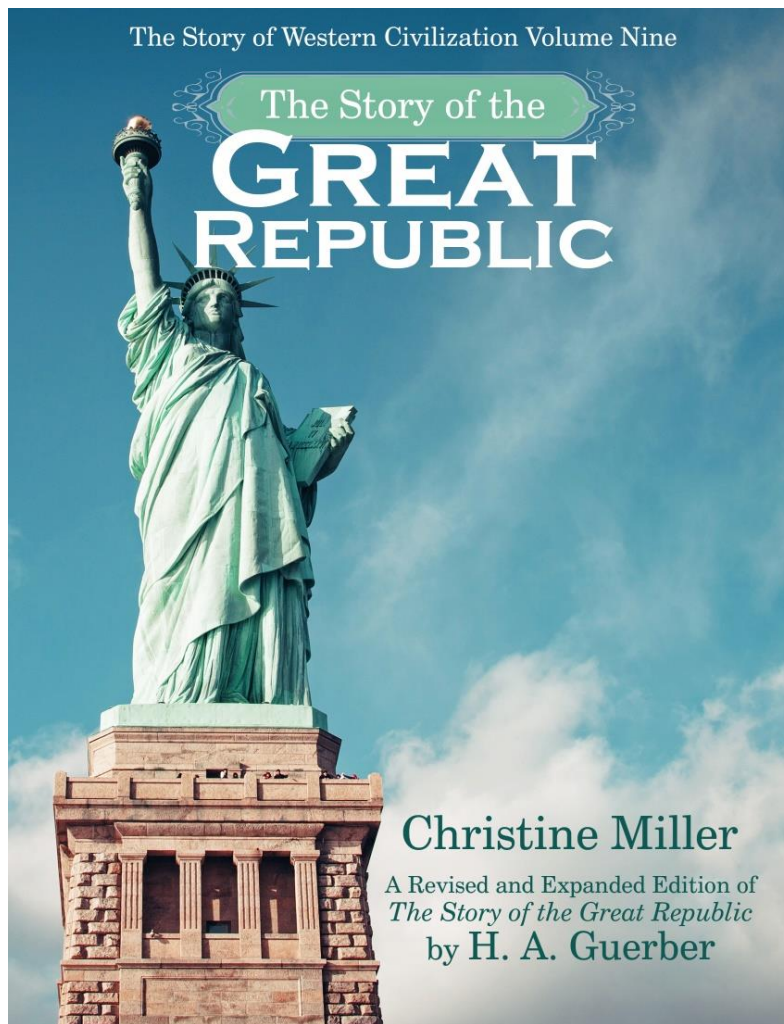


The Story of the  
**GREAT REPUBLIC**

Front Matter & First Three Chapters



The Story of Western Civilization Volume Nine

The Story of the  
**GREAT REPUBLIC**

Christine Miller

A Revised and Expanded Edition of  
*The Story of Great Republic*

by

H. A. Guerber



Nothing New Press

Sarasota, Florida

*The Story of the Great Republic* by Christine Miller

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That which has been is that which will be,  
And that which has been done is that which will be done.  
So, there is nothing new under the sun.  
*Ecclesiastes 1:9*

## PUBLISHER'S PREFACE.



THIS edition of Nothing New Press' reprint of *The Story of the Great Republic* has seen the following changes from the original text:

Where Miss Guerber refers to the American Indians as "savages" or "red skins," I have changed that to read "Indians" or "natives," depending on the context. Where she refers to Americans of African descent as "black skins," "negroes," or "colored people," I have changed that to read "slaves" or "black men," depending on the context.

In some places throughout the text, Miss Guerber spoke of events which were close to her own time in such a way that they seemed to have happened recently, whereas for us they happened over 100 years ago. In these places, I have adjusted the wording slightly to make it read as if they did take place over 100 years ago. In most instances, these changes can be noted by the usage of the phrase "nineteenth century" in the text.

In Chapter IV: The Constitution, I have changed the sentence, "The men forming it were to be elected by the people, who at first had a representative for every thirty thousand inhabitants, though they now have only one for about six times as many people," to read "The men forming it were to be elected by the people, who at first had a representative for every thirty thousand inhabitants, though they now have only one for about every 650,000 people," so that the ratio of citizens to representatives would reflect the most current Census (2000) data.

In Chapter VII: A Wonderful Invention, I have added the phrase, "or the right to exclusive ownership of the design and manufacture of his invention," as an explanation of "patent" in the sentence, "Whitney tried to stop them by taking a patent, or the right to exclusive ownership of the design and manufacture of his invention, but all in vain."

In Chapter XXXIII: The Underground Railroad, the final paragraph originally read, "Still, there were also many others who insisted that it was only right that negroes should serve white men. These people were very angry when Northern papers were sent south, or when their slaves were taught to read, for they said any knowledge the colored people gained would only make them discontented with their lot."

I felt that some explanation of this idea, that it was right that black men should serve white men, an idea so foreign and so strange to us today, would be of benefit. I have

changed the paragraph to read, “Still, there were also many others who insisted that it was only right that black men should serve white men. This queer idea, very popular just then, began because it was thus that some people interpreted a certain passage in the Bible. Then, just as the position that this could not be the correct interpretation was gaining ground, an English naturalist, Charles Darwin, at about this time published a book which made a great sensation, and was talked about everywhere (1859). *On the Origin of Species by Means of Natural Selection, or the Preservation of Favoured Races in the Struggle for Life* made the notion that some races were favored above others seem scientific, and thus right, even though it was so contrary to that enshrined in the Declaration of Independence that “all men are created equal.”

“Those who held these queer ideas were very angry when Northern papers were sent south, or when their slaves were taught to read, for they said any knowledge the slaves gained would only make them discontented with their lot.”

In Chapter XLIV: Lincoln’s Vow, Miss Guerber spoke of the regiment of “colored” volunteers which helped the Union win the Civil War, without mentioning this famous regiment by name. I have added their name, which is well known to us today, to the text: “The first regiment of black freemen, the 54th Massachusetts Volunteers, had already been formed, however, and the proclamation was read aloud to them, too, very near the place where some of the South Carolinians had drawn up a law saying the black people should be slaves forever. Although many people had predicted that the former slaves never could be trained to fight properly, the 54th soon proved them wrong, and covered itself with glory when the time came.”

In Chapter LIV: Lincoln Stories, one of the sentences originally read, “In his funny way, he once showed how all these prayers troubled him, for when he took the varioloid he told his doctor: “Well, at last I’ve got something I can give to everybody if they want it!”” As “varioid” is an archaic term for “smallpox,” I changed the sentence to read, “... for when he became ill with smallpox, he told his doctor ...”

In Chapter LX: The Best Way to Settle Quarrels, the third paragraph originally read, “Still, while the East and West were prospering, the South had a very hard time to get on, for in some states the colored voters outnumbered the white. Schools had been started, but it would be some time before children attending them would be old enough to vote, and in the meantime ignorant negro voters and carpetbaggers were in control.”

Her wording might be mistaken to mean as if the problem were a matter of race, when in reality it was a matter of education, since in the South it was against the law to teach slaves even the most basic knowledge, and considered a great crime that they learn to read or write. To make that point more clear, I changed it to read, “Still, while the East and West were prospering, the South had a very hard time to get on, for in some states the uneducated voters, who were mostly freed slaves, outnumbered the educated voters, who were mostly former slaveowners. Schools had been started for the uneducated, but it was some time before children attending them would be old enough to vote, and in the meantime, the ignorant voters and carpetbaggers were in control.”

The next paragraph in this chapter also deserved some elaboration. It originally read, “Bad and dishonest men so often got into office in this way that secret societies were formed in the South, to prevent the negroes from voting in regions where they outnumbered the whites. These societies formed what was called the “Ku Klux Klan,” and the members wore queer masks and frightful disguises.”

I have changed it to read, “Bad and dishonest men so often got into office in this way, that secret societies were formed in the South, whose purpose was to prevent the black people from voting in regions where they outnumbered the white people. Now, the reason these societies were secret was because it was now against the law of the United States to prevent anyone from voting merely because of the color of his skin. These societies formed what was called the “Ku Klux Klan,” and its members wore queer masks and frightful disguises.”

Most chapters in Guerber’s text were two to three pages long, however a few chapters were so much longer than this that I thought it best to break them up, and make two chapters where there was originally one. Thus chapter LXI: Custer’s Last Stand, did not appear in Guerber’s original text as a separate chapter, although the text of that chapter was lifted straight from one of these extra-long chapters (it was originally part of “The Best Way to Settle Quarrels”). Then the chapters following it were renumbered.

Chapter LXVII: Up From Slavery, was also formed in the same way. Guerber originally took a few paragraphs to explain how the former slaves had progressed since the Emancipation Proclamation. But unlike her usual wont, this section spoke generally, and did not illustrate this progress by the courageous example of our national heroes. Since this was a departure from the plan she had used all throughout this book, and in-

deed throughout the other books in this series, I did include the inspiring stories of Booker T. Washington and George Washington Carver, written in Guerber's own style, in this chapter. The chapters following were then also renumbered.

Other than these changes, Guerber's text remains as she wrote it. I have included a timeline of dates of the events encountered in the story, as well as a list of recommended reading for young people which elaborate on the events here recorded, keyed to the chapters, as an aid for teachers. I have also included a bibliography listing the references used to make corrections in the text, to construct the timeline, and as sources for the additional maps and illustrations which have been added to the text.

Christine Miller  
Nothing New Press



## AUTHOR'S PREFACE.



THIS volume is intended as an historical reader, as an elementary text-book in the history of our country from the framing of the Constitution to the present day, or as an introduction or supplement to any of the excellent textbooks on United States history now in use.

Although complete in itself, and hence quite independent, it is nevertheless a sequel to *The Story of the Thirteen Colonies*, for it takes up the thread of the narrative at the point where it was dropped in that book, and carries it on unbroken to the present date.

No pains have been spared to interest children in the history of their country, to explain its gradual development, to teach them to love, honor, and emulate our heroes, and to make them so familiar with the lives and sayings of famous Americans that they will have no difficulty in understanding the full meaning of the numerous historical allusions so frequently found in the newspapers and elsewhere.

While a special effort has been made to cultivate a spirit of fairness and charity in dealing with every phase of our history, the writer's main object has been to make good men and women of the rising generation, as well as loyal Americans.

As in *The Story of the Thirteen Colonies*, the pronunciation of difficult proper names is indicated in the text, and also, more fully, in the carefully marked index.

## HINTS FOR TEACHERS.

In addition to its use as a reader, this book is of such a character that its stories can serve as themes for daily exercises in dictation and composition.

Also, such play-work as short and lively memory matches (on the plan of a spelling match) is of great help. Stimulated by it, the pupils soon pride themselves on remembering most of the facts and names after reading the chapters only once or twice.

In these ways children acquire considerable historical knowledge without any actual study, a fact which is of great importance, as many children leave school before they are sufficiently advanced to enter a history class.

It is also suggested that each place mentioned in the lesson should be carefully located on maps, by such means as are indicated in the Hints for Teachers in *The Story of*

*the Thirteen Colonies*. The pupils will then make rapid and unconscious progress in geographical as well as historical knowledge.

H. A. Guerber

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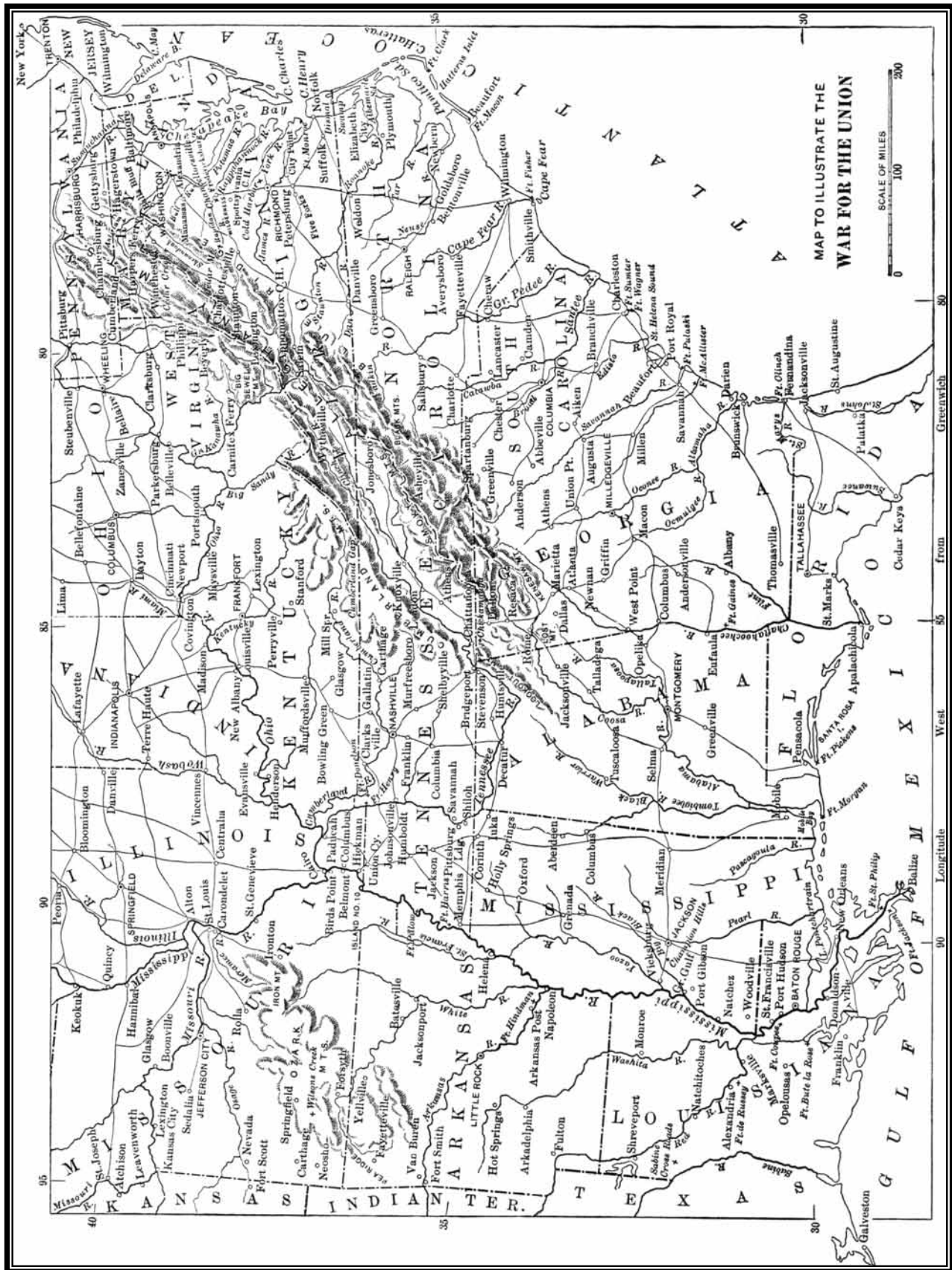
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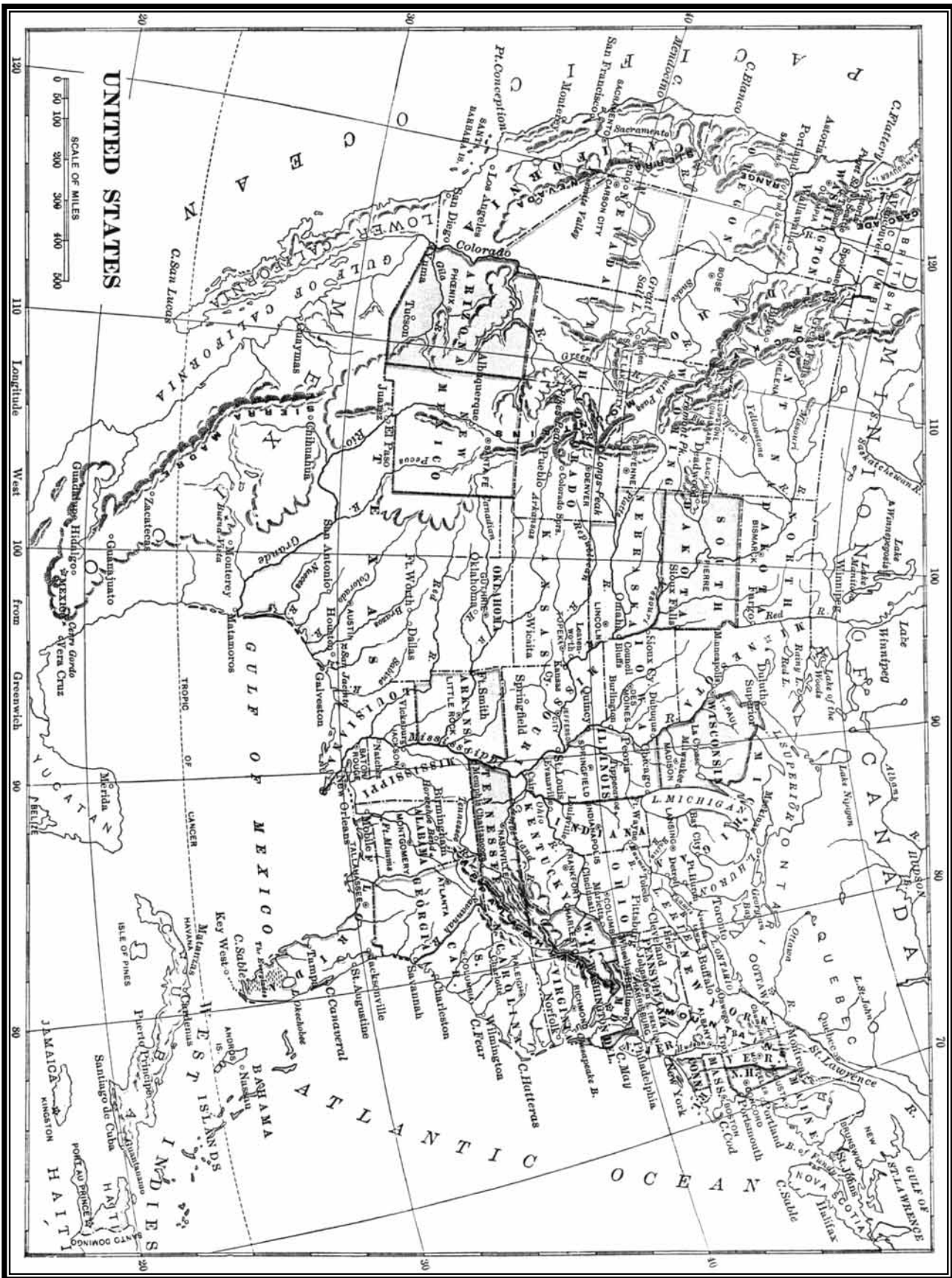
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# THE STORY OF THE GREAT REPUBLIC.



## I. THE BEGINNING OF THE UNITED STATES.

**T**HE birth of our great republic, the United States of America, took place on July 4, 1776; but although this event was joyfully hailed by patriotic Americans, it was some time before any of the foreign nations took public notice of the fact, or sent her their congratulations.

France was the first to stretch out a friendly hand to the United States, thus setting a good example which many other countries were glad to follow. These tokens of good will were gratefully received, for our poor country had a very hard time of it in the beginning, and spent the first few years of her life in constant warfare.

The mother country—also known as Bri-tan´ni-a, or Great Britain—wanted to keep the American colonies under her harsh rule, and when they revolted, she took up arms to force them back into a state of blind obedience. It was these thirteen revolted colonies which, banded together, decided to form the new and independent nation which in poetry is often called Co-lum´bi-a.

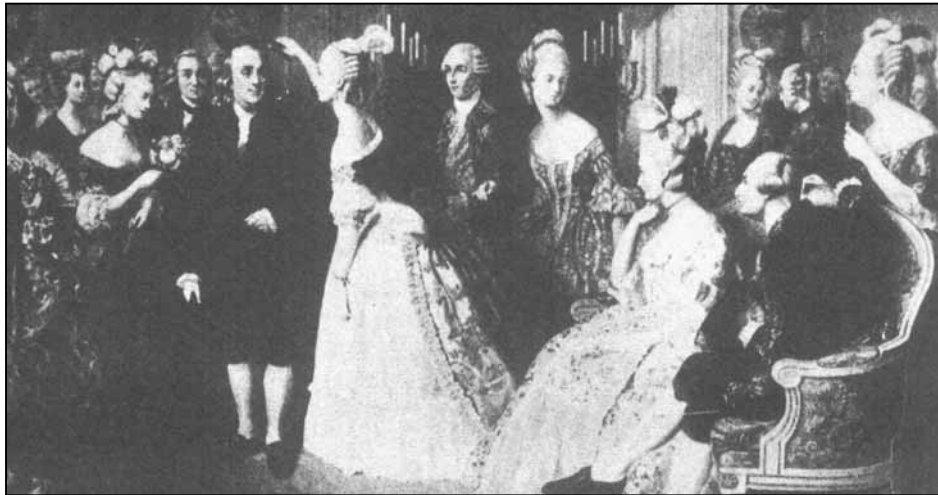
Now, Miss Columbia had inherited from her mother a great love of liberty. She therefore insisted upon managing her own affairs; and when Britannia tried to prevent her from doing so, she fearlessly waged the Revolutionary War.

After about eight years of warfare, seeing that nothing else could be done with this high-spirited chip off the old block, Britannia finally consented to let her have her own way. This permission, very grudgingly granted, formed the second treaty of Par´is, which was agreed to in 1783.

One of the commissioners who signed this treaty was Benjamin Franklin. He is one of our greatest men, and his name can also be seen on the Declaration of Independence, and on our first treaty of friendship with France.

Franklin had been working for years to secure this treaty from Great Britain, and as soon as it was concluded he begged permission to return to Phil-a-del´phi-a. Our Continental Congress—the body of men which had governed the United States ever since the

Declaration of Independence—granted this request; but, knowing they must have another minister to represent our country in France, they sent out Thomas Jefferson.



Benjamin Franklin at the French Court.

He, too, was a patriot, and the writer, as well as one of the signers, of the Declaration of Independence. Jefferson knew how dearly the French loved Dr. Franklin, and how much good this wise man had done by winning strong friends abroad for his struggling country. Therefore, when some one asked him if he had been sent to take Franklin's place, he quickly and modestly answered: "I succeed, but no one can replace him."

At the same time Congress also chose another patriot, the famous John Adams, to be our minister in England. On arriving there, he was well received by King George III, who said: "Sir, I will be very free with you. I was the last man in the kingdom to consent to the independence of America; but now it is granted, I shall be the last man in the kingdom to sanction the violation of it."

This was a fine thing for the king to say, and it showed the right spirit. Unfortunately, however, George III had been cruel and unkind to the Americans for many years, and he soon proved rude to the very man to whom he had made this speech. At first our people naturally resented it, but they soon found out that the poor monarch was much more to be pitied than blamed.

This king, it seems, had had slight attacks of madness several times before, and he now became quite insane. The last ten years of his life were very sad, for he lost his sight as well as his reason, and used to grope his way around his palace with big tears coursing down his wrinkled cheeks.

Many persons now think that if this unhappy king had not partly lost his mind, and been ill-advised by bad ministers, he would have acted differently toward the thirteen colonies. This is very likely, for George III was at heart a good and well-meaning man, although rather stupid and very headstrong.



## II. FRANKLIN'S RETURN.

**A**S soon as Franklin received permission from Congress to leave his post in Paris, he eagerly set out for America. There were no steamships in those days, and during the long journey passengers used to beguile the time by telling stories and playing games, much as they do now during far less tedious trips.

Although already quite old, Franklin was so merry, learned, and witty that his stories were always greatly appreciated by all who heard them. He had studied and traveled so much that his mind was like a rich storehouse, and as he was kind-hearted, he probably spent his leisure hours in telling his fellow-travelers about the country toward which they were sailing as fast as they could.

While walking up and down the deck, sitting in the shade of the big sails, or in the uncomfortable cabin during the long evenings, he may have wondered aloud—as many persons do—at the boldness of Columbus in steering on and on across the At-lan-tic, thus showing the way to the many vessels which have crossed the ocean since then.

He may also have described the different steps whereby America—the land of the Indians, of dense forests, and broad plains—in less than three centuries had become the home of a new and thriving nation. He may have begun his account by telling how the Spaniards who followed Columbus to the New World had confined their attention mostly to the West In-dies, Flor-i-da, Mex-i-co, and South America; and how, later, the French entered the St. Law-rence and made settlements along its banks; the English planted colonies at James-town, in Vir-gin-i-a, and about Mas-sa-chu-setts Bay; and the Dutch took possession of the Hudson valley.

Next, Franklin may have dwelt upon the many hardships endured by the early settlers, before land could be cleared, farms and cities laid out, and the Indians driven from their hunting and fishing grounds on the coast. After explaining how the English had

won from the Dutch the country around the Hudson and Del´a-ware rivers, he probably told how they had made the other settlements, until there were thirteen English colonies occupying all the coast between No´va Sco´tia and Florida: namely, New Hamp´shire, Massachusetts, Rhode Island, Con-nect´i-cut, New York, New Jersey, Penn-syl-va´ni-a, Delaware, Ma´ry-land, Virginia, North Car-o-li´na, South Carolina, and Geor´gi-a.

Then he probably talked of the quarrels between these English colonies and the French settlers in the St. Lawrence valley, or Can´a-da, as it was called. Both parties claimed nearly all the interior of North America; they therefore soon came to blows, and as the Indians helped the French, these conflicts are known in history as the French and Indian wars. The first one broke out in 1689, seven years after Franklin’s father arrived in America, and good Dr. Franklin himself took an active part in the fourth and last. When it had ended in the victory of the British, he wrote a very clever pamphlet advising Great Britain to keep Canada; and when the first treaty of Paris was signed, in 1763—twenty years before the second—all the land north of the thirteen colonies, and west as far as the Mis-sis-sip´pi River, was given to the British. The French at the same time gave all their lands west of that river to Spain, and withdrew entirely from our continent.

When Franklin’s listeners inquired what had caused the Revolutionary War, which was just ended, he perhaps told them how, already in the thirteenth century, liberty-loving Englishmen forced their king to grant them the Great Charter. This was a new set of laws, giving them the right to be represented in the Par´lia-ment, or congress, which fixed the taxes and made the laws. This right, which Englishmen had enjoyed for five hundred years, was also claimed by their descendants in America; and each colony elected an assembly to help make its laws and lay its taxes, though the governors of most of the colonies were appointed by the king. When King George III and the British Parliament insisted on imposing taxes on the colonists without the consent of their assemblies, they openly rebelled, because it was an attempt to deprive them of rights inherited from their ancestors.

As Franklin had taken part in this rebellion, had seen the king, had sat in Congress, and had spoken with most of the great men of his time on both sides of the ocean, his account of the war must have been of thrilling interest. The name of his friend George

Washington, commander in chief of the Continental Army, and the savior of his country, must often have been upon his lips. Some of his hearers, coming to build new homes in America, may never have heard it before, but, as you will soon see, they were to learn much more about him.

Franklin, however, often told them funny stories, too, and perhaps he even mentioned one of his childhood which has given rise to an expression we often hear. As you may like to know just how the good man talked, here is the story as he once wrote it:

“When I was a little boy, I remember, one cold winter’s morning, I was accosted by a smiling man with an ax on his shoulder. ‘My pretty boy,’ said he, ‘has your father a grindstone?’ ‘Yes sir,’ said I. ‘You are a fine little fellow,’ said he; ‘will you let me grind my ax on it?’ Pleased with the compliment of ‘fine little fellow,’ ‘Oh, yes sir,’ I answered; ‘it is down in the shop.’ ‘And will you, my man,’ said he, patting me on the head, ‘get me a little hot water?’ How could I refuse? I ran, and soon brought a kettleful. ‘How old are you, and what’s your name?’ continued he, without waiting for a reply. ‘I am sure you are one of the finest lads that I have ever seen. Will you just turn a few minutes for me?’

“Tickled with the flattery, like a little fool, I went to work; and bitterly did I rue the day. It was a new ax, and I toiled and tugged till I was almost tired to death. The school bell rang, and I could not get away; my hands were blistered, and the ax was not half ground. At length, however, it was sharpened; and the man turned to me with, ‘Now, you little rascal, you’ve played truant; scud to school, or you’ll rue it!’ ‘Alas!’ thought I, ‘it is hard enough to turn a grindstone this cold day; but now to be called a little rascal is too much.’

“It sank deep in my mind; and often have I thought of it since. When I see a merchant over-polite to his customers—begging them to take a little brandy, and throwing his goods on the counter—thinks I, ‘That man has an ax to grind.’ When I see a man flattering the people, making great professions of attachment to liberty, who is in private life a tyrant, methinks, ‘Look out, good people! That fellow would set you turning grindstones.’”



### III. TROUBLES AFTER THE WAR.

**O**N arriving in America, Dr. Franklin received a warm welcome from all his fellow-citizens, who were very proud of what he had done for them abroad. But although he had come home intending to rest, he soon found plenty of work awaiting him.

The Revolutionary War had cost the Americans a great deal; now that it was ended, one of their first duties was to find some way of repaying all the money they had borrowed.

Ever since the royal governors had fled or had been driven away in 1775 or 1776, the thirteen different states had ruled themselves. Although near neighbors, they were not always on the best of terms, but often seemed rather inclined to quarrel with one another.

When the colonies were first planted in America, some of them were granted strips of land running "from sea to sea." Of course, this was before any one knew just how broad our continent is; and although none of the colonies claimed from sea to sea in the eighteenth century, many of them still said they owned land as far as the Mississippi River (see map, page 12).

As the charters had often been carelessly made, it happened that the same lands were granted to two or three colonies, which fact gave rise to many quarrels. But after several years of talking about the matter, New York, Virginia, Massachusetts, and Connecticut finally consented to do as Congress wished, and give up their claims to the land north and west of the O-hi'o River.

This region was then called the Northwest Territory. It was given up, on condition that Congress should sell part of it to pay the interest on the national debt, and divide the rest among the soldiers instead of giving them money. Besides, it was afterwards arranged that this territory should finally be cut up into three or five new states, each of which could join the Union as soon as it had sixty thousand inhabitants.

Until that time, the Northwest Territory was to be ruled by one governor and several judges, all chosen by Congress. This body now began to give land to such soldiers as were willing to accept it instead of money, and before long many emigrants were on their way to Ohio, where they founded Ma-ri-et'ta, in 1788, and Cin-cin-na'ti soon after. Many large tracts of land in the South were distributed in the same way; and thus it

came to pass that, at the end of the Revolutionary War, the famous general Nathanael Greene received a large plantation from the state of Georgia.

As you can see from the map on page 12, North Carolina, South Carolina, and Georgia once owned western lands too; but one by one these tracts were given up to Congress, to form territories like the Northwest Territory.

In 1781, several years before Congress took possession of the western lands, the states had all signed "Articles of Confederation," a system of federal government proposed in 1776. But as this system did not give Congress power to impose taxes, make trade laws, secure money enough to pay government expenses, or make people obey the laws, it did not work well. For several years, therefore, different experiments were tried, but in spite of all efforts things went on from bad to worse.

Congress had promised at the treaty of Paris that all debts should be paid, and that all the Tories, or friends of the king in America, should be protected. But the British soon complained that they could not collect their money, and it was plain that the Tories were badly treated, for in two years more than a hundred thousand left our country to settle in Canada, Florida, or Ber-mu'da.

The British, who had left New York two months after the treaty was signed, kept possession of Os-we'go, De-troit', and Mack'i-naw in the Northwest until the promises made should be kept. Their presence there made the people restless and unhappy, for they secretly urged the Indians to rise up against the Americans.

Besides, there were money troubles everywhere, for the states were so deeply in debt that they were obliged to lay heavy taxes on the people. These taxes were such a burden that in some places the people actually rebelled and made riots.



Shays' Rebellion.

The most serious of all these outbreaks was in Massachusetts, where Shays, an old Revolutionary soldier, led a force of about two thousand men against Worcester (woos'ter) and Springfield. Although this revolt—known in history as Shays' Rebellion—was put down in 1787, it helped to show the necessity for better laws. These had to be made soon, if the thirteen states were to remain united, and not form thirteen small republics, which would be sure to quarrel.

In 1786, five of the states suggested that a meeting or convention of all the confederacy be held, to change the Articles of Confederation in such a way as to suit everybody and secure a better government. Congress agreed to this plan, and each state was asked to send delegates to the Constitutional Convention.



## IV. THE CONSTITUTION.

**T**HE Constitutional Convention met in Independence Hall, in Philadelphia, in 1787. All the states sent delegates except Rhode Island, and among these, one man, the beloved Washington, was chosen by every one present to act as president. As it seemed best that the public should hear only the final result of the meetings, the convention held secret sessions. It was soon found impossible to revise the Articles of Confederation in a satisfactory way, so it was decided to make a new constitution, or set of general laws. They were to be laws which all the states should obey, but which would still leave them the right to settle minor matters to suit themselves.

Although all the members wished to do their best, opinions were so very different that for four months there was a great deal of quarreling in the convention. Indeed, it often seemed as if the members never would agree; and, seeing how heated some of the delegates became, the aged Franklin once suggested that it would be well to begin every session with a prayer for wisdom and divine guidance.

Washington, too, often tried to pour oil on the troubled waters; but sometimes even he grew frightened, and once he said: "It is too probable that no plan we propose will be adopted. Perhaps another conflict is to be sustained. If, to please the people, we offer what we ourselves disapprove, how can we afterwards defend our work? Let us raise a standard to which the wise and honest can repair; the event is in the hand of God."



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