

THE GILDER LEHRMAN INSTITUTE *of* AMERICAN HISTORY

Inside the Vault: Highlights from the Gilder Lehrman Collection

July 1, 2021

The session will start shortly. Please note:

- Your video and audio will automatically turn off.
- You can participate through the Q&A function.
- If you have technical difficulties, please email collectionprograms@gilderlehrman.org so we can assist you.

Our Team

- Allison Kraft - Assistant Curator
- Stacie Christensen - Educator at Horizon Elementary School and 2020 Idaho History Teacher of the Year
- Simon Longnight - Lafayette/Jefferson in the LA Company of *Hamilton*
- Junious Whitaker IV - Collection Management Intern
- Zoya Siddiqui - Curatorial Intern

During the Session



- If you would like to ask a question, you can **use the Q&A feature.**
- We will be answering audience questions throughout the session.

For Security and Privacy

- Your microphone is automatically muted.
- Your camera is automatically turned off.

Today's Documents

- William J. Stone's printing of the Declaration of Independence
- A letter describing the reception of the Declaration in New York
- A German interpretation of the events in New York
- A British response to the Declaration of Independence

of J. G. STEIN, Secy. of State, Jan. 9th 1881.

We, therefore, the Representatives of the United States of America, in General Congress assembled, appointing to the supreme Judge of the world for the redress of our in-
juries, &c. in this sense, and by authority of the good People of the United States solemnly publish and declare, That those United Colonies are, and of Right ought to be Free and Independent
States; that they are absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent
States may of right do.
And for the support of this Declaration, with a firm reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes
and our sacred Honor.

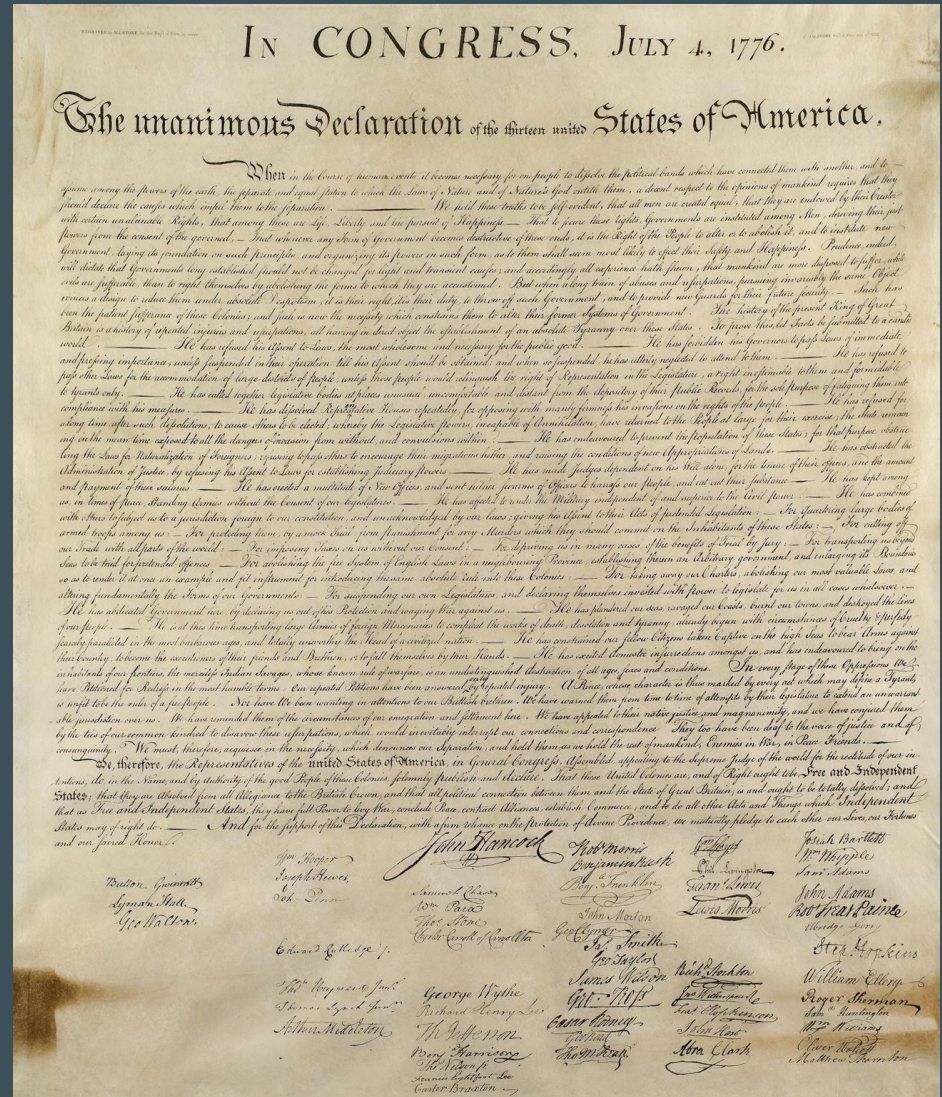
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*William J. Stone's
Printing of the
Declaration of
Independence, 1823*

William J. Stone's Facsimile

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- William J. Stone's facsimile of the Declaration took three years to complete.
- The facsimile was commissioned by John Quincy Adams, who was Secretary of State at the time.
 - The original was already fading.
- It is the closest copy of the original document.
- Copies were given to the president, vice president, original signers, and families of the signers.
- Only about thirty printings of the facsimile exist today.



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Original vs. Facsimile

The unanimous Declaration of the thirteen united States of America.

IN CONGRESS, JULY 4, 1776.

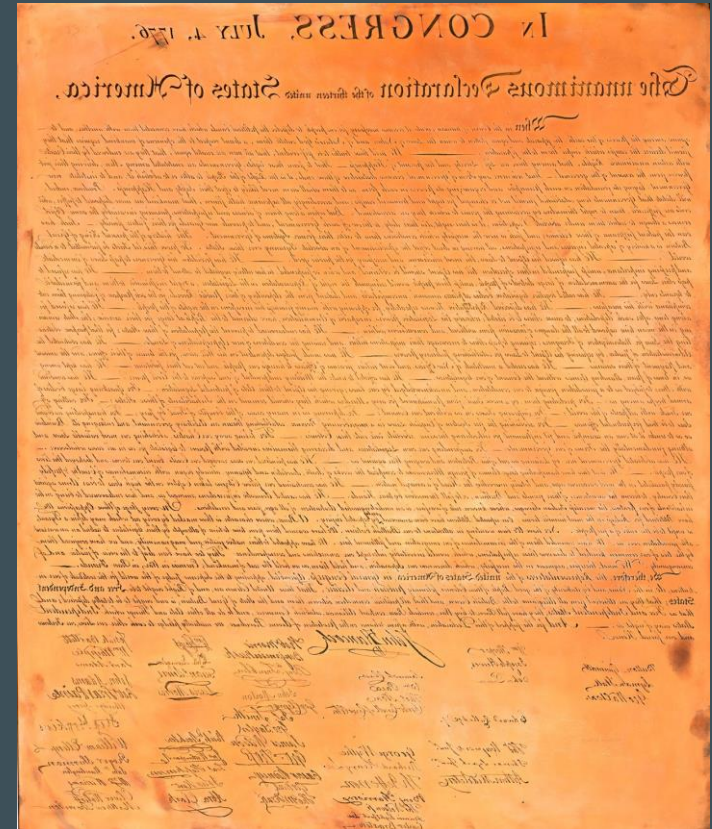
The unanimous Declaration of the thirteen united States of America.

[illegible][illegible]

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Making the Facsimile

- Stone created a copperplate engraving of the original Declaration, which he used to make subsequent copies.
- The copies were printed on vellum.
 - The original Declaration was written on parchment, which is less durable than vellum.
- Copperplate engravings are made by copying the original document in reverse onto a sheet of copper. Ink was then applied to the copper, and transferred onto paper.
- Stone's original copies included the statement "ENGRAVED by W. J. Stone for the Dept. of State, by order"



National Archives

ENGRAVED by W. J. STONE, for the Dep^t of State, by order

[illegible]

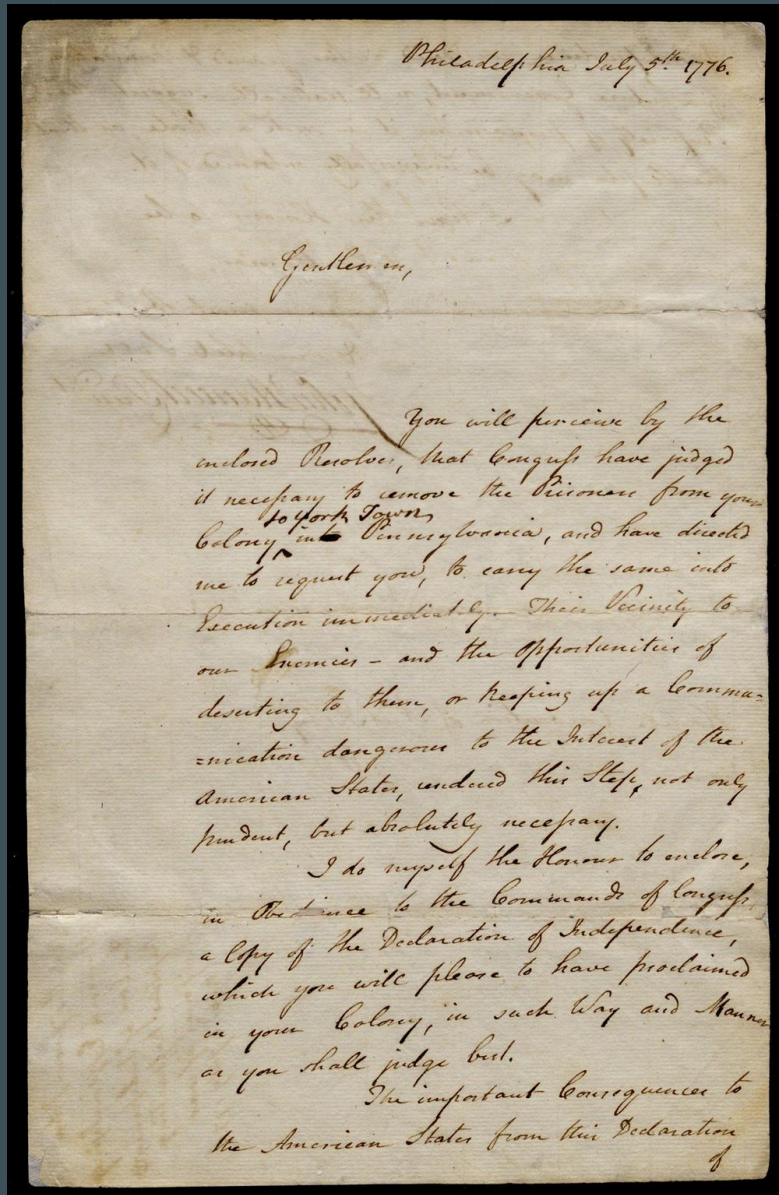
*William J. Stone's
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Joe Welch, 2018 National
History Teacher of the Year

John Hancock to New Jersey Convention, 1776



"I do myself the Honour to enclose, in Obedience to the Commands of Congress, a copy of the Declaration of Independence, which you will please to have proclaimed in your Colony, in such Way and Manner as you shall judge best. **The important Consequences to the American States from this Declaration of Independence, considered as the Ground & Foundation of a future Government, will naturally suggest the Propriety of proclaiming it in such a Mode, as that the People may be universally informed of it.**"

My Dear Sir

Phila^a 16th July 1776

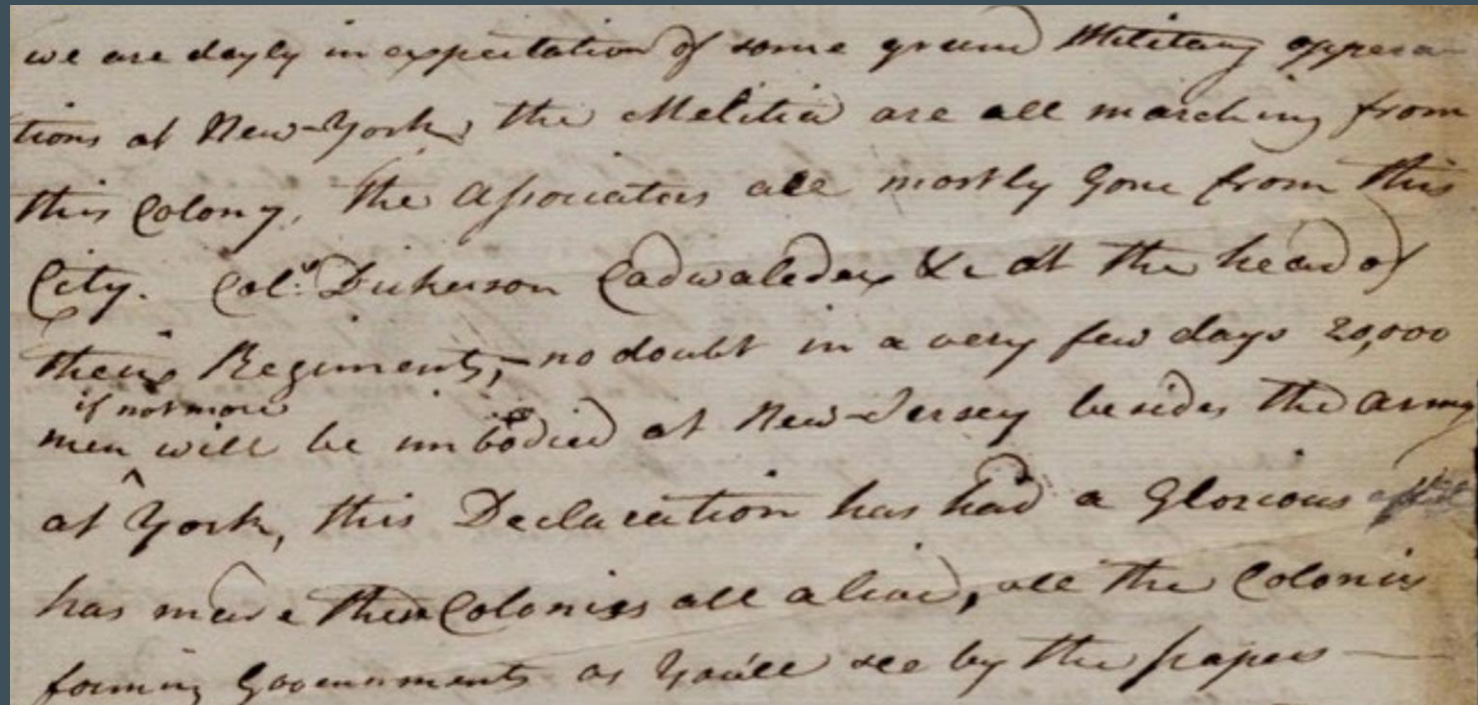
Your favor of 1st inst^{ce} came duly to hand
there can be no objection to your contracting for gun
where ever they are to be had, I find by the backward-
ness of the furnis here, that they must be got some-
where else, Gov^r Hopkins has wrote agreeable to what
I wrote last post, however I think it wd not be amiss
for you to contract, if they won't spare you those
already made, which they will if they consider
the good of the service as they may make more
by the time their ships are ready for them —

You may depend the officers will be appointed
agreeable to your recommendation, their commissions
not being sent need be no hindrance to you in en-
gaging Petty Officers and men. Provision I wrote you
about last post, I agree with you that these matters
have not been properly attended too, but I by no means
take any part of the charge of neglect to my self
for no poor Devils ever beg'd for alms with more
earnestness, than I have to get these matters settled
& amities determin'd if possible to have every thing
compleat before I leave this, — Two of the ships
were launch'd here last week viz. the Randolph,
& Delaware, but when they will get to sea is un-
certain as they have no anchors yet —

Independence was proclaim'd ~~that~~ in the army
at New-York last Wednesday, when the London
thing in ^{the} Bowling Green was dismounted & is by this
time cast into Bullets for the destruction of the
Goals of Tyranny may every one of them be properly ^{con-}
-sum'd

William Whipple's Letter to Continental Congress, July 16, 1776

Reception of the Declaration in New York

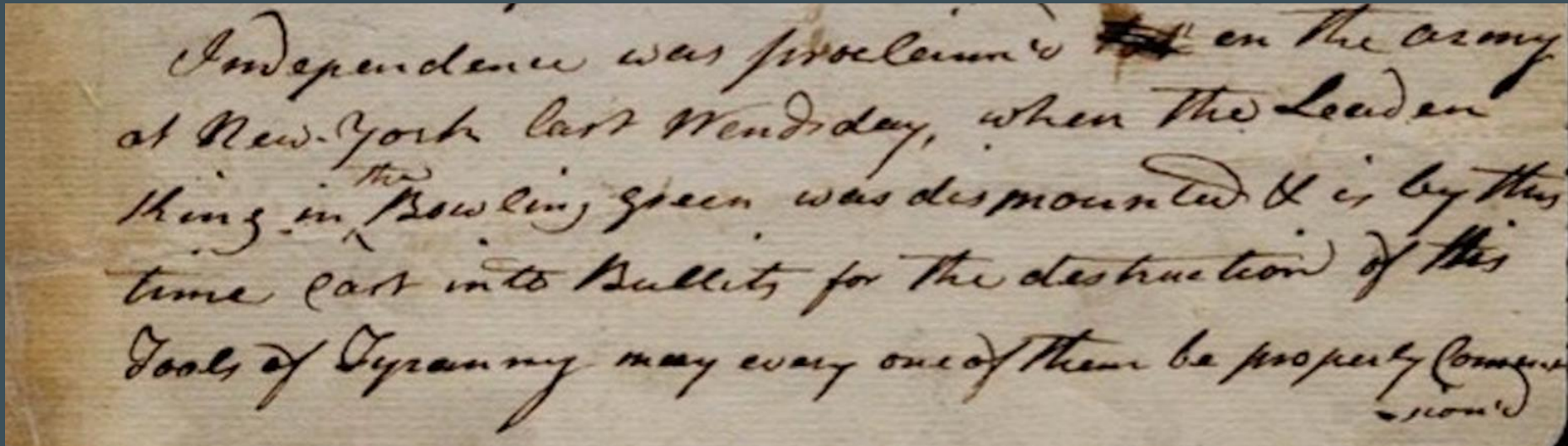


we are dayly in expectation of some grand Military operations at New-York, the Militia are all marching from this Colony. The Associators all mostly gone from this City. Col: Dickerson Cadwaleder &c at the head of these Regiments, no doubt in a very few days 20,000 ^{if not more} men will be embodied at New-Jersey besides the army at York, this Declaration has had a Glorious effect has made these Colonies all alive, all the Colonies forming Governments as you'll see by the papers—

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“We are dayly in expectation of some grand Military operations at New-York, the Militia are all marching from this Colony, the associators all mostly gone from this City. Col: Dickerson Cadwaleder &c all the head of these Regiments, no doubt in a very few days 20,000 men if not more will be embodied at New-Jersey besides the army at York, this Declaration has had a Glorious effect has made these Colonies all alive, all the Colonies forming Governments as you’ll see by the papers—”

King George Statue Torn Down

A photograph of a handwritten note on aged, yellowed paper. The text is written in a cursive script. The note describes the events of the American Revolution, specifically the proclamation of independence and the destruction of the King George statue in Bowling Green. The handwriting is somewhat faded and the paper shows signs of age and wear.

Independence was proclaim'd ~~to~~ in the army
at New-York last Wednesday, when the Leaden
King in ^{the} Bowling Green was dismounted & is by this
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“Independence was proclaim’d in the army at New-York last Wednesday, when the Leaden King in the Bowling Green was dismounted & is by this time cast into Bullits for the destruction of this Tools of Tyranny may every one of them be properly Commission’d”

*La Destruction de la Statue Royale a Nouvelle
Yorck, Francois Xaver Habermann, 1776*

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LA DESTRUCTION DE LA STATUE ROYALE A NOUVELLE YORCK

Aaaa. N° 2.

- Created by painter François Xaver Habermann who did a series of prints on the Revolution
- Vue d'optique
 - Projected onto a screen or wall with a candle and mirror
- Imagined image of the New York Sons of Liberty tearing down a statue of King George
 - Actual statue was torn down on July 9, 1776
- Image also depicts enslaved people who helped the Sons of Liberty

La Destruction de la Statue Royale a Nouvelle Yorck



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American Depiction, 1875



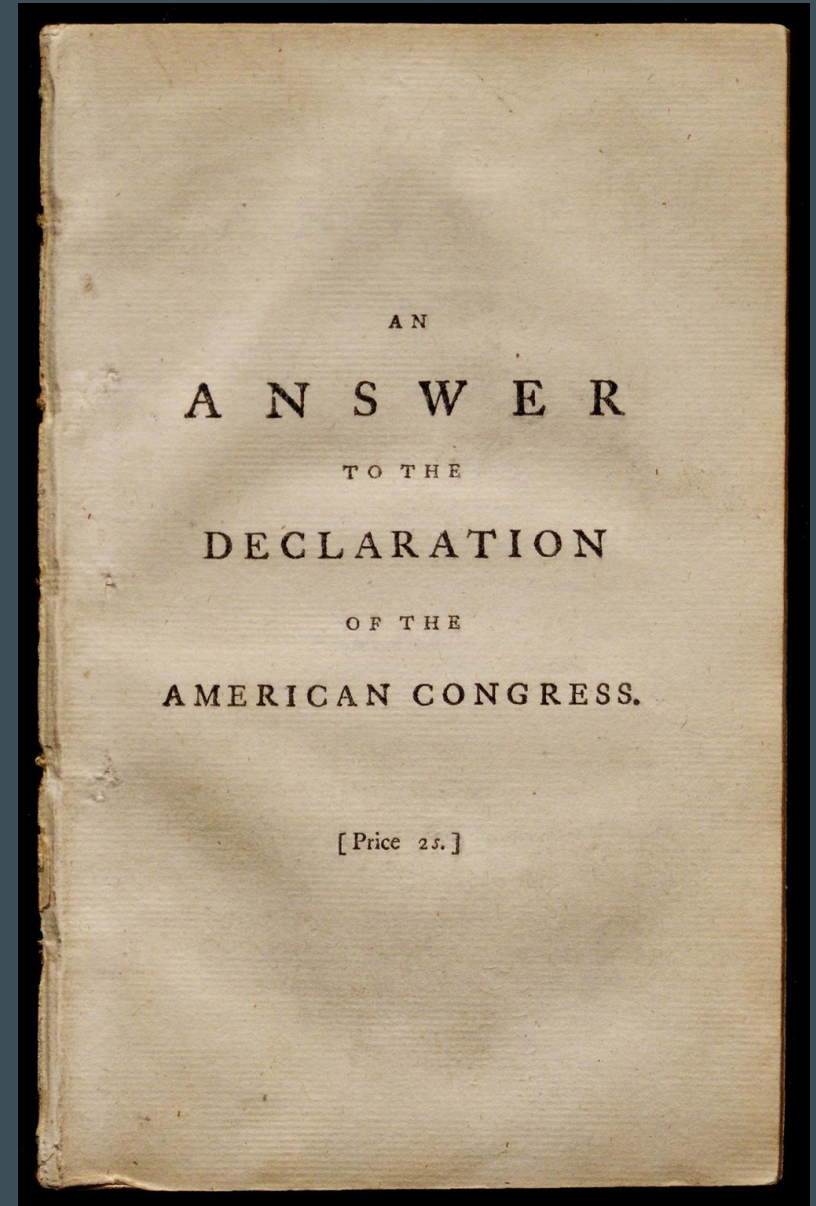
Engraving by John C. McRae, 1875. Based
off 1859 painting by Johannes A. Oertel
Library of Congress



New-York Historical Society

An Answer to the Declaration of the American Congress

- Written by John Lind in response to the Declaration of Independence
- Provides a response to each article of the Declaration
 - 132 pages

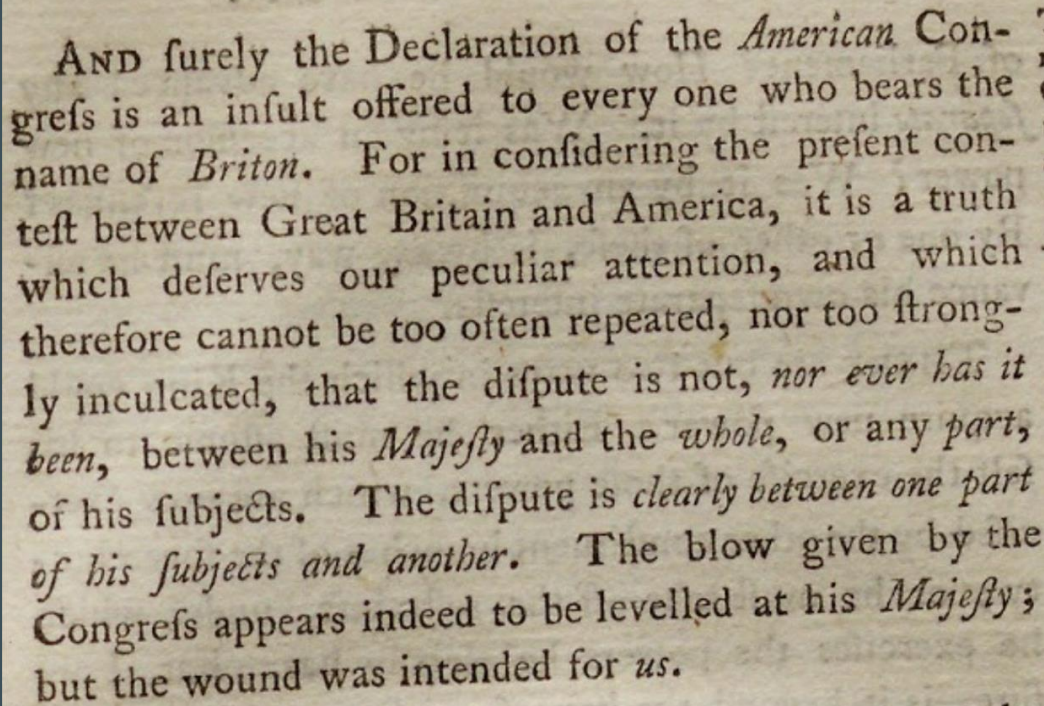


His Majesty the King

The Declaration of Independence

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

An Answer to the Declaration



AND surely the Declaration of the *American Congress* is an insult offered to every one who bears the name of *Briton*. For in considering the present contest between Great Britain and America, it is a truth which deserves our peculiar attention, and which therefore cannot be too often repeated, nor too strongly inculcated, that the dispute is not, *nor ever has it been*, between his *Majesty* and the *whole*, or any part, of his subjects. The dispute is *clearly between one part of his subjects and another*. The blow given by the Congress appears indeed to be levelled at his *Majesty*; but the wound was intended for *us*.

Article VII: Immigration

The Declaration of Independence

Article VII: He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

An Answer to the Declaration

A N S W E R.

To prevent the population of a kingdom, is to diminish the number of subjects. That a King, who is not mad, should wish, and, in consequence of that wish,

wish, should deliberately endeavour, to diminish the number of his subjects, whilst they *continue* to be his subjects, is an imputation, which nothing, but the extreme malice of it, could save from being ridiculous. Not only the imputation *is not* true, but it is *impossible* it *should* be true; but it is impossible, that any man of common discernment should *believe* it to be true of *any* King. Of all Kings, it cannot be true of *such* a King as it is the design of this declaration to represent his present Majesty to be. That a King, through an inordinate thirst of *power*, should study to diminish the number of his *subjects*, is just as probable, as that, through an inordinate thirst of *money*, he should study to diminish the sum of his *revenue*.

Response to the Preamble

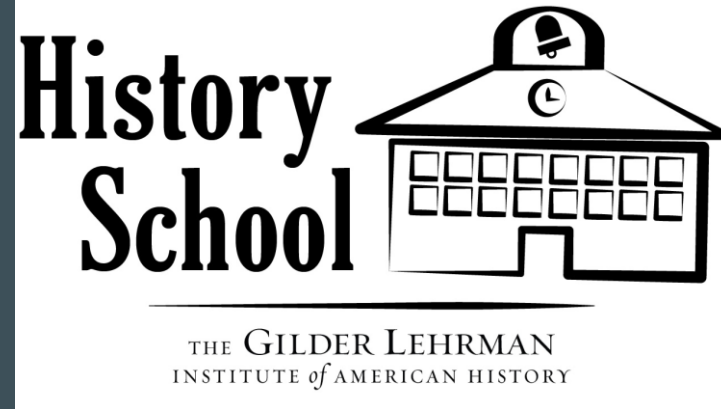
The Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.-- That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed

An Answer to the Declaration

I can take upon me to determine, or even to guess. If to what they now demand they were entitled by any law of God, they had only to produce that law, and all controversy was at an end. Instead of this, what do they produce? What they call self-evident truths. "All men," they tell us, "are created equal." This surely is a new discovery; now, for the first time, we learn, that a child, at the moment of his birth, has the same quantity of *natural* power as the parent, the same quantity of *political* power as the magistrate.

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- Registration open now until July 12
- Classes for students grades K-12
 - Hamilton Cast Read Along (elementary-age students and families)
 - History Camp: Life in Colonial Times (3rd-5th grade)
 - Immigration and the American Story (6th-12th grade)
 - History in the Making (6th-12th grade)
 - The Global Cold War (6th-12th grade)
 - APUSH: The Remix (9th-12th grade)
 - AP US Government and Politics: Foundational Documents (9th-12th grade)

Declaration 250

This project is a multi-year, broad-based initiative by the Gilder Lehrman Institute to recognize the importance of the Declaration in the history of America, and of the world. The initiative will produce resources and programs that explore themes such as the intellectual and cultural origins of the Declaration, its unprecedented nature among traditional forms of government, the Declaration and the genesis of the African American civil rights movement, the influence of the Declaration on the formation of other countries, and the impact of the Declaration on later generations of Americans, from the Civil War to the twenty-first century. For its launch in July 2021, it will feature highlights from the Institute's work on the Declaration in recent years.

- Inside the Vaults and Spotlights on Primary Source Documents
- Essays from History Now
- Images from the Gilder Lehrman Collection
- Video clips from Hamilton cast members
- Online and traveling exhibitions
- Scholar lectures
- Self-Paced Courses
- Lesson Plans
- And more!

Upcoming Programs

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- *Inside the Vault*, Thursday, July 15 at 7 p.m. ET (4 p.m. PT)
 - We will be discussing the Massachusetts 54th Infantry.
- *Book Breaks*, July 4 at 2 p.m. ET (11 a.m. PT)
 - David Armitage discusses his book *The Declaration of Independence: A Global History*.
- *History Now*
 - “Black Lives in the Founding Era,” the sixtieth issue of *History Now*, is available to subscribers (Affiliate School teachers can get a subscription for free). This landmark issue includes sixteen essays by leading historians. The essays focus on the lives and achievements of African American founders such as Phillis Wheatley, Richard Allen, Jarena Lee, and James Forten, among others.