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Guidelines for Manuscript Preparation

Manuscripts should be typewritten and double-spaced, on single-sided, 8.5 x 11 inch white bond paper with margins of at least one inch all around. They should be between three and ten pages in length (approximately 750 to 3,000 words), although the editors may consider longer manuscripts in particular cases. Quoted material and references should be fully documented using the guidelines explained in *The Chicago Manual of Style* (15th ed., University of Chicago, 2003).

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Sarah A. Morgan
34 Ridge Road
Oak Ridge, NJ 07438
morgansa1@yahoo.com

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9:20-11:30 Slavery and Abolition

David W. Blight, Yale University

Spencer R. Crew, National Underground Railroad Freedom Center

Clement Price, Rutgers University

11:30-12:55 Lunch & Exhibits (Prospect)

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Current Issues Come to Life...or to a Museum!

Karen Kwarciak

Karen Kwarciak is a Museum Educator at the Morris Museum (Morristown, NJ). She received her BFA in Art Education from Arizona State University and is currently working towards an MS in Education, with a focus on Museum Education, at Bank Street College of Education in New York City.

As a classroom teacher, you try your hardest to interest students in history. You relate world issues of the past with current issues of the now—or the future. What the classroom books and lesson plans often lack is the “real world” experience for students to see and encounter first-hand accounts of current world events. Since a class trip to Asia is most definitely not in the budget—museums are the answer!

Museums explore an extensive range of topics, and allow people to learn about these subjects by analyzing artwork and artifacts. The experience reaches all learning styles, and most often engages the student on a multi-sensory level. Museums explore subjects of great diversity and allow teachers to give their students a field trip of profound value. Abstract concepts come to life when students are brought face to face with an exhibition about the Holocaust or contemporary photographs of life on our planet. The next time you are searching for a new and engaging lesson plan, call a museum. There is a world of possibilities out there—not too far from home.

In order to ensure your field trip is both enjoyable and educational, consider the following tips from museum professionals:

1. When booking a field trip, specify that you will be bringing your current events class. With that information ahead of time, museum educators can tailor their presentation to your curricular needs. At this time you may also be to arrange to preview the exhibition; most museums are happy to accommodate teachers in this way.
2. On your preview visit, go through the exhibition at least twice. The first time, allow yourself to follow the flow of the exhibit as a whole, and identify any overarching themes. On your second trip through the exhibition, choose 3-5 key objects/works of art that support those themes, and come up with discussion questions that will allow your students to clearly connect what they will see in the exhibition with what you have been studying in your classroom.
3. Before the day of your field trip, call the museum to speak with the museum educator leading your students and make arrangements to incorporate the observations/questions you've prepared. Depending on the museum, you may be able to do one or more of the following:
 - Ask the museum educator to mention certain pieces in their presentation, which you can discuss with your students after the program.

- Ask the museum educator to allow you to use some of the program time to guide the discussion around your pre-selected themes.
- Ask the museum educator if it will be possible for your class to stay in the exhibition after your program is done, and plan to lead your own discussion then.

Most importantly, remember that museums and museum educators want to work with you to ensure that your students have a meaningful and memorable learning experience. With enough advance notice, reasonable requests can (and generally will) be accommodated. ↵

Recommended Resources:

Morris Museum

www.morrismuseum.org

Pilgrimage: Photographs by Steve McCurry will be on view at the Morris Museum from September 18, 2007—January 27, 2008. Celebrated photojournalist Steve McCurry is best known for his work in National Geographic. This exhibition features 50 photographs that were taken over the past 25 years. McCurry travels through Asia, the Middle East, Europe and North and South America to capture the unique stories of life on our planet.

Newark Museum

www.newarkmuseum.org

INDIA: Public Places, Private Spaces—Contemporary Photography and Video Art will be on view at the Newark Museum from September 19, 2007 - January 6, 2008. Featuring over 100 works which highlight the complex realities faced by Indian citizens as their nation grapples with globalization, the exhibition.

Montclair Art Museum

www.montclairartmuseum.org

Dulce Pinzón: The Real Story of the Superheroes opened at the Montclair Art Museum September 16, 2007. This provocative photography exhibition uses ironic imagery drawn from classic comic books to salute Mexican immigrant laborers as real superheroes.

Liberty Science Center

www.lsc.org

Our Hudson Home is one of the new permanent exhibitions at the LSC, and offers a hands-on approach to studying human-environment interaction. The exhibition addresses the economic, cultural, and ecological importance of the Hudson River to the New York Metro Area.

A Brief History of the Union Light Guard

Kate A. Pitrone

Kate Pitrone teaches English Composition at Lakeland Community College in Kirtland, Ohio. Her previous experiences include serving as a curriculum consultant and homeschooling her six children. She is currently pursuing her Master's in American History and Government at Ashland University (Ashland, Ohio). Ms. Pitrone is interested in the small things in history and how they illuminate the history of a period, and in how individual items, issues and people exist in the larger context of American history.

Like Rosencrantz and Guildenstern in *Hamlet*, the people near the great in history play their small parts in great events. The Union Light Guard was a unit of Ohio men who happened to volunteer for duty next to the President of the United States of America toward the end of the Civil War. With nearly daily contact, they had a different view of Lincoln, his family, and the war effort than most. There are three extant memoirs written by an officer and two noncommissioned officers of that unit. In each of these, the person of Abraham Lincoln is the central figure, not the men themselves. These men were observing history in an intimate way by serving their country in this “peculiar” way.¹ If they were not appreciative of this at the time, they were later in life, when they could reflect on the facts and when the need for a presidential security detail was proved by events and history.

In August of 1863, Governor David Tod of Ohio went to Washington to talk to President Lincoln and Secretary of War Edward Stanton about raising troops in Ohio. During their meeting, Governor Tod observed that the security details posted at the White House, the 105th Pennsylvania Regiment of Infantry (known as the “Bucktails”) and the 11th New York Cavalry Unit (known as “Scott’s Nine Hundred”), were slovenly in appearance and lax in the performance of their duties. The men were assigned to mount guard, with one man on each side of the portico and to march from there to the east and west sides of the building, respectively. The function of the guard was limited, however: they were not allowed to stop or even challenge anyone desiring to enter the White House, and this security seemed inadequate to Governor Tod.²

Lincoln did not like being watched, nor did he wish to project the image of a distant or frightened president. There had been heavier security provided at the beginning of the war, but Lincoln had insisted that it be lightened, keeping only a minimal personal guard as a concession to the fears of friends and family—which he did not share. Stanton, Mary Lincoln and the president’s close friend, U.S. Marshall Ward Lamon, had been concerned for the safety of the president even before the war. Their fears appear to have been well founded for political attacks on the President were vituperative and vicious; in the words of his private secretary, John Hay:

From the beginning of his presidency, Mr. Lincoln had been constantly subject to the threats of his enemies. His mail was infested with brutal and vulgar menace, and warnings of all sorts came to him

from zealous or nervous friends The President was too intelligent not to know that he was in some danger. Madmen frequently made their way to the very door of the executive office, and sometimes into Mr. Lincoln’s presence. But he had himself so sane a mind, and a heart so kindly, even to his enemies, that it was hard for him to believe in political hatred so deadly as to lead to murder.³

Despite these demonstrable threats, and even when faced with rumors of assassination attempts, Lincoln appeared to be unconcerned about his safety. Visitors to the White House might find him reading on the portico and it was his habit to stroll over to the War Department in the evening to check the dispatches of the day, often coming back well after dark. In addition, during the many public appearances, speeches, receptions and levees he was required to attend in his official capacity, Lincoln generally refused a body guard, only occasionally allowing Ward Lamon to unobtrusively accompany him. The President’s actions convinced some, including Robert McBride, a member of the Union Light Guard, that “It is probable that the only man in Washington who, if he thought on the subject at all, did not think that Mr. Lincoln was in constant and imminent danger, was Mr. Lincoln, himself.”⁴

Coupled with the security problem was the issue of presidential dignity. The Bucktails were not the only shabby aspect of the White House. The place was a working farm. Walt Whitman, who was a friend of John Hay, writing to his mother about seeing Lincoln from a distance remarked on how ordinary the president looked. To Whitman, even the famous “Scott’s Nine Hundred,” Lincoln’s mounted escort, “made no great show.”⁵ Official Washington and foreign dignitaries were somewhat offended by the lack of trappings of presidential office. With these concerns in mind, Governor Tod, a Douglas Democrat, returned to Ohio with permission from Secretary Stanton to raise a properly dignified mounted military escort for the President’s security detail.

The Union Light Guard (or the Seventh Independent Troop of Ohio Cavalry) was organized in the fall of 1863. The request sent to the county military committees was for veterans, preferably of cavalry service, men of good character, with education, and each not less than six feet in height. The goal was for the unit to have a total of one hundred men, including officers, with at least one man from each county in Ohio. Only sixty-five of Ohio’s eighty-eight counties were able to answer the request for new troops of this type, with the result that some men of shorter stature or lesser qualifications were included to make up the number. Every man would be outfitted with an appropriate uniform and a black horse. Their enlistment was to be for three years or until the end of the war.

The backgrounds of those who eventually formed the unit were diverse; company clerk, Corporal Robert MacBride, recorded that of those who volunteered and were accepted, there were fourteen clerks, five teachers, five merchants, four students, three artists, two dentists, an editor, an engineer and a

hotel-keeper. There were twenty craftsmen (ranging from a watchmaker to several printers, carpenters and house painters) and thirty-four farmers. There are merely three men listed who seem to have had no prior occupation. In addition, there were four “colored” cooks named at the end of the list.

The volunteers were mustered into service in Columbus by Captain Elmer Otis on December 17, 1863.⁶ They took the B&O railroad into Washington via Wheeling, West Virginia, arriving on December 22. Their first barracks were in Treasury Park, a lightly treed common with a half-mile racetrack south of the Treasury Department on Fifteenth Street, facing D and E streets. Stables for the horses were on the other side of Fifteenth Street. This was about five minutes from the White House. Eventually barracks with closer stables were built for them in The White Lot, now the Ellipse, just north of the unfinished Washington monument.

It was not until they arrived that they learned the nature of their special service as bodyguard and mounted escort to the president. At first, the men of the unit were often bored and some were dissatisfied with the terms of their assignment. According to Sergeant Smith Stimmel, “it was a troop of splendid men,” the majority of whom had seen prior service; “some carried wounds they had received in action,” and several of them had been commissioned officers—

including one who had been a major.⁷ They had not known that their “special service” to the country would be so safe and relatively comfortable. They had volunteered for the unit expecting some especially hazardous duty.

The first winter, that of 1863-64, there was little to do. The men drilled as a company and saw to the horses. Their mounts had mostly come from team service and were not “cavalry form.” By the end of the winter, the horses were in better condition, more truly fit for a guard of such honor.⁸ Since the men felt underused, this was another sore point to the service. They wished to be part of the war effort; no man in the unit had signed up for the dressage.

The troops were assigned to guard the White House, the War Department and other public places the president might frequent. There were two gateways, east and west, opening on the semicircular driveway to the front door of the White House. Two mounted guards were stationed at each gate, under the command of a noncommissioned officer whose post was dismantled, at the front door. The Bucktails continued to guard

the south side and east and west ends of the White House—well out of sight.⁹

The guard was also assigned to duty inside the White House during presidential receptions which Cpl. MacBride described as “a constant stream of mixed humanity” where “the clerk, the mechanic and the labourer from the streets would elbow the millionaire or the high official, as they crowded through, and the President greeted all with the same courtesy.”¹⁰ In contrast with his normal unimposing appearance, Lincoln appeared unusually well-dressed and well groomed at these functions:

Sgt. Stimmel was impressed, and perhaps even relieved, that the President could make such a good show at the receptions. Yet even in fancy-dress, Lincoln was approachable to the men of the guard. Off-duty guard members were allowed to attend as guests, and on the first time they did so, described some reluctance about going in with the stream of Cabinet ministers, Supreme Court Judges, Senators, Congressmen, foreign ambassadors in grand dress, and the wealthy “aristocrats” of the city. Yet the doorkeeper told them, “Go on in; he would sooner see you boys than all the rest of these people.”¹¹

From June to November, the president and his family escaped the heat of the Capitol and hectic pace of life at the White House and moved to the grounds of the Soldiers’ Home for the summer of 1862. Established as the Military Asylum in 1851 for severely disabled veterans who

could not care for themselves and had no one else to care for them, the Home had been a pet project for General Winfield Scott and Jefferson Davis, then Secretary of War. The government was not then accustomed to providing such services, and support and appropriations for the Home had not been constant. To encourage and improve support, the military commissioners in charge of the Soldiers’ Home invited presidents and secretaries of the War Department to stay in various houses on the grounds.¹²

The Lincolns loved it and found that they were able to establish some semblance of normal family life, something that was especially important to both Abraham and Mary after the death of their son, Willie. In contrast with the White House, where the constant flow of visitors and lack of control in the housekeeping or management were an annoyance to Mary Lincoln, the fourteen-room Riggs House (now known as Anderson Cottage) became a familial refuge.¹³ The soldiers in the Union Light Guard also came to regard the summer sojourn with great pleasure: in the existing memoirs, their reflections



Lincoln's Country Seat, c1866. Library of Congress, Prints and Photographs Division, LC-DIG-ppmsca-11672.

and democracy programs or remain silent?

- How much has the Bush administration done to promote democracy? While the grand rhetoric has called for the global expansion of liberty, the actions of the Bush administration—other than Iraq—do not harmonize with their rhetoric.
- Does America’s democracy promotion funding, especially in the Middle East, only stir up trouble? Many reformers do not want the money and argue the US should not meddle. Some believe that it only furthers conspiracy theories in a region where anti-Americanism is at an all time high.
- Which system—a command economy or a free-market economy—brings the most growth and prosperity?
- Is the United Nations an effective body for stopping genocide?
- Should we encourage elections before a country is really stable? What happens if an anti-American party comes to power?

All of these questions have been debated in public forums, newspaper op-eds, and policy studies; your students should easily uncover many resources with a simple web search. At the end of each debate, have your students vote as to which side was more convincing.

Final Thoughts

The potential for current events courses is limitless! Assigning students to write weekly summaries on the top story in *Newsweek* is almost criminal. While this course may seem like an additional burden, teachers should view it as an enormous opportunity to instill an awareness of the world that will remain with their students forever.☺

☺ Announcements ☺

The Film and History Guide to Documentary Films (www.filmandhistory.org) is the first professional documentary guide for scholars, teachers, and students. They are seeking 200-600 word documentary reviews on any historical topic, from the ancient world to the present. Please send submissions to Keith Wheelock at kwheelock@patmedia.net.

The Organization of American Historians is accepting nominations for their 2008 awards. Categories include books, articles, dissertations, research and teaching American history. Visit www.oah.org for more information.

The New Jersey Historical Commission, in conjunction with the New Jersey Governor’s Ethnic Advisory Council, has announced the 24th Annual New Jersey History Conference, *New Jersey Diversity*, to be held November 17, 2007.

Recommended Resources:

Freedom House’s *Freedom in the World*:
<http://www.freedomhouse.org/template.cfm?page=21&year=2007>

Freedom House’s *Freedom in the World* map:
<http://www.freedomhouse.org/template.cfm?page=21&year=2007&display=map>

Freedom House’s *Worst of the Worst: The World’s Most Repressive Societies*:
<http://www.freedomhouse.org/template.cfm?page=138&report=40>

The Heritage Foundation/*Wall Street Journal*’s “Index of Economic Freedom”:
<http://www.heritage.org/index/>

Transparency International’s *Corruption Perceptions Index*:
http://www.transparency.org/policy_research/surveys_indices/cpi

Tom Friedman’s “The First Law of Petropolitics,” *Foreign Affairs*, May/June 2006:
http://www.foreignpolicy.com/story/cms.php?story_id=3426

The Commanding Heights:
<http://www.pbs.org/wgbh/commandingheights/>

and economic freedom? And if so, why?

Along with these questions, also assign Tom Friedman's "The First Law of Petropolitics," and ask your students to form preliminary answers to these questions.

At this point, it becomes necessary to introduce a bit of the terminology of political economy. If you didn't major in economics, don't have heart palpitations; it's not necessary to draw supply and demand curves or explain price ceiling and floors—although if you can, you should. An easy way to do this is to show the excellent PBS series, *The Commanding Heights*, which introduces students to the struggle between the command economy and the free-market system and basic political economy jargon. As many of these terms will be new, you may want to direct students to visit *The Commanding Heights* website, which has an extensive glossary. The series can feel interminable if viewed in its six-hour entirety: break it up and choose structured reading assignments to reinforce key points. For example, when the series discusses Russia's transition from a command economy to a market economy and the various ways that a country can make that transition—shock therapy vs. gradualism—assign readings that debate the merits of both.

Since most current events elective courses are no more than a semester long, covering the entire globe in five short months is clearly impossible. Thus, it is necessary to focus on particular countries and major global trends. I would spend several weeks lecturing on the major changes since the 1970s, highlighting each continent and at least one country on each continent. As you move from continent to continent, your students should learn the map of each. Give unannounced map quizzes.

One of the greatest changes that the world underwent in the 20th Century was the rise and fall of the Soviet Union. Since your students were not alive when the Berlin Wall fell, it will be necessary to give a brief overview of the Cold War and its demise. Contrast the free-market economy with the USSR's command economy. Remind them that the conflict was not simply over who had the most nukes, it was also a competition for economic dominance: the world would likely follow the model of the victor. *The Commanding Heights* series does an excellent job introducing the concept of a command economy. One way to breathe life into the theory is by giving real examples: during the Soviet Union, a nail factory was given an output target in weight; the company would then produce the largest and heaviest nails to meet the quota as quickly as possible; thus, there would be a shortage of short, lighter nails. In a command economy, there are no price signals to direct decisions; the state makes these decisions, which always results in shortages and surpluses. Also, describe what life was like for the average person in the Soviet Union: the shops were empty; the country was inward-looking; travel was limited; religious expression was seriously limited and many churches were destroyed; you had little choice as to what career you pursued, and career success depended largely on membership in the Communist Party, not competence; you never knew who was watching and informing on you.

The example of Poland, a country that never wanted to be

communist, and its transition to a free-market country should also be taught. Josef Stalin is said to have remarked that imposing communism on Poland was "like trying to saddle a cow." The Eastern Europe experience was fundamentally different from the USSR, as was its transition, so it bears special mention and comparison. It is also worth discussing Russia's backslide into authoritarianism and its attempts to meddle in the affairs of now independent countries such as Georgia, Belarus and Ukraine.

Do similarly with each continent, comparing and contrasting life expectancy, GDP, and other basic measures. In Latin America, I would contrast Chile with Venezuela; in Africa, compare Zambia or Botswana with Zimbabwe; in Asia, an easy contrast is between North and South Korea. Also in Asia, the history of Hong Kong is instructive. Once a resource-poor city-state, it became one of the wealthiest in the world through free market policies. In Europe, Ireland is another stark case of a country that lagged behind in the 1970s but one that saw tremendous growth as it liberalized its economic policies. In the Middle East, compare the United Arab Emirates with Iraq, Iran, Syria or Saudi Arabia.

Research Paper: The Worst of the Worst

You should assign your students to write an extensive research paper on one of the world's most repressive societies, such as one from Freedom House's *Worst of the Worst* list. These include Belarus, Burma, Chechnya, China, Cuba, Equatorial Guinea, Eritrea, Haiti, Laos, Libya, North Korea, Saudi Arabia, Somalia, Sudan, Syria, Tibet, Turkmenistan, Uzbekistan, Western Sahara, and Zimbabwe. Students should paint a picture of what life is like in these countries: each paper must address political rights, freedom of expression, economic openness, women's rights, the rule of law (or lack thereof), freedom of assembly, transparency, opposition parties, and elections. In addition to factual human rights reports, students should draw on newspaper articles, memoirs and Congressional testimony. Show them how to illustrate a lack of press freedom, for example, by pointing to an account of a recent crackdown on a newspaper in a particular country. It may be difficult to gain news reports from some of these countries. You might also include other countries rated "Not Free," such as Russia, Pakistan and Iran, where the Western press operates. If time permits, your students should make presentations and be encouraged to use clips from the news, movies, and anything relevant they find. Encourage creativity. If they know someone who is from or who has traveled to one of these countries, urge them to bring in pictures, currency, food, local dress, and to present a bit of the language. Framing the question around "What would life be like for me if I lived in Saudi Arabia, for example?" should help whet the interest of the class.

Contemporary Debates

You might end the semester by holding student debates on contemporary issues in the greater international relations field. Go back to the key questions, and consider additional debate prompts such as:

- What is America's role in the world today? Should we actively encourage democracy through the bully pulpit

make it sound partly like being at a great summer camp. The men were part of the Lincolns' family life: Tad Lincoln was made a pet of the troops, and there was the pleasurable proximity of the President. Each man related stories of Lincoln strolling down to their camp of an evening to chat with them, looking into their tents to have a passing word, or to ask if they were comfortable. Even the added burden of escorting the President into and out of town had its upside: when Lincoln was not preoccupied with business, he used the nearly half-hour ride to chat with the men, as when the President from horseback pointed out to a Lieutenant the lop-sided structure of cows, diverting his escort into a cow pasture to prove his point.¹⁴ On another trip, Lincoln had the carriage stop by the side of the road because Tad had asked for some persimmons from a tree there. While one of the men climbed the tree, Lincoln began a conversation on the labor of a man plowing nearby, saying "I hope to see the day when our western prairies will be plowed by steam."¹⁵

Early in the summer of 1864, the men heard of the increased activity at the front, and some expressed a desire to be part of that. One evening when the president was on his stroll about the grounds of his summer retreat, one of the Light Guard approached him to request a change of service:

The President listened patiently to all the man had to say, and then with a twinkle in his eye said, "Well, my boy, that reminds me of an old farmer friend of mine in Illinois, who used to say he never could understand why the Lord put a curl in a pig's tail; it did not seem to him to be either useful or ornamental, but he guessed the Lord knew what he was doing when he put it there. I do not myself," he said, "see the necessity of having soldiers traipsing around after me wherever I go, but Stanton . . . who knows a great deal more about such things than I do, seems to think it is necessary to have soldiers here, and he may be right; and if it is necessary to have soldiers here, it might as well be you as someone else. If you were sent to the front, someone would have to come from the front to take your place. It is a soldier's duty to obey orders without question, and in doing that you can serve your country as faithfully here as at the front, and," he said with another smile, "I reckon it is not quite as dangerous here as it is there."¹⁶

That summer of 1864, on July 6, Jubal Early and 15,000 Confederate troops crossed the Potomac to challenge the defenses of Washington.¹⁷ By July 11, they were five miles north of the Washington, not far from the Soldiers' Home and Lt. Ashmun expressed his concern that the Union Light Guard and the Bucktails would be swept away by Early's force. While the defenses of the city were such that Ashmun really had nothing to fear, the Signal Corps set up lights and flags above the main floor of the Soldiers' Home for communication with other forts and the city as a precaution.¹⁸

Even under these tense conditions, Lincoln evidenced little concern for his own safety. On the evening of July 12, some men of the Guard were ordered to go out with the President, including Lt. Ashmun and Sgt. Stimmel. While they did not

know where they were going, they were quite certain Lincoln wished to see the fight at Fort Stevens, and the men were delighted to join him. Once there, Lincoln stood behind the earthworks of the fort. Stimmel wandered to end of an abatis of the earthworks for a better look. He heard noises in the dirt behind him, turned to look for digging rats and realized that he was under fire. There were sharpshooters in a nearby farmhouse. That farmhouse was owned by the Honorable Montgomery Blair, the Postmaster General, and had been spared previous bombardment on that account. An assistant surgeon, Dr. Crawford of the 102 Pennsylvania Volunteers, was shot and killed while standing near the President.¹⁹ Lt. Ashmun was with the president and urged him to "retire to a less exposed position," which he did. From there, Lincoln gave permission for the Blair home to be destroyed. By the second or third shot, a shell went through the roof and the remaining sharpshooters fled the structure.²⁰

In another incident that fall, Lt. Ashmun was on a midnight patrol at the Soldiers' Home. He visited a picket who had fired at something or someone who did not halt when challenged. There had been rumors of an abduction threat by the

Confederates and the watch

was being especially cautious. Ashmun saw a man's figure crossing the road ahead at a leisurely pace. When he called the man to a halt, he realized he had apprehended the President, who had managed to get past his inner infantry guard. When Ashmun asked, "Mr. President, isn't it rather risky to be out here at this hour?" Lincoln answered,

I reckon it is not quite as dangerous here as it is there.

**Lincoln
on the increased
activity at the front**

"Oh, I guess not. I couldn't rest and thought I'd take a walk." Although only about 500 feet from the house, Lincoln was "certainly in some danger from [the guard], if from no other on account of the anxious tension they were under."²¹ The men had heard rumors that the President joked that he thought himself at as much risk from his own guard as from true assassins.

By the time of the 1864 election, they were all back at the White House. Absentee voting was an innovation, and a makeshift polling place was set up in the field at the White House camp for the military guard. The men were pleased, but not particularly surprised that the majority of them, and the rest of Army, had voted for the President.²²

The fourth of March 1865, the Guard was proudly at hand for the day of Lincoln's Second Inaugural. The escort was to attend the Presidential carriage in the parade from the White House to the Capitol. The Guard appeared at nine o'clock, spotless, gloved and polished in a soaking rain. At eleven o'clock, Mrs. Lincoln, Robert Lincoln and his future father-in-law, Senator Harlan, entered the carriage. They were held up at the gate while the parade consisting of troops, fire-engines and "other material" was sorted out by the marshals. Mrs. Lincoln became impatient after about twenty minutes and asked to be let out of the drive. Could a way not be cleared? She ordered that it be done, and it was—at a gallop, but to the further disarray of the

crowd in the street. They arrived at the Capitol in a rush to pick up the President, who had been there for hours signing bills left by the departing Congress. Some of the men occupied themselves cleaning away the clinging mud from the equipage for the return trip while the oath of office was administered and the inaugural address given.²³ Most were in close attendance of the President, as this was considered a particularly risky time for an attack.

Sgt. Stimmel, mounted and near the President during the speech wrote, "I could see men all around me exchanging side glances with approving nods, and could hear in suppressed voices such expressions as, 'That's the stuff! That's the stuff!'"²⁴ Cpl. MacBride was within twenty feet of the President and remarked on the clarity of his voice, as well as the "wistful pathos" of the address. The rain of the morning had stopped, and the clouds parted to reveal Venus, seen clearly in the sky and at midday. All the men noted it, but MacBride saw it as an omen of peace.

Lt. Ashmun was at the reception that night. The doors were to open at eight o'clock, but the crowd had assembled outside long before that. Arrangements were made for the district police to manage the people inside the building and the military to manage the crowds outside. People would be moved through the house and back outside by shutting the entrance periodically to control the flow. The crowd was immense: "occasionally, a lady would faint or become terrified and have to be rescued by taking her out of the mass over the heads of men, for they were packed so closely that they could not move or be moved to permit any other way of escape." At one point, Lt. Ashmun was called inside to see what could be done for man who was complaining of being refused entrance. The usher had refused to admit Frederick Douglass on account of his color. "This was in accordance with long established custom, but was finally compromised by finding a place in which Mr. Douglass could remain until a later hour, which he did, but not without some expression of injured feelings."²⁵

Just over a month later, Cpl. MacBride was present in Washington at the War Department on April 10, 1865, when his omen was realized. It was a warm day and the windows were open. He heard a shout and cheering outside, and a voice ringing out "Lee has surrendered!" The news had dramatic results: "men yelled, screamed, shouted, cheered, laughed and wept. No one thought of doing business." A crowd gathered in front of the building, a band appeared and everyone of note in the vicinity arrived to make speeches. Stimmel was down the street and ran to join the crowd. "It was amusing to those dignitaries that morning; they played like boys."²⁶ There was a cry of "To the White House!" and all surged in that direction. The President appeared at an upper window, saying he could not then speak. But he asked the band to play "Dixie," and the crowd went wild.

After the fall of 1864 at the private request of Mary Lincoln, a detail from the guard kept watch in the White House every night. This they did without the President's knowledge, the relief watch sleeping on couches or on the floor.²⁷ Yet the men of the Union Light Guard were not present at Ford's Theater the night of the President's assassination. Lt. Ashmun said:

I would say that it had never been thought necessary

for him to be guarded or escorted when going out for an evening in that way . . . at almost any time a person with Wilkes Booth's reckless determination could have reached and killed the President at the White House, or in his walks to the War Department building, for it was an almost daily sight to see him walking alone, and leisurely, to and from his interviews with Mr. Stanton, and it would have been easy for such an assassin to have met him there.²⁸

Sgt. Stimmel was asleep at the barracks that night. He tells that a man named McClellan brought word that Lincoln and Seward had been killed. As quickly as possible, the men from the Guard prepared themselves. Supposing that there was a mob riot by Confederate sympathizers in the city, they rode off to the White House. All was quiet there, so they rode down toward the Treasury building to find those of the Guard stationed there. On that street a policeman called out to them, knowing they were part of the President's escort, telling them that the company had gone to the Ford Theater.

In the meantime, at the theater, four members of Battery C Independent Pennsylvania Artillery helped doctors Charles A. Leale and Charles Sabin Taft to carry Lincoln out of the building. By then, ten members of the Union Light Guard had arrived with Lieutenant James B. Jameson. They made a lane across the crowded street. The procession stopped several times for Dr. Leale to remove the clot forming at the wound's opening. They were beckoned into the home of William Peterson. Jameson and a squad led by Sgt. Stimmel kept the crowd in hand, until more cavalry from the War Department arrived to clear the block and guard the house.²⁹ They remained on duty through the night:

Sometimes it seemed like an awful nightmare and that I must be dreaming. Sometimes I would pinch myself and wonder if I was really awake and on duty, so hard was it for me to realize that President Lincoln was lying in that house in a dying condition.³⁰

At the funeral, the Guard with the company of infantry, attended without arms, simply as mourners.

The two companies marched behind the coffin to the Capitol, and encircled the coffin in the center of the great rotunda, while the final family funeral service was conducted by Rev. Dr. Gurley. The only persons within the circle thus formed were the officiating clergy, Robert T. Lincoln, the members of the Cabinet, a few general officers.³¹

After Lincoln's death, the Union Light Guard remained as Presidential escort in name only. Their next duty was in helping the city prepare for the "Grand Review" of the armies. They erected a platform across the avenue from the reviewing stand for Ohio ladies in the city to welcome Ohio soldiers by showering them with flowers. The first day, Meade's army marched by and no one could tell which were the Ohio regiments. Flags and uniforms were torn and faded; all markings were hard to read. On the second day, Sherman's Army rode past and looked even worse. The bushels of flowers were taken to General Sherman and his wife, with the request that they give them to the Ohio regiments.

No More Newsweek: Rethinking High School Current Events Courses

Melinda A. Haring

Melinda Haring previously worked for Freedom House, America's oldest human rights organization. She is a freelance writer and English teacher in Moscow, Russia. The views that she expresses are her own. She can be reached via email (melindaharing@yahoo.com) and welcomes feedback/comments/discussion with any educators.

Most American high school graduates cannot find France on a map. Most American high school graduates cannot name five African countries. Most American high school graduates know little about contemporary history, and our current curriculum—American History, American Government, Sociology and World History—does little to remedy this. As Cicero once remarked, "To know nothing of what happened before you were born is to remain a child forever."

Many schools have responded to this critical knowledge gap by offering semester-long current events electives. However, the way in which these courses are being taught is an utter waste of time. Students come away knowing little more than headlines and what the hot spots of conflict are in the world today.

Hot Spots

Focusing solely on hot spots around the world, such as Iraq, is an incomplete approach to teaching world events. If a teacher focuses exclusively on contemporary politics, it robs students of a full understanding of a conflict. Students may know the daily body count and that almost every newspaper in the country opposes the war. They may know a bit about the "surge strategy." However, it is doubtful that they will know much more than that. To teach Iraq properly, a teacher must put it into greater context. It would be helpful to compare the body count from World War I, World War II, the Korean War, the Vietnam War, and the first Gulf War before having a discussion about the human cost of this war. Further, it is impossible to understand this quasi-civil war without knowledge of the theological and historical roots of difference between the Sunnis and Shiites, and of the Kurdish quest for independence. Current events courses may answer the "what" question, but this approach fails to answer the deeper question: why?

Thematically

As more and more high school and middle school history teachers are being asked to teach current events courses, I would like to suggest a thematic approach to structuring such courses that takes the development of democracy, human rights, and political economy into account.

Freedom House—America's oldest human rights organization—annually publishes a Freedom in the World Map that dramatically categorizes countries as either free, partially free, or not free based upon indices of political rights and civil liberties (Figure 1). Open the class by introducing this map. Have your students examine it and write down the trends that

they see. Instruct them to focus on continents, regions and then individual countries. Next, give your students a map from 1990 and have them do the same. And then 1980, 1970, 1960. (To my knowledge, these maps do not exist, so you may have to create them.) Next, give them the Heritage Foundation/*Wall Street Journal* Index on Economic Freedom Map and have them compare the two. Make the point explicit that political and economic freedom are usually mutually reinforcing, and that freedom is a result of less governmental intervention in both the political and economic spheres.

Point out the massive changes that have occurred in the last forty years:

- the USSR finally allowed its satellite states to leave its orbit before then dissolving into fifteen independent republics;
- southern Africa began embracing political and economic reforms;
- that little island off of England known for little more than poetry, whiskey and lamentations became prosperous;
- one small city on the South China Sea—Hong Kong—became one of the wealthiest societies on earth, and the other so-called "Asian Tigers," South Korea, Taiwan, and Singapore, experienced explosive growth;
- Chile embraced free-market reforms and prospered, while other Latin American countries did not;
- the Middle East actually declined in relative wealth during this period.

It is also worth noting the things that have stayed the same: China is still communist, as are Cuba and Vietnam. Korea remains divided. While the five Central Asian republics no longer pay homage to the Soviet Union, they have not since become bastions of freedom. Much of Africa remains mired in poverty, disease and socialism.

The map and the ensuing discussion should elicit the big question: Why? Give your students a list of questions to answer. They can talk to anyone, and consult any sources. Key questions to consider include:

- Why have some regions prospered while others have floundered?
- How can places without natural resources like Hong Kong be the envy of the world while other resource-rich countries continue to be mired in poverty and corruption?
- Is there a positive relationship between economic and political freedom?
- Is there an inverse relationship between resource-rich countries (Azerbaijan, Angola, Chad, Egypt, Equatorial Guinea, Iran, Kazakhstan, Nigeria, Russia, Saudi Arabia, Sudan, Uzbekistan, and Venezuela) and political

MAP OF FREEDOM 2007



FREE
PARTLY FREE
NOT FREE

The Map of Freedom reflects the findings of Freedom House's 2007 survey of political rights and civil liberties in 213 countries. The survey provides a consistent report on political and human rights around the world, along with ratings of political and civil liberties. The survey is based on a methodology that is consistent with the survey's previous years. The survey is available at www.freedomhouse.org.

In free countries, citizens enjoy a high degree of political and civil liberties. Party free countries are characterized by some restrictions on political rights and civil liberties, often in a context of corruption, weak rule of law, and a lack of political and civil liberties. In party free countries, political and civil liberties are highly restricted and human rights are denied. In 2006, about 3.01 billion people living in free societies, representing 46 percent of the world's population. There were 1.08 billion people living in party free societies, representing 17 percent of the world's population. There were 2.65 billion people living in not free societies, representing 37 percent of the world's population.

Freedom House
130 WA Street, 26th Floor, New York, NY 10036
Phone (212) 314-6040 Fax (212) 314-6055
1301 Connecticut Avenue, N.W., 6th Floor, Washington, D.C. 20004
Phone (202) 747-7000 Fax (202) 293-2840
www.freedomhouse.org

Year Under Review	1996	2001	2006
Free	79	85	90
Partly Free	59	59	58
Not Free	53	48	45
Total	191	192	193

Global Trends in Freedom

Figure 1: 2007 Map of Freedom © Freedom House, Inc. An interactive version of this map is available at www.freedomhouse.org.

The troop remained in service until the middle of September of 1865. Eight men found other army commissions.³² The Union Light Guard, Seventh Independent Troop of Ohio Cavalry was mustered out on September 9, 1865 in Washington by H.C. Strong, First Lieutenant Veteran Reserve Corps, A.C., Mustering Officer.³³

George Coates Ashmun went to Wooster College and became a doctor. He served on Cleveland's Board of Education, as member and president of Cleveland's City Council and as City Health Officer in the 1880's where he was responsible for instituting ordinances to eradicate backyard pig sties. He became a professor of medicine at Western Reserve Medical School from 1889 to 1924. He served in the Spanish-American War as Major and surgeon and later as a contract surgeon in World War I.³⁴

Smith Stimmel went to Ohio Wesleyan University and earned a law degree at Cincinnati Law School. In 1872, he moved to Fargo and practiced law until 1922. He was a member of the Territorial Council and was its last president before North Dakota gained statehood. He was an active member of the G.A.R. and through them, from the 1890's on, he toured the country, giving lectures on his time with President Lincoln. He was the last surviving member of the original Union Light Guard when he died on April 14, 1935.³⁵

In the era of reconciliation, many Civil War veterans told their stories to admiring crowds. On February 1, 1888, George Coates Ashmun read his "Recollections of a Peculiar Service" before the Ohio Commandery of the Military Order of the Loyal Legion of the United States. Smith Stimmel toured for the G.A.R. telling about Lincoln and his time of service. Robert MacBride, company clerk of the Union Light Guard wrote a prefatory statement in his account, in which he said:

As memory reaches back through the years, my heart turns to those comrades of mine who, in the midst of one of the deadliest conflicts ever known, volunteered to go as soldiers on a special service, the nature of which none of them knew. They only knew that they were going in the service of their country....They went, expecting to face danger, and were disappointed when they were denied that chance. It has taken years to efface that disappointment and bring them to a tardy realization that their service was as honorable as if they had actually challenged death on the battlefield.³⁶

MacBride's account of the service of the president's guard later indicates the sense of dishonor, disappointment, and perhaps even shame of the men in the company. They were not even present to help on the evening of the assassination, except to be used for crowd control.

While they could only do as ordered, each man has a sort of apology in his reminiscence added to their expressed grief at the loss of the man. These reminiscences of the veterans of the Union Light Guard are full of descriptions of Lincoln as they knew him. There could be a fuller account written of the Guard that includes all of the anecdotes, but it would be as a set of gospels of Lincoln. These men revered him with a tender honor: Abraham Lincoln was a person to them and knowing him was one of the evident pleasures of the job. Somehow, in

the 1880's and 90's when these accounts were written and retold, the glory of that memory helped them with the "tardy realization" of the honorable service they had performed.³⁷

¹ George Coates Ashmun, *Recollections of a Peculiar Service, Sketches of War History*, Military Order of the Loyal Legion of the United States War Papers, Ohio Commandery, Vol. 2 (Cincinnati, Ohio: Robert Clark, 1888).

² Robert MacBride, *Lincoln's Body Guard, the Union Light Guard of Ohio: with some personal recollections of Abraham Lincoln* (Indianapolis: E.J. Hecker, Printer. Indiana Historical Society Publications, 1911), 20.

³ Mr. Lincoln's White House, *The Lincoln Institute*, under "Security." http://www.mrlincolnwhitehouse.org/content_inside.asp?I=78&subjectID=3.

⁴ MacBride, *Lincoln's Body Guard*, 20.

⁵ Matthew Pinser, *Lincoln's Sanctuary: Abraham Lincoln and the Soldiers' Home* (New York: Oxford University Press, Inc., 2003), 114.

⁶ *Official Roster of the Soldiers of the State of Ohio in the War of Rebellion 1861 - 1866*. Vol. XI. (Akron, Ohio: Compiled under the direction of the Roster Commission, 1891), 739.

⁷ Smith Stimmel, *Personal Reminiscences of Abraham Lincoln*, introduction by Eli Torrance, Commander in Chief of The Grand Army of the Republic 1901-1902 (Minneapolis: William H.Adams, 1928), 7.

⁸ Ashmun, *Peculiar Service*, 280.

⁹ Frederick H. Dyer, *A Compendium of the War of the Rebellion* (New York: T. Yoseloff, Sagamore Press, Inc., 1959), 1481; Stimmel, *Personal Reminiscences* (1928), 7.

¹⁰ MacBride, *Lincoln's Body Guard*, 27.

¹¹ MacBride, *Lincoln's Body Guard*, 21.

¹² Pinser, *Lincoln's Sanctuary*, 2.

¹³ Rudi Williams, "Lincoln's Country Getaway Coming Out of Obscurity," *American Forces Press Service*, U.S. Department of Defense, <http://www.defenselink.mil/nws/newsarticle.asp?id=45612>.

¹⁴ Stimmel, *Personal Reminiscences* (1928), 14.

¹⁵ Ashmun, *Peculiar Service*, 281.

¹⁶ Smith, *Personal Reminiscences* (1928), 11.

¹⁷ James M. McPherson, *Battle Cry of Freedom* (New York: Ballantine Books, 1988), 756.

¹⁸ Pinser, *Lincoln's Sanctuary*, 133.

¹⁹ Stimmel, *Personal Reminiscences* (1928), 37.

²⁰ Ashmun, *Peculiar Service*, 282.

²¹ Ashmun, *Peculiar Service*, 284.

²² Pinser, *Lincoln's Sanctuary*, 145.

²³ Ashmun, *Peculiar Service*, 286.

²⁴ Stimmel, *Personal Reminiscences* (1928), 41.

²⁵ Ashmun, *Peculiar Service*, 288. This is not how Frederick Douglass remembered the event in his book, *Life and Times of Frederick Douglass* (1881). In Douglass's account, he was refused entrance, but said that Lincoln saw him from across the room and called him over.

²⁶ Stimmel, *Personal Reminiscences* (1928), 45.

²⁷ MacBride, *Lincoln's Body Guard*, 38.

²⁸ Ashmun, *Peculiar Service*, 289.

³⁰ W. Emerson Reek, *A. Lincoln, His Last 24 Hours* (Jefferson, North Carolina: McFarland & Company, Inc., Publishers, 1987), 135.

³¹ Stimmel, *Personal Reminiscences* (1928), 49.

³² MacBride, *Lincoln's Body Guard*, 38.

³³ There were some other interesting promotions to other commands. Chance, Bogardus, Dunn, Ellis and Ricketts were promoted to officer posts in various regiments of U.S. Colored Troops between September of 1864 and May of 1865.

³⁴ MacBride, *Lincoln's Body Guard*, 14.

³⁵ Roster Commission, 739.

³⁶ Paul Kallina, "The Other George Ashmun," *Lincolnian*, March/April 1987, 6.

³⁷ Smith Stimmel, *Personal Reminiscences of Abraham Lincoln, with photographs and additions*. Edited by LeRoy A. Fladseth, (Nebraska: Morris Publishing, 1997), 57.

³⁸ McBride, *Lincoln's Body Guard*, preface.

Call For Submissions

What can be done within one classroom, one period a day, for one year, to ensure that our students are engaging the past in an appropriate manner? How do you balance teaching the "basic facts" of historical literacy with teaching history's "habits of the mind"? What has—and has not—worked for you? It's time to share with your colleagues!

If you have taught a dynamic lesson plan, read an excellent book, or conducted your own original research in one of the following areas, the editors of *OurStory* welcome submissions for future thematic issues on:

- Slavery and Abolition
- The Atlantic World in a Global Context
- Jefferson v. Hamilton
- Local History
- Religious History (in both American and World contexts)
- The Progressive Era
- The Cold War

All correspondence should be directed to: Sarah Morgan
34 Ridge Road
Oak Ridge, NJ 07438
morgans1@yahoo.com



Grand reception of the notabilities of the nation at the White House, 1865.

Library of Congress, Prints and Photographs Division, LC-USZ62-2046

Visual Analysis Questions

Without revealing the title of the image, ask your students to answer the following questions:

- What do you see (people or objects) in the image?
- What are the people, if any, doing in this image?
- Who do you think these people are?
- What does this image tell you about Abraham Lincoln?
- Why do you think this image was created? Who do you suppose was the intended audience?

Share the title of the image with your students and ask them to consider the difference between the "reception of the notabilities of the nation" pictured above, and the "constant stream of mixed humanity" described by Cpl. Robert MacBride of the Union Light Guard. In MacBride's memoirs, he recalled the receptions as a place where "the clerk, the mechanic and the labourer from the streets would elbow the millionaire or the high official, as they crowded through, and the President greeted all with the same courtesy."¹ Yet in this lithograph, it appears that only the elite of society are present. How can we resolve the conflict between the memoir and the image? What does that conflict tell us about how people wish for political life to be perceived?

¹ Robert MacBride, *Lincoln's Body Guard, the Union Light Guard of Ohio: with some personal recollections of Abraham Lincoln* (Indianapolis: E.J. Hecker, Printer. Indiana Historical Society Publications, 1911), 27.