portions of Rebel states already under Union occupation, the *Weekly Anglo-African* expressed a sentiment shared by many who celebrated: “By the President's Proclamation, so large a proportion of slaves are declared free, that the freedom of the remainder is a foregone conclusion.”

“Grand Emancipation Jubilee,” *New-York Times*

GRAND EMANCIPATION JUBILEE.

A Night-watch of Freedom at Shiloh Church Great Excitement and Rejoicing Among the Colored People—Prayers, Speeches, Songs, Dirges and Shouts.

In anticipation of the Emancipation Proclamation which the President is expected to issue to-day, the colored people of this City held a grand jubilee last night at Shiloh Presbyterian Church, corner of Prince and Marston streets. By 9 o'clock in the evening the church was filled to overflowing, nearly one-third of the audience being white. Rev. HENRY HIGHLAND GARNER, pastor of Shiloh Church presided, and among the speakers were Rev. S. C. JOCKLYN, C. C. LEIGH, EDWARD GARRETT, JUSTICE C. MORRILL, and others.

The ceremonies were opened at 10 o'clock by prayer from Rev. DANIEL H. VANDEWATER, colored. After this came a hymn, and the Chairman then introduced Rev. G. S. JOCKLYN, who spoke of the progress of Emancipation throughout the world, instancing England, Turkey, Russia, the District of Columbia, &c. The most loyal people in this country he said were the blacks, and if the President's Emancipation Proclamation had been issued on the firing of the first gun at Fort Sumter the nation would have been saved the deluge of blood that had since flowed throughout the land. [Applause.] The next speaker was Hon. C. C. LEIGH who recounted the meritorious deeds of the black men in past ages, and exhorted his hearers to emulate their example, and show themselves worthy of the position among the races which they aspired to reach. Turning to the institution of Slavery in this country, he spoke in severe terms of the support it had received from a corrupt and hireling clergy. No vile debauchee, he said, had ever lived, no bold blasphemer, no scoffer from the puritanism of vice, up to the polished fivens of the wit VOLTAIRE, had ever inflicted such stabs upon our holy religion as these hireling priests, who make the Word of God speak in favor of that “sum of all villainies,” American Slavery. [Great applause.] The speaker closed by expressing the love and veneration he had always entertained for the old flag of his country, which, now that it was about to be unfurled in the cause of universal freedom, was still more dear to his heart than ever before.

Mr. JUSTICE C. MORRILL was then introduced as a native of North Carolina, and said that, though he was born in the Old North State, he felt no particular pride in it, for he had seen many other places which he would have preferred to be born in. North Carolina, he said, was a very good place to be born in, and a most excellent place to get out of. [Laughter and

applause.] The speaker recounted many of the barbarities of Slavery that had come under his observation when a boy, and said that the present rebellion would have broken out long ago had it not been for the much vexed Abolitionists. The black men of the South were long ago maturing plans of a general uprising, which would have deluged the South in blood, but about that time the anti-Slavery societies of the North sprung up, and, through their preaching and promises, the slaves were induced to keep quiet. He, however, saw the finger of God in this delay. It was His design to chastise the nation for the great sin of Slavery ere the bond of the slave were broken. This was now being done by civil war, when almost every home throughout the land was filled with lamentation and mourning.

At the close of Mr. MORRILL's remarks, the Chairman, Mr. GARNER arose and said that he perceived a person in the audience who, if he should die in the next five minutes, would have done more to destroy this vile institution of Slavery than any man in the country—he referred to HENRY GAZZLEY. [Loud cheers for HENRY GAZZLEY, and cries of “Gazzley,” “Gazzley.”] When the tumult following the announcement of Mr. GAZZLEY's name had subsided, Mr. GARNER stated to the audience that he should be obliged to take it all back; he was mistaken in the man; it was not Mr. GAZZLEY after all. [Great laughter.] He hoped the gentleman would not take it as an offence to be mistaken for Mr. GAZZLEY, for nobody would be ashamed to look like him.

A VOICE—Some of the most eminent writers have called Mr. GAZZLEY handsome. [Great laughter.]

Mr. GARNER here announced that it lacked only 15 minutes of 12 o'clock, and at 5 minutes before 12 the audience would unite in silent prayer. Meantime, Mr. GAZZLEY would address the audience.

Mr. GAZZLEY commenced speaking, but had not gone far before he was requested to stop, as the time for prayer had arrived.

A solemn dirge was then played on the organ. At the close of which the whole audience knelt for five minutes in silent prayer.

At the expiration of that time the choir sang the hymn commencing, “Blow, ye trumpets blow, the year of jubilee has come,” in which the audience joined.

The Chairman then read a dispatch from Washington, saying that President LINCOLN would issue the Emancipation Proclamation at 12 o'clock M., to-day.

This announcement was greeted with the most tumultuous cheers, which lasted some minutes, and were followed by three cheers for ABRAHAM LINCOLN, three cheers for freedom, &c., &c. Mr. GARNER then resumed his speaking, and threw a damper on the enthusiasm of the audience by commencing to grumble and find fault because the Proclamation was to be “issued as a military necessity, and not as an act of justice.” His audience did not appear to sympathize with his troubles in that line, and he soon dried up.

Other speakers followed, and the jubilee was kept up to a late hour in the evening, the audience singing “Old John Brown” and other similar songs, shouting, praying and rejoicing.

“Grand Emancipation Jubilee,” *New-York Times*, Jan. 1, 1863. New-York Historical Society.

Proclamation Suspending the Writ of Habeas Corpus

Lincoln issued the Proclamation Suspending the Writ of Habeas Corpus on September 24, 1862. The proclamation's first provision subjected Confederates and Northerners who disrupted the prosecution of the Civil War to martial law. This provision classified Northerners who interfered with the conduct of the Civil War, even those loyal to the Union, as Southern sympathizers and applied the same punishment to them as it did to Southerners themselves. The proclamation's second provision suspended the writ of habeas corpus, the constitutionally guaranteed right of a person being detained by the government to appear before a judge to have the legality of his detention reviewed, for those subject to martial law. This provision prevented people accused of harming the Union war effort from challenging that charge in court. Although Lincoln justified the proclamation on the basis of military necessity, it proved immensely unpopular in both the North and the South. Lincoln's opponents pilloried him in the press for eroding civil liberties and mounted court cases charging that only Congress had the authority to suspend the writ of habeas corpus.

Proclamation Suspending the Writ of Habeas Corpus

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA:

A PROCLAMATION

Whereas, it has become necessary to call into service not only volunteers but also portions of the militia of the States by draft in order to suppress the insurrection existing in the United States, and disloyal persons are not adequately restrained by the ordinary processes of law from hindering this measure and from giving aid and comfort in various ways to the insurrection;

Now, therefore, be it ordered, first, that during the existing insurrection and as a necessary measure for suppressing the same, all Rebels and Insurgents, their aiders and abettors within the United States, and all persons discouraging volunteer enlistments, resisting militia drafts, or guilty of any disloyal practice, affording aid and comfort to Rebels against the authority of United States, shall be subject to martial law and liable to trial and punishment by Courts Martial or Military Commission:

Second. That the Writ of Habeas Corpus is suspended in respect to all persons arrested, or who are now, or hereafter during the rebellion shall be, imprisoned in any fort, camp, arsenal, military prison, or other place of confinement by any military authority or by the sentence of any Court Martial or Military Commission.

In witness whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the City of Washington this twenty fourth day of September, in the year of our Lord one thousand eight hundred and sixty-two, and of the Independence of the United States the 87th.

ABRAHAM LINCOLN

By the President:

WILLIAM H. SEWARD, Secretary of State.

Abraham Lincoln, Proclamation Suspending the Writ of Habeas Corpus, September 24, 1862.

Debating Habeas Corpus: *Atlas and Argus* and the *New-York Times*

The *Atlas and Argus* was a weekly newspaper published by Calvert Comstock and William Cassidy in Albany from February 1856 through May 1865. It resulted from the merger of two rival newspapers, the *Atlas* and the *Argus*. The Democratic-leaning *Atlas and Argus* vehemently opposed the Lincoln administration. After Lincoln issued the Proclamation Suspending the Writ of Habeas Corpus and especially after the arrest of the former Ohio Democratic congressman Clement Vallandigham, the paper charged Lincoln with violating the Constitution and abusing his power. It represented the views of Albany Democrats who feared that they, too, might face imprisonment. In 1865, the *Atlas and Argus* changed its name back to the *Argus*.

Founded as the *New-York Daily Times*, the *New-York Times* published its first issue on September 18, 1851. Its early reporting reflected the Republican politics of its founders, George Jones and Henry Jarvis Raymond. Jones, a banker, acted as the paper's publisher, while Raymond, a journalist who would later serve as New York's lieutenant governor, a congressman, and the second chairman of the Republican National Committee, acted as its editor. The support of the *Times* helped Lincoln win the Republican nomination and the presidency. During the Civil War, the *Times* championed the Union and the unpopular draft. Despite its overt partisanship, the *Times* practiced a measured style of journalism that distinguished it from other New York newspapers and appealed to businessmen, who were its primary audience.

Debating Habeas Corpus: *New-York Times* and *Atlas and Argus*

New-York Times

Atlas and Argus

"Vallandigham, whatever else he may be, is no fool. He talks and acts consistently. His disposition is essentially rebellious and it is this, and this only, which makes him so quick to turn to mob violence. He has infected his followers with this same malignant and lawless spirit which animates himself, and, had it the physical force, it would riot in the overthrow of all civil order and law."

– May 8, 1863

"Now that this arch-schemer of mischief [Vallandigham] has at last been arrested, we trust that he will be made to feel the full measure of every penalty he has incurred. Of all Northern coadjutors of the rebellion, Vallandigham is the very one of whom an example ought to be made. His peculiar notoriety would make the example all the more signal in itself, and all the more effective as a warning. The Executive Branch of the Government has been clothed by Congress with every power necessary to the maintenance of its authority; and the people have a right to expect that this authority will be the most strenuously vindicated where it has been the most injuriously defied." – May 8, 1863

"There remains the question, what sentence the Court will pass upon [Vallandigham]. If we could have our choice in the matter, it should be that he be sent South beyond our lines. Taking his life might seem too hard, imprisonment would make a martyr of him, but everyone will recognize the fitness of sending him to Dixie, to join that noble company of traitors whose praises he has sounded so loudly, and to receive from them in person that meed of praise which they have so steadily bestowed upon him at a distance." – May 13, 1863

"But the fact of our ejecting [Vallandigham] will be one which must be widely spread, and it will speak most convincingly to everyone who hears it of the determination of the North, which is hardening from flint to adamant, to suppress this rebellion, and to grind to powder all those who would sustain it"

– May 13, 1863

"We have not had this many a day a more ridiculous demonstration than that of the Copperheads at Union-square in protest against what they call the 'intolerable tyranny at Washington.' We doubt, indeed, whether there ever was a more absurd assemblage of blatherskites. There, in the face of sober citizens returning home from their business, they stood by the hour ranting against the National Government for stifling free speech – belching out invective, vituperation, ribaldry, execration, threats and defiance; howling sentiments that, if acted upon, would be outright murder and treason; shrieking like very sybils possessed; outroaring Boanerges; and all because the despot Lincoln had gagged the country."

– May 20, 1863

"The [Copperheads] were brimful of sympathy with the rebels, and gave themselves full swing. They hissed, and groaned, and swore, and shrieked, and raved against President Lincoln to the top of their bent, and not a Provost-Marshal, nor a soldier, nor a police officer, nor any mortal being in the City lifted a finger to save the public sense of decency, nor thought of it for an instant, and yet they continued all the same, tearing on like madmen against the insufferable rule of the usurper and despot." – May 20, 1863

"This crime against the Constitution [Vallandigham's arrest] shows itself in more glaring colors amid the gloom that enshrouds the cause of the Union. Except as part of the conspiracy 'to unite the South and divide the North,' what motive can be assigned for such an act of violence? As a political movement it denotes the extreme of folly."

– May 8, 1863

"The arrest [of Vallandigham] is a threat against every public man who refuses to advocate the extreme measures of the Abolition Cabinet. It commences with Vallandigham, but where is it to stop?" – May 12, 1863

"But the blow that falls upon a citizen of Ohio to-day may be directed at a Democrat of New York to-morrow. The second outrage must follow the first; for there is an inevitable sequence in the logic of such wrongs. The blow, therefore, is a threat at every Democrat; and we wonder at the folly, if not at the malignancy, which prompted it."

– May 12, 1863

"The blow is aimed at a citizen of Ohio [Vallandigham], and the supremacy of law in that State. But the State of New York, and every citizen of the State, is equally threatened. We must make common cause with citizens of other States, or we, too, are lost" – May 16, 1863

"The process by which Vallandigham was seized, and tried, and condemned, however, assumes the forms of law, – of Military Law – and formally sets aside the jurisdiction of the Civil Courts, the rights of the Magistracy, the franchises of the Citizens, and the sovereignty of the State. It is a formal usurpation of the Military power over the Civil, in a loyal and peaceful state." – May 16, 1863

"In every Northern State the people are moving in opposition to the Vallandigham outrage, and in every instance their action indicates that they do not regard this as an individual affair, but as a question involving the dearest and most sacred rights of American freemen." – May 26, 1863

Atlas & Argus, New York, May, 1863. New-York Historical Society. *New-York Times*, New York, May, 1863. New-York Historical Society.

Background: Lincoln's Legacy

Abraham Lincoln always had his fierce supporters during his presidency, but as the brutal war dragged on, public sentiment turned sharply against him. Many people wanted a compromise with the Confederacy—anything to end the fighting. Lincoln refused, and he came very close to losing his reelection bid in 1864; he was saved by the encouraging successes on the battlefield of Ulysses S. Grant and William T. Sherman. New York City, despite the presence of strong Republicans and abolitionists, had never been in Lincoln's camp. The Peace Democrats, or Copperheads, held most of the city's positions of power, thanks to the support of both the wealthy business class and the masses of poor, mostly Irish, immigrants. The president's detractors believed he was recklessly leading the country off a cliff in order to end slavery.

And then, in breathtakingly short order, came Robert E. Lee's surrender and Lincoln's death. A New York diarist with Democratic leanings worried that the assassination would "make a martyr of Abraham Lincoln, whose death will make all the shortcomings of his life and Presidential career forgotten." She was right, and the process began immediately. The city was dressed in black crepe within hours of hearing the news of Lincoln's murder. The newspapers, including those that had long criticized Lincoln, published statements of profound shock and grief and tributes to the fallen president. Plans began for the public outpouring that would greet Lincoln's casket when it arrived some days later on its long journey back to Illinois.

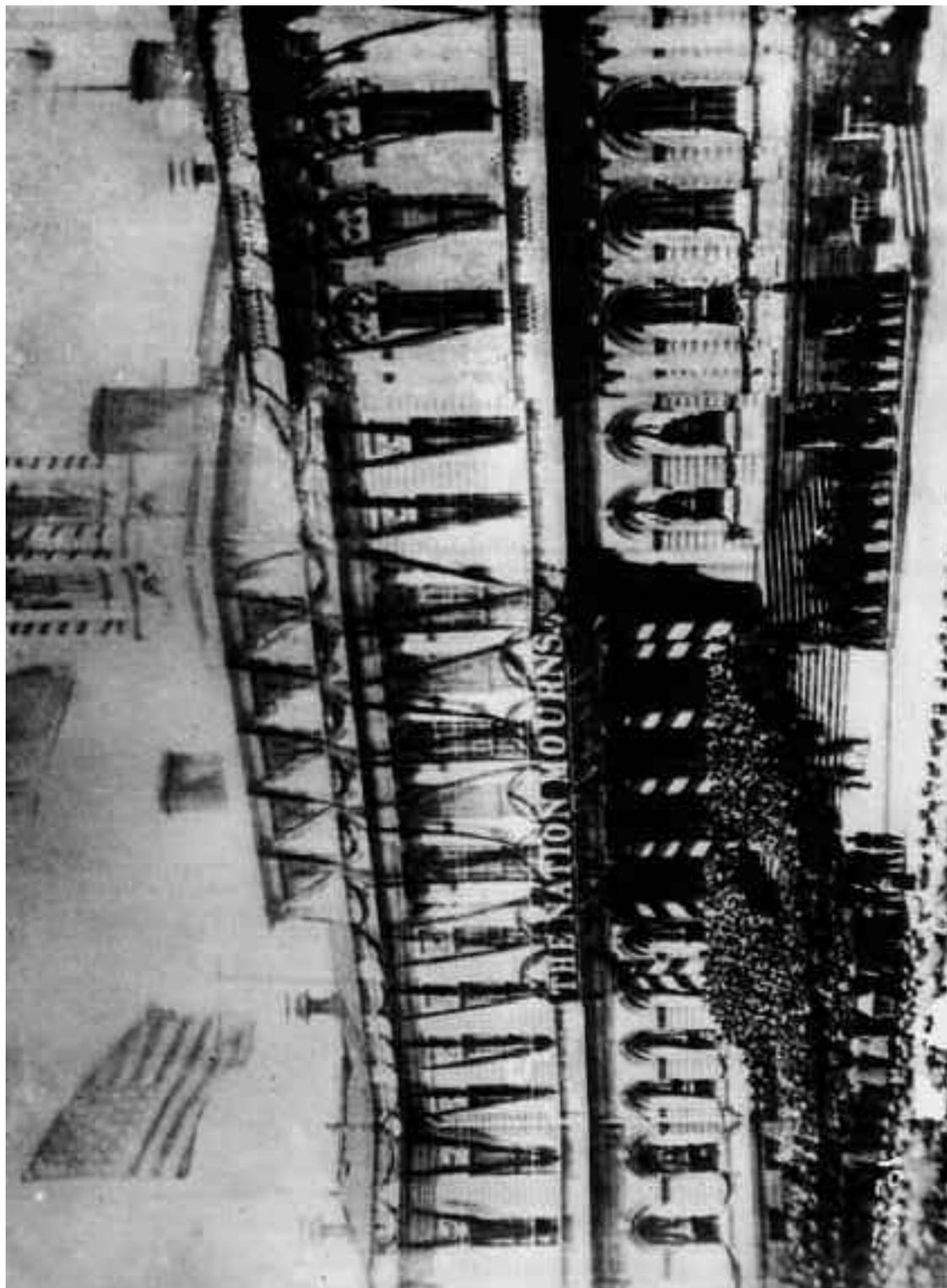
In the country and in New York City, the reappraisal of Lincoln was swift and thorough. He was now consistently praised for the uncommon wisdom and courage he had shown as a leader. He was seen as extraordinary, unlike other men, an equal of the great George Washington himself. The word "martyr" was spoken freely from the city's pulpits, prompted in part by the timing of the attack on the president's life. Lincoln was shot on Good Friday, during the season of Passover, so for Christians and Jews his death resonated profoundly. Comparisons to Christ and to Moses came easily.

Lincoln was despised by many during his presidency. Today, he is among the most admired of all American presidents. This lesson will help students explore how that change in public opinion took root in the aftermath of his death.

Lincoln's Body at City Hall

This photograph, taken on April 25, 1865, shows City Hall decked in mourning bunting to commemorate Lincoln's assassination. Black crepe hangs from all the windows, and a banner above the entryway reads: "The Nation Mourns." Lincoln died on the morning of April 15, 1865. Funeral activities in Washington lasted until April 20, after which Lincoln's body was placed in a funeral train bound for Springfield, Illinois. When the train arrived in New York on April 24, a procession accompanied Lincoln's hearse to City Hall. As Lincoln lay in state, thousands of New Yorkers waited hours in line to file past his open coffin. The next day, another procession escorted Lincoln's hearse back to the funeral train, which then continued on to Albany.

Lincoln's Body at City Hall

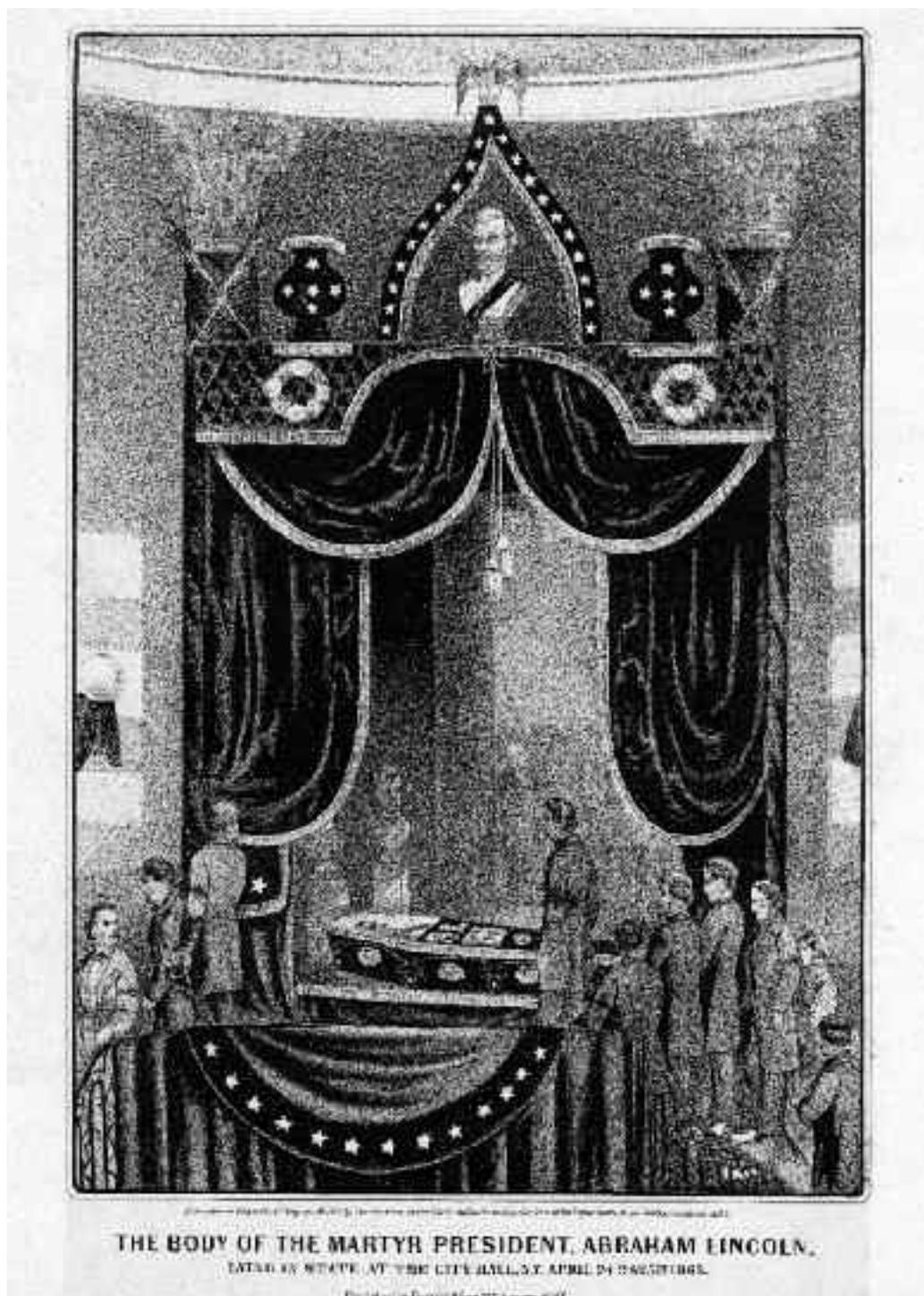


Lincoln's Body at City Hall, Apr. 25, 1865. New-York Historical Society.

The Body of the Martyr President, Abraham Lincoln

This lithograph, produced by the New York firm Currier and Ives in 1865, shows Lincoln lying in state at City Hall. Although New York City had often proved unfriendly to Lincoln in life, his death prompted a sudden reevaluation. On the day of Lincoln's death, angry crowds roamed the streets, and all shops closed. The next day, Easter Sunday, ministers at churches across the city used their sermons to enshrine Lincoln as a Christ-like martyr. New Yorkers draped everything they could in mourning bunting: homes, businesses, City Hall, even ships in the harbor wore black shrouds. When Lincoln's funeral train arrived in New York on April 24, hundreds of thousands of New Yorkers crowded the streets to watch a procession escort his hearse to City Hall, and they lined up to view his open coffin.

The Body of the Martyr President, Abraham Lincoln

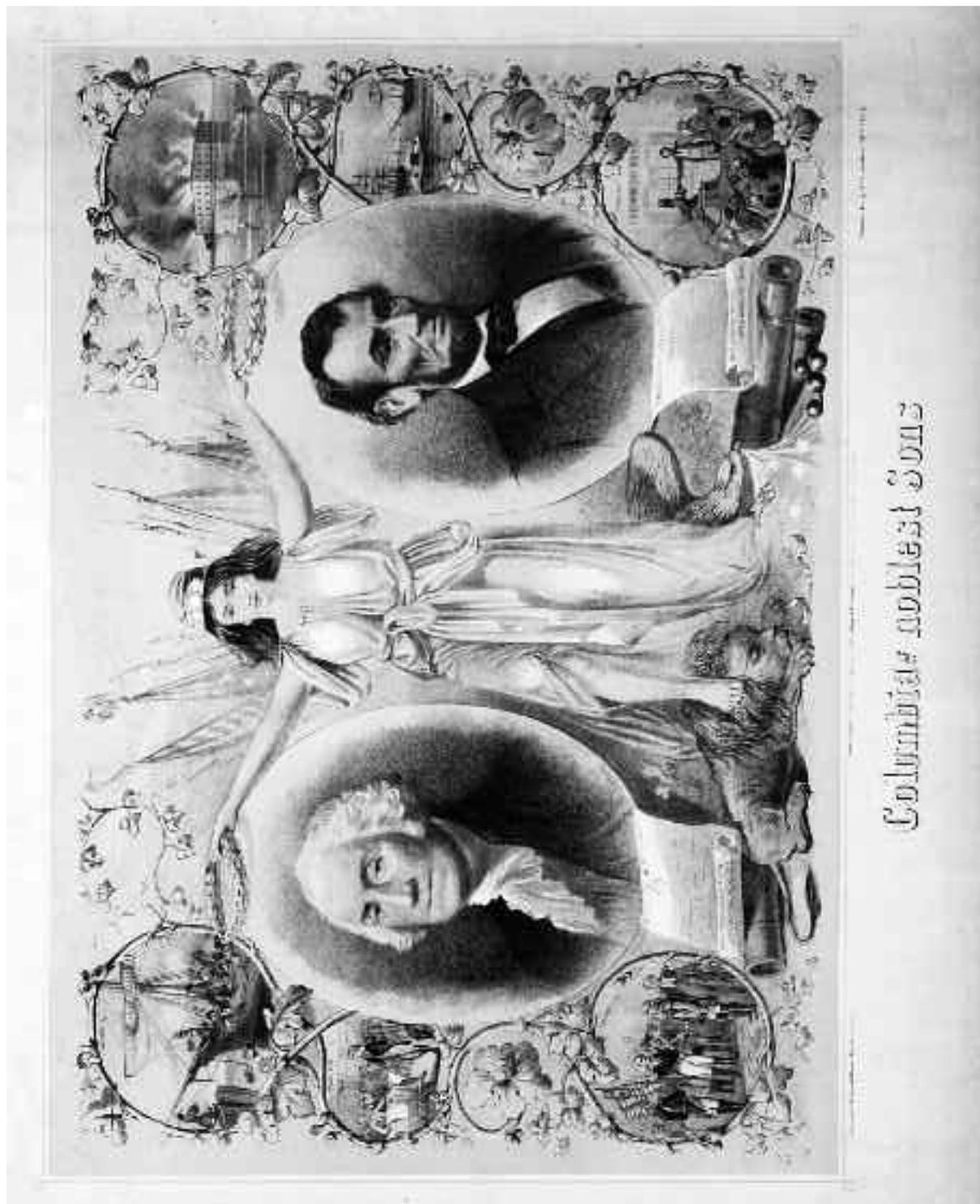


Currier & Ives, *The Body of the Martyr President, Abraham Lincoln*, New York, 1865. New-York Historical Society.

Columbia's Noblest Sons

This lithograph, created by the New York firm Kimmel and Forster in 1865, depicts Columbia, a personification of America, crowning Washington and Lincoln with laurel wreaths of victory. Columbia stands atop the prostrate British lion, the silenced guns of war, and slavery's broken shackles. Scenes of the Boston Tea Party, the Declaration of Independence, and the British surrender of Yorktown flank Washington while scenes of the firing on Fort Sumter, an ironclad warship, and Lincoln's arrival in Richmond flank Lincoln. This is one of many lithographs produced after Lincoln's assassination that link Washington and Lincoln, positing one as the creator of the Union and the other as its preserver. Like the others, it suggests that Lincoln, in death, has joined Washington as an American icon.

Columbia's Noblest Sons



Chr. Kimmel & Forster, *Columbia's noblest sons*, New York, 1865. New-York Historical Society.

Last Offer of Reconciliation

The New York firm Kimmel and Forster produced this hand-colored lithograph in 1865 from an image created by Henry Thomas. An allegory of the reconciliation of the North and the South, the lithograph depicts Lincoln and the Confederate president Jefferson Davis preparing to shake hands. Liberty, personified as a woman wearing a crown and holding a shield and a staff, sits looking down on the two men from a raised temple. To Lincoln's left stand Secretary of State William Seward, Secretary of the Navy Gideon Welles, and two Union soldiers. Above Lincoln, the Union generals William T. Sherman and Ulysses S. Grant nail a ribbon containing the names of the seceded states onto a pillar of Liberty's temple. To Davis's right stand a mustachioed man, Confederate General Robert E. Lee, a slave in chains, and a young man holding his hat in his hands. Created after Lincoln's death, the lithograph memorializes him as a magnanimous leader eager to restore the Union and willing to forgive the South.

Last Offer of Reconciliation



Henry Thomas; Kimmel & Forster, lithographers, *The Last Offer of Reconciliation in Remembrance of Prest. A. Lincoln. Lincoln's "The Door is Open for All."* New York: Henry and William Voight, 1865.
New-York Historical Society.

“When Lilacs Last in the Dooryard Bloom’d” (excerpts)

Walt Whitman wrote this elegy soon after Lincoln's assassination. Rooted deeply in nature, the poem develops three primary symbols—the lilac, the star, and the thrush—as it progresses from the grief of the beginning to the consolation of the end. The lilac symbolizes Whitman's love for Lincoln. It also represents immortality and rebirth, as it appears anew every spring. The star symbolizes Lincoln. It shares Lincoln's association with the west, and its setting represents the end of Lincoln's life. The thrush symbolizes Whitman himself, its song of death paralleling Whitman's own. Whitman published this poem in the second edition of his anthology *Drum-Taps*. Born on May 31, 1819, on Long Island, Whitman worked as a printer and a teacher before becoming an editor of various newspapers. He published his first volume of poetry, *Leaves of Grass*, in 1855 and would continue to refine it for the rest of his life. With the outbreak of the Civil War, Whitman volunteered to visit and befriend hospitalized soldiers as they recovered from their wounds, first in New York and then in Washington. He saw Lincoln frequently in Washington and came to admire him greatly. Whitman was inspired to write “When Lilacs Last in the Dooryard Bloom’d” after he read newspaper accounts of the days of mourning in Washington, D.C., and saw for himself Lincoln's funeral procession through New York. He later developed a lecture entitled “Death of Lincoln” that he delivered several times between 1879 and 1890. Whitman died on March 26, 1892, in Camden, New Jersey.

“When Lilacs Last in the Dooryard Bloom’d” (excerpts)

1

When lilacs last in the dooryard bloom’d,
And the great star early droop’d in the western sky in the night,
I mourn’d, and yet shall mourn with ever-returning spring.

Ever-returning spring, trinity sure to me you bring,
Lilac blooming perennial and drooping star in the west,
And thought of him I love.

2

O powerful western fallen star!
O shades of night—O moody, tearful night!
O great star disappear’d—O the black murk that hides the star!
O cruel hands that hold me powerless—O helpless soul of me!
O harsh surrounding cloud that will not free my soul.

3

In the dooryard fronting an old farm-house near the white-wash’d palings,
Stands the lilac-bush tall-growing with heart-shaped leaves of rich green,
With many a pointed blossom rising delicate, with the perfume strong I love,
With every leaf a miracle—and from this bush in the dooryard,
With delicate-color’d blossoms and heart-shaped leaves of rich green,
A sprig with its flower I break.

4

In the swamp in secluded recesses,
A shy and hidden bird is warbling a song.

Solitary the thrush,
The hermit withdrawn to himself, avoiding the settlements,
Sings by himself a song.

Song of the bleeding throat,
Death’s outlet song of life, (for well dear brother I know,
If thou wast not granted to sing thou would’st surely die.)

5

Over the breast of the spring, the land, amid cities,
Amid lanes and through old woods, where lately the violets peep’d from
the ground, spotting the gray debris,
Amid the grass in the fields each side of the lanes, passing the endless
grass,
Passing the yellow-spear’d wheat, every grain from its shroud in the
dark-brown fields uprisen,
Passing the apple-tree blows of white and pink in the orchards,
Carrying a corpse to where it shall rest in the grave,
Night and day journeys a coffin.

6

Coffin that passes through lanes and streets,
Through day and night with the great cloud darkening the land,
With the pomp of the inloop’d flags with the cities draped in black,
With the show of the States themselves as of crape-veil’d

women standing,

With processions long and winding and the flambeaus of the night,
With the countless torches lit, with the silent sea of faces
and the unbared heads,
With the waiting depot, the arriving coffin, and the sombre faces,
With dirges through the night, with the thousand voices rising
strong and solemn,
With all the mournful voices of the dirges pour’d around the coffin,
The dim-lit churches and the shuddering organs—
where amid these you journey,
With the tolling tolling bells’ perpetual clang,
Here, coffin that slowly passes,
I give you my sprig of lilac.

13

Sing on, sing on you gray-brown bird,
Sing from the swamps, the recesses, pour your chant from the bushes,
Limitless out of the dusk, out of the cedars and pines.

Sing on dearest brother, warble your reedy song,
Loud human song, with voice of uttermost woe.
O liquid and free and tender!
O wild and loose to my soul—O wondrous singer!
You only I hear—yet the star holds me, (but will soon depart.)
Yet the lilac with mastering odor holds me.

15

I saw battle-corpses, myriads of them,
And the white skeletons of young men, I saw them,
I saw the debris and debris of all the slain soldiers of the war,
But I saw they were not as was thought,
They themselves were fully at rest, they suffer’d not,
The living remain’d and suffer’d, the mother suffer’d,
And the wife and the child and the musing comrade suffer’d,
And the armies that remain’d suffer’d.

16

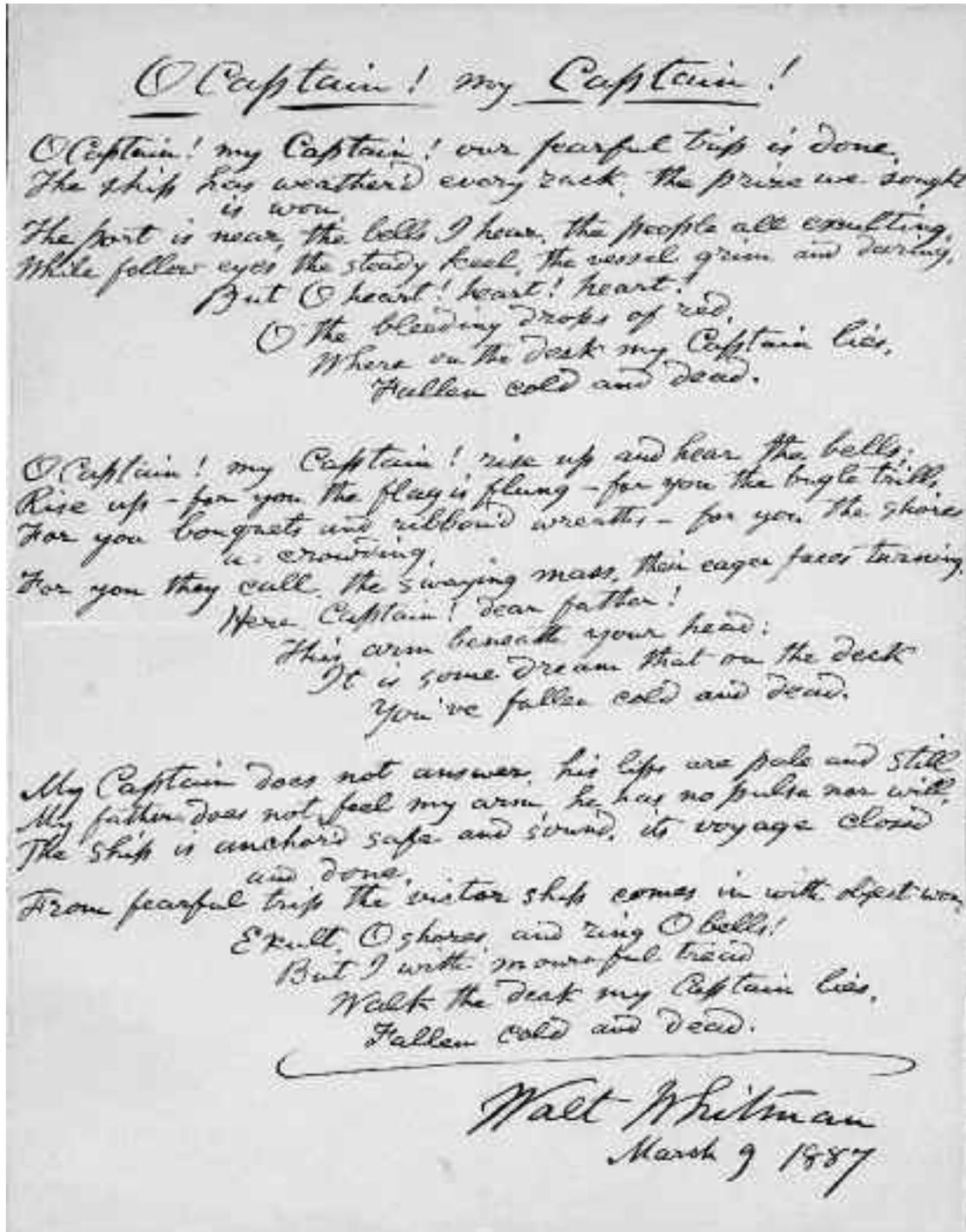
I cease from my song for thee,
From my gaze on thee in the west, fronting the west,
communing with thee,
O comrade lustrous with silver face in the night.
Yet each to keep and all, retrievments out of the night,
The song, the wondrous chant of the gray-brown bird,
And the tallying chant, the echo arous’d in my soul,
With the lustrous and drooping star with the countenance full of woe,
With the holders holding my hand hearing the call of the bird,
Comrades mine and I in the midst, and their memory ever to keep,
for the dead I loved so well,
For the sweetest, wisest soul of all my days and lands—
and this for his dear sake,
Lilac and star and bird twined with the chant of my soul,
There in the fragrant pines and the cedars

Walt Whitman, “When Lilacs Last in the Dooryard Bloom’d,” *Leaves of Grass*, New York: Bantam Dell, 2004. First published in 1855.

“O Captain! My Captain!”

Walt Whitman wrote this elegy, one of his most popular poems, soon after Lincoln's assassination. The poem metaphorically represents the United States as a ship and Lincoln as its captain. Without ever mentioning Lincoln by name, it describes the grief Americans felt at losing the president so soon after the end of the Civil War. Lincoln's assassination turned what had been a time of great joy into a period of sadness and anger. Whitman published “O Captain! My Captain!” first in New York's *Saturday Press*, where it garnered lavish praise, and later in the second edition of his anthology *Drum-Taps*. Only three stanzas long, the poem's simple form differs from most of Whitman's other, more experimental work. Nonetheless, the poem has contributed to Whitman's reputation as one of the best nineteenth-century American poets.

“O Captain! My Captain!”



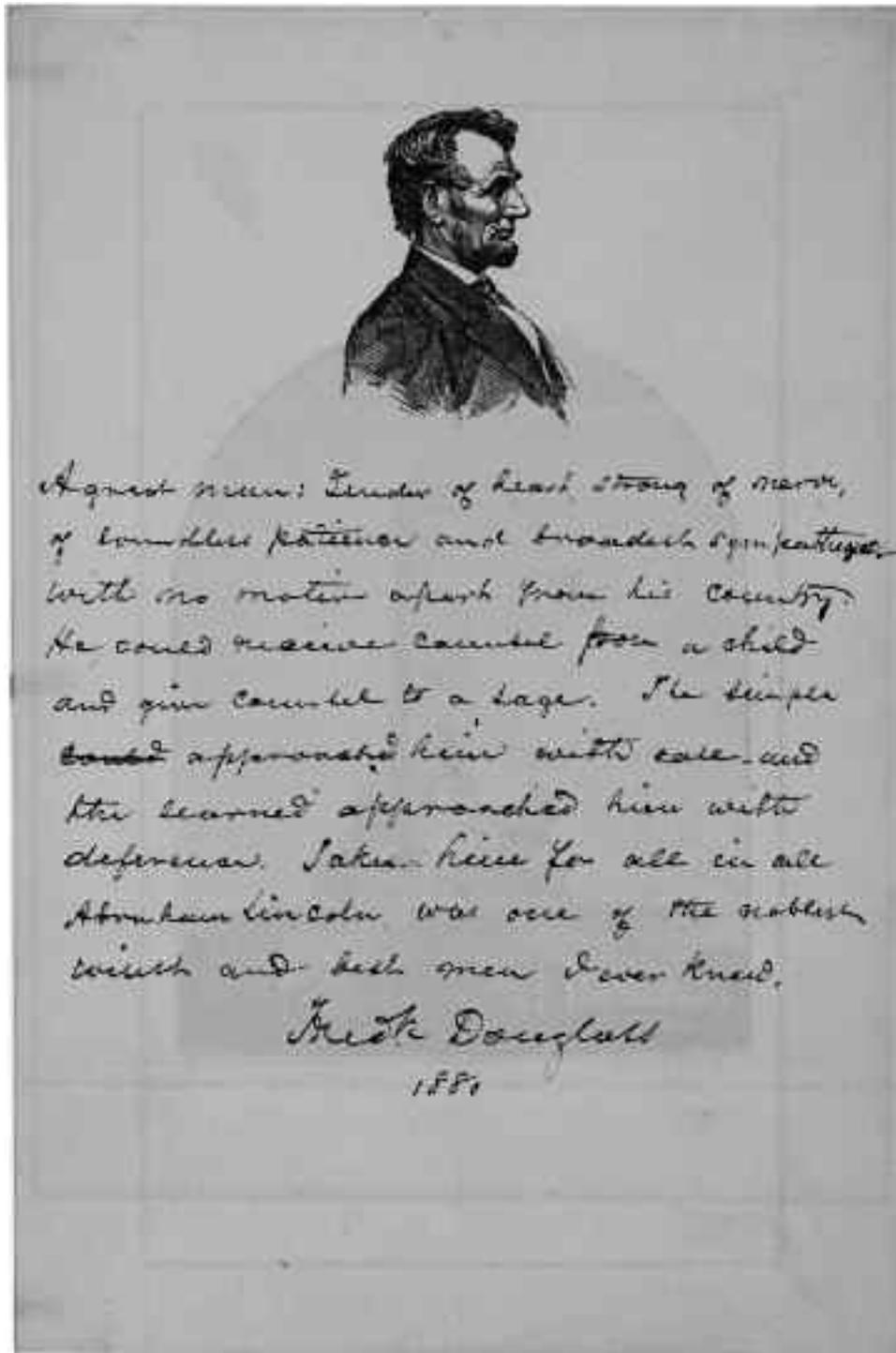
Walt Whitman, “O Captain! My Captain!,” 1887. Whitman Papers, Brown University, John Hay Library.

Tribute to Abraham Lincoln by Frederick Douglass

Frederick Douglass wrote this tribute to Lincoln in 1880. The Civil War veteran and collector of memorabilia Osborn H. Oldroyd later published it in his 1882 book *The Lincoln Memorial: Album Immortelles*. Douglass, born a slave in 1818, escaped to the North in 1838. He quickly became one of the nation's leading abolitionists, delivering lectures in the United States and abroad. He published his first autobiography, *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*, in 1845 and founded his own newspaper, the *North Star*, in 1848. A proponent of both immediate abolition of slavery and racial equality, Douglass was at first highly critical of Lincoln and his gradualism. Douglass later decided that Lincoln had good intentions and came to admire him. He met with Lincoln in the White House several times and forcefully advocated for African Americans to enlist in the Union army.

A great man: Tender of heart, strong of nerve,
of boundless patience and broadest sympathies,
with no motive apart from his country.
He could receive counsel from a child
and give counsel to a sage. The simple
~~could~~ approached him with ease,
and the learned approached him with
deference. Take him for all in all
Abraham Lincoln was one of the noblest
wisest and best men I ever knew.

Fred.k Douglass
1880

Tribute to Abraham Lincoln by Frederick Douglass

Frederick Douglass, "A tribute to Abraham Lincoln," 1880. Gilder Lehrman Collection, on deposit at the New-York Historical Society.

HARPER'S WEEKLY.



Vol. IX.—No. 438.]

NEW YORK, SATURDAY, MAY 20, 1865.

[SINGLE COPIES TEN CENTS.
\$4.00 PER YEAR IN ADVANCE.]

Entered according to Act of Congress, in the Year 1865, by Harper & Brothers, in the Clerk's Office of the District Court for the Southern District of New York.

THE ASSASSINATION.

In addition to the interesting sketches which we gave last week relating to Booth's capture we are able this week to give illustrations of GARRETT'S house, on the porch of which BOOTH died, the ruins of GARRETT'S barn in which the assassin was shot, and the house in which HAROLD resided near the Navy-yard at Washington.

The case against the assassins develops new features. President JOHNSON has issued a proclamation declaring that there is evidence in the Military Bureau which implicates in the assassination JEFFERSON DAVIS, JACOB THOMPSON, C. C. CLAY, GEORGE SANDERS, BEVERLY TUCKER, and other rebels, and offering \$100,000 for the capture within the United States of DAVIS, and \$25,000 each for the capture of the others. What this evidence is we can only vaguely conjecture, and therefore leave to further development. The fact that GEORGE SANDERS and BEVERLY TUCKER have, after most sturdily protesting their innocence, deemed it after all wiser to flee from justice, will not tend to produce a conviction of their innocence.

We give an illustration on page 317 of a meeting held in Johnson Square, Savannah, April 22, to take action in regard to the death of President LINCOLN.

DR. VALENTINE MOTT.

VALENTINE MOTT, M.D., LL.D., whose portrait we give on page 317, died on the 26th of April at his residence, No. 1 Gramercy Park. He was one of the most eminent among our citizens, and will be remembered not only as a very skillful surgeon but also as a kind and philanthropic man. He was born at Glenscove, Long Island, August 22, 1785. His father, Dr. HENRY MOTT, was for many years a practicing physician in this city. The son graduated at Columbia College in 1806, and immediately went to Europe, where he pursued his studies with great ardor and success.

At the age of twenty-four Dr. Mott was called to fill the chair of Surgery at Columbia College, remaining there until 1813. In 1820, he, with Drs. HOSACK, MITCHELL, FRANCIS, and others, established the Rutgers Medical College. About 1830 he began to devote his time to lectures and instruction, and his great abilities have ever since been the pride of the profession. His position as a surgeon was second to no living professor, and challenged from the renowned Sir ASTLEY COOPER the remarkable eulogy: "He has performed more of the great operations than any man living, or that ever did live." Dr. Mott has left several works of great value to science and literature, among them a trans-

lation of "Vespaan's Surgery," the "Mott Cliniques," "Travels in Europe and the East," "Transactions of the New York Academy of Medicine," etc. Like the departure of HOSACK, MITCHELL, and FRANCIS, his co-laborers, the death of Dr. Mott will mark an era in the history of the profession.

PRESIDENT LINCOLN'S FUNERAL.

After its departure from New York city the funeral cortege moved on its way to Springfield, where Mr. LINCOLN was buried May 4, 1865.

We give on pages 308, 309, and 317 illustrations of the ceremonies along the line of the procession. At Sing Sing a magnificent memorial arch was erected by the citizens over the Hudson River Railroad, of which we give a sketch on page 317. The arch was 41 feet span outside, and 33 feet high, and rested upon two pedestals. The whole was surmounted by an urn, 7½ feet high, from which drooped the American flag. Over the urn was thrown a wreath of ivy.

At Cleveland the train arrived on the 28th. A building had been erected for the especial purpose of receiving the remains. The building was twenty-four by thirty-six feet in dimensions, and was fourteen feet high from ground to plate. The roof was

of pagoda style, and the rafters were covered with white cloth. Over the centre of the main roof, and directly over the catafalque, a second roof was raised about four feet, and covered in like manner. The catafalque consisted of a raised dais, four by twelve feet on the ground. The coffin rested on this dais about two feet above the floor. On the four corners stood columns supporting a canopy. The columns were draped and wreathed with evergreen and white flowers in the most beautiful manner. The ceiling of the building was hung with beautiful festoons of evergreen and flowers, while the four posts which sustained on either side the pagoda roof were hung with large rosettes of mingled evergreen and magnolia of two varieties. Appropriate drapery hung from the cornice of the building, and swung from pillar to pillar of the fairy structure. Gas lamps were attached to the pillars of the catafalque and to other points of the building, so that the remains could be easily seen at night, and to good advantage.

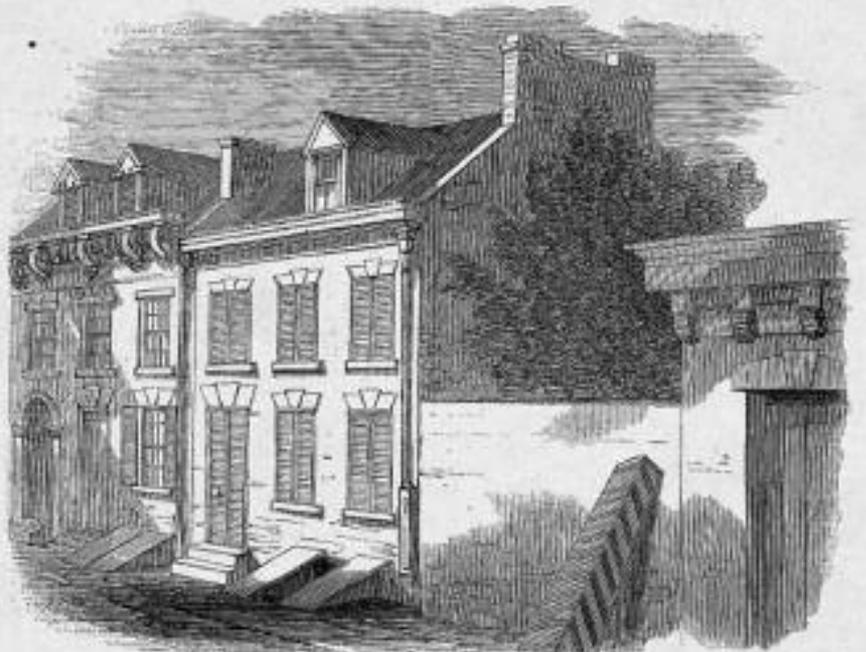
At Chicago the demonstration was, if possible, more impressive than at any other stage of the route. Among these was an escort of torches to the funeral train, showing the cortege as it passed to thousands who were themselves wrapped in darkness. On page 309 we illustrate the scene at the reception of the remains at Chicago. When the



RUINS OF GARRETT'S BARN AND OUT-HOUSES, NEAR PORT ROYAL, WHERE BOOTH WAS SHOT.—[SKETCHED BY W. N. WALTON.]



GARRETT'S HOUSE, WHERE BOOTH DIED.—[SKETCHED BY W. N. WALTON.]



HAROLD'S HOUSE, NEAR THE WASHINGTON NAVY-YARD.—[SKETCHED BY MCCLELLAN.]

funeral car passed under a magnificent arch thirty-six young ladies in white placed wreaths upon the coffin or ear. On page 308 there is an illustration of the catafalque upon which the coffin was laid at the City Hall.

From Chicago the train proceeded on its way to Springfield.

THE SOLDIER'S WIFE.

"Oh! weep not, weep not, mother,
And dry your tears, fond wife,
Your sorrow is not anguish,
You have not lost a life;
You, with a proud, sweet sadness,
In all the after-days,
Shall bear his name best uttered
In tones of loving praise;

"And all shall joy in telling
How in his happy youth,
With steadfastness unshaken,
He died to serve the truth;
While I, in bitter wailing,
Can only bow my head,
My heart alone preserving
The memory of my dead.

"For few among the many
Of all we daily meet
Will ever care to cherish
The ones who meet defeat—
And yet he fought as bravely
As cheerfully he died,
No service to his country
Had ever been denied."

Thus spoke she, standing sadly,
In the doorway of the room;
Before her lay the sunshine,
Behind her lay the gloom;
She could not take the token
The light around her shed—
Her heart was ever sighing,
"My day of joy has fled!"

At last, with sudden courage,
She raised her timid eye—
What sight had changed her pallor
To such a glad surprise?
What form is that approaching?
Whose arms enfold her now?
Whose lips are pressing kisses
On lip, and cheek, and brow?

His own! his own! no other!
Oh, welcome back again!
The swelling tide of rapture
Atones for all the pain;
And, listening to the story,
So seldom heard below,
Of light instead of darkness,
And joy instead of woe—
Her heart is singing praises
That he indeed was spared,
And in the hour of triumph
With double joy had shared.

HARPER'S WEEKLY.

SATURDAY, MAY 20, 1865.

THE BLACKS AND THE BALLOT.

IN his excellent proclamation to the people of North Carolina General SCOTT announces that the United States troops will protect them "until a civil government can be established in harmony with the Constitution and Laws of the United States." This is a clear statement of the exact situation of the late insurrectionary States. It is desirable, upon every account, that there shall be as little delay as possible in intrusting the local government of the States to their own loyal inhabitants. But it is plain that the immediate authority of the national government can not safely be relaxed until that proportion of the adult male population of a State which guarantees internal security is empowered to vote. The question of the hour then is, when the Government is ready to allow an election for any purpose whatever to be held in any such State, who shall be permitted to vote?

By the Constitution of Virginia R. M. T. HUNTER is a legal voter in that State. Would the Government of the United States allow him to vote there now? Undoubtedly not. The Constitution of South Carolina did, and probably does, allow only those to vote who own ten slaves or ten thousand dollars. Would not the Government of the United States now permit other persons to vote there? Undoubtedly. There is no authority at present in Virginia and South Carolina except that of the United States; and they, and no other power, will decide who is to vote in reconstructing those States. The conditions of voting will be prescribed by the United States, and not by the State Constitutions. And if the conditions should be those named in the Constitutions they will be valid, not for that reason, but because the United States so determine.

In the States of which we speak there are three classes: the hopeless rebels, the poorer whites, and the blacks. The first of these classes is the smallest, and it will be always disloyal and dangerous, the Bourbons and Jacobites of

American politics. The second and third are very large. Together they form the great majority of the population. By the census of 1860 it appears that, in the eleven late rebel States, the exact numbers were 5,447,222 whites, and 3,695,110 colored and Indian population. The present proportion is undoubtedly more favorable to the blacks. In two of the States they are a majority of the whole population. In five others they are more than one-third, and in every one of the old Slaves States they are enough, when united with the loyal whites, to control the State. Upon what good grounds, therefore, can the ballot be refused to the loyal black citizens of the Southern States? They are the sturdy working-class. They have always been unflinchingly true to the Government. Had they been otherwise—had they made common cause with the rebel chiefs, as the poorer whites were obliged to do—the triumph of the Government would have been indefinitely delayed. They are free men, and the plainest good policy requires that their self-respect be aroused, and their willing industry encouraged, without which no class of citizens is contented or valuable. There is but one way of securing this result. It is to give them the ballot.

That the mass of the population at the South, both white and black, is ignorant, is very true. But so are great masses of the Northern voters. Education is a good thing; but it appears that some of the staunchest patriots in the land can not read, and that some of the basest traitors are highly educated. Education, although at the expense of their country, did not prevent LEE and his associates from trying to destroy their country. ROBERT SMALLS, whether he can read or not, is to our thinking a much sounder and safer voter than ROBERT TOOMBS. Any black man who has succeeded a Union soldier escaping from the tortures of rebellious slavery is quite as able to vote wisely as the extremely accomplished JUDAS BENJAMIN, or PIERRE SOULÉ, or ALEXANDER H. STEPHENS, or JOHN SHELLELL, or WADE HAMPTON, or CHARLES J. FAULKNER.

The question is not whether, abstractly, political privilege should depend upon education. It is, whether in States, which we wish to restore to their peculiar action in our national system at the earliest moment, we shall require conditions of our black fellow-countrymen whose fidelity has saved the nation which are not required of the whites in the same States, nor in other States of ignorant foreigners who can not speak our language, and who have no especial interest in our institutions. Instruct them, say some, and their political rights will follow. But why is that not equally true of the whites? If ignorance is the difficulty, why intrust the States to ignorant white men? By such a plan a discrimination is made at the outset based upon color. The Government says, in effect, that ignorant loyal men who are black are not fit to vote, but ignorant loyal men who are white are fit. The Government thus flings its whole weight against the ignorant men who have been true to it, and favors those who have been false. The mischief is incalculable. For by that act it recognizes what is called the inferiority of the blacks, which has been always urged as the reason for enslaving them. After such a precedent, is the class of ignorant white loyalists who have believed, and do still believe, that blacks are made to be slaves, likely to educate or enfranchise them? The whites may not be able to enslave the blacks, but they will in every way despise and degrade them. No disfranchised class has a fair chance. And the very fact that the blacks have been made personally free will make them discontented so long as they are disfranchised. They will presently refuse to be governed by a minority. If they can not have legal redress they will still try to redress themselves. Is this the way to peace?

The colored race was brought into this country against its will and by our inhumanity and cupidity. It has wonderfully increased until there are now some four millions of them among us. Their blood in every degree is mingled with the blood of the whites. They are men and Americans as much as we. Their ancestors came from Africa, as ours from England, Holland, Germany, or Ireland. They are an essential, integral, inevitable, most valuable and important part of our population. Having been enslaved, their color has been a sign of servility, and they have been made the victims of an inhuman prejudice and the objects of the most cruel partisan contempt. They have not resisted, for resistance was hopeless. They have protested silently by still wearing the form of man, of which we could not deprive them. Their long patience which merely hardened our hearts did not alienate God. Whom we forgot he remembered. Our history darkened. The State right to enslave, which we hold ourselves bound to respect, struggled with the human right to be free, which we could not deny. The victims did not raise a hand, but the crisis came. The political and commercial effort to outrage nature and to treat men as brutes and chattels culminated in a civil war which has spent costly lives not to be counted, and wasted the long accumulated profits of our sin. It has steeped us in blood to our lips, and utterly failed; and kneeling among the dead and mangled bodies of our first-born and best beloved, amidst the fire and storm of battle, we have acknowledged

that God has made of one blood all the nations of the earth.

We have now the power and the opportunity of settling this question of the colored race in this country which has rent us from the beginning, and will heave and harry us until it is put honorably to rest. We have already declared them to be men and citizens. Our Government rests upon the broad principle that governments justly exist by the consent of the governed. For that principle the colored men fought with our fathers in the Revolution; and side by side in the fiercest fields of this war they have defended it side by side with our brothers. Within the enemy's lines they have been the guides, the messengers, the friends upon whom we have uniformly relied. To see a black face was to find a true heart. Do we mean to be as faithful and honorable and friendly as they have been? Do we mean to trust them as they have trusted us? Do we mean to give them the chance of securing their own welfare as we have the chance of securing ours? Do we mean to be just? If we do, we shall give them a vote in the reconstruction of the insurrectionary States. If we are unwilling to do it, our victory has come too soon, and we shall pay the penalty of premature success.

THE PRESIDENT AND THE SECRETARY OF STATE.

FOR some time after the late terrible events it was feared that Mr. SEWARD might have been so seriously injured by his accident and the subsequent murderous assault as to be compelled to retire from the public service. As that apprehension has been happily dispelled, and as the characteristic assertion of some of the Northern friends of the rebellion that Mr. SEWARD ought to retire because his presence in the Cabinet would be so distasteful to Messrs. LEE, DAVIS, WIGGALL, & COMPANY as to discipline them to submission, has also disappeared in derisive laughter, it is now insinuated by those who suggest what they desire that President JOHNSON's policy will not have the cordial support of the Secretary, and that therefore Mr. SEWARD will resign. Those who say this are not aware, perhaps, that Mr. SEWARD's friends in the Baltimore Convention of last June secured the nomination of Mr. JOHNSON as Vice-President, and that it is therefore a great waste of ingenuity to assume any grave difference between the President and Secretary in their general policy.

Mr. JOHNSON and Mr. SEWARD had served together in the Senate, where they were firm personal friends. There Mr. SEWARD had seen that his fellow-Senator, a hard-reformer, a stern Union man, a trusted representative of the people of the South as distinguished from the planting aristocracy, was the very kind of leader by whom the political power of the aristocracy was ultimately to be overthrown in its own section. Mr. SEWARD had watched Mr. JOHNSON's heroic position in the dark winter of 1860-'61. He had heard his terrible denunciation of the conspirators in the Senate. As Secretary of State Mr. SEWARD had supported Mr. LINCOLN's "Border-State policy," as it was impatiently called; and it was while pursuing that policy that Mr. LINCOLN had appointed his friend Mr. JOHNSON Military Governor of Tennessee. With his administration there Mr. SEWARD had been, of course, officially familiar.

As the time for the meeting of the Union nominating Convention approached, the perilous chances of the civil war made it essential that a candidate for the Vice-Presidency should be named whose character and career certified that, in case of his succession to the Presidency, the established policy of the Government would not be changed or menaced. And we venture to say that the man whose nomination Mr. SEWARD most earnestly desired was ANDREW JOHNSON.

When the Convention assembled the nomination of Mr. LINCOLN was a foregone conclusion. But the candidate for the Vice-Presidency was not so easily determined. One point, however, was universally admitted by the wiser part of the Convention. Pure and honorable as Mr. HAMILTON's career had been, and personally unexceptionable as he was, his nomination was not advisable. As the Convention was composed of men who had heretofore acted with different political parties, political comity required that the Union Convention of 1864 should not repeat the party action of the Republican Convention of 1860, but, by naming a candidate formerly identified with the Democratic party, should prove that it appealed to no partisan traditions, but to the hearty sympathy of all Union men in the country. Who should this candidate be? It was upon this question that the caucusing of the Convention turned. For whom would the sixty-six votes of New York be cast? As they went, so would the Convention probably go. It was soon clear that the choice practically lay between Mr. JOHNSON and Mr. DICKINSON of New York, and it seems to us indisputable that the final decision was made in the caucus of the New York delegation, and made by the friends of Mr. SEWARD in favor of ANDREW JOHNSON.

Mr. LYMAN TRUMBULL, the old political friend of Mr. DICKINSON, very properly and very powerfully led the DICKINSON movement. Mr. DICKINSON's long identification with the Democratic party; his instant and entire devotion of

all his powers to the cause of the Union and the Government; his incessant and effective service from the outbreak of the war; his vast majority of one hundred and eight thousand votes in his own State as the Union candidate for Attorney General showing his great popularity in the State which it was necessary to carry at the Presidential election; his national fame; his spotless character; his heroic repudiation of old party ties; all these arguments were pungently and impressively presented by Mr. TRUMBULL, without an unkind word against any other candidate, and with an applause both in the caucus and Convention which showed how hearty was the appreciation of Mr. DICKINSON's claims and character among that great representative body of faithful American citizens. In the caucus of the New York delegation Mr. TRUMBULL was supported by some who had no sympathy whatever with the party to which he and Mr. DICKINSON had belonged, but who regarded the latter gentleman as a conspicuous national representative of what was called the War Democracy, and who thought that his nomination would greatly strengthen the ticket in the State of New York.

The discussion in the caucus was animated and exciting. It betrayed the differences and animosities which prevail in New York politics. But the one thing steadily obvious in all the tumultuous conflict of opinion was that the friends of Mr. SEWARD were favorable to ANDREW JOHNSON. Mr. PIERSON KING and Mr. RAYMOND tranquilly urged the irresistible advantages of a candidate who was a Southerner, a Border-State man, an old Democrat, yet a Union man who had been tried in the fire of the hate of the rebel chiefs whom he had denounced. They pleaded his solitary fidelity in the midst of the defection of his old associates in the Senate; his actual sufferings in the cause; the great confidence reposed in him by Mr. LINCOLN, who had intrusted to him one of the most difficult and delicate responsibilities at a most critical time. They depicted the cordial sympathy between the President and Mr. JOHNSON, and the rare popularity among the people of a man who had been born and bred in the humblest circumstances, yet who had risen to merited distinction. They recounted his services and his long practical experience of public life. They pointed to his administration of Tennessee, which only the bitter enemies of the Government and friends of the rebellion condemned, and contended that by selecting a candidate who did not live in the State of New York the dangers of political division in that State would be avoided. They did not forget to recall also that, in all the long course of a public life during which he had been an ardent and conspicuous actor, his personal character had been unspiced by suspicion. No man could deny that ANDREW JOHNSON was a name so identified with unwavering devotion and willing sacrifice to the country that it would be hailed with vast popular enthusiasm.

Meanwhile Mr. DICKINSON's friends were not idle, and his chances were imposing. Mr. STROU CAMERON came to offer the fifty-two votes of Pennsylvania for Mr. DICKINSON if New York would unite upon him. Many of the New England delegations were ready to adopt him upon the same condition. But the friends of Mr. SEWARD, without denying the claims of Mr. DICKINSON, still held firmly that it was wiser to nominate Mr. JOHNSON. Had they yielded, Mr. JOHNSON would not now be President of the United States. It is pleasant to remember that when afterward in the Convention it appeared that Mr. JOHNSON had a larger vote than any other candidate, the friends of Mr. DICKINSON at once acquiesced. The vote of New York was thrown as a unit, and it was Mr. TRUMBULL who promptly and honorably moved that the nomination of Mr. JOHNSON should be made unanimous by the Convention. Nor is it less agreeable to record that one of the last acts of President LINCOLN, at the earnest request of the Secretary of State, was the appointment of Mr. DICKINSON, to his own great surprise, to his present responsible post.

If, therefore, Mr. SEWARD retires from the Cabinet, it will not be because the President is not of his choice. And why should he retire? He is in the ripeness of his powers, and his work is not yet done. Who would do it so well as he?

THE ASSASSINATION PLOT.

If it seems too incredible to be true that the conspicuous rebel chiefs were accessory to the assassination of President LINCOLN, it should be remembered that the crime is no more atrocious than many of which they are notoriously guilty.

It is surely not so black a crime to shoot one man as to murder hundreds of men by starvation. Yet that was done, and done with the knowledge of these chiefs who by a word could have prevented it. The poor crazed, emaciated, dying soldiers who were sent to Annapolis from within the rebel lines were tortured and slain with the complicity of DAVIS, LEE, BENJAMIN, and the rest. The fact of the starvation can not be denied. The proof is conclusive. And the men who would starve a sergeant or a private are not too honorable to connive at the shooting of the Commander-in-Chief.

The villains who tried to throw railroad trains from the track—who descended upon remote inland villages to pillage, burn, and kill—who would have burned down museums and hotels full of innocent women and children—who bought plague-tainted rags to disseminate promiscuous death—are surely not too virtuous to poison wells or to murder with the pistol or knife. And the men who did these things bore the commissions and pleaded the authority of JEFFERSON DAVIS and his Confederates. Did DAVIS or HUNTER or any of the chiefs ever repudiate these acts? On the contrary, the Richmond rebel Congress adopted the crimes of BRALL and made them their own.

Those who begin and prosecute a bloody war for the destruction of a mild and equal Government, and for the sole purpose of perpetrating the most odious outrage upon human nature—who deliberately spurn and deny the most sacred rights of man, embark in an enterprise of which arson, theft, assassinations, and every form of inhumanity are the natural means and allies. Slavery imbrutes the masters, at least, whatever it does to the slaves. The spirit of a society which honored and applauded BROOKS for trying to murder Senator SUMNER is not too humane to inspire BOOTH to murder President LINCOLN.

Individuals, of course, will be held innocent until they are proved to be guilty. But the guilt in one point of those who are guilty in others quite as revolting, is not impeachable. You may be as innocent as you assert, said the house-keeper to a man whom he found in his silver chest; you may not have stolen my purse, but what are my spoons doing in your pocket?

LABOR AT THE SOUTH.

We are glad to see that General SCROFFIELD, who commands in North Carolina, has issued a proclamation calling attention to the fact that the persons formerly held as slaves in that State are now free, and exhorting them to go to work, and to make their own bargains with such employers as they choose. General HALLECK, in Virginia, has issued a similar proclamation, but announces that for minors not cared for by parents the apprenticeship system will be introduced as soon as possible. Of course this intention includes minors of all races and colors. But General HALLECK will soon learn that no forcible general apprenticeship system will work.

Both of the proclamations recommend the masters to acquiesce in the new order. This is wise, for the practical difficulty in emancipation always proceeds from the masters, not from the slaves. This has been curiously illustrated in some parts of the British West Indies, where the planters refused to submit heartily to the conditions of the case. They would not pay fair average wages. The laborers withdrew to the bush, and lived quietly and humbly there. The great estates languished. The crops failed, and the sullen proprietors, who were too angry and foolish to hire laborers upon fair terms, swore at the sentimental fanaticism which had ruined the fortunes of West India gentlemen.

But it does not seem to a candid mind a very terrible misfortune that gentlemen who have been living luxuriously without paying any wages for labor should be a little straitened because they can no longer force men to work for them for nothing. "Good for nothing, shiftless set!" sneered the planting gentlemen; "we knew they would not work without the whip." But if not working argues that a man is good for nothing, what were the planting gentlemen good for?

If the former masters of slaves in this country are wise they will not follow the West Indian examples.

THE CHRISTIAN COMMISSION.

As we suggested last week, the President of the Christian Commission has hastened to disavow the act of a Rev. Dr. PARKER and seven others in calling "to pay their respects" to ROBERT E. LEE. He states that Dr. PARKER is not connected with the Christian Commission, but is a member of the American Union Commission, and asserts that no authorized representative of the Christian Commission has ever called upon General LEE; and if any person connected with that body has so far forgotten his duty and self-respect, his conduct is severely condemned by the Commission.

The universal indignation with which the story of this call has been received shows how general and profound is the national conviction that the chief soldier of rebellion is not considered a person to be "respected" by loyal men. The maudlin sentimentality which could call General LEE "magnanimous" has been most impressively rebuked.

GOLDWIN SMITH.

It is an agreeable duty to record that Professor GOLDWIN SMITH, whose delightful paper upon the "University of Oxford" the first part of which was published in the May number of *Harper's Magazine*, and which will be concluded in the June number, requested that the sum be received from it should be given to the National Freedmen's Association. He thus adds another to his many practical

tokens of sympathy for our cause which are already known. The friends of Professor SMITH will bear with regret that his physician forbids another visit to America, which he was contemplating. There is no man in England more justly honored by this country than GOLDWIN SMITH, and none who will more sincerely rejoice in our great success or more fully comprehend its scope and significance.

EXHIBITION OF THE NATIONAL ACADEMY.

In the large hall Mr. W. H. FRONCOIS has a portrait, No. 425, which pleases us more than any in the exhibition. The fine, firm modeling of the head, the force of the painting, and the skill with which the expression is seized and perpetuated, are all remarkable. The work is hard in some parts. The hands are awkwardly placed, and the drapery is rather stiff. But there is so much conscience and delicacy and power in the picture that a place in the first rank of our portrait painters can not be denied to the artist. His evident respect for his art, his subject, and himself, are inspiring, and give the work a sincerity which we find in few portraits. The fascination of a face in which ardor is overflooded by zealous sweetness, the virgin dignity of the figure, a lark-like purity of impression—

"True to the kindred points of heaven and home," are rendered simply, and with a careful detail which does not destroy the technical breadth of the work. It is a picture as carefully studied as a poem. The artist has evidently not thrown it off, or dashed it in. He has worked at it with knowledge and patience and sympathy, and the result is worth all the pains and doubts and thoughts it has cost him. It is not pleasant to make comparisons by name. But let the spectator stand before No. 425 and compare it with some portraits near it, large and small. This is not madly, nor mottled, nor superficial. It is not dramatic, nor vulgar, nor cold, nor conventional. It is solid, thoughtful, tranquil, and superlatively honest. The artist has evidently much to do. Every truly good picture shows the painter and the spectator how much lies beyond. But the fidelity and skill which this portrait reveals are the best possible auguries of the future works of Mr. FRONCOIS, for which we shall look with entire faith in their increasing excellence.

Near by, No. 428, by E. M. STANGO, is another admirable portrait. It has a certain refined and elegant character, and although wrought with great delicacy is not weak or frivolous. Mr. STANGO has ascended from miniature to portraiture with remarkable success. His pictures are always notable for a modest repose, which is as delightful in art as in life, as charming upon the walls as upon the floor of the exhibition.

"Passing into the Shade" (318), by GEORGE H. BOGGANON, is a delightful picture. To see it upon your wall would be like a constant glimpse into a cheerful autumn landscape. For it is autumn in the picture, but not sadness altogether, nor decay. Two old French peasant women are advancing over withered leaves into the shade of the wood. They are very poor. Their dress is very coarse, and they stomp along in *sabots*. One bends forward slightly, her eyes cast down. She leans upon a stick on one side, and upon the other on the arm of her friend. She is solemnly thoughtful, sad. As she goes deeper into the shade she possibly recalls, has she ever heard—*Can any gay artist sketching at her door, perhaps, in a year or two and singing the summer away—the yearning regret for youth and love breathed in BERANGIER'S "Garet?"* Does she too remember, and wistfully, with her old heart aching, recall

"The hope that dawned at twenty when I dealt
In stilted cell!"

If she does, her companion does not. With cheery face uplifted, rude, ignorant, but brightly confident, she supports her bending sister and moves erectly forward into a shadow that can not dismay, and with a faith which fills the deepening autumn wood with all the bird voices and flowers and buds of spring. It is long since we have seen a more imaginative or poetic picture. Yet it is entirely unobtrusive. It is poetic not sensational.

"A Lost Mind" (361), by EDWIN VEDDER, is an interesting but painful picture. Yet a picture which leaves a painful impression still lacks an essential quality. Mr. VEDDER'S "Sea Serpent" of last year we can hardly recall now without a shudder. That is a tribute certainly to the talent of the painter, but not to the character of the picture. "A Lost Mind" might be HAGAN, if there were an ISRAEL. That is to say, that it is not at once seen to be an insane woman. Yet it is a work which commands attention. There is nothing commonplace in it. Indeed, the heaving, strutting, restless hurry of the movement is most striking. The bare cliff, the black sands behind, and on, on, no matter what lies before, on, on; and as you gaze steadily it seems as if she might stride forth out of the canvas. Just above to the left is another sketch by VEDDER, "Jane Jackson, formerly a slave" (389). It is a head merely, but there is a quaint vigor in the sketch which well befits the strange, dusky, triangular face. Yet our great remanescer, HAWTHORNE, thought we had no material for remanescence in this country!

Among the landscapes, Mr. JACQUES M'ENTRE'S "Last of October" (291) is admirable for its fidelity to the spirit and aspect of the American autumn. No artist seems to feel every part of his pictures more conscientiously than M'ENTRE. Every twig and tendril and leaf and spire of grass is so affectionately rendered as the whole scene, and this without the technical Pro-Raphaelite treatment, but with a fidelity that reveals the enamored eye and the sensitive heart. In M'ENTRE'S landscapes there is not a careful study of the forms only, there is also that transfusion of the soul and character of the scene which makes his works seem like reminiscences. This "Last of October," for instance, strikes the spectator like a remembered melody.

He may hold the May anemones in his hand, but his heart is sobered by the actual presence of the sad, though splendid, autumn fields and woods. These pictures also are truly American, yet none the less romantic. Our landscape, even if unstoried, inspires such exquisite melody as KEATS'S "La belle Dame sans Merci" as much as any landscape KEATS ever saw. This is the only picture Mr. M'ENTRE contributes. He has achieved the happy triumph of making the spectator wish for more.

PALM SUNDAY.

The joy of Palm Sunday was sadly overshadowed before the week was ended. But the great event of that day will be more and more gladly hailed as time passes. It was the day on which GRANT, our peace-maker in chief, received the surrender of the head of the rebel armies, and by his magnanimity added new lustre to his laurels. Mr. NAST has simply and strikingly commemorated upon pages 312 and 313 of this paper the festival and the event which will be always associated with it in our history. The Lieutenant-General represents the true peace-makers, the fidelity, the love of liberty and union, and the unwavering resolution of the American people. These are the qualities which have conquered peace in the field, and they will confirm it in the council. LEE surrendering to GRANT is barbarous feudalism yielding to Christian civilization.

MR. PETER F. ROSENQUEST.

ALL who knew him will bear with the sincerest sorrow the death of PETER F. ROSENQUEST, for many years foreman of the Bookbindery of HARPER & BROTHERS. So faithful was this honorable and efficient man to his duty, so cheerful and serene in his demeanor, that the news of his death was a painful surprise even to some who had been in the constant habit of meeting him at his work. Mr. ROSENQUEST was a type of the intelligent, sagacious, industrious, and patriotic men who are the glory of this country. Throughout the war his loyalty has been devoted and inspiring. His heart was sensitive to every shadow of misfortune cast darkened over us, and full of honest joy in our triumph. It is to the fidelity of such hearts that we owe the victory. Mr. ROSENQUEST had a true love of the work in which he excelled. He was always busy, and by preserving his self-respect never failed to secure that of his subordinates. He had been with the HARPERSS for thirty-three years, and their relations were never ruffled. His home was happy. His wife and children loved and honored him, and those who knew him best will mourn most truly the brave, kind, earnest, and honorable man.

DOMESTIC INTELLIGENCE.

The day of war ballistics is about over. There is no farther doubt respecting Dick Taylor's surrender, which has been made on terms similar to those granted to Lee. We wait to hear from Kirby Smith only before peace shall be known to have been fully consummated. It is a fact that President Johnson has already submitted to his Cabinet a proclamation declaring peace throughout the country. The guerrilla stage of the war, about which there has been so much apprehension, will never probably be inaugurated upon any large scale. We hear of a few raids on railroad lines in some quarters; but the fact that these men will be liable to all the penalties which, in a time of peace, would attach to wrongdoers and violators, will deter even the more desperate from their outrages. It is certain that all the prominent rebel generals are opposed to operations from which the Southern people are to move to the North. It is perhaps a fairer trial, better for the country that rebel desperadoes should show their real leader by overt acts of insurrection, as this will more speedily insure their punishment.

It is now supposed that when Johnston first proposed a surrender his army numbered nearly 50,000 men. Of these about 20,000 started off in irregular bands the moment their General began to talk of capitulation. About 110 pieces of artillery were surrendered, and about 15,000 stacks of arms. The following was General Johnston's farewell order to his troops:

"REMEMBER, I AM NOT A REBEL, BUT A SOLDIER. I EXPECT YOU TO OBSERVE THE TERMS OF THE PARIFICATION AGREED UPON, AND TO DISCHARGE THE OBLIGATIONS OF GOOD AND PEACEFUL CITIZENS TO THE POWER AS WELL AS YOU HAVE PERFORMED THE DUTIES OF SOLDIERS IN THE FIELD. BY SUCH A COURSE YOU WILL SECURE COMFORT AND RESTORE TRANQUILITY TO YOUR COUNTRY. YOU WILL RETURN TO YOUR HOMES WITH THE ADMIRATION OF YOUR PEOPLE, WON BY THE COURAGE AND VALIANT DEVOTION YOU HAVE DISPLAYED IN THIS LONG WAR. I SHALL ALWAYS REMEMBER WITH PRIDE THE LOYAL SUPPORT YOU HAVE GIVEN ME. I PART FROM YOU WITH REGRET, AND WISH YOU FAREWELL WITH FEELINGS OF cordial FRIENDSHIP AND WITH COURTESY WISHES THAT YOU MAY PROSPER."
J. E. JOHNSON, General.

As soon as Major-General Schofield took command of the Department of North Carolina he issued the following important order in relation to the social status of the negro in that State:

"To remove a doubt which seems to exist in the minds of some of the people of North Carolina, it is hereby declared that, by virtue of the proclamation of the President of the United States, dated January 1, 1863, all persons in this State heretofore held as slaves are now free, and that it is the duty of the army to maintain the freedom of such persons.

"It is recommended to the former masters of the freed men to employ them as hired servants at reasonable wages. And it is recommended to the freed men that, when allowed to do so, they remain with their former masters and labor faithfully so long as they shall be treated kindly and paid reasonable wages; or that they immediately seek employment elsewhere in the kind of work to which they are accustomed. It is not well for them to congregate about taverns or military camps. They will not be supported in idleness."

General Wilson's cavalry command arrived at Savannah April 23, after having completed a most sweeping and magnificently successful tour of over six hundred and fifty miles through the heart of Alabama and Georgia, in a region of country before but little touched by the war. General Wilson left Chickasaw, Alabama, on the 23d of March, and moved southward through that State so far as Selma, in the mean time defeating and routing in several engagements the forces of Forrest, Roddy, Adams, and other notorious rebels, capturing towns and seizing and destroying immense amounts of rebel property. These he marched eastward and crossed into Georgia, carrying every thing before him. Four important towns, six thousand prisoners, over two hundred cannon, and large supplies of munitions were captured, and five hundred million dollars' worth of property belonging to the rebel Government was destroyed. General Wilson's entire casualties were less than five hundred.

Captain Reed, who commanded the ram *Webb* on her recent exploit down the Red and Mississippi rivers, and with one of his officers and crew, arrived as prisoners on board

the gun-boat Florida, and are now under guard at the Brooklyn Navy-yard. It was Reed's design to take the *Webb* to Havana, destroying on the way all the national vessels he encountered, there sell his cargo of cotton, and then return and run the blockade of Galveston. Once in that harbor, he intended to convert his vessel into a torpedo-boat, and thus destroy or drive away the blockading fleet. Ninety-two out of the one hundred and twenty-five men belonging to the *Webb* were captured and taken to New Orleans.

It appears now that Davis will find hard work to escape. Statham's cavalry are close upon his heels in Georgia; and so he has turned westward in his flight there is good reason to hope that he will be intercepted by some of Wilson's cavalry. Telegraphic communication is open from Washington to Macon. It is said that the evidence in possession of the Government in regard to Davis's complicity in President Lincoln's murder is such that no foreign government will for a moment hesitate to give him up if he should succeed in making his escape. In regard to the assassination the *Meridian Clarion*, a rebel journal, says: "Wilson Booth, we are told, was an actor in the Richmond theatre. He is said to be an illegitimate son of the great tragedian. We regret the truth of this story, if it be truth. We deem the independence of the South eminently desirable, but never dreamed that it was to be achieved by assassins. Providence rarely rewards crimes against which humanity revolts with the greatest blessings of which humanity dreams."

Now that our civil war is over, there is great uneasiness in some quarters lest the country should be left in quiet and peace. Advertisements are beginning to appear in some of our journals. The following is a sample:

MEXICO—TO ALL OFFICERS AND SOLDIERS.

"Now that our war is over, all who wish to emigrate to Mexico, in accordance with the Mexican decree, will call at 108 Pennsylvania Avenue, and register their names and address, by note Colonel A. J. M., 280 E Street, Washington, D. C. Offices will also be opened in New York, Philadelphia, Baltimore, and other cities. Office hours, at 238 Pennsylvania Avenue, between nine and four."

NEWS ITEMS.

General Halleck has established in Richmond a court whose duty will be to arbitrate and decide upon the rights to the possession of real and personal property in that city and vicinity.

The Raleigh (North Carolina) Progress of the 2d Inst. announces that it is now known in that city to be the settled policy of President Johnson to entirely ignore Governor Vance and the rebel Legislature of that State.

The Tennessee Senate has adopted a resolution in favor of offering a reward of five thousand dollars for the arrest of the fugitive rebel self-styled Governor of that State, Isaac G. Harris.

FOREIGN NEWS.

Our foreign files this week are of unusual interest. The comments made by the English journals on Lee's surrender are characteristic. There were in sympathy with the rebellion were not yet willing to believe that the Confederacy was subdued.

The London Times speaks satirically of our great Generals: "The war has brought out commanders of ability in the persons of Grant, Sheridan, and Sherman. These drilled and disciplined their mixed forces until they were fit for every contingency of war, and when this was done the end of the Confederacy was plainly near. The superiority of the Federal arms enabled them to prevail in actual conflict; their progress in discipline enabled them to take advantage of victory. Two years ago General Lee would probably have escaped to Lynchburg, even after such a defeat as that which he sustained the other day. But now the Federal Generals move with the rapidity and celerity with the promptness of Napoleon's marshals. Their cavalry, which at the beginning of the war was the laughing-stock of the Confederates, is now excellent, and they know how to use with effect the plentiful appliances of warfare with which their Government can furnish them. If the North has not gained in this struggle that reputation for desperate valor which has been achieved by the Confederates, they have shown a patience, a fortitude, and an energy which entitle them to rank among the very first of military nations. They have now sufficiently shown that the attempt to establish the Southern Confederacy must be abandoned."

The news of President Lincoln's assassination created the most intense excitement. The *Liverpool Post* the other day was printed in mourning. The London Times editorially says that the news will be received throughout Europe with a sorrow as sincere and profound as it evokes even in the United States. Mr. Lincoln's perfect honesty speedily became apparent, and Englishmen learned to respect him. It also says: "Unjust as we believe it to be, the Confederate cause will not escape the dishonor cast upon it by these wanton murders."

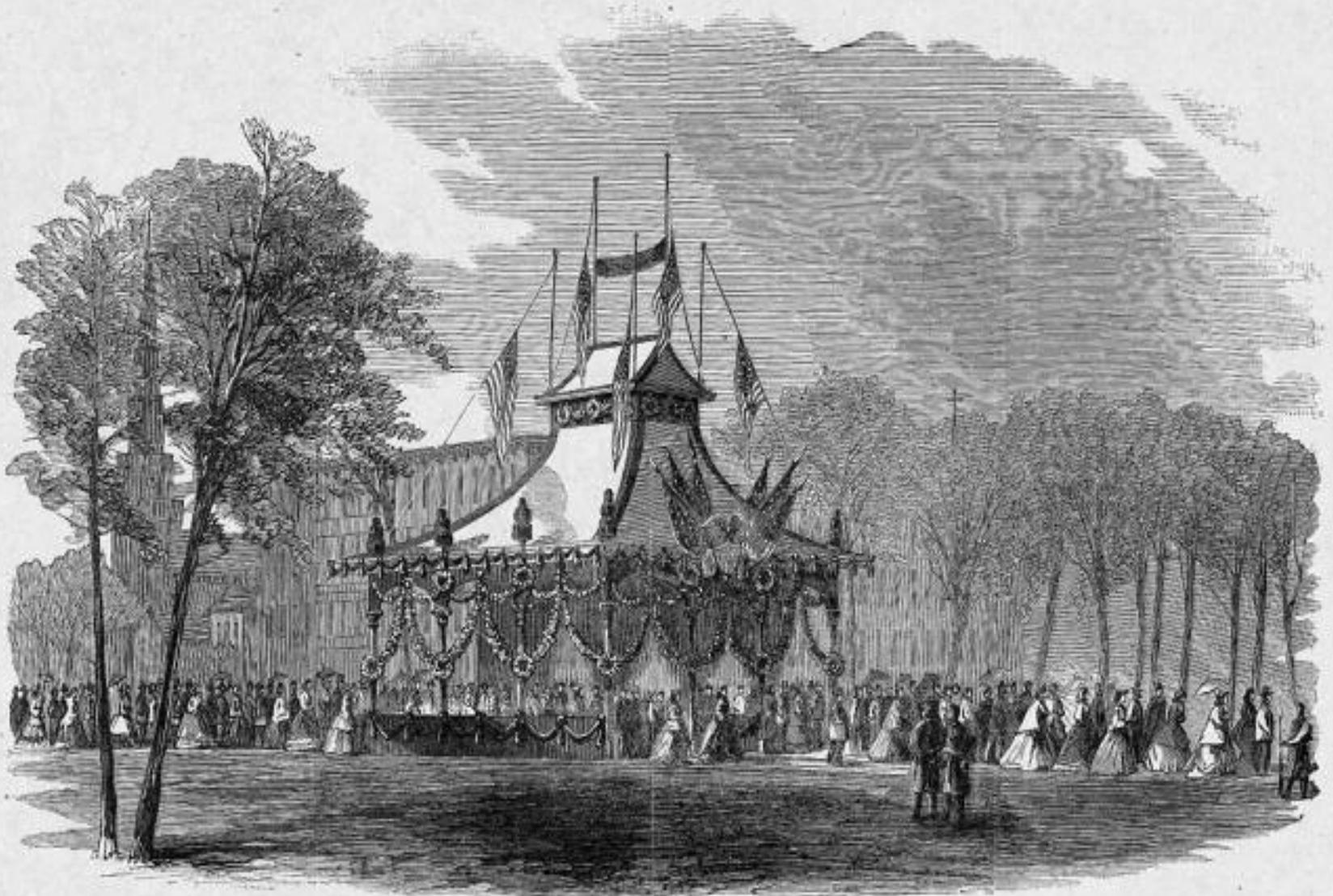
The London Telegraph says: "From vulgar corruption, from factious hatred, from morose jealousy and uncharitableness, this great ruler was wholly free. As last came what seemed to be the fruition of his labor—the reward of his patience and courage. He entered Richmond as a conqueror, but he launched an edict of proscription against the South, for the fight appeared to him to be over, and it was not in his large heart to hear railing against a beaten foe. He spoke very kindly of General Lee, says Secretary Stanton; and on that same night that he played for mercy and for peace a villain killed him. Not for Lincoln himself can the end be considered as unhappy."

On Wednesday there was only a day session of Parliament. The attendance was very slim, only about sixty members being present. They all signed the following address, which was presented the same evening to Mr. Adams:

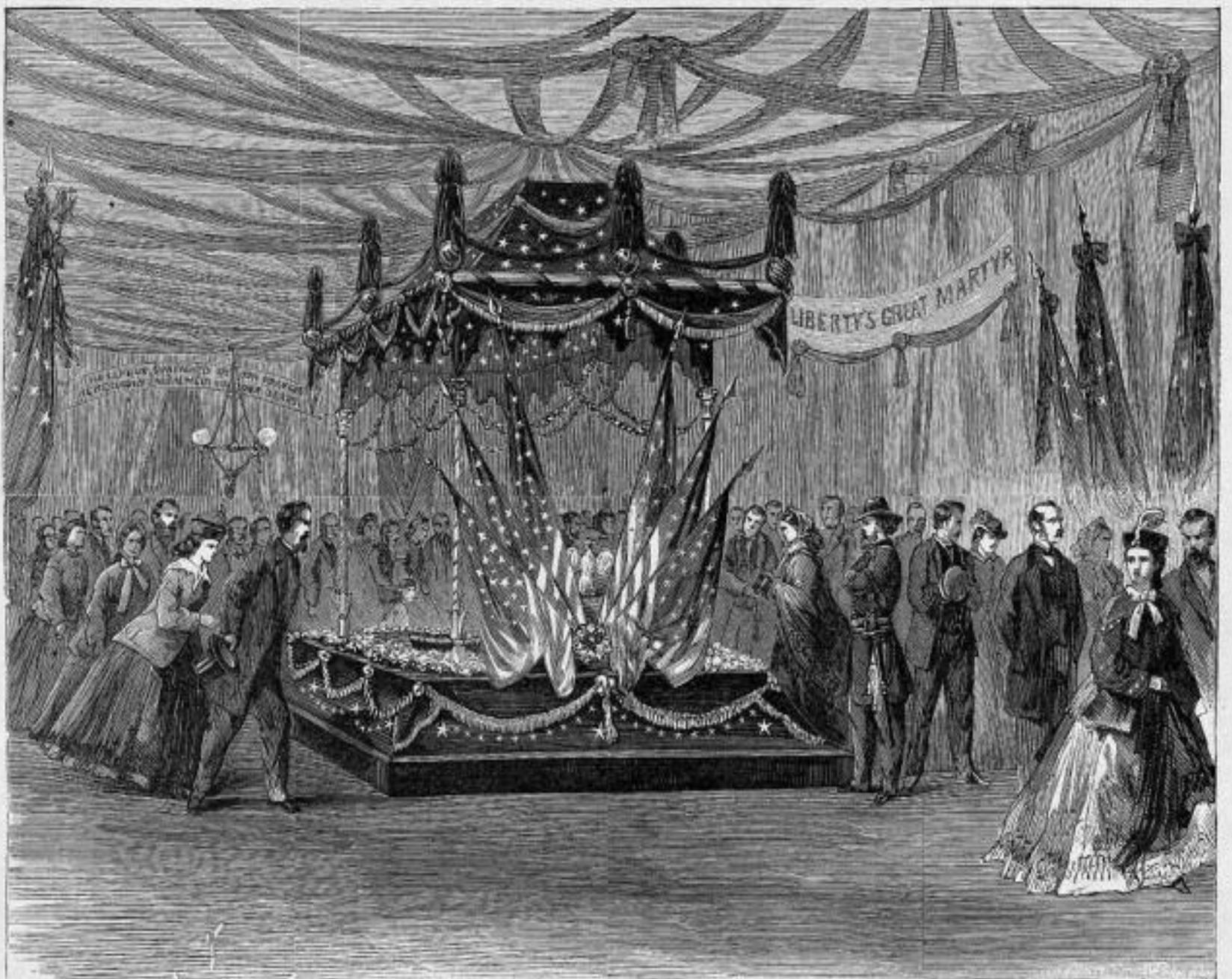
"We, the undersigned members of the House of Commons, have learned, with the deepest regret and horror, that the President of the United States has been deprived of life by an act of violence, and we desire to express our sympathy at the sad event. In the American Minister now in London, as well as to declare our hope and confidence in the future of that great country, which we trust will continue to be associated with enlightened freedom and peaceful relations with this and every other country."

END OF THE REBEL RAM "WEBB."

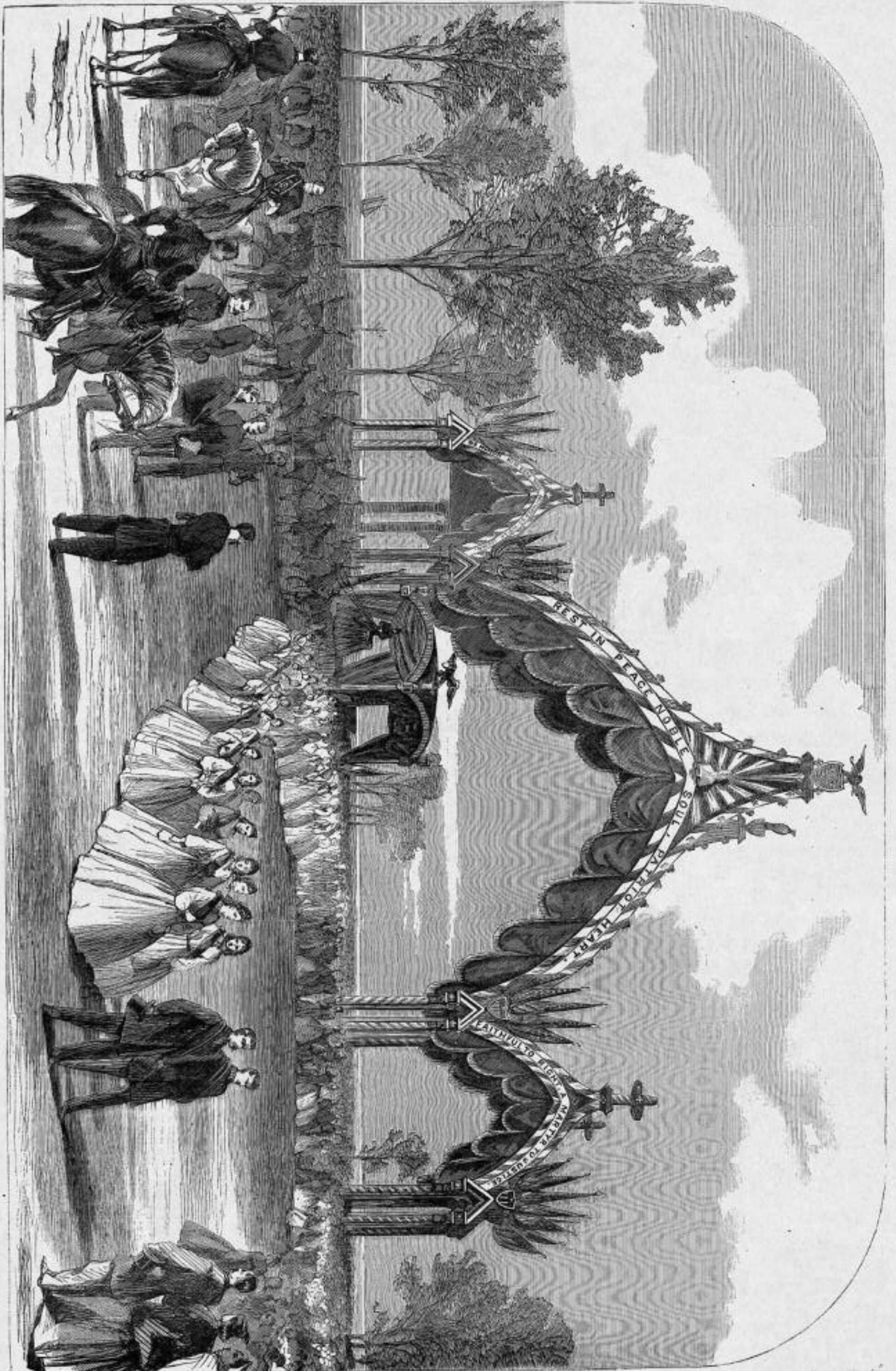
On Monday, April 24, the rebel ram *Webb* passed New Orleans having escaped from Red River. The excitement in New Orleans was very great, and astonished crowds ran on the levee to witness the extraordinary spectacle. She passed under a full head of steam and hoisted the rebel flag. The *Hollyhock* followed in pursuit, under command of Lieutenant-Commander GUERARD. After running some 24 miles below New Orleans Captain RUMM, of the *Webb*, discovered that not only was the *Hollyhock* in pursuit but that the *Richmond* was coming up in her front. The *Webb* turned, but when the *Hollyhock* dashed straight at her, she ran in shore, and the officers and crew, springing on the levee, fled into the swamps, first firing the vessel in several places. The United States vessel sent out boats, and the *Webb* was boarded and every effort made to subdue the flames, but in vain. Upon entering the engine-room a man was found lying asleep, who had been cruelly abandoned by his comrades to a fiery death. He was saved by our gallant seamen. His name is CHARLES FURNESS. The place where the vessel was burned was McCull's Flats. After burning two hours the vessel blew up. Two hundred and seventeen haler of cotton were destroyed.



PRESIDENT LINCOLN'S FUNERAL—BUILDING ERECTED FOR THE RECEPTION OF HIS REMAINS AT CLEVELAND, OHIO.
[SEE FIRST PAGE.]



PRESIDENT LINCOLN'S FUNERAL—THE CATAFALQUE AT THE CITY HALL, CHICAGO.—SKETCHED BY W. WARD.
[SEE FIRST PAGE.]



PRESIDENT LINCOLN'S FUNERAL—RECEPTION OF THE REMAINS AT CHICAGO, ILLINOIS.—SKETCHED BY W. WARD.—[SEE FIRST PAGE.]

THE GREAT CATHEDRAL WINDOW.

AN OLD LEGEND.

This great west window was framed and done; How proud was its painter, Father John!

But when he saw that shining roof Glow like sunset seen through a wood,

The window was a wondrous thing, Blooming with an eternal spring Of jewel colors and precious dyes,

What wonder, then, that as he gazed, As in a mirror, he saw upraised The veil that hides the spirit-world,

But Friar John prayed loud and long, And chanted many a holy song, And read his vesper service through,

ONE OF MANY.

I AM sitting by the open window and looking out upon the orchard, where the trees stand laden with apple-blossoms,

There is nothing changed about this old place as I look upon its picture now. There stands the stone-curbed well, over which the long sweep hangs,

It seems as if I had been dreaming, here by the window in the sun of the warm May afternoon,

Yes, there, on the bed within this room, my boy is sleeping. Here on my finger is my wedding-ring, and I kiss it, and it is as cold to my lips as his forehead was.

He was the only man I ever loved, remember—the only one. My father was so stern with me that him I never dared to love.

hooded girl, and he was a blue-eyed boy five years my senior. There I saw all I ever saw of him, till I was sixteen, and he was home for the college vacation.

Can you wonder, then, that the wedding-night on which he made me his was dazzling in its brilliancy to my eyes? I was almost intoxicated with the novelty and the joy of that scene.

Do you believe me exaggerating when I say that I would have yielded up my life unshrinking for my husband's sake? If you do, it only shows that you have no conception of a love like that I bore for Frank.

You may wonder that I consented to part with Frank when I loved him so. It was because I loved him as I did that I could not oppose him when he told me, his face all glowing with enthusiasm,

But I clung to his neck with silent fear in the darkness of night, when he lay fast asleep; I pictured his loved form lying wounded and bloody on the battle-field, and I hid my face on my pillow,

I was but the bride of a summer when he marched away. The harvest was ripe, and the leaves were brown. He kissed me again and again as we stood under the porch by the door, and I smiled a cheerful smile of adieu to him, and struggled to hide from him the quivering of my lips.

I used to get such cheering letters from my hero! He found so many amusing things to write about in his new life, and seemed to relish so well the novelty and hardship of the camp!

The spring came, and in the battle of Fair Oaks my husband was taken prisoner. They shut him up in that fearful prison in Richmond, and murdered him by inches.

Last October they brought my husband home. Oh, what a pitiful semblance of the man who waved his gilded cap to me from the road as I stood in the porch that September morning so long ago!

"Is this my husband?" I murmured, in a tone of awe, as I looked upon the strange, strange face. "This is what they have left you of him," said he, smiling faintly; and I hid my face in his bosom.

I went for little Frank, and held him up while his father wrapped him in his arms. The little fellow looked into the white and bearded face with a straight, earnest gaze, and then his eyes filled with tears and his lip began to quiver;

Next day the doctor came. He sat an hour with Frank; prescribed cheerfulness, quiet, and generous food; instructed me in the duties of my new office as nurse, for I would have no other; pressed Frank's hand cordially, and left the room.

"How long can he live?" I asked. The doctor shook his head. "All will depend on the care you take of him, Mrs. Moreton. With such care as I know you will give him, he may survive a month, or even two.

When I went back to Frank he asked me what the doctor said. "Don't conceal anything from me, dear wife," said he. "There is no need. I have been on familiar terms with death for many months. I am ready to go."

Then I told him, and he smiled. There was a peculiar light in his eyes as he turned them on me, and said, "Mary, I shall live till spring."

It was October then. So many months of life yet? It seemed like a priceless boon. Nearly half a year to live? Oh what a world of love should be crowded into that time! And I believed him, too. I don't know why, but I did.

The winter rolled by slowly, and he did not die. Sometimes I would feel a wild hope that he might recover, and he would see it shining in my eyes, and would smile and shake his head in answer to the unspoken thought.

"In the spring," he said, very often—"in the spring I shall die."

The spring came too soon. The robins began to sing in the sunshine—the starling came to his old nest in the apple-tree by the well. Sometimes Frank would bid me open the window, so that he could hear the plaintive note of the bluebirds and the twitter of the sparrows under the eaves.

"They are getting ready," he would murmur. "I shall hear from them soon."

"What do you see out there, Captain Frank?" asked Doctor Thomas, one such day, as he entered the room.

"I am looking southward!" whispered Frank. "There will be grand news from the front very soon. That is what I am waiting for."

Then we understood him. The window looks toward the south, and commands a view of the road leading to the village, ten miles away. And it was there he sat when he died.

You must know that here on the Heights we get the news but once a week. We are on no high-road where travelers pass. The half-dozen farmers who live on the Heights with us, like us, go to the village on Saturdays, the common market-day.

Frank slept none on Thursday night, and Friday morning early he asked that Philip be sent to the village for the *Republican*.

It was afternoon when Philip returned. Frank sat by the open window, gazing earnestly down the road. It was a beautiful day. The air was as balmy as June, and the birds were flying about and twittering joyously in the trees.

"Hoory!" cried Philip. "Victory!" I devoured the news with quick eyes, and then ran up stairs to Frank, and knelt by his chair.

"Dear husband," said I, "the news is grand. Do you think you can bear to hear it?"

"Mary," said he, "I shall never be stronger than I am this hour. It is my last. Tell me the good news. I have waited long for it."

Amidst my tears I read the news. Richmond was evacuated and our troops occupied it. Jeff Davis was flying for his life, and Lee's whole army had surrendered to Grant.

"Glorious!" he murmured, when I had done. "The night is past. Dear wife, I am happy now. I knew I should live to see the dawn."

An hour later he passed away. I sat at his feet, clasping his hand in both mine.

"Mary," he whispered, "you know the legacy I leave my boy. He is too young to understand now, but as he grows up teach him its priceless value. The day will come when he will be prouder to know that his father died one of the martyrs in freedom's cause than he would be if I had made him heir to millions. I was a soldier, too! I wore the army blue!"

His breath came fainter and fainter. His hand grew lifeless in my clasp. Then he rose up in his chair, gazed with brilliant eyes out at the window toward the south, waved his bony hand in the air, and fell back upon the cushions.

"Mary—don't forget!—I wore the blue!" And he was one of many.

LOVE.

Tell me, maiden, maiden dear!

Tell me what is love? In thy brown eyes shining clear, On thy lips, O maiden dear, Can I see it move?

It is two hearts, two hearts true, Two hearts with one beat; Two souls shining, sighing through Lips and eyes of morning dew, With one wish between the two, And that wish to meet.

BROTHER'S LOVE.

"Tip, old fellow, the Title is mine; we can't both have that; but as to every thing else we go halves."

He was my junior in this merry world by a quarter of an hour, and in spite of the representations and remonstrances of parents, nurses, governesses, tutors, poor relations, and friends, I never could understand why my brother, the handsomest, cleverest, luckiest fellow that ever breathed, should be so thoroughly "distanced" in the race of life as though it had not been a neck-and-neck affair between us.

"Was there any thing," I thought, as I sat by the big bright fire in the cozy pink drawing-room at Chauntry, "was there any thing I would not give up to him?"

He was coming, my bright boy brother—the joy of my life—the best—the dearest—ah! there I stopped. A week earlier I should have finished the sentence; but now? Lovely, sweet Helen May, I close mine eyes, and see that mocking, winning glance, and I yield me, Helen May! "Grice! grace! je me rends!" No longer dearest, oh Arthur! for there is one now, to whom I am devoted body and soul; hair—here! Shall I speak to Helen May? Shall I tell the lovely orphan governess that I am here? I said so to her last night, shall I again? and kneeling to her shall I implore her to be my own, my very, very own, my bride, my wife? To-morrow, to-morrow!

Hark! Yes, wheel! Coming crumpling up the avenue to the great hall-door! So like Arthur! instead of coming round to the side-door, where every one else walks in without more trouble than the "lift up the latch and come in" of the nursery story!

But here he is—surely more glorious than ever. So like our mother! Yes, now that he has been duly welcomed, and is standing before the fire, rattling off an account of his adventurous railway journey (Tip never made a railway journey that was not adventurous), he will want no answer from me; so that I can gaze at him silently and happily. Yet—like our mother, yes! yet unlike, very unlike! Her hair, fair and soft, and silky, wavy hair; her eyes, blue and fond, but not now; cold and gray, they flash and mock as hers could not; but then, Arthur, Arthur! never eyes before could brim with mirth, or—God help me! or so beam and glow with softest, wildest passion!

He was very tall, very graceful—and beautiful in youthful beauty! He had known no care, no disappointment, and his fair face was unsharpened as hers—my own sweet Helen!

"Home again! And the eve of good St. Valentine! By the Lord Harry! If half the valentines I ordered on my way through town are sent (and they better had be, or I'd know why), and the proper initials put to each, there will be Cupid to remunerate, and no mistake, to-morrow! By-the-by, can't we get some to send to the little Trapezes?"

"Well, we can't get any here, or—"
"Nonsense, Raymond! I'll write them, I'll compose, print, illustrate—any thing you like—to pass the time till dinner."

"The fact is, Tip, we are going to dine with them to-day, so—"

"That's all right; and did the new governess turn out as pretty as reported?" and Tip laughed; I did not like his laugh, nor that peculiar expression of his, yet I could not but smile, and I answered,

"You shall see, Tip! And now here's John with sherry and biscuits, and then we'll dress and drive over."

Arthur had been away from home three months, and all the change I could detect was a sharper contraction of the restless, clear-cut upper lip, and—but that might have been fancy—a sterner set of the massive lower jaw.

He went to his room to dress, and I remained alone. It had ever been the same. From the moment he left me I yearned to see the tender, womanly eyes that recalled my mother—to hear the deep, rich voice, so melodious, so caressing. From the moment he returned I shuddered back into myself from the pitiless, hard smile on those fearless lips; from the careless, cruel sneer in those low, soft tones; oh, Arthur, my only one, my twin brother, my other self!

When we reached the Chase, we found a large party assembled. My first inquiry was for Miss May. Our hostess smiled, and her answer puzzled me.

"Really you have behaved so well that I think I ought to prepare you for a surprise; I don't think it has been quite fair, I—"

A rustling silence superseding the buzz of conversation, I turned and saw Helen gorgously attired. I have said there was a large dinner-party, but this did not account to me for the sight of that young face surmounted by diamonds, the slender throat clasped by a broad band of the same stones—amulet, ear-rings, all, all to match, and the dress corresponding in magnificence. I was bewildered; she came up to me—floated up to me—fanning on

Arthur's arm, and laying one soft ungloved hand on mine, she took it and murmured,

"So you won't speak to me! Did you only like me, then, while I could be patronized as the poor governess?"

I held her hand, I gazed down into her eyes—sincere, mournful eyes; was I cruel to quench their light in the shadow of my own sorrow? I only answered, "I shall be happy to make your acquaintance again, madam, in any character you may please to assume." So Arthur introduced us.

Good, Helen May—my love, my love! By right of precedence I handed Helen down to dinner. I knew her well now by reputation, and I knew also that Arthur was personally acquainted with her.

She was brilliant; she was fascinating; and last, to me, she was humble. "Would I forgive her? It had not been intentional the deception, with regard to me—could I pardon it? She was so used to find things colder de rose that she wanted to see how they looked through the eyes of a dependent; the Trazeys were expecting a new governess, and she had coaxed them to let her personate the girl-for fun!"

What right had I to feel injured? Ought I not rather to rejoice that, now when she had resumed her rightful station, she still made so flattering a difference in her manner to me? Dashing, off-hand, tormenting to others—with me, retiring, gentle, humble. True, but the charm was powerless, the spell was broken; I was free, for I felt that I had been deceived. Granted the deception was a harmless one; still, she had suffered my attentions—attentions such as might have seemed small in themselves to an unpracticed village maid, but which must have spoken volumes to the all-accomplished widow. Besides, we had stood together—only last night, her fair hand in mine; she had listened to my tale of love, she had even responded; was it honest, was it fair (it was not kind), to deceive me "for fun?"

And yet I loved her. She devoted herself to me throughout the evening with a childlike impertinence mixed with a womanly humility which was irresistible. But—I had been deceived.

No, I did not love her. We were at home once more, Arthur and I, alone together. "Raymond, is she not perfect?" I looked up inquiringly. "Helen, I mean. She had no idea you were a brother of mine when she first met you. What an idea her passing herself off for a governess! And fancy any one being deceived! But there, she is such an actress—such a consummate little hypocrite! Little fond, how she tortures me, and yet—yet how I love her!"

"Tip, Tip! O God!" I said no more, but this was enough; his voice, in its simple depth of truth in his last words, was like an echo from my own heart, and had stirred my whole being. He saw this.

We stood up and grasped hands, looking into each other's eyes. He spoke first.

"Raymond! We neither of us know that she loves him?"

I answered, "I have told my love, Tip."

"And?" he interrupted eagerly, looking away.

"She neither accepted nor declined; you saw us together to-night."

"Oh, Raymond! I too have told my love." He passed, and now I looked away. He continued:

"She listened, Raymond, and she listens; and I spoke first three months ago, and you saw us together to-night!"

"Is she heartless, Tip, or coquette, or worse?" Arthur's eyes flashed.

"Heartless, perhaps; coquette, surely; worse? Not even you shall suggest that!"

I bowed and sat down. I remembered what I had thought while waiting my brother's arrival in the pink drawing-room. "Was there any thing that I would not give up to him?" And now I knew there was one chance that I could not yield. No, I doubted her, I hated her; but oh, how I loved her!

We separated for the night. I was haunted by the legend of our fated house. An idle tale, a very turnip-and-table-cloth-ghost by daylight, now; but at midnight a gloomy prophetic legend of what had been horribly real in the olden days. I seemed to see it all.

On the morrow I went the first thing to the Chase. I saw her in her morning-dress again. I thought how I had first seen her, so now, three weeks since. I thought how he had first seen her, so last night, three months since. We sat together, alone. And all my evening doubt and hatred passed away, and I only loved her more than ever. And at parting I raised her fingers unperceived to my lips.

On my return home I found Arthur at breakfast with that hard look, which with him replaced sadness. He had seen more of the world than I had.

"Tip, listen to me! you are the younger; you try first—you know what I mean! If you fail, then let you won't fail. Go down at once to the Chase." He looked at me. "You have been there already, Raymond!"

It was not the words, it was the tone that made my blood boil. Who was he, that I should yield the first chance to him? My younger brother! My—yes! my younger twin-brother; and I shouldered and turned away to hide the anger I could not suppress. I would not quarrel with my brother! When I looked up she was peering at me sternly; but the instant our eyes met he sprang to me, threw his arms round my neck in the old school-boy fashion.

"Dear old Raymond! noble, generous! But I suppose, you know, you don't care much for her—you can't know, or you wouldn't—By God! I wouldn't give her up to any man! No, not even you, dear, generous, old Raymond; but then I love her so!" And he gazed at me with his rare, frank, loving gaze, that had ever been dearer to me than woman's looks, until, until—Oh, Helen May!

So far my brother's narration, of which I found the rough MS. in his desk when I was looking over his papers the other day.

Poor Raymond! What an enthusiast he was! He nobly fulfilled his own wonderful standard. The sentence with which he began this story he more than carried out, say, I will say, screech out; for I believe he still exists, a self-exiled wanderer in strange lands. Helen and I live at Chamtry, and our eldest boy is named after him. A. V.

P.S.—My husband has just brought in a report of Raymond's death somewhere in Africa. Poor Raymond! Quite one of the old school, unselfish, generous, and so courteous; and ah! how well I remember his dark, handsome, grave face—I sometimes think of— * * * H. V.

Extract from the note which accompanied the above MS.:

"We were rummaging in an old trunk to find materials for dressing up, and I found this story. I sent it to you, knowing you have a fancy for such quaint scraps."

Reader! I have only altered the names.

THE LOVES OF BEETHOVEN.

There is a prevalent idea that no man can be a great musician or a great poet without having been in love. As most men have a preference some time in the course of their lives, there does not appear to be any reason why these should form an exception to the rule. The question whether Beethoven was ever in love has, it seems, been warmly disputed by his biographers. Baron Ernoy seems to have set the question at rest in a recent article published in the "Revue Contemporaine," that is, so far as an assertion goes, and if he has not been misled by Dr. Wegeler.

His first love, it seems, was Jeannette d'Herrath, of Cologne. This young lady is described as fair, of an affectionate character, and endearing manners. She used occasionally to come to Bonn to visit a family there to whom Beethoven was known, and this led to his forming an attachment to her. Unfortunately for his peace of mind, the young lady no sooner received the address of a captain in the Austrian service than she discarded her musical admirer; and yet he was not a man altogether unworthy of being regarded with favor by a lady from a merely physical point of view in his young days. He had not then the stern, unattractive expression of countenance which characterizes the portraits taken of him in middle age. Scyfried, who knew him well in his youth, says he was then of the middle height, broad-shouldered, and robust—a very model of strength. Add to this that he had a keen, penetrating eye, and a lively and characteristic physiognomy, and we have the picture of a man who might reasonably expect that the course of true love would run smoothly in his case. But those who remember—and who does not?—the pathetic sonata, "Absence and Return," would be surprised rather than otherwise to hear that he had escaped the ordeal which has purified so many geniuses—that of loving well, but not wisely. In point of fact it appears that this sonata is connected with a love passage in his life, which is referred to in the following letter, written by him to Dr. Wegeler.

In this letter he refers, in a very dependent tone, to the state of his hearing, which, in spite of all the remedies he had tried, was getting worse; and he was then about to seek new doctors. After describing how hard he was working, even grading the time he was obliged to devote to sleep, to complete a work that should do him honor, he says: "For the last two years I have lived a solitary life. I dare say I am considered a misanthrope, and yet I am not any thing of the kind. A misanthrope has been worked in me by a dear and most exciting girl, whom I love and who loves me. I am indebted to her for many happy moments during these two years, and for the first time in my life I feel that marriage could make me perfectly happy. Unfortunately our social position is not the same... and in my situation I really could not marry.... I shall have much to go through before that can be."

Some passages are evidently suppressed in this letter; but we can gather from it that his life was embittered by his malady and the obstacles which the aristocratic prejudices of the Austrians placed in the way of his marriage; for the lady on whom he had placed his affections was a countess. To this circumstance, perhaps, quite as much as to any democratic convictions, may be attributed the onslaughts he uttered so frequently against social distinctions.

This passion, which seems to have been the first experienced by Beethoven after he had reached manhood, ended badly for him. The lady abruptly broke off the connection with him in order to marry a ruined count—and, to complete the measure of his humiliation, a count who was by profession a musical composer, a composer of dance music, who subsequently got a ballet of his placed on the stage at Paris, where it was overwhelmed by the condemnation of the press; and as the scene of this ballet was laid in America one of the critics remarked that the music was not only of the New World but of the other world.

The effect of this deception on Beethoven was most disastrous: it broke him doubly hard, by wounding his pride as a man and as an artist. He uttered no complaints; but his melancholy was such that it was easy to see that he desired death rather than life. One of his greatest admirers, who felt for him the purest and warmest friendship, thought to relieve his mind by inducing him to take up his residence at a country-house belonging to her not far from Vienna. Here he wandered about the park, but instead of finding peace he became more and more despondent. The rustling of the leaves, the notes of the birds, repeated his misfortune continually, until, as he said at a later period of his life, he began to feel that he was abandoned by God as well as by the woman he had loved so profoundly. This disappointment was near ending fatally. One evening he did not return to the house as usual, and it was supposed that he had suddenly set out for Vienna; consequently no alarm was excited by his non-appearance. Three days afterward he was discovered by a friend lying at the foot of a tree, in the most distant part of the park, nearly dead from want of food. The earnest solicitations

of his friends induced him to abstain from any similar attempts to end his pain in this way; and it was not until many years afterward that it became known he had ever done so. Not very long afterward he had the opportunity of nobly avenging the deceit that had been practiced upon him. The distress of the lady he had loved became so great that she actually wrote to Beethoven to tell him of her condition, and to ask him for assistance. He did not comply with her request openly; but he played the part of the good Samaritan in secret, for he got a loan of five hundred florins on the security of his future compositions, and remitted it to her by a sure hand, without suffering her to know the name of her benefactor. It was not until twenty years afterward that Beethoven related the affair to a most intimate friend named Schindler, to whom the husband of the lady had spoken of him in very uncomplimentary terms. His magnificent compositions will render him immortal; but we can now see that honor and fame will not keep the skeleton out of a man's closet.

INTERESTING ITEMS.

A MAN MILLIONAIRE IN PARIS.—It is curious that it should be an Englishman who regulates the dress of the Parisian "ladies" at the present day. It is by sheer impudence that Mr. Worth has raised himself into his present position—impudence of the same kind as that of the man who is now years since Mr. Worth established himself next door to the Pharmacie Anglaise in the Rue de la Paix. A lady goes to his "magasin," or whatever it may be called, and submits herself to his inspection; the criticism and the judgment on the "possibilities" are given in the gravest and most definitely conventional manner, although the result may be sometimes surprising; for there are certain persons whose face and figure are so incapable of improvement that Mr. Worth declines to have any thing to do with them. To those more fortunate, he says at once that they must pay for his taste as well as for the materials which he furnishes for their dress, the lace, the silk, etc. He generally makes eleven or twelve hundred francs as the price for a possible gown made under his direction; but, of course, if ladies wish for it, he is there to direct, not their expenditure only, but their taste. After having given the proper amount of consideration to the subject, he decides upon the color and material, fashion and trimmings, best suited to the individual body. The next process is entirely in the hands of dress-makers of the usual sort; but in due time they present the lady for the final inspection. He receives her gravely and with all due decorum (Mrs. Worth being generally present), looks, criticizes, directs; while the young woman put in a sad face, a little fidgetiness, at his command.

BOLLING CLOCKS.—A correspondent of the Scientific American says that common brass clocks may be cleaned by immersing the works in boiling water. "Enough as this treatment may appear," he says, "it works well; and I have for many years past boiled my clocks whenever they stopped from accumulation of dust or a thickening of oil upon the pivots. They should be boiled in pure rain water, and dried on a warm stove, or near the fire."

ROMAN PRINCESSES.—The Roman princesses, blazing with diamonds, in a night wild with anger; and should you have a weakness for these things, you may gratify it by attending one of the great charity balls which the high Roman families patronize. You may also see them at the receptions of the ambassadors, which are open to all attended in proper costume. At one of these, given by the French Ambassador, there sat, during the greater part of the evening, six ladies, six by six, literally encased in diamonds—diamonds, too, flashed from their heads, which seemed radiant with a shimmer-like glory; there was a fascination in the brilliancy, though the eyes ached from the splendor. The possessors of these gems were Roman princesses, in whose families the jewels have been preserved for many centuries.

It is well known that snakes are fond of milk. There was once a snake, not exempt from this weakness of its fellow-reptiles, which bit upon the following impudent applicant to gratify its taste: It visited a room in which a black nurse and her nursing child, and every night his snake-like mouth crept into the bed, cunningly inserting the tip of its tail into the child's mouth to suck it, and prevent its crying, while the hideous reptile substituted itself for the breast, which it thus deprived of its natural food, the nurse sleeping on unconscious of having such a monstrous nursing.

This went on for some time, until the infant, being thus cheated of half its allowance of food, became so thin that suspicion was excited, and an old negress was set to watch the nurse at night—the delinquent was caught in the fact, and expelled its offense with its life, while the poor baby, being no longer kept on "short commons," recovered its strength, and grew fat and fat as before.

PURITY OF CHARACTER.—Over the beauty of the plant and the spirit there grows a bloom and beauty more exquisite than the fruit itself—a soft, delicate flush spreads its flushing cheek. Now, if you strike your hand over that it is gone. The flower that hangs in the morning impregnated with dew, arrayed as so gossamer women over was arrayed with jewels—once shake it so that the beads roll off, and you may sprinkle water over it as you please, yet it can never be again what it was when the dew fell daintily on it from heaven. On a frosty morning you may see panes of glass covered with landscapes, mountains, lakes, trees, bleached in a beautiful picture. Now lay your hand upon the pane, and by the scratch of your finger, or by the warmth of your palm, that delicate tracery will be obliterated. So there is in youth a beauty and purity of character, which, when once touched and defiled, can never be restored.

THE FRODO.—The portion of the solar disk which is free from spots is far from shining with equal brightness. The ground is lightly speckled with a multitude of little black specks, in a state of continual change. When a spot is observed with a high magnifying power it is generally found to have a dark nucleus, almost black, surrounded by a grayish band, called the penumbra, and then, round the penumbra, by bands more brilliant than the rest of the surface, and supposed by Sir John Herschel to be the tops of immense waves which are symptoms of the violent agitation going on in the upper regions of the sun's atmosphere. The dimensions of the spots are sometimes enormous, their length being more than wide enough to swallow the earth whole, without filling it. The earth's diameter is only eight thousand miles, and Herschel measured a spot whose crevice was forty-two thousand and five hundred miles across.

THE SALE OF CIRCASSIAN WOMEN.—The struggles, who usually sail with their cargoes of salt, gunpowder, combs, etc., from Simps or Treblond, being back generally, as a coast freight, a number of Circassian girls for the Constantinople market. These poor creatures suffer often great hardships on the journey, obliged as they are to sail by night, and to endure the worst weather, for the purpose of avoiding the Russian cruises. Nevertheless, far from lamenting their fate in thus leaving their homes at such an early age—for they are generally disposed of by their fathers and brothers at twelve and fourteen years old—they look forward to their sale at Simps as their grand settlement in life, thus occupying the hardships inseparable from their lot had they remained at home. For among the Circassians, as among every other unenlightened people, the hardest work falls to the lot of the women, who, in consequence, become soon wrinkled and aged, assuming the appearance of veritable hags at a very early period. The prettiest girls of a family are invariably selected for the Turkish market, and indulged, as far as the means of the family will permit, in luxuries being extracted from the household drudgery, which might take away from their beauty. On arriving at Simps the damsel leaves her home amidst the tears of her mother and sisters, while her father and brothers, using all precautions to secure her escape from the clutches of

the Mizovets and the dangers of the sea, launch her upon the market with anxious solicitude as to the amount which a commodity so valuable, tho' to them useless, may bring. For, although in some instances a slave-merchant may himself purchase direct, from the parent, yet in most cases one of the male members of the family accompanies the pretious merchandise to the place of sale, and receives the money himself from his future brother or son in law, generally retaining on his return a part of the proceeds of the sale in the purchase of some contraband article, such as gunpowder or salt, or whatever may happen at the moment to be most in request among his countrymen.

LOVE.—People are loved, not in the proportion to their intellect, but in proportion to their livability. Intellectual powers are the leaders of the world, but only for the purpose of guiding them into the promised land of peace and amabilities, or of showing their encouraging pictures of it by the way. They are to save the things to live with or repose with, and not for the sake of the heart and temper, than the means are without the end; or then a guide to a pleasant spot is the spot itself, with its trees, health, and quiet.

SEWING BY HAND AND BY MACHINE.—The advantages to this and other countries of the sewing-machine will be shown by the following figures: Men's shirts, made by machine, take 3 hours and 10 minutes each to do—by hand 15 hours 50 minutes; a lady's dress, by the machine, takes 12 hours 4 minutes—by hand, 20 hours 35 minutes; a morning dress, by machine, 10 hours 35 minutes—by hand, 14 hours 27 minutes; a calico dress, by machine, 6 hours 20 minutes—by hand, 11 hours 28 minutes. Other articles are in somewhat similar proportions; and will therefore only mention that a silk gown is made, by machine, in 2 hours 30 minutes—by hand, 6 hours 15 minutes; and a muslin shirt, by machine, in 4 hours 50 minutes—by hand, 10 hours 15 minutes. A like saving of time is to be noticed in the making of sole articles: for instance, a common frock-coat, by the machine, occupies 12 hours 20 minutes—by hand, 27 hours 40 minutes; a lion vest, by machine, 3 hours 44 minutes—by hand, 7 hours 15 minutes; a fine over-coat, by machine, 20 hours 15 minutes—by hand, 51 hours 20 minutes; a fine frock-coat, by machine, 31 hours 30 minutes—by hand, 85 hours 10 minutes; a fine business coat, by machine, 23 hours—by hand, 54 hours 40 minutes; a satin vest, by machine, 5 hours 14 minutes—by hand, 15 hours 25 minutes.

DEVILS.—The people of Marazion, in Sarvey, a remote valley to the south of the Lake of Geneva, have for the last eight years been the victims of a series of diabolical attacks which have the appearance of convulsions. The first patient was a girl of ten years old, who was being prepared for her first communion, and who exhibited certain symptoms which were immediately attributed to diabolic agency. From her the infection seems to have spread until there were a hundred and twenty cases of possession in a village of two thousand inhabitants. The antics performed under this strange influence were alarming to the last degree. The afflicted persons went through extraordinary physical contortions. They turned over and over in one bound. They leaped like a steel spring suddenly released, bending backward so that head and feet touched the ground together. A boy of twelve ran up a pine-tree eighty feet high. There he bent down the top shoot so it is said and stood on it head downward, singing and posturing. Suddenly he came to his senses, and called for help. His elder brother cried out, "Devil, come again into this child, that he may be able to come down again!" The devil obeyed, with singular good-nature, and the boy immediately ran down head foremost, like a squirrel. The victims seized, who were of all ages and positions, invariably spoke of themselves in the third person and personated evil spirits. The voice of one woman contained, during a religious service by a bishop, "Ah, damned currier of a bishop, thou shalt see depart. How dreadful to have to return to hell!... I must leave this fair body where I was so well off. But what I go, I have five more, and among these an old devil. It is not to-day that they will depart." As a rule, the devils professed to be the spirits of human beings, who were suffering for their sins on earth. The spirits which possessed one woman asserted that it had been decreed for eating meat on a Friday. It impelled the woman to go every Friday to the Mairie and ask for bacon, which she greedily devoured while raw. Every attempt was made to put a stop to the plague. Physicians were sent and could do nothing. Exorcisms were tried, and, as might naturally be expected, the excitement only made matters worse. The priest came and spoke to some of the women. They fell upon him and his gown d'armes. They lifted strong men in their arms and pinned them against the walls. Then, with a sudden bound, they sprang through the window, one after the other, and disappeared. The bishop came and tried the effects of a high mass. It produced a fearful scene of cries, oaths, blasphemies, and fearful convulsions, and the bishop was glad to escape without actual violence against himself. At last a doctor was sent to Marazion with despatch power, and helped by the important aid of sixty soldiers, a brigade of gendarmes, and a fresh crew. The crew was to search against the possibility of diabolical possession, and the gendarmes and soldiers to put down any evildoers. By dint of killing all of diabolical people to insensate systems and hospitals, he seems to have finally succeeded in banishing the devil.

THE ODOUR OF FLOWERS, AND THE EVAPORATION PROCESS.—The odors of flowers do not, as a general rule, exist in them as a store or in a gland, but they are developed as an exhalation. While the flower breathes it yields fragrance, but kills the flower, and fragrance ceases. It has not been ascertained when the discovery was made of condensing, as it were, the breath of the flower during life; what we know now is, that if a living flower be placed near to butter glasses, animal fat, or oil, these bodies absorb the odor given off by the blossom, and in turn themselves become fragrant. If we spread fresh unsalted butter upon the inside of two dessert-plates, and then fill one of the plates with pulverized fragrant blossoms of chamilla, covering them over with the second glassed plate, we shall find that after twenty-four hours the grease has become fragrant. The blossoms, though separated from the parent stem, do not die for some time, but live and exhale odor, which is absorbed by the fat. To remove the odor from the fat, the fat must be scraped off the plate and put into alcohol; the odor then leaves the grease and enters into the spirit, which thus becomes "scented," and the grease again becomes odorless. The flower fragrance of the Var follows precisely this method on a very large scale, with but little practical variation, with the following flowers: rose, orange, acacia, violet, jessamine, tuberose, and jessamine. The process is carried, as said before, on Acropolis, or in the valley of the Var there are acres of jessamine, of tuberose, of violets, and the other flowers named. In due season the air is laden with fragrance—the flower harvest is at hand. Women and children gather the blossoms, which they place in little baskets like fishermen's baskets hung over the shoulders. They are then carried to the laboratory of flowers and weighed. In the laboratory the harvest of flowers has been anticipated. During the previous winter great quantities of grease, lard, and beef-tat have been collected, melted, washed, and clarified. The great success of this process depends on the absolute purity of the grease employed, and no pains are spared to this end. In each laboratory there are several thousand chamilla (pressed), or framed glasses, upon which the grease to be scented is spread, and upon this grease the blossoms are sprinkled or laid. The odors on nerve is, in fact, a frame with a glass in it so near as possible like a window-sash, only that the frame is two inches thicker, so that when one odorous is placed on another, there is a space of four inches between every two glasses, thus allowing room for blossoms. Every odorous, or sash, is about two feet long by eighteen inches broad. The flower blossoms are changed every day, or every other day, as is convenient to the general work of the laboratory or flowering of the plants. The same grease, however, remains in the odorous so long as a particular plant being used yields blossoms. Each time the flowers are put on, the grease is "warmed"—that is, scented with a knife—so as to offer a fresh surface of grease to absorb odor. The grease being infused in this way for three weeks or more—in fact, so long as the plates produce blossoms, is at last scraped off the odorous, melted, strained, and poured into tin canisters.

PALM



WE RECOGNIZE HIS HAND

AND HIS PROVISIONS IN BRINGING THE NATION TO NEAR

THE MARCH OF MIGHTY COMING THE GREAT AND GLORIOUS

PRAY
GO
FROM
A
BLESSING



BLESS
ARE
PEA
MAK

← THE SAVIOR'S ENTRY INTO JERUSALEM →

LIBERTY

WE HOLD OUT THE OLIVE BRANCH TO OUR
 ERRING AND MISGUIDED BROTHERS OF THE SOUTHERN STATES,
 AND PLEDGE TO ALL OF THEM WHO ARE LOYAL A HEARTY WELCOME
 TO ALL THE BENEFITS OF OUR FREE REPUBLIC.



SUNDAY

JUST
WHOM
ALL
INGS FLOW.



THE
ARMY OF
THE
REPUBLIC
HONOR
TO THE

RECKONING
GOD
TRUMPHEO
OVER THE
FOES
OF THE
UNION

THE
CONSTITUTION
OF THE
LAWS

RESSED
THE
ACE
ERS.

THE SURRENDER OF GEN. LEE AND HIS ARMY TO LIEUT. GEN. GRANT.

Th. Nast.



HONOR THE ILLUSTRIOUS DEAD,
AND HEARTILY SYMPATHIZE WITH THE SUFFERINGS
OF OUR GALLANT
HEROES AND THEIR FAMILIES.



HUMAN LIFE.

Beyond the beginning of years
There came to the making of man
Time, with a gift of tears;
Grief, with a glass that ran;
Pleasure, with pain for heaven;
Summer, with flowers that fell;
Remembrance fallen from heaven,
And madness risen from hell;
Strength without hands to smite;
Love that endures for a breath;
Night, the shadow of light,
And life the shadow of death.

And the high gods took in hand
Fire, and the falling of tears,
And a measure of sliding sand
From under the feet of the years;
And froth and drift of the sea;
And dust of the laboring earth;
And bodies of things to be
In the houses of death and of birth;
And wrought with weeping and laughter,
And fashioned with loathing and love,
With life before and after
And death beneath and above,
For a day and a night and a morrow,
That his strength might endure for a span
With travail and heavy sorrow,
The holy spirit of man.
From the winds of the north and the south
They gathered as unto strife;
They breathed upon his mouth,
They filled his body with life;
Eyesight and speech they wrought
For the veils of the soul therein,
A time for labor and thought,
A time to serve and to sin;
They gave him light in his ways,
And love, and a space for delight,
And beauty and length of days,
And night, and sleep in the night.
His speech is a burning fire;
With his lips he travailseth;
In his heart is a blind desire,
In his eyes foreknowledge of death;
He weaves, and is clothed with derision;
Sows, and he shall not reap;
His life is a watch or a vision
Between a sleep and a sleep.

HALF A MILLION OF MONEY.

By AMELIA E. EDWARDS,
Author of "BARBARA'S HISTORY," &c.

CHAPTER IV.

THE CHATEAU ROTZBERG.

AMIDST the many hundred miles which it traverses from its source in the glacier-land to its dispersion among the border flats of the Zevrier Zoo, the great Rhine River flows through no district so full of strange interest, so wild, so primitive, so untrodden as that deep and lonely valley that lies between Chur and Thusis in the Canton Grisons. The passing traveler hasting on to the Splügen, the wandering artist eager for Italy, alike hurry past with scarce a glance or a thought for the gray peaks above, or the stony river-bed below the beaten highway. They little guess what green delicious valleys, what winding ravines, what legend-haunted ruins, and fragrant uplands jeweled with Alp-roses and purple geranium-blossoms, lie all unthought among the slopes and passes of the mountains round about. Still less do they dream that to some of those crumbling towers, from which the very ivy has long since withered away, there cling traditions many centuries older than Christ; or that in yonder scattered chalets, some of which cluster like swallows' nests on shelves of granite six or eight hundred feet above the level of the valley, there is yet spoken a language unknown to the rest of Europe. Only the historian and archaeologist care to remember how there lie imbedded in that tongue the last fragments of a forgotten language; and how in the veins of the simple mountaineers who speak it, there yet linger some drops of the blood of a lost, a mighty, and a mysterious people.

Thus it happened that William Trefalden, who was neither an archaeologist nor an historian, but only a brilliant, unscrupulous man of the world, every fibre of whose active brain was busy just then with a thousand projects, neither knew, nor cared to know, any of these things; but took his way up the valley of Domleschg without bestowing a thought upon its people or traditions.

It was about five o'clock in the afternoon of the fourth day from that on which he left London. He had been on the road two nights out of the three; and yet his eye looked none the less bright, and his cheek none the paler. As he strode along in the deep shade, glancing up from time to time at the sunny heights above his head, his step grew freer, and his bearing more assured than usual. There was not a soil of travel on his garments. The shabby office coat so inseparably associated with its wearer in the minds of his clerks, was discarded for a suit of fashionable cut and indefinite hue, such as the British tourist delighted to honor. His gloves and linen were faultless. Even his boots, although he was on foot, were almost free from dust. He looked, in short, so well dressed, and so unlike his daily self, that it may be doubted whether even Mr. Abel Keckwisch would have recognized his employer at the first glance, if that astute head clerk could by any possibility have met him on the way.

Absorbed in thought as he was, however, Mr. Trefalden paused every now and then to reconnoitre the principal features of the valley, and make certain of his landmarks. The village from which he had started was already left two miles behind; and, save a raised watch-tower on a pedestal of rock some eighty feet above the level of the road, there was no accessible building in sight. The Hister Rhine, with its gray waters still dull from the glacier, ran brawling past him all the way. There were pine forests climbing up the spurs of the mountains; and flocks of brown goats, with little tinkling bells about their necks, browsing over the green slopes lower down. Far above the sound of these little bells, uplifted, as it were, upon gigantic precipices of bare granite, rose, terrace beyond terrace, a whole upper world of rich pasture lands, cultivated fields, blossom-laden orchards, and tiny hamlets, which, seen from the valley, looked like carved toys scattered over the velvet sward. Higher still, came barren plateaus, groups of stunted firs, and rugged crags among which the unmelted snow lay in broad, irregular patches, while far away to the right, where another valley seemed to open westward, rose a mountain loftier than all the rest, from the summit of which a vast glacier hung over in icy folds that glittered to the sun, like sculptured drapery depending from the shoulder of some colossal statue.

But William Trefalden had no eyes for this grand scene. To him, at that moment, the mountains were but sign-posts, and the sun a lamp to light him on his way. He was seeking for a certain road-side shrine behind which, he had been told, he should find a path leading to the Chateau Rotzberg. He knew that he had not yet passed the shrine, and that by this time he must be near it. Presently a chapel-bell chimed from the heights, clear and sweet, and very distant. He paused to glance at his watch, and then pressed forward more rapidly. It was already a quarter to five, and he was anxious to reach his destination before the afternoon should grow much later. There was an abrupt curve in the road a few yards further on. He had been looking forward to this point for some minutes, and felt so sure that it must bring him in sight of the path, that when it actually did so he struck up at once through the scattered pines that fringed the waste-ground to the left of the road, and trod the beaten track as confidently as if he were familiar with every foot of the way.

As he went on the sound of the hurrying river died away, and the scattered pines became a thick plantation, fragrant and dusky. Then the ground grew hilly, and was broken up here and there by mossy boulders; and then came open daylight again, and a space of smooth sward, and a steep pathway leading up to another belt of pines. This second plantation was so precipitous that the path had in some places been laid down with blocks of rough stone, and short lengths of pine trunks, so as to form a kind of primitive staircase up the mountain-side. The ascent, however, was short, though steep, and Mr. Trefalden had not been climbing it for many minutes before he saw a bright shaft of sunlight piercing the fringed boughs some few yards in advance. Then the moss became suddenly golden beneath his feet, and he found himself on the verge of an open plateau, with the valley lying in deep shade some four hundred feet below, and the warm sun glowing on his face. There ran the steel-gray river, eddying but inaudible; there opened the broad Rhinthal, leading away mile after mile into the dim distance, with glimpses of white Alps on the horizon; while close by, within fifty yards of the spot on which he was standing, rose the ivied walls of the Chateau Rotzberg.

This, then, was the home to which his great-grandfather's eldest son had emigrated one hundred years before—this the birth-place of the heir-at-law! William Trefalden smiled somewhat bitterly as he gazed and looked upon it.

It was a thoroughly Swiss medieval dwelling, utterly irregular, and consisting apparently of a cluster of some five or six square towers, no two of which were of the same size or height. They were surmounted alike by steep slated roofs and grotesque weather-cocks; and the largest, which had been suffered to fall to ruin, was green with ivy from top to bottom. The rest of the chateau gave signs of only partial habitation. Many of the narrow windows were boarded up, while others showed a scrap of chintz on the inner side, or a flower-pot on the sill. A low wall inclosing a small court-yard lay to the south of the building, and was approached by a quaint old gateway supporting a sculptured scutcheon, close above which a stork had built his nest.

None of these details escaped the practiced eye of William Trefalden. He saw all in a moment—poverty, picturesque, and neglect. As he crossed the open sward, and came in sight of a steep road winding up from the valley on the other side, he remarked that there were no tracks of wheels upon it. Passing under the gateway he observed how the heraldic bearings were effaced upon the shield, and how those fractures were such as could only have been dealt by the hand of man. Not even the grass that had sprung up amidst the paving in the court-yard, nor the mossy pent-house over the well, nor the empty kennel in the corner, remained unnoticed as he went up to the door of the chateau.

It was standing partly open—a massy oaken portal, studded with iron stanchions, and protected only by a heavy latch. William Trefalden looked round for a bell, but there was none. Then he knocked with his clenched hand, but no one came. He called aloud, but no one answered. At last he went in.

The door opened into a stone hall of irregular shape, with a cavernous fire-place at one end and a large modern window at the other. The ceiling was low, and the rafters were black with

smoke. An old carved press, a screen, some chairs and settees of antique form, a great oak table on which lay a newspaper and a pair of clumsy silver spectacles, a curious Swiss clock with a toy skeleton standing in a little sentry-box just over the dial, a spinning-wheel, and a linen-press, were all the furniture that it contained. A couple of heavy Tyrolean rifles, with curved stocks to fit to the shoulder, were standing behind the door, and an old sabre, a pair of pistols, and a yellow parchment in a black frame hung over the mantle-piece. A second door, also partly open, stood nearly opposite the first, and led into a garden.

Having surveyed this modest interior from the threshold, and found himself alone there, Mr. Trefalden crossed over to the fire-place and examined the parchment at his leisure. It was Captain Jacob's commission, signed and sealed by His Most Gracious Majesty King George the Second, Anno Domini seventeen hundred and sixty-eight. Turning from this to the newspaper on the table he saw that it was printed in some language with which he was not acquainted—a language that was neither French, nor Italian, nor Spanish, but which seemed to bear a vague resemblance to all three. It was entitled *Assis del Pissel*. Having lingered over this journal with some curiosity he laid it down again, and passed out through the second door into the garden.

Here, at least, he had expected to find some one belonging to the place; but it was a mere kitchen-garden, and contained nothing higher in the scale of creation than cabbages and potatoes, gooseberry bushes and beds of early salad. Mr. Trefalden began to ask himself whether his Swiss kindred had deserted the Chateau Rotzberg altogether.

Strolling slowly along a side-path sheltered by a high privet hedge, and glancing back every now and then at the queer little turreted building with all its weather-rocks glittering in the sun, he suddenly became aware of voices not far distant. He stopped, listened, went on a few steps further, and found that they proceeded from some lower level than that on which he stood. Having once ascertained the direction of the sounds he followed them rapidly enough. His quick eye detected a gap in the hedge at the upper end of the garden. From this gap a flight of rough steps led down to a little orchard some eighteen or twenty feet below—a mere shelf of verdure on the face of the precipice, commanding a glorious view all over the valley, and lying full to the sunset. It was planted thickly with fruit-trees, and protected at the verge of the cliff by a fragile rail. At the farther end, built up in an angle of the rock, stood a rustic summer-house newly thatched with Indian corn-straw. Toward this point William Trefalden made his way through the deep grass and the wild flowers.

As he drew nearer he heard the sounds again. There was but one voice now—a man's—and he was reading. What was he reading? Not German. Not that strange dialect printed in the *Assis del Pissel*. Certainly not Latin. He advanced a little farther. Was it—could it be—Greek?

Mr. Trefalden's Greek had grown somewhat rusty these last eighteen years or so; but there could be no mistake about those sonorous periods. He recognized the very lines as they fell from the lips of the speaker—lines sweet and strong as that godlike wine stored of old in the chamber of Ulysses. It was many and many a year since he had heard them, though at Eion they had been "familiar in his mouth as household words."

About our heads dress and tall poplars whispered;
While from its rocky cave bubbles of trickled
The sacred waters of a limpid fountain.
The cricket chirped in the hedge, and the sweet thrush
Sang loudly from the copse.

Who should this be but Theocritus of Sicily? William Trefalden could scarcely believe his ears. Theocritus in the valley of Domleschg! Theocritus in the mouths of such oater barbarians as the dwellers in the Chateau Rotzberg?

Having ended the famous description of the garden of Paradisus, the reader paused. William Trefalden hastened up to the front of the summer-house. An old man smoking a German pipe, and a youth bending over a book, were its only occupants. Both looked up; and both, by a simultaneous impulse of courtesy, rose to receive him.

"I beg your pardon," he said, lifting his hat. "This is, I fear, an unceremonious intrusion; but I am not quite a stranger, and—"

He checked himself. French was the language which he had found generally understood in the Grisons, and he had inadvertently used his native English.

But the old man bowed, laid his pipe aside, and replied in English as pure as his own.

"Whoever you may be, Sir, you are welcome." "I think I have the pleasure of addressing a relative," observed the lawyer. "My name is William Trefalden."

The old man stepped forward, took him by both hands, and, somewhat to his surprise, kissed him on each cheek.

"Cousin," he said, "thou art thrice welcome. Saxon, my son, embrace thy kinsman."

CHAPTER V.

MR. TREFALDEN AND HIS COUSINS BECOME BETTER ACQUAINTED.

MR. TREFALDEN took the rustic chair handed to him by his younger kinsman, and plied it just against the entrance to the summer-house. It was his habit, he said, to avoid a strong light, and the sunset dazzled him. The old man resumed his seat. The youth remained standing. Both looked at the new-comer with a cordial

undissembled curiosity; and for a few seconds there was silence.

Mr. Trefalden's elder kinsman was fragile, pale, white-haired, with brilliant dark eyes and thin, sensitive lips, that trembled when he spoke earnestly. The other was a tall, broad-shouldered, broad-browed, powerful young fellow, with a boyish down upon his upper lip, and a forest of thick, golden-brown hair, crisp and curly as the locks of Chancer's Squire. His eyebrows and eyelashes were some shades darker than his hair; and his eyes looked out from beneath them with an expression half shy, half fearless, such as we sometimes see in the eyes of children. In short, he was as goodly a specimen of the race of Adam as one might hope to meet with between London and the valley of Domleschg, or even farther; and this Mr. Trefalden could not but admit at the first glance.

The old man was the first to speak.

"You did not find your way without a guide, cousin?" said he.

"It was no very difficult achievement," replied the lawyer. "I enjoyed the walk."

"From Chur?"

"No—from Richmond. I have taken up my quarters at the 'Adler.' My landlord described the road to me. It was easy enough to find; not, perhaps, quite so easy to follow."

"Ah, you came by the foot-path. It is sadly out of repair, and would seem steep to a stranger. Saxon, go bid Ketti prepare supper; and open a bottle of d'Asi wine. Our cousin is weary."

Mr. Trefalden hastened to excuse himself; but it was of no avail. The old gentleman insisted that he should "at least break bread and drink wine" with them; and Mr. Trefalden, seeing that he attached some patriarchal import to this ceremony, yielded the point.

"You have a son, Sir, of whom you may be proud," said he, looking after the youth as he strode away through the trees.

The old man smiled, and with the smile his whole face grew tender and gracious.

"He is my great hope and joy," he replied; "but he is not my son. He is the only child of my dear brother, who died twelve years ago."

Mr. Trefalden had already heard this down at Richmond; but he said, "Indeed?" and looked interested.

"My brother was a farmer," continued the other; "I entered the Lutheran church. He married late in life; I have been a bachelor all my days."

"And your brother's wife," said Mr. Trefalden, "is she still living?"

"No; she died two years after she became a mother. For twelve years Saxon has had no parents but myself. He calls me 'father'—I call him 'son.' I could not love him more if he were really my own offspring. I have been his only tutor also. I have taught him all that I know. Every thought of his heart is open to me. He is what God and my teaching have made him."

"He is a magnificent fellow, at all events," said Mr. Trefalden, dryly.

"My brother was almost as tall and handsome as his age," replied the pastor, with a sigh.

"What is his age?" asked the lawyer.

"He was twenty-two on the thirtieth of last December."

"I should not have taken him to be more than twenty."

"Twenty-two—twenty-two years and four months—a man in age, in stature, in strength, in learning; but a boy at heart, cousin—a boy at heart!"

"All the better for him," said Mr. Trefalden, with his quiet voice and pleasant smile. "Many of the greatest men that ever lived were boys to the last."

"I have no desire to see my Saxon become a great man," said Martin Trefalden, hastily. "God forbid it! I have tried to make him a good man. That is enough."

"And I have no doubt that you have succeeded."

The old man looked troubled.

"I have tried," said he; "but I know not whether I have tried in the right way. I have trained him according to my own belief and ideas; and what I have done has been done for the best. I may have acted wrongly. I may not have done my duty; but I have strove to do it. I prayed for light—I prayed for God's blessing on my work. I believed my prayers were heard; but I have had heavy misgivings of late—heavy, heavy misgivings!"

"I feel sure they must be groundless," said Mr. Trefalden.

The pastor shook his head. He was evidently anxious and ill at ease.

"That is because you do not know," replied he. "I can not tell you now—another time—when we can be longer alone. In the mean while I thank Heaven for the chance that has brought you hither. Cousin, you are our only surviving kinsman—you are acquainted with the world—you will advise me—you will be good to him! I am sure you will. I see it in your face."

"I shall be very glad to receive your confidence and to give you what counsel I can," replied Mr. Trefalden.

"God bless you!" said the pastor, and shook hands with him across the table.

At this moment there came a sound of voices from the farther end of the terrace.

"One word more," cried Martin, eagerly. "You know our family history, and the date that is drawing near."

"I do."

"Not a syllable before him till we have again spoken together. Hush! he is here."

A giant shadow fell upon the grass, and young Saxon's six feet of substance stood between them and the sun. He held a dish in his hands

and a bottle under his arm, and was followed by a stalwart peasant woman, laden with plates and glasses.

"The evening is so warm," said he, "that I thought our cousin would prefer to stay here; so Katti and I have brought the sapper with us."

"Nothing could please me better," replied Mr. Trefalden. "By-the-way, Saxon, I must compliment you on your Greek. Theocritus is an old friend of mine, and you read him remarkably well."

The young man, who had just removed the book from the table, and was assisting to spread the cloth, blushed like a girl.

"He and Anacreon were my favorite poets," added the lawyer; "but that was a long time ago. I fear I now remember very little of either."

"I have not read Anacreon," said Saxon; "but of all those I know, I love Homer best."

"Ay, for the fighting," suggested his uncle, with a smile.

"Why not, when it's such grand fighting?"

"Then you prefer the Iliad to the Odyssey," said Mr. Trefalden. "Now, for my part, I always took more pleasure in the adventures of Ulysses. The scenery is so various and romantic; the fiction so delightful."

"I don't like Ulysses," said Saxon, bluntly. "He's so crafty."

"He is therefore all the truer to nature," replied Mr. Trefalden. "All Greeks are crafty, and Ulysses is the very type of his race."

"I can not forgive him on that plea. A hero must be better than his race, or he is no hero at all."

"That is true, my son," said the pastor.

"I allow that the Homeric heroes are not Bayards; but they are great men," said Mr. Trefalden, defending his position less for the sake of argument than for the opportunity of studying his cousin's opinions.

"Ulysses is not a great man," replied Saxon, warmly; "much less a hero."

Mr. Trefalden smiled, and shook his head.

"You have all the world against you," said he.

"The world lets itself be blinded by tradition," answered Saxon. "Can a man be a hero, and steal? a hero, and tell lies? a hero, and afraid to give his name? Tell of Alstorf was not one of that stamp. When Gesler questioned him about the second arrow he told the truth, and was ready to die for it."

"You are an enthusiast on the subject of heroes," said Mr. Trefalden, jestingly.

The young man blushed again, more deeply than before.

"I hate Ulysses," he said. "He was a contemptible fellow; and I don't believe that Homer wrote the Odyssey at all."

With this he addressed some observation to Katti, who answered him, and took her departure.

"What a strange dialect!" said Mr. Trefalden, his attention diverted into another channel. "Did I not see a newspaper printed in it, as I passed just now through the house?"

"You did; but it is no dialect," replied the pastor, as they took their places round the table.

"It is a language—a genuine language; copious, majestic, elegant, and more ancient by many centuries than the Latin."

"You surprise me."

"Its modern name," continued the old man, "is the Rhaeto-Romanish. If you desire to know its ancient name, I must refer you back to a period earlier, perhaps, than even the foundation of Alba Longa, and certainly long anterior to Rome. But, cousin, you do not eat."

"I have really no appetite," pleaded Mr. Trefalden, who found neither the goat's-milk cheese nor the salad particularly to his taste. "Besides, I am much interested in what you tell me."

The pastor's face lighted up.

"I am glad of it," he said, eagerly. "I am very glad of it. It is a subject to which I have devoted the leisure of a long life."

"But you have not yet told me the ancient name of this Romanish tongue?"

Saxon, who had been looking somewhat uneasy during the last few minutes, was about to speak; but his uncle interposed.

"No, no, my son," he said, eagerly, "those are matters with which I am more conversant than thou. Leave the explanation to me."

The young man bent forward, and whispered, "Briefly, then, dearest father."

Mr. Trefalden's quick ear caught the almost inaudible warning. It was his destiny to gain more than one insight into character that evening.

The pastor nodded, somewhat impatiently, and launched into what was evidently a favorite topic.

"Long round," he said, "at these mountains. They have their local names, as the Galanda, the Ringel, the Albeta, and so forth; but they have also a general and classified name. They are the Rhaetian Alps. Among them lie numerous valleys, of which this, the Hister-Rhaetian, is the chief. Yonder lie the passes of the Splügen and the Stelvio, and beyond them the plains of Lombardy. You probably know this already; but it is important to my explanation that you should have a correct idea of our geography here in the Grisons."

Mr. Trefalden bowed, and begged him to proceed. Saxon ate his supper in silence.

"Well," continued the pastor, "about two thousand eight hundred years ago, these Alps were peopled by a hardy aboriginal race, speaking the same language, or the germs of the same language, which is spoken here to this day by their descendants. These aborigines followed the instincts which God would seem to have implanted in the hearts of all mountain races.

They wearied of their barren fastnesses. They poured down into the southern plains. They expelled the native Umbrians, and settled as conquerors in that part of Italy which lies north of Ancona and the Tiber. There they built cities, cultivated literature and the arts, and reached a high degree of civilization. When I tell you that they had attained to this eminence before the era of Romulus; that they gave religion, language, and arts to Rome herself; that, according to the decreed fate of nations, they fell through their own luxury, and were enslaved in their turn; that, pursued by the Gaul or the Celt, they fled back at last to these same mountains from which they had emigrated long centuries before; that they erected some of those strong-holds, the imperishable ruins of which yet stand above our passes; and that in this Rhaeto-Romanish tongue of the Grisons survive the last utterances of their lost poets and historians—when, cousin, I tell you all these things, you will, I think, have guessed already what the name of that ancient people must have been?"

Now it happened, somewhat unluckily, that Mr. Trefalden had lately read, somewhere or another, a review of somebody's book on this very subject; so, when the old man paused, quite warm and flushed with his own eloquence, he found himself prepared with a reply.

"If," said he, "I had not taken an impression—if, in short, I had not understood that the Etruscans were originally a Lydian tribe—"

"You took that impression from Herodotus!" interrupted the pastor.

"No; for the best of reasons. I never was Grecian enough to do battle with Herodotus."

"From Tacitus, then?"

"Possibly from Tacitus."

"Yes, Tacitus supports that theory, but he is wrong; so does Herodotus, and he is wrong; so do Strabo, Ctesar, Seneca, Pliny, Plutarch, Voltaire, Pauculus, Servius, and a host of others, and they are all wrong—utterly wrong—every one of them!"

"But where—"

"Livy supposes that the emigration was from the plains to the mountains—folly, mere folly! Does not every example in history point to the contrary? The dwellers in plains fly to the mountains for refuge; but emigration flows as naturally from the heights to the flats as streams flow down from the glaciers to the valleys. Hellenicus of Lesbos would have us believe they were Pelasgians. Dionysius of Halicarnassus asserts that they were the aborigines of the soil. Gortius makes them Rhaetian—Bonarota, Egyptian—Maffei, Canasiano—Guarnacci—"

"I beg your pardon," interrupted Mr. Trefalden; "but when I said I had understood that the Etruscans were of Lydian origin—"

"They were nothing of the kind!" cried the pastor, trembling with excitement. "If they had been his countrymen, would not Xanthos of Lydia have chronicled the event? He never even names them. Can you conceive an English historian omitting the colonization of America, or a Spanish historian passing over the conquest of Mexico? No, cousin, you must forgive me for saying that he who embraces the empty theories of Herodotus and Tacitus commits a grievous error. I can show you such archaeological evidences—"

"I assure you," said Mr. Trefalden, laughingly, "that I have not the least disposition to do any thing of the kind. It is a subject upon which I know absolutely nothing."

"And, father," began Saxon, laying his hand gently on the old man's arm, "I think you forget—"

"No, no, I forget nothing," interrupted his uncle, too much possessed by his own argument to listen to any one. "I do not forget that Gibbon pronounced the Lydian theory a theme for only poets and rhapsodists. I do not forget that Sieb, whatever the tenor of his other opinions, at least admitted the unity of the Etruscan and Rhaetian tongues. Then there was Niebuhr—although he fell under the mistake of supposing the Etruscan to be a mixed race, he believed the Rhaetians of these Alps to have been the true stock, and maintained that they reduced the Pelasgi to a state of vassalage. Niebuhr was a great man, a fine historian, an enlightened scholar. I corresponded with him, cousin, for years, on this very subject; but I could never succeed in convincing him of the purely Rhaetian nationality of the Etruscan people. He always would have it that they were amalgamated with the Pelasgians. It was a great pity! I wish I could have set him right before he died."

Mr. Trefalden looked at his watch.

"I wish you could," he said; "but it grows late, and I shall never find my way back before dark if I do not at once bid you good-evening."

The pastor put his hand to his brow in a bewildered way.

"I—I fear I have talked too much," he said, shyly. "I have wearied you. Pardon me. When I begin upon this subject, I do not know where to stop."

"That is because you know so much about it," replied the lawyer. "But I have listened with great pleasure, I assure you."

"Have you? Have you, indeed?"

"And have learned a great deal that I did not know before."

"I will show you all Niebuhr's letters, another time, and copies of my replies," said the old man. "If you care to read them."

He was now quite radiant again, and wanted only a word of encouragement to resume the conversation; but Mr. Trefalden had more than enough of the Etruscans already.

"Thank you," said he; "thank you—another time. And now good-by."

"No, no—stay a moment longer. I have so much to say to you—so many questions to ask. How long do you stay in Richmond?"

"Some days, perhaps a week."

"Are you on your way to Italy?"

"Not at all. I wanted change of air, and I have come abroad for a fortnight's holiday or so. My object in choosing Richmond for a resting-place is solely to be near you."

The old man's eyes filled with tears.

"How good of you!" he said, simply. "I should never have seen you if you had not found your way hither—and, after all, we three are the last of our name. Cousin, will you come here?"

Mr. Trefalden hesitated.

"What do you mean?" he said. "I shall come again, of course, to-morrow."

"I mean, will you come here for the time of your stay? I hardly like to ask you, for I know the 'Adler' is far more comfortable than our little desolate eyrie. But still, if you can put up with farmer's fare and mountain habits, you shall have a loving welcome."

Mr. Trefalden smiled, and shook his head.

"I thank you," said he, "as much as if I accepted your hospitality; but it is impossible. We Londoners lead busy, feverish lives, and become enervated of all kinds of unhealthy customs. Your habits and mine differ so widely as the habits of an Esquimaux and a Friendly Islander. Shall I confess the truth? You have just sipped—I am now going back to Richmond to dinner."

"To dinner?"

"Yes, eight is my hour. I can not depart from it even when traveling; so you see I dare not become your guest. However, I shall see you daily, and my young cousin here must do the honors of the neighborhood to me."

"That I will," said Saxon, heartily.

Mr. Trefalden then shook hands with the pastor, and Saxon having declared his intention of seeing him down the mountains, they went away together.

WAITING.

Under the silent trees,
Here in the noontide glow,
Watching the winding line
Threading the valley below;
Waiting for one who is coming
Hitherward, early to-day—
Fair as a lily in moonlight,
Sweeter than milk-white may.

Near me the river flows
Silently on, like Love;
Yonder the kingfisher dips,
Dragon-flies glisten above.

Leaves are green, and the blue
Is soft as a wing overhead;
Shoots, like a beam, the trout
O'er the gold of the river's bed.

How have I longed for to-day,
With an aching void at my heart—
Can I believe she is coming,
Never again to depart?

Grant it, O thou bright Heaven!
For life without her at best
Is a weary, aimless dream,
Dreamed in a night of unrest.

Yonder the quick white stream—
Oh! should she not be there!
Peace, wild heart, for I see
The gleam of her golden hair!

HUMORS OF THE DAY.

CYNICAL SENTIMENTS.

A GOOD-NATURED fellow is another name for a fool. To gain the name, do your friends' dirty work without hope of thanks or reward.

Why doesn't give advice gratis is because it is generally worth nothing.

A modern belle and a proper are much alike. Each tries to gain a settlement—one by a marriage, the other by a parish.

When two women are seen talking earnestly together, an affidavit may be taken that the subject of their conversation is dress, or, if married, their husbands.

No man's character is so black but what it may be cleaned by gold, if only enough of the metal be used.

Love in man is like the distemper in dogs. Neither puppies nor men see worth any thing until they have had it.

A woman is always ready to praise a friend's dress—when she wants to get a new one out of her husband.

A powerfully strong man is the hardest to deal with. The hero-leech had only one daughter, says the proverb, and she cried continually, "Give, give!" but the family must have been large, since each husband finally he has married her.

EPIGRAM ON AN EMBROIDER.—I shall rise again.

DISMISSING MARRIAGES.—Wives who are always blowing-up their husbands.

MISTAKEN EMBROIDER.—An elderly gentleman being ill one of his friends sent a messenger with the usual inquiry, which, however, he had not possessed with the emphasis—"I'll thank you to take my compliments, and ask how old Mr. W. is." The messenger reported on his errand and speedily returned, saying—"He's just sixty-eight, Sir!"

CAPITAL PUNISHMENT.—Suspended Payment.

MISREPRESENTATION.—At a medical examination a young apothecary for a doctor's diploma was asked, "When does notification ensue?" Think of the senseless questioner must have felt when he gave the following answer, "When you propose and are refused."

"Well, doctor," said a chap suffering with the tooth-ache, "how much do you ask for the job? By Jove! but you did it quick, though!" "My terms," replied the dentist, "are fifty cents." "Fifty cents for one minute's work! Fifty cents, by Jove!" Why, a doctor does at our place draw a tooth for six two years ago, and it took him two hours. He dragged me all around the room, and he'd his grip half a dozen times. I never sold such hard work—and he charged me only a quarter. Fifty cents for a minute's work! Oh, get out! you must be joking!"

Bachelors are not entirely lost to the refinement of sentiment, for the following toast was given by one of them at a public dinner.—"The ladies, sweet-briars in the garden of life."

SMALL CHINA.—Recently the wife of one of the city fathers of New Bedford presented her husband with three children at a birth. The delighted father took his little daughter, four years of age, to see her new relations. She looked at the diminutive little beings a few moments, when, turning to her father, she inquired, "Pa, which one are you going to keep?"

ADMONITION TO LOW HARTS.—To tell lies and stick to them.

HOUSEHOLD WORDS.—BEST AND TALLEST.

"You make my blood boil," as the live lobster cried out in the same pan.

A youth of nine or ten summers who attends to Sabbath-school, and is one of those "insects terrible," was asked by his teacher, not very long since, what the characteristics of the Pharisees were. "Broad hats, such as ladies wear on their dresses," was the reply. "But the Pharisees didn't wear them for the same reason that the ladies do, did they?" "Oh yes," was the wicket answer, "to be seen of men."

A dealer in ready-made linen advertises his shirts and chemises under the mollified application of "male and female envelopes."

"Did you ever go to evening parties?" "No," said my friend Tom. "I used to, but I'm cured."

"How so?" said I, anxious to learn his experience.

"Why, you see," said Tom, feelingly, "I went to one some few years back, and fell in love with a beautiful girl—that she was. Well, Sir, I courted her like a trump, and I thought I had her sure, when she eloped with a taller—yes, Sir, that lovely creature did."

"She showed bad taste," said I, compassionately.

"More than that," remarked Tom, nervously. "Down-right inhospitably is the word. I could stand being jilted for a city broker, a captain with whiskers, or any thing shabby, that I could; but to be cut out, like a suit of clothes, by the ninth part of a man—a trifle over the decimal fraction of humanity—that was brutality. But I swore vengeance—that I did."

"Vengeance?" I nervously inquired.

"Yes, Sir," said Tom, with earnestness, "and I took it. I patronized the robber of my happiness, and ordered a full suit of clothes, regardless of expense. The tailor laid himself out on the job. I told you they were stunning, you may believe me."

"But your vengeance?" said I, prompting him.

"I struck that tailor in his most vital part—that I did. I never paid that bill—no, Sir, I didn't. But those infernal clothes were the cause of all my future misfortunes—that they were."

"How so?" said I, with a smile of compassion.

"Wearing them I espoused my present wife. She told me so, and I haven't had a happy day since. But I am bound to be square with that wretched tailor in the long-run. I've left him a legacy on condition that he marries my widow."

THE HERO.—A bed seen on born and seen to die; it is a theatre of changes, in which mankind play, by turns, interesting dramas, laughable farces, and frightful tragedies. It is a cradle garnished with flowers, it is the throne of love, it is the couch of death, a resting-place on the way to the sepulchre.

A gentleman passing through one of our public offices was attracted by some clerks, and was advised to complain to the principal, which he did, thus:—"I have been absent here by some of the rascals of this place, and I came to acquaint you of it, as I understand you are the principal."

"Page," said Mr. Brown's youngest son, the other day, can I go to the circus?" "No," my boy, affectionately replied Mr. B. "If you are a good boy I will take you to see your grandmother's grave this afternoon."

A STRANGE STORY.—The present fashion of collecting odd phrases and notions as the titles for novels is open to much ridicule. A correspondent has sent us the following as the result of the curious perusal of a publisher's circular: "Bellad," jelling somewhat "Alma in the world," belthought himself of taking a stroll. He passed "The House by the Church-yard," and, after tramping down the "Wheat and Tares," emerged "By the Sea." There, as it were, advancing "Against Wind and Tide," he spied, "Beneath the Surface," "Brothers Ahead." This was "A Bad Beginning"—a kind of "Notice to Quit;" so he turned into "Bellevue," and encountered "Some Famous Girls" (both "Black and White"), who have since become "Famous Women." He was introduced to "A Woman of Spirit by a Woman Without." He beheld "Eleanor's Victory" and "Christina's Mistake," and heard "Garry's Confession." "Here be 'Shattered Idols' and 'Blag'd Mobs,' both he; 'Garry's Nettle,' but 'Look before you Leap,' for 'Who breaks, Pays.' Eleanor was 'Put to the Test,' Christina was 'Padd in Full,' and Garry was 'Recommended to Mercy.' It was just the 'Dearest before Dawn,' but Bellad perceived 'The Woman in White' ('Moulded out of Fashion') fighting with 'The Man in Chains,' and 'How to Manage It,' she did not know. "Ooze and Agadir" she secured 'Lost and Saved,' but at last she inflated 'The Cruelty Wrong of All,' and fled, crying out 'Quit!' 'A Life for a Life!' and he was 'Left to the World,' 'Alone.' 'It was to be,' and 'Such Things Are;' for, though 'Wonderful Strains,' they are 'Too Strange not to be True.'

CHAMPION OF THE LIGHT WEIGHTS.—Beating.

EVILS ON A DRINKARD.—"Screwed" up.

FOUR POINTS OF A CASE.—An Eastern editor says that a man in New York got himself into trouble by marrying two wives. A Western editor replies by asserting his contemporary that a good many men in that section had done the same thing by marrying one. A Northern editor retorts that quite a number of his correspondents found themselves caught by hardy providing to marry, without going any further. A Southern editor says that a friend of his was bothered enough when simply found in company with another man's wife.

DO YOU GIVE IT UP?
My first does affliction denote,
Which my second was born to endure;
And my whole is the best evidence
That affliction can soften and cure!

If an ungrateful man's wife fell overboard, what letter would he exclaim?
Letter B (Get her by).

Why is a bee-hive like a bad potato?
A bee-hive is a beeholder, and a beeholder is a spectator, and a spectator later is a bad later.

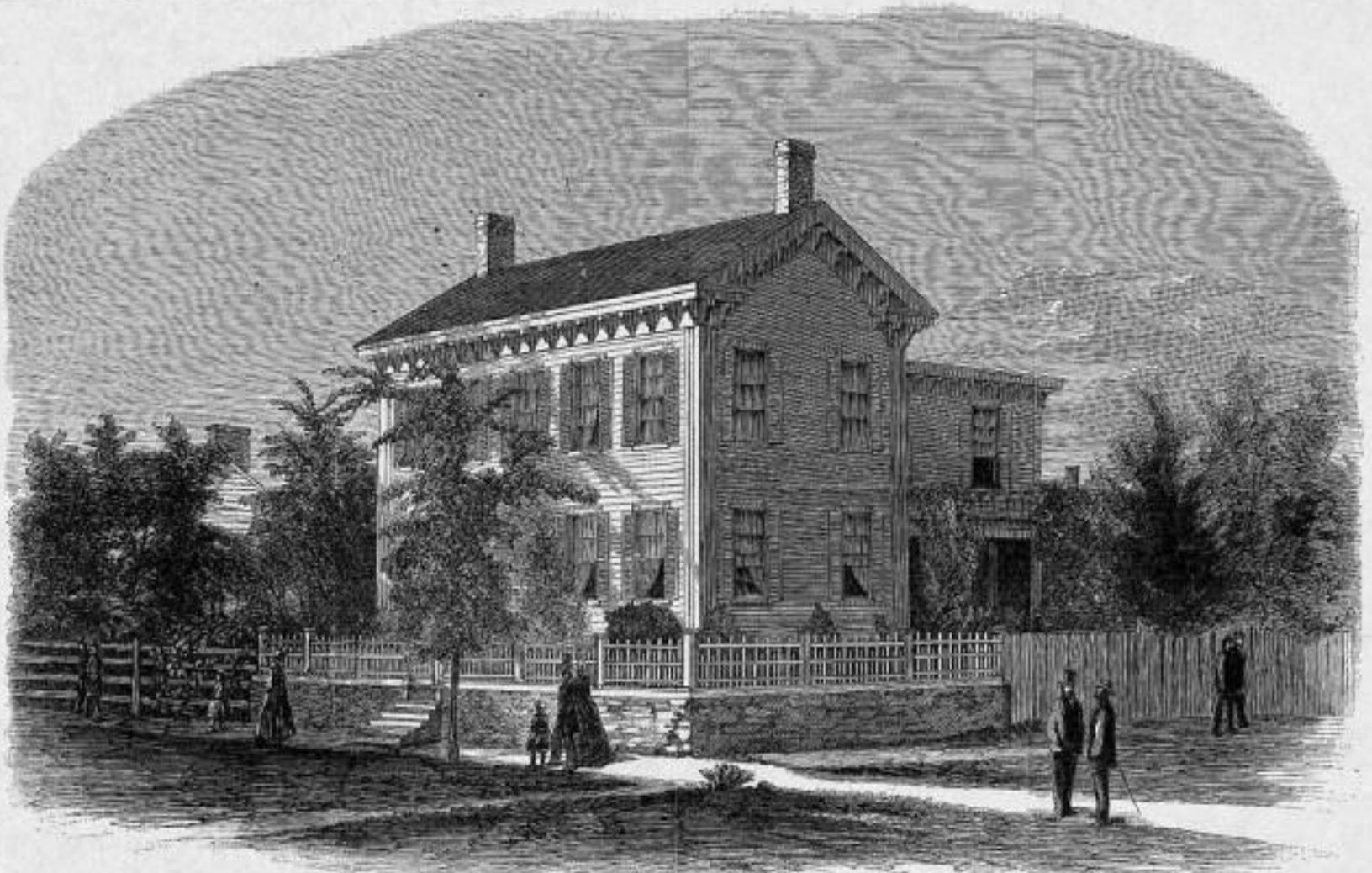
What is that to one wishes to have, and yet to one wishes to lose?
A bull head.

Why is a bull sitting across a gate like a half-penny?
Because there is a head on one side and a tail on the other.

My first is myself in a short Billie word;
My second's a puppet, and you see my third.
I-dol.

Why was the elephant the last animal that entered the ark?
Because he stopped behind to pick up his trunk.

Why do fashionable ladies make the most economical housekeepers?
Because they make a great bustle about a little waste material.



PRESIDENT LINCOLN'S FORMER HOME AT SPRINGFIELD, ILLINOIS.

PRESIDENT LINCOLN'S OLD HOME.

PRESIDENT LINCOLN'S remains have been tenderly laid to rest at Springfield, his former home. The route, which little more than four years ago the then newly-elected President took from Springfield to Washington, has been retraced, under circumstances how different! Different as regards the terrible national drama of the last four years by what degrees of joy! Different as regards the personal drama in which our great leader has played, by what degrees of sacred sadness!

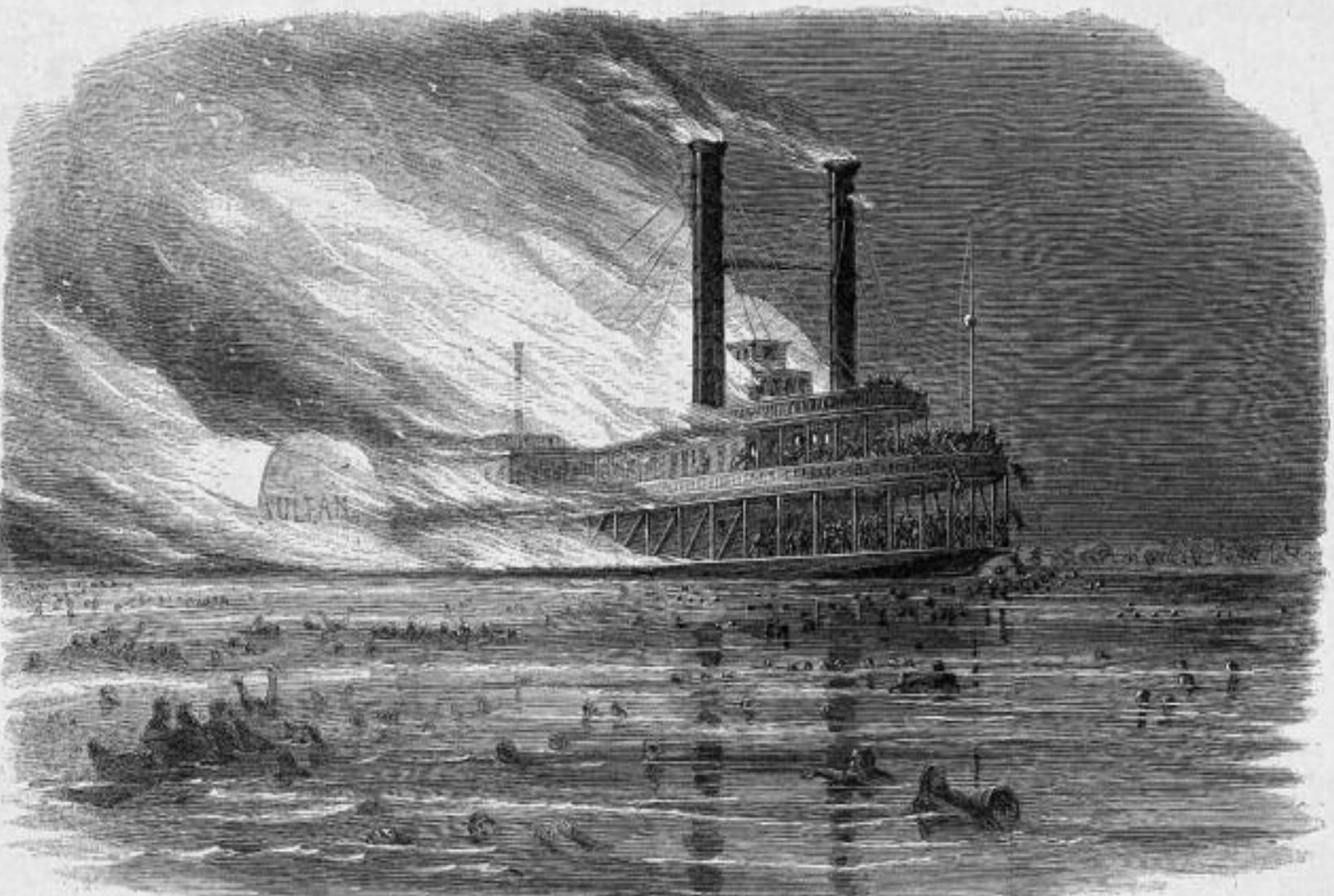
It was on the 11th of February, 1861, that President LINCOLN took leave of his fellow-citizens of Springfield, among whom he had resided for a quarter of a century. As he stepped upon the platform which was to bear him away he said: "I must now

leave you—for how long I know not.... I go to assume a task more difficult than that which devolved upon WASHINGTON.... I ask your prayers." How the people hang upon every word which that man uttered on that memorable march to the front! Only the historian, who shall record the loose and ill-weighted utterances of other prominent men at that critical period of our history, can properly estimate to what degree Mr. LINCOLN incited and almost created the national sentiment which from that moment prevailed. His statements were made not with Jacksonian ardor, but with all the firmness of a JACKSON, though couched in that argumentative style so peculiar to Mr. LINCOLN. His insight into the great problem of the time did for him, though after a quieter fashion, what the attack on Sumner only could do for the masses. He did not, like

JACKSON in 1838, say to the South: "Submit peacefully or I'll make you feel what virtue there is in harsher methods of procuring submission!" He carefully guarded against menace, but he said quietly and firmly: "I held that the Union of these States is perpetual.... I shall take care, as the Constitution itself expressly enjoins upon me, that the laws of the Union shall be faithfully executed in all the States.... The power confided to me will be used to hold, occupy, and possess the property of the Government.... In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The Government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to

'preserve, protect, and defend' it. We are not enemies, but friends. We must not be enemies! Nothing Jacksonian in all that; but something of more than Jacksonian stability!"

Four years have passed. LINCOLN has fulfilled his solemn pledge "to preserve, protect, and defend." Aggressive treason has been punished and crushed; and as the martyred President's remains moved homeward from the scene of his anxious but glorious career to the haven of his final rest, the people that erected arches of triumph at every stage of his last march did not forget, even in their sadness, that they had triumphed through him, their slain leader; and the very manner of his death disclosed to them the bitter malice of the treason over which they had gained the victory. They did not forget the anxiety with which they followed his



EXPLOSION OF THE STEAMER "SULTANA," APRIL 28, 1865.



THE LATE VALENTINE MOTT, M.D., LL.D.—PHOTOGRAPHED BY ROCKWOOD, BROADWAY, NEW YORK. (SEE FIRST PAGE.)

from the trees, even railings from the fence for cases."

A gentleman who recently visited the house thus writes us:

"I found the ante-
Presidential mansion to be, exteriorly, not unworthy of the occupancy of a leading lawyer in the capital of his State; while the interior, as shown by the kindly-welcoming tenantry of the President of the United States, revealed an exceedingly comfortable and roomy house; and as a portion of its movable furniture as at once abundant, good, and handsome, with enough of literary and esthetic appliances, in the way of books, pictures, statuettes, and 'fine litter' generally, to make it fully as elegant as is consistent with its character. The parlors, dining-room, and library on the ground-floor, and the bedrooms up stairs (in ascending the staircase to which its tall inmate of four years ago must have been obliged to bend himself nearly double, I should suppose, to save his own head from the bulkhead above), contain many relics of its former occupants, perhaps the most interesting being a large book-case in the back-parlor, reaching quite up to the ceiling—which, however, somewhat corresponds abnormally to the bulk head of the staircase." It is a substantial, handsome affair, of solid black walnut (if the somewhat dim light in which I saw it did not deceive me), without carving or ornament, the glazed upper leaves displaying a goodly array of standard books; and



PRESIDENT LINCOLN'S FUNERAL—MEMORIAL ARCH ERECTED AT KING SENG, APRIL 15, 1865.—(SEE FIRST PAGE.)

the lower portion having a folding-leaf desk, at which our worthy President used to sit, and with a row of pigeon-holes above, which doubtless used to hold his briefs when he was country lawyer.

"When the ante-
Presidential dwelling was first taken possession of by its late occupants it was but a one-and-a-half-story house, guiltless of balcony, cornice, brackets, or 'fancy mouldings' of any kind, in all of which it now rejoices; but as the family and legal reputation it jointly sheltered simultaneously increased, the mistress thereof—as is the wont in such cases—asked for more room and a more fitting exterior. Perhaps the master did not fancy having the legal arguments revolved in his brain in front of the folding-leaf desk and its superjacent pigeon-holes knocked out of it by the din of hammering and sawing, or perhaps he thought it was best to leave well enough alone; but, for whatever reason, the desires of the mistress were not responded to as promptly as she desired; once when he was absent—attending some circuit, perhaps—she got the carpenters, and painters, and what not, at work, to add a story to its height, and 'put on some gingerbread,' as he afterward expressed it. In due time the proprietor returned, and beholding the transformation, went about the town asking his neighbors if they knew where one ABRAHAM LINCOLN lived, and whose grand house it was that had gone up since he left?"

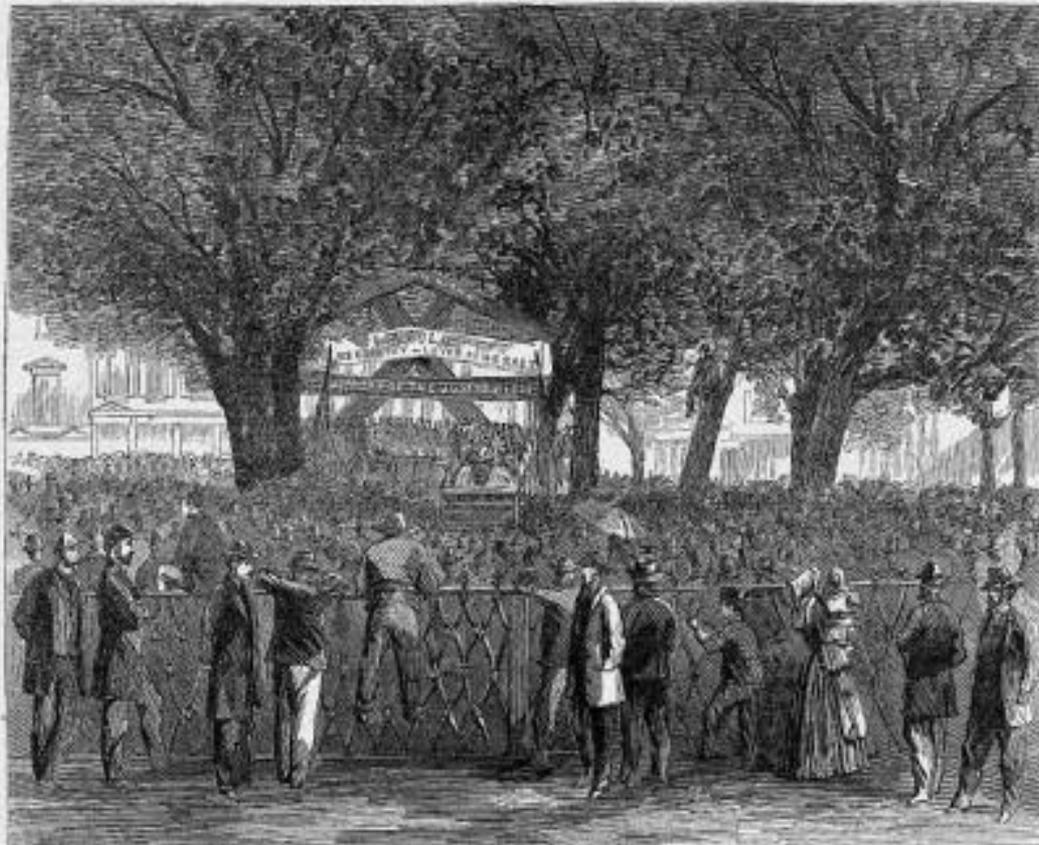
A letter to the Chicago Tribune speaks thus of the present appearance of the house:

"Plain, unpretending, and substantial, it is the type of Mr. LINCOLN'S character. The shrubbery in front of the house, principally rose-bushes, many of them planted by Mr. LINCOLN'S own hand, are in full leaf; and a beautiful rose vine clammers up one of the door-posts, and trails over the cornice. Lilies are sprinkled here and there, and closely-shaven trim grass-plats run down to the neat picket fence surrounding the wall. The columns of the piazza at the rear of the house are also twined with vines and creepers; and the apple-trees between the house and the barns showered the ground with the pink and white of the blossoms, and filled the air with fragrance."

course from Springfield to the Capital in 1861. Then all was uncertainty. But now, as they bore LINCOLN back to his rest, all was triumphant. Somehow they felt that this man had been linked in his life and his death inseparably with the national salvation that had been accomplished. It was fitting then, that, while they draped their streets with black, they should at the same time rear above his fallen head the arch of triumph.

Henceforth Oak Ridge, at Springfield, becomes, like Mount Vernon, the Mecca of our pilgrimages. Not only Lincoln's burial-place but his former homestead will become the centre of universal interest. We give on page 316 an illustration of the house which President LINCOLN for fifteen years made his home. It was here that he received the deputation which came to officially inform him of his nomination to the Presidency. It is situated a few squares from the State House. The Tribune correspondent thus describes it:

"You remember that it is an unpretending two-story frame-house with a one-story L, which, the house being on a street corner, fronts another street than the main building. It is, or rather was, some years ago, painted a yellow straw color, is plainly furnished, and contains but eight rooms altogether. In the small yard are several quite large apple-trees, now in full blossom, and there is some shrubbery. The favorite chair in which he sat and the desk at which he wrote are still there, as are many other of his old personal surroundings. To-day the hundreds of visitors are begging every thing available as souvenirs—sprigs from the shrubbery, blossoms



MEETING OF CITIZENS AT JOHNSON SQUARE, SAVANNAH, APRIL 23, 1865.—PHOTOGRAPHED BY READERS & CO., SAVANNAH. (SEE FIRST PAGE.)



BURNING OF THE REBEL RAM "WEBB" BELOW NEW ORLEANS, APRIL 24, 1865.—SKETCHED BY R. WEIR.—(SEE PAGE 307.)

DO NOT WASTE YOUR MONEY buying any of the numerous worthless articles called Gold Pens, which have flooded the market for the last few years, when at lower prices you can get pens which are acknowledged to be the best in the world.

ADVERTISEMENTS.

"With Malice toward None, with Charity for All."



Every American Home should possess a copy of Berger's new Bust of ABRAHAM LINCOLN.

As our orders are already very numerous for all sizes of this splendid work of art, we would suggest an early application as necessary to avoid disappointment or delay.

BERENDSOHN BROTHERS, 103 Beekman St. New York.

E. & H. T. ANTHONY & CO., Manufacturers of Photographic Materials, 501 BROADWAY, N. Y.

PHOTOGRAPHIC ALBUMS. We were the first to introduce these into the United States, and we manufacture numerous varieties in great variety, ranging in price from 50 cents to \$10 each.

ALL ARTICLES FOR SALE. At Baltimore, Washington, and all places occupied by Union troops, should be sent by HAINES'S EXPRESS, No. 65 Broadway. Sellers charged less rates.

Whiskers! Mustaches!! The celebrated HIMALAYA COMPOUND is warranted to produce a full set of whiskers in two weeks.

LADIES' LETTER. Five Anatomical Engravings. Has information never before published. By an Experienced Nurse and Female Physician.

J. WILKES BROTHERS Photograph, Price 25 cents. Address Union News Company, Chicago, Illinois.

MADAME LE PERRIER'S ART OF PAINTING PHOTOGRAPHS IN WATER COLORS. Complete in One Volume, Bound in Cloth.

AGENTS WANTED. Any body can make \$10 to \$25 per day selling our valuable articles (samples and catalogue sent for 25 cts., or catalogue free), that sell for \$1 to \$5 each.

DO YOU WANT LUXURIOUS WHISKERS OR MUSTACHES? My Ointment will force them to grow heavily in six weeks upon the smoothest face without stain or injury to the skin.

MME. DEMONESTER'S EXQUISITE TOILET PREPARATIONS—Lily Bloom and Rosebud Bloom for the Complexion, Cooling Cream for the Hair, and Revivifying Perfume Packets.

J. H. Winslow & Co. (INCORPORATED 1860). 200,000 Watches, Chains, Gold Pens and Pencils, &c., &c. Worth \$500,000! TO BE SOLD AT ONE DOLLAR EACH, WITHOUT REGARD TO VALUE.

Table listing various watches and jewelry items with prices, such as '100 Gold Hunting-Case Watches... \$125 00' and '100 Gold Watches... 75 00'.

All the above list of goods will be sold for one dollar each. Certificates of all the various articles, stating what each one can have, are first put into envelopes, sealed up, and mailed; and, when ordered, are taken out without regard to choice, and sent by mail, thus giving all a fair chance.

AGENTS.—Those acting as Agents will be allowed ten cents on every certificate ordered by them, provided their remittances amount to one dollar.

J. WILKES BROTHERS Photograph, Price 25 cents. Address Union News Company, Chicago, Illinois.

Closing Ulcers Dangerous. Many aged persons are troubled with Ulcers and Skin Eruptions. These are Nature's safety-valves, and must never be closed with external remedies.

BRANDRETH'S PILLS are sold at 25 cents per box, envelope in full directions. Purchase none unless my PRIVATE GOVERNMENT STAMP is on the box.

MESSES FOWLER & WELLS, No. 289 Broadway, N. Y. have all works on ANATOMY, PHYSIOLOGY, MEDICINE, MECHANICS, and the Natural Sciences generally.

Great Sale of WATCHES AND JEWELRY, by A. H. ROWEN & CO., Agents for the Manufacturers.

Prices Reduced. Gold, White, Green and Blue, Holland, Ivory, Pearl, Pasture, and all other approved styles.

ETHNOLOGY, PHYSIOLOGY, PHRENOLOGY, Physiology, and Psychology, with characters of nations and individuals, given in the ILLUSTRATED PHRENOLOGICAL JOURNAL.

GREAT Prize Distribution by the NEW YORK GIFT ASSOCIATION, 599 Broadway, New York.

Table listing various items for the prize distribution, such as '15 Elegant Rose'd Pencils, worth from \$25 00 to \$50 00' and '15 Notebooks, Rosewood Cases... 125 00 to 150 00'.

Di-mond pins, brooches, and ear-drops, brooch and ear-drops, gold and steel, jet and gold, Placentine Monte, Jet, and Lava, ladies' sets, shawl-brooches, sets of studs, vest and neck chains, plain and chased gold rings, gold thimbles, lockets, new style belt buckles, gold pens and pencils, fancy work boxes, gold pens with gold and silver extensible holders, and a large assortment of fine jewelry.

EMPLOYMENT, Pleasant and Profitable. Agents wanted to sell "Good Books." For particulars, address, with stamp, FOWLER & WELLS, 289 Broadway, N. Y.

DR. GLOVER'S LEVER TRUSS retains and cures more ruptures than any other. It gives perfect ease and comfort.

The Great New England Remedy. Dr. J. W. Palmer's White Pine Compound has been proved in thousands of cases throughout the New England States.

AN ILLUSTRATED ANNUAL OF PHRENOLOGY AND PHYSIOLOGY for 1865, with Almanac for 100 years, 12 cents, prepaid by post. FOWLER & WELLS, N. Y.

NEW AND POPULAR MUSIC.—The Nation in Texas, in remembrance of President Lincoln, with accompaniment, a solo, duet, trio, or full chorus, or grand march—very impressive.

ARMY, NAVY, and Memorial Badges. B. T. HAYWARD, 399 Broadway.

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Important Announcement. GREAT SALE of WATCHES, CHAINS, DIAMOND RINGS, &C. One Million Dollars' Worth!

Without regard to value!! Not to be paid for until you know what you are to receive!!!

Table listing various items for the great sale, such as '200 Music Boxes, each... \$20 to \$250' and '200 Silver Teapots and Coffee Urns... 25 00 to 50 00'.

ARRANDALE & CO., Manufacturers' Agents, No. 167 Broadway, New York, announces that all of the above list of goods will be sold for One Dollar Each.

What the "Press" say of us. GREAT GIFT DISTRIBUTION.—A rare opportunity is offered for obtaining watches, chains, diamond rings, silverware, etc., by Messrs. Arrandale & Co., at No. 167 Broadway.

ARRANDALE & CO., Manufacturers' Agents, No. 167 Broadway, New York, announces that all of the above list of goods will be sold for One Dollar Each.

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\$8 OFFICER'S WATCH \$10

Our whole stock of Imported Watches, being of rich and novel designs, are now offered at reduced prices. Single Watches at Wholesale rates.

The Imperial Watch, Containing a Rare and Wonderful Combination of Mechanical Effects, combining within its case and attached to its machinery a beautiful and correct working Chronometer, an accurately adjusted Marine's Compass in miniature, a watch in Dial, and a reliable Calendar, indicating day of month, week, etc., in Case, rendering this Watch a perfect time, hour, and time-keeper.

LINCOLN Mourning Pin in silver plate, Price 10 cents. Address Union News Company, Chicago, Illinois.

JEWELRY! JEWELRY! \$200,000 Worth of

Watches, Chains, and Fine Jewelry, all to be sold for \$1 each, without regard to value, and not to be paid for until you know what you are to get.

WHISKERS AND MUSTACHES in 48 days. Also Hair on Bald Heads in 8 weeks. Address, with stamp, to Dr. C. BRIGGS, Chicago, Illinois.

MERWIN & BRAY FIRE-ARMS CO.'S Belt and Pocket Size Cartridge Revolvers.



These Revolvers are loaded and discharged with only four motions—a degree of perfection never yet attained by any other arm.

BARD & BROTHERS' (Established 1848) GOLD PENS,

PEN AND PENCIL CASES. Also Manufacturer of BARD & WILSON'S PATENT ANGULAR NIB GOLD PENN.

PLAYING CARDS. The American Card Company's New Union Playing Cards, National Emblems.

They are the prettiest card made, and suit the popular idea. The suits are HEARTS, SPADES, CLUBS, and DIAMONDS.

AMERICAN CARD COMPANY, No. 14 Chambers Street, New York.

LINCOLN Mourning Pin in silver plate, Price 50 cents. Address Union News Company, Chicago, Illinois.

Wonderfully Strange! Prof. Henri Levesque, who has introduced the scientific use of Paris and London, has now permanently located himself at Troy, N. Y.

"The West Indian Hair Curler." Warranted to curl the most straight and stiff hair, on the first application, into short ringlets or waving masses.

TO THE LADIES. Use FERRY'S Meth and Freckle Lotion, which is as nice perfume, softening, and hair-restorer.

PRICE REDUCED TO SEVENTY-FIVE CENTS.

The Convex Reflector Lantern. For burning Kerosene or Coal Oil without Chimney. Patented in America and Europe. Without exception, the Cheapest, Most Convenient, Safest, and very best HAND LANTERN in use.

ARCANA WATCH. An Elegant Novelty in Watches.

The case of this watch are an entirely new invention, composed of six different metals combined, rolled together and planished, producing an exact imitation of 24-carat gold, called Arcana, which will always keep its color.

LINCOLN Mourning Pin in silver plate, Price 50 cents. Address Union News Company, Chicago, Illinois.

UPHAM'S PIMPLE BANISHER. Removes Pimples on the Face, Freckles, etc.

It also softens the skin and beautifies the complexion. No matter in complete without it. Price 50 cents.

THE JAPANESE HAIR STAIN. Colors the Hair, Whiskers, and Mustache.

A beautiful black or brown. It consists of only one preparation. Color will not fade or wash out. Only 50 cents a box.

Attention, Company! CLARK'S ONGUENT.—A powerful stimulant.

Each packet warranted to produce a full set of Whiskers or Mustache in six weeks upon the smoothest face, without pain or injury to the skin.

SHULTS' CURLIQUE. For curling the Hair. Price by mail \$1. Warranted. Address C. F. SHULTS, Troy, N. Y.

\$1. WHISKERS. \$1. For One Dollar I will send, sealed and post-paid, the "Green Compound," highly perfumed, which I warrant to force a heavy growth of hair upon the smoothest face in five weeks.

The Brazilian Hair Curler. One application warranted to curl the most straight and stubborn hair into wavy ringlets or heavy masses curls.

SHULTS' ONGUENT, warranted to produce a full set of Whiskers in six weeks, or money refunded. Sent post-paid, 50 cents. Address C. F. SHULTS, Troy, N. Y.

AGENTS WANTED. Business light, pleasant, and honorable. Those now engaged are realizing from \$10 to \$20 per day net profit.

USE THE BEST. BOWDEN'S Meth Destroying Powder will certainly destroy Moths.

It will also preserve Cloths, Furs, Carpets, Babies, Blankets, and all Woolen Goods from Moths and all destructive Insects.

LINCOLN Mourning Pin in silver plate, Price 50 cents. Address Union News Company, Chicago, Illinois.

PRESIDENT LINCOLN—His Portraits, with COMMENTS on HIS LIFE and DEATH.—in the PHRENOLOGICAL JOURNAL.

The BEST PHOTOGRAPH of the late President LINCOLN, also Mrs. Lincoln, J. Wilson Booth, and 300 others, only 15 cts. each, post-paid, by HUNTER & CO., Hialeah, N. H.

Shults' Instantaneous Hair-Dye. The most efficient dye in use—a simple application producing any shade of color from brown to beautiful black.

Great Closing Sale!! \$650,000 WORTH of Watches, Chains, and Fine Jewelry, all to be sold for ONE DOLLAR each.

SOMETHING NEW. Foot's Patent Locket Album in fine gold and silver, varying in price from \$5 to \$25 each.

WANTED—AGENTS—\$2500 to \$3000 a Year. A good chance to make money. An agent is wanted in every town in the Union to manufacture and sell an article of daily consumption in every family.

PORTABLE PRINTING OFFICES. For Merchants, Druggists, Hospitals, small Job Printers, etc.

President Lincoln's

Patent March, with portrait, 40c.; plain, 30c. A Nation in Tears, song or quartette, with vignette of the Martyr President, 50c.

\$125 a Month. Agents wanted every where to introduce the Improved Shaw & Clark 250 Family Sewing Machine.

\$70 a Month. I want agents every where, at \$70 a Month, expenses paid, to sell Fifteen Articles, the best selling ever offered.

Printing Office for \$15 Every Man his own Printer.

CHEAPEST AND BEST. Price of Press, \$10, \$16, \$20, and \$30. Price of an Office, with Press, \$15, \$25, \$30, \$45, and \$71.

NEW POCKET ALBUMS, holding 16 Pictures, the cheapest and best Album in the market.

To Beautify the Complexion, USE SANFORD'S WHITE LIQUID ENAMEL.

"The Enamel" will remove the worst cases of Tan, Freckles, Pimples, or Blemishes, in from four to five days.

MME. DEMOREST'S EXQUISITE TOILET PREPARATIONS.—Lily Bloom and Rosette Essences for the Complexion.

THE MUSICAL HOST, a Monthly Publication, 50¢ per year.

CARD PHOTOGRAPHS. 2000 Styles. Includes 25 cents and 5 cent stamps for sample card and catalogue.

CHILDREN'S FINE CARRIAGES. L. THURMAN, RID Broadway, New York.

Look here, Boys! My Golden Compound will force a beautiful set of whiskers to grow on the smoothest face in 21 days.

WHISKERS AND MUSTACHES in 48 days. Also Hair on Bald Heads in 8 weeks.

FOR EVERY LOYAL BREAST. LINCOLN MOURNING PINS

In silver, plate. New designs in black and white satin. Perfect Pictures, by mail, 50c. or 20 for \$4, 100 for \$17, or 1000 for \$150.

J. WILKES BOOTH Photograph, Price 25 cents. Address Union News Company, Chicago, Illinois.

Envelopes and Note Paper. At wholesale prices, sent by mail, post paid, on receipt of the price.

HARPER'S NEW MONTHLY MAGAZINE FOR MAY, 1865.

One Copy for one Year \$4 00 An Extra Copy, gratis, for every Club of Five Subscribers, at \$4 00 each, or 6 Copies for \$20 00.

How 'tis Done. Whiskers in 6 weeks, Gasblowing exposed. Fortune-telling, Ventriplomancy, &c. 100 gross secrets. Free for 50c.

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PINEAPPLE CIDER.

DR. TALBOT'S CONCENTRATED MEDICAL PINEAPPLE CIDER is a preventive of sickness. The experience that Dr. Talbot has had for the last 35 years convinces him that it is the best medicine for all ailments.

Old and Young. It is not new to the Doctor, but it is entirely new to the public. One quart bottle will last a well person a year.

Save Millions from being sick. Is it not better to pay three dollars a year to keep from being sick than to pay ten or twenty dollars in doctors' bills, and so much more for the loss of time and the inconvenience of being sick?

Vigor and Action to the system. A celebrated New York merchant, who has made a thorough trial of the Pineapple Cider, assures Dr. Talbot that he has gained ten pounds of flesh in one month at the first trial.

Preventive to Sickness in his case. Also another well-known gentleman in New York has used the Medicated Cider constantly for ten years, and has not had one sick day during that time.

This Wonderful Preparation will increase the strength, give vigor and action to the system, and regulate digestion. When taken internally, for pains of all kinds.

To Travelers, especially, it is of inestimable value, and should be provided as a medicine for every journey in which the water is likely to vary in quality and taste.

Having donated \$1000 worth of my "N. Y. C." Soap to a former fair at Chicago, I have now donated 6000 sample bottles of the Pineapple Cider to be sold at the Soldiers' Fair to be held at Chicago, May 24, 1865.

AGENTS, COME and EXAMINE

An Invention recently needed by every body, or sample sent free by mail for 50 cents, which retails for 95 cents, by E. L. WOLCOTT, No. 120 Chatham Square, N. Y.

YOUNG MAN, Would you sport a fine beard or mustache?

Weston's Metallic Artificial Legs.—Lightest, cheapest, most durable, and most natural ever invented. Price \$75 to \$100. Sent for a sample.

LANGENHEIM'S IMPROVED MAGIC LANTERN PICTURE.

J. WILKES BOOTH Photograph, Price 25 cents. Address Union News Company, Chicago, Illinois.

"How 'tis Done." Whiskers in 6 weeks, Gasblowing exposed. Fortune-telling, Ventriplomancy, &c. 100 gross secrets. Free for 50c.

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