



## NATIONAL COUNCIL for HISTORY EDUCATION Annual Conference

March 25, 2023—Salt Lake City, UT

*The Patriot's Monitor*

*Defining Freedom during the Early Republic*

Stacia Smith, Director of Education,  
American Revolution Institute, Washington, DC

[ssmith@societyofthecincinnati](mailto:ssmith@societyofthecincinnati)



THE  
PATRIOT'S  
MONITOR,

FOR  
NEW-HAMPSHIRE:

DESIGNED TO IMPRESS AND PERPETUATE THE  
FIRST PRINCIPLES OF THE REVOLUTION  
ON THE MINDS OF YOUTH;

TOGETHER WITH SOME  
PIECES IMPORTANT AND INTERESTING.

ADAPTED FOR THE USE OF SCHOOLS.

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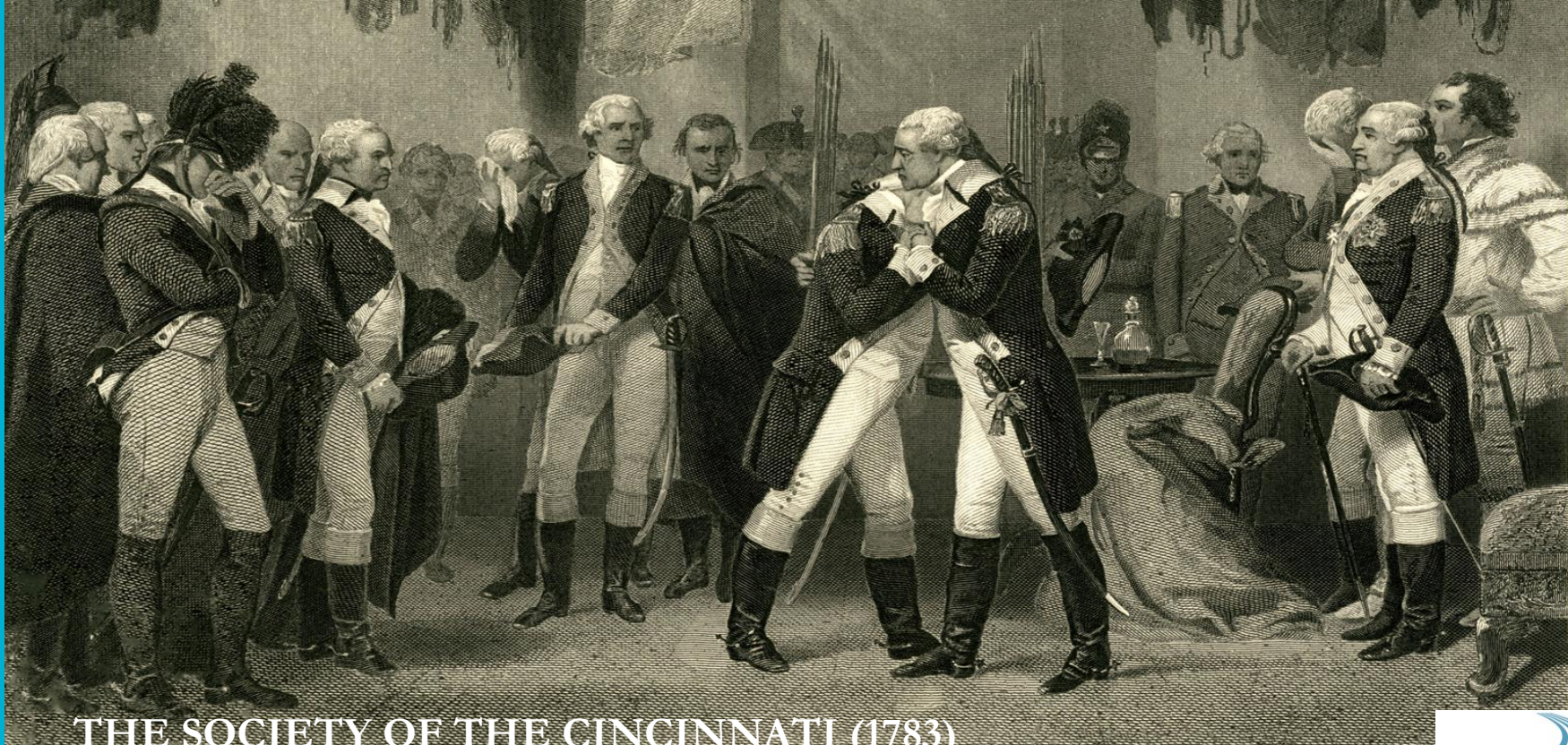
BY IGNATIUS THOMSON.

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MOSES.

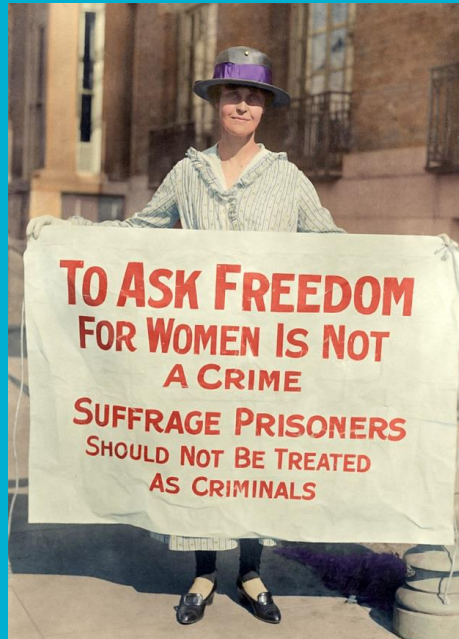
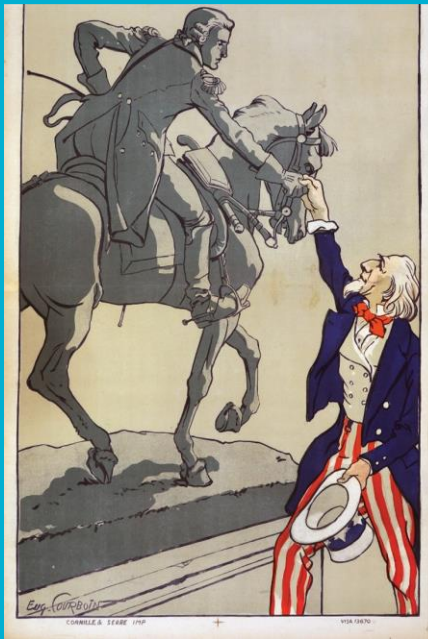
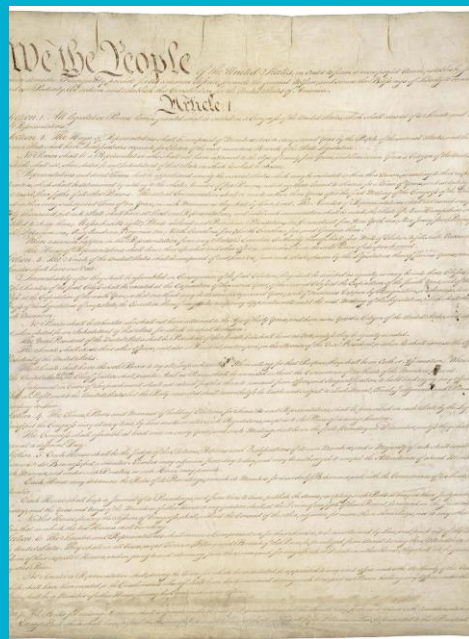
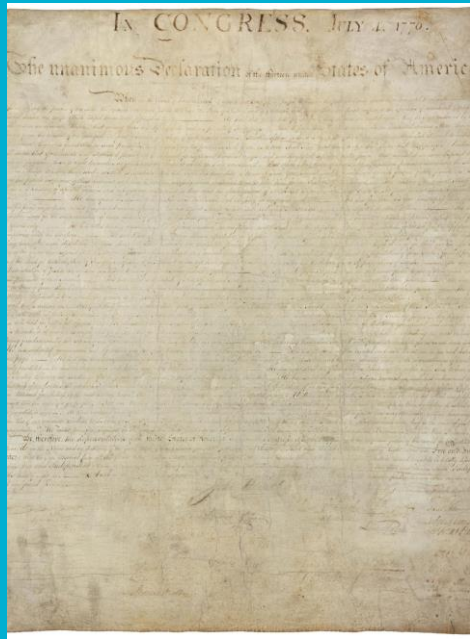
RANDOLPH, VER.  
PRINTED BY SERENO WRIGHT.

1810.



## THE SOCIETY OF THE CINCINNATI (1783)

*“To perpetuate therefore, as well the remembrance of this vast event, as the mutual friendships which have been formed under the pressure of common danger, and in many instances cemented by the blood of the parties...”*



# The American Revolution...

- ★ secured our national independence,
- ★ established our republic,
- ★ created our national identity,
- ★ and articulated our highest ideals—liberty, equality, civic responsibility and natural and civil rights.







### OBJECTS OF REVOLUTION

#### Teaching Students to Interpret Artifacts as Primary Sources

The aim of *Objects of Revolution* lesson plans is to teach students how to interpret and relate them to the contexts in which they were made and used. The things people made document the documentary and visual record and offer insights about life in the Revolution.

OBJECTS OF REVOLUTION



### MASTER TEACHER LESSONS

#### Primary Source-Based Content featuring our Museum and Library Collections

A movement to ensure that all Americans understand and appreciate the American Revolution, teachers sharing the constructive achievements of the Revolution with their students. Teachers in the nation for a week-long seminar to discuss the most important themes to lessons using the Institute's rich collection of primary source materials associated with the Revolution—our independence, our republic, our national identity and the high ideals of the Revolution.

MASTER TEACHER LESSONS



### REVOLUTIONARY EXHIBITIONS

#### Lessons featuring our Library and Museum Collections on Exhibition at Anderson House

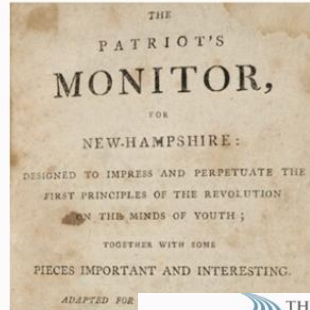
The Institute's temporary exhibitions at our Anderson House headquarters offer intimate and compelling looks at the history of the Revolution through authentic works of art, artifacts and documents. Exploring themes related to the cause for American independence, the people and events of the war and the Society of the Cincinnati, these exhibitions—and the lessons they inspire—contribute to our understanding and appreciation of the Revolution and its legacy.

REVOLUTIONARY EXHIBITIONS



classroom ENRICHING UNDERSTANDING  
teach, learn, inspire and be inspired

- Our Mission in Education
- Plan of Instruction on the American Revolution
- The American Revolution in One Lesson
- Teaching the Revolution Today ▶
- Tools for Teachers ▶
- Professional Development
- Revolutionary Choices Video Game
- Join the Teaching Associates



## "A Republic, If You Can Keep It"

James Madison Fellows Workshop,  
American Revolution Institute  
Washington, D.C.  
June 2022

## George Washington at War: From Soldier to Commander in Chief

George Washington Teacher Workshop,  
American Revolution Institute  
Washington, D.C.  
June 2022

## Why the American Matters

Memphis School  
Professional Development  
virtual  
January 2022

## Collections for the Classroom: George Washington: From Soldier to Commander in Chief

HOME / COLLECTIONS FOR THE CLASSROOM / COLLECTIONS FOR THE CLASSROOM: GEORGE WASHINGTON: FROM SOLDIER TO COMMANDER IN CHIEF

### George Washington Teacher Workshop, American Revolution Institute

virtual  
July 8, 2021

George Washington subscribed (literally and figuratively) to the aims of the Society of the Cincinnati as they were outlined in its Institution, and he was president general from its inception until his death. Those aims, which were Washington's aims as well as the aims of the Society, included perpetuating the fellowship of the officers of the Continental Army and Navy, perpetuating the memory of the achievement of American independence, and advocating for justice to be done for veteran officers.

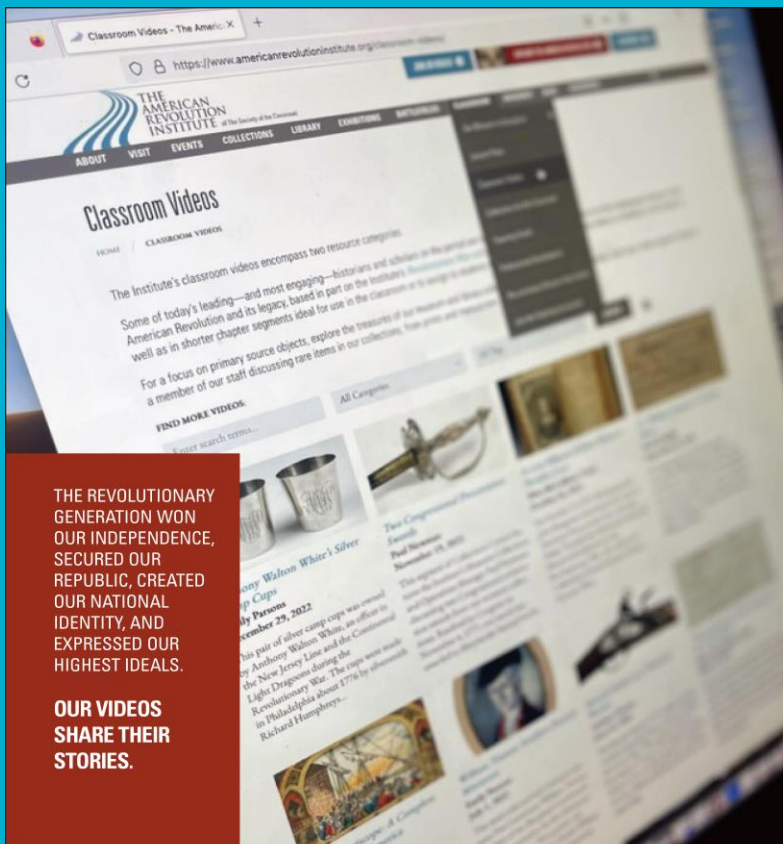
These collection items were selected for a workshop with teachers participating in the first virtual George Washington Teacher Ins "George Washington: From Soldier to Commander in Chief" with scholar Sarah Purcell.





# Classroom Videos

<https://www.americanrevolutioninstitute.org/classroom-videos/>



THE REVOLUTIONARY GENERATION WON OUR INDEPENDENCE, SECURED OUR REPUBLIC, CREATED OUR NATIONAL IDENTITY, AND EXPRESSED OUR HIGHEST IDEALS.

OUR VIDEOS SHARE THEIR STORIES.

[www.AmericanRevolutionInstitute.org](http://www.AmericanRevolutionInstitute.org)



**The Critical Time After Yorktown**  
**William M. Fowler, Jr.**  
Professor of History, Northeastern University  
April 5, 2013  
00:43:39

Many people assume that the Revolutionary War ended with the surrender of the British army at Yorktown in October 1781. In fact, the war continued for two more traumatic years. During that time, the Revolution came as close to being lost as any time in the preceding six years. When Congress failed to pay the army, rumors of mutiny roiled through the ranks, culminating in George Washington's legendary address to his officers in Newburgh, New York, on March 15, 1783. Professor Fowler chronicles the events of the last two years of the war and discusses how Washington saved the republic.

[Part 1 of 8: The Revolutionary War After Yorktown \(6:51\)](#)

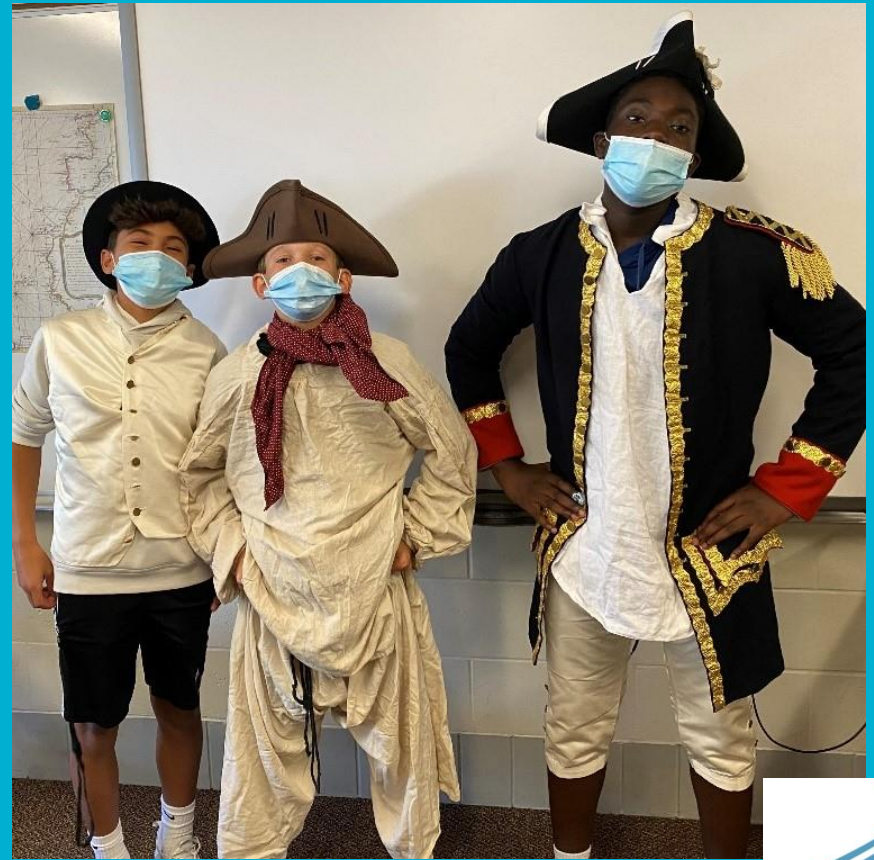
[Part 2 of 8: War on the Hudson: The Continental Army in Newburgh \(8:46\)](#)



# Revolutionary Choices Online Strategy Game

<https://www.americanrevolutioninstitute.org/revolutionary-choices-game/>





*Continental Army & Revolutionary War at Sea* Traveling Trunks

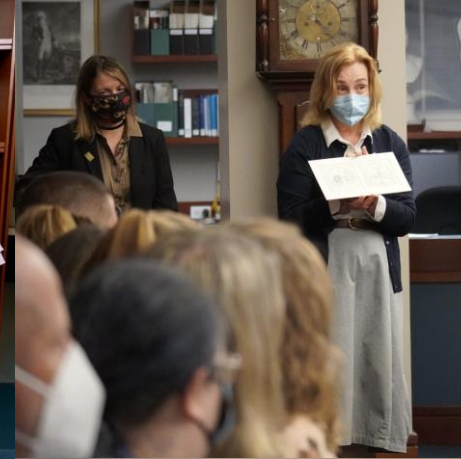
<https://www.americanrevolutioninstitute.org/traveling-trunks/>



# Teacher Programs

<https://www.americanrevolutioninstitute.org/professional-development/>

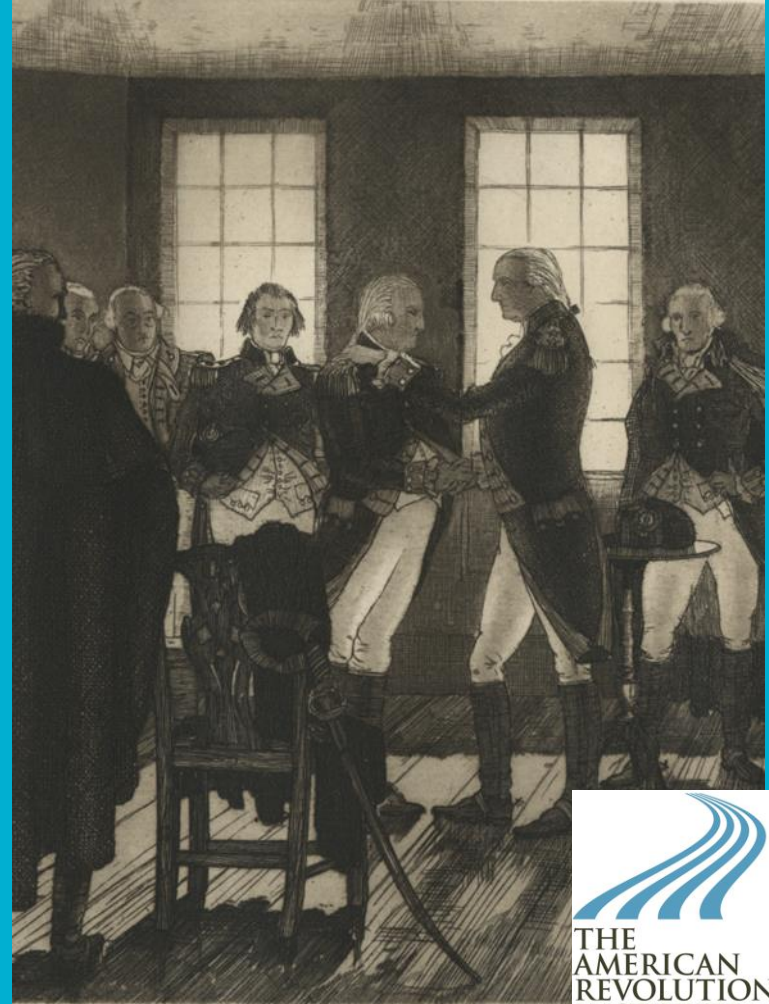
- ★ George Washington Teacher Institute—WDC (June)
- ★ James Madison Fellows—WDC (June)
- ★ Master Teachers Seminar—WDC (July)
- ★ Pinellas County K-8 PD—Palm Harbor, FL (August)
- ★ VA and NC Teacher Workshop—Danville, VA (November)
- ★ National Council for the Social Studies Conference—Philadelphia PA (December)
- ★ National Council for History Education Conference—Salt Lake City UT (March)



# TEACHING ASSOCIATES PROGRAM

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[https://www.americanrevolutioninstitute.org/  
teaching-associates/](https://www.americanrevolutioninstitute.org/teaching-associates/)



THE  
AMERICAN  
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INSTITUTE  
of The Society of the Cincinnati

*Journal*

# Student Programs



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MOSES.

RANDOLPH, VER.  
PRINTED BY SERENO WRIGHT.

1810.

VERMONT, to wit:

At on the fourth day of May, in the  
dependence of the United States of Amer-  
ica, of said district, hath deposited in this  
office a certain right whereof he claims as author,  
to wit: "The Patriotic Monitor, for  
to impress and perpetuate the first  
on the minds of youth; togeth-  
er with a certain and interesting. Adapted for  
J. M. Thomson." In conformity  
with the United States, entitled "An act  
relating to the securing the copies of maps,  
charts and proprietors of such copies dur-  
ing the times therein men-  
tioned thereof to the arts of designing,  
engraving and other prints."

JESSE GOVE,  
Clerk of the district of Vermont.  
JESSE GOVE, Clerk.

## DECLARATION OF INDEPENDENCE.

IN CONGRESS, JULY FOURTH, ONE THOUSAND SEVEN HUN-  
DRED AND SEVENTY-SIX. [JULY 4, 1776.]

1. A DECLARATION by the representatives of the United States of America, in congress assembled.
2. When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.
3. 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;
4. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.
5. Prudence, indeed, will dictate, that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.
6. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is

www.AmericanRevolutionInstitute.org





# A Review of New England Politics,

In two Letters from a Clergyman.

106

DEAR SIR—

THE following communication has rested on my mind for years. Between a consciousness of the effect it would have on me personally, by reason of the great clerical influence in this part of the country, with whom I stood connected, and my sense of duty to the community, I felt obliged to confine from speaking of it, except to some of my friends. The design of the Congressional clergy, ever has become so alarming to the freedom of religious equity, and the liberties of our country, (for they are intimately connected,) I cannot feel excluded, or forced to remain in silence.

In the year 1790, if my memory serves me right, I heard much said about Mr. Jefferson's infidelity. Writing to know the certainty of it I called on an acquaintance of mine, who was a member of Congress and told me his business. He gave as I believe, a very candid and correct answer. He considered Mr. Jefferson as a very great literary character in America, and a man of unblemished morals in his walk in private life. But he attempted to show the impossibility of having a President from the eastern states, who would consult our interests and defend our rights.

After he had closed these observations, he addressed himself to me in sentiments like these, as near as I can recollect; "I am surprised you have joined that party, you are acting against your own interest. It is understood amongst the clergy party, if they should succeed so far as to have a decided majority in the states, the clergy are to be remembered. We have conversed on the subject, but have not as yet determined, whether it would be best to have them draw their salaries from the treasury of government, or their provision made for them to draw from a deposit from each state. This however will be fixed in season. You will then be able to support some dignity of character. You will not then be troubled with the whims and complaints of many in your parish. This is generally understood among the clergy." I replied, that I was afraid of such an establishment: that the persecuting scenes of past ages would return. He observed that we were too enlightened.

Since the time I have observed the conduct of the clergy, and could readily understand their motives, I could clearly understand, Dr. Eumans in his history of Jerusalem, and Dr. Morse in his eulogy over the French priests, who were said to be destroyed, with whose sentiments and passions the doctor could have no fellowship. The prophetic fate of babies and meeting houses, depending on the issue of the next presidential election, sprang from the same source. This led the clergy to enter into a closer connexion. Where there were to state convocations, they were immediately attended by the Delaware, and each convention chooses two delegates to represent them in each of the states. They have formed a creed which they have mutually pledged themselves to support. They have concerted their maxims, their missionary labours, their tract societies, and Bible societies, to establish this creed in the minds of the serious part of community. They have established a theological College in Mass. devoted to the same object. They have gone so far in this state, and so far as I know, is the same in other states, as to choose a standing committee to grant a license or liberty to clergymen who come into this state to preach to their churches. They have agreed to have no fellowship with a clergyman who will not procure such a license, and have warned the churches against hearing any one however well he may come recommended, unless he produces such a license. They have exhorted their churches to excommunicate as heretics all those who will not consent to their creed, inasmuch there are in a large portion of the towns among us, those who are excommunicated on this principle. Thus, it appears, the clergy have gotten their national creed prepared before the federal party were ready to receive it.

It is the doctrine they teach, that this design, like the hypocrite's snare, will essentially prove nothing more than a spider's web. Though I am one of those victims whose policy has given over to feel the effect of their anathema, I still entertain a hope that the civil policy of our common country will never compel me to apply to a creed maker to manufacture a set of articles of faith between me and my Redeemer.

IGNATIUS THOMSON.

DEAR SIR—I feel it a duty to communicate to the public, through the medium of the Herald, a subject which is of some interest to the friends of civil and religious freedom.

In the spring of the year 1807 or 1808, I attended an association of the Congregational Clergy at Thetford in this state. After the members had generally convened, Mr. Fuller, minister of Veruing Power in a member of the corporation at Burlington ("This college is patronized by the state, and is known by the name of the University of Vermont.") "No," replied the doctor—"Well, which do you prefer next?" and Mr. Fuller. The doctor affected to be in a hurry, and Mr. Worcester, another member of the corporation that College, and turned it to Middlebury. ("Another college in that state under the patronage of individuals.") The doctor then proposed—"We must turn our influence to Middlebury, and I think we can easily run down the University. When the corporation are convinced, that they cannot support the reputation of the College without the Calvinistic influence, they will be willing to give up Dr. Sander's (the President) then we can manage that College as we please. It will be of great importance to have it under the Calvinistic influence. To do this, we must cry down that College and Dr. Sanders. We must make the people believe that the reason why the college does not flourish, is because Dr. Sanders is so unpopular as to be under our influence. Young men when they go to college have not formed their religious sentiments. We ought to have a president and instructors who have the address to inculcate Calvinistic sentiments, without the students being sensible of it. Thus nine out of ten, when they leave the college will support their Calvinistic doctrines. They will go out in the world, and will have their influence in society. In this way we can get a better support than all our colleges are under our influence, and besides, which we without any law than we have ever had with. And besides, which we would find them all under the Calvinistic influence in certain men's calculations." (except Brown University, Harvard University, and the University of Vermont. Brown University may be considered as much for us as against us. We have a Divinity College at Andover, which has a great influence over Harvard College, and we think it will soon bring it over to our interest; and we must exert ourselves to obtain this.)

My anxiety to have an understanding with the clergy of the vicinity led me to keep this to myself; but some of them had taken such a decided part against me, that they could not go back without feeling a little mortified; and they concluded it would be better to sacrifice me than to lose them, especially as they considered me a heretic both by their civil and religious creeds.

In the year 1809, I was chosen a member of the general assembly of this state. I then felt it a duty to prevent the designs of the clergy, if possible. Accordingly I brought in a bill to amend the act of establishing the University of Vermont at Burlington. The principal object was to take the right of filling vacancies in the co-operation into the hands of the legislature by a joint ballot of both houses. This I considered would always make the College popular, notwithstanding clerical designs. The cry of an unpopular president has been continually sounded; and from some unexpected movement, a majority of the corporation have so far been charmed with the clerical song of an unpopular president, that they have proposed to meet at Montpelier during the session of the legislature, and take into consideration the expediency of removing Dr. Sanders from the presidency. The corporation will then be altogether, and I trust the majority will not be duped by such designs.

I understood the malcontents here their eye fixed on a Dr. Blanchford, of Lansingburgh, N. Y. as one who is capable of instilling Calvinistic sentiments, without the students being sensible of it. The heart is deceitful above all things, and desperately wicked, who can know it?

IGNATIUS THOMSON.

POSTSCRIPT, Sept. 27, 1813.

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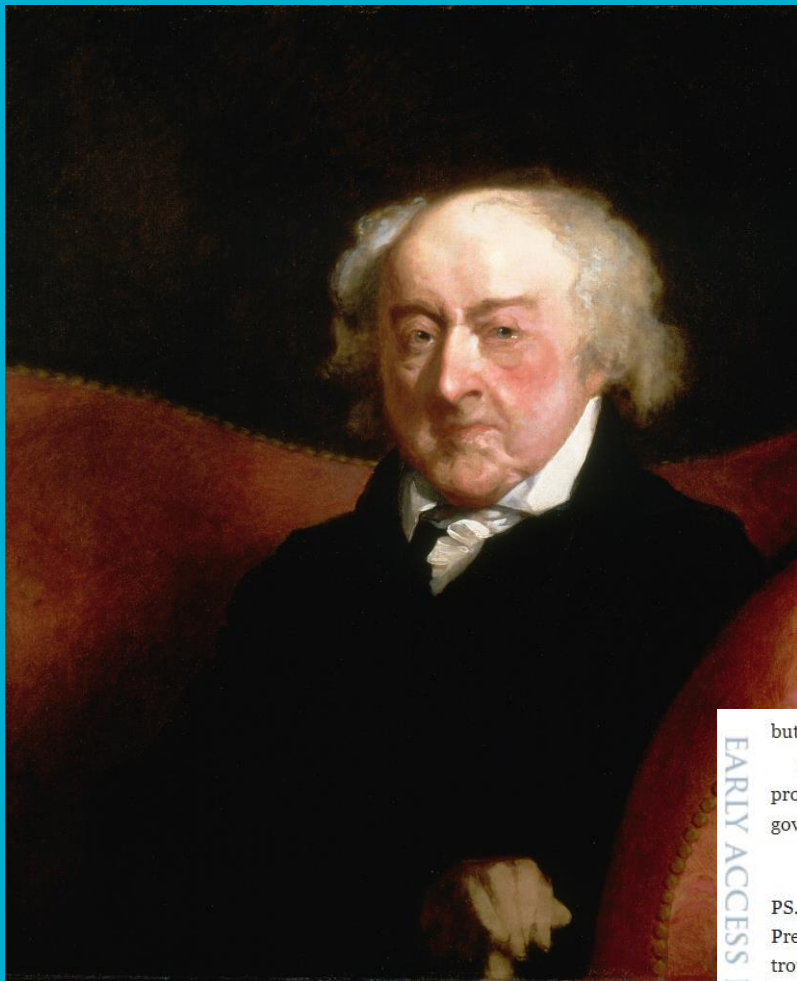
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## TO JOHN ADAMS FROM IGNATIUS THOMSON, 22 AUGUST 1809

Pomfret August 22th 1809

*Most respectable Patriot*

I take the liberty at sending to you by the mail an oration which I delivered on the fourth of July; a liberty which I presumed wants not be received a miss if well intended.

Vanity in the author with respect to the merits of the work is not my object, but real information. When I penned the oration it was from the best information I then could obtain. A summary view of real facts was my object in that oration; If I have departed in any respect from them, it was not from intention but from the want of correct information; If this should be the case after due information I feel willing to correct the same before the public. From some of your writings which I have since seen I have been led to suspect that there might be some things not altogether correct. Your revolutionary character, your knowledge of the cabinet of our nation and your freedom in disclosing the real truth to the public lead me to look on you as the most proper person to give the information I desire. I hope Sir the favor I ask will not interfere with your greater usefulness to your country. In your communications you have done an essential service to your country, they cannot be forgotten by every friend to the principles of the revolution; by these you evince your worth to your country even in private life; Surely to correct errors, to vindicate the rights of our country to the common high way of all nations against foreign encroachments by lawless power, and to mark out those persons who under an ostensible love of their country are

but they might use the ocean and plunder at pleasure what ever part of the world they please.

I would close by expressing my fervent desires that the same Almighty being who hath hitherto protected us would restrain the power of the lawless and continue to us the blessings of a free government—

Ignatius Thomson

PS. I am about publish a book in which I would insert the inaugural Speeches of all our Presidents, I have not at present the means of readily obtaining yours. If it be not too much trouble to you to send it to me I should be glad.

EARLY ACCESS DOCUMENT

EARLY ACCESS DOCUMENT

EARLY ACCESS DOCUMENT

EARLY ACCESS DOCUMENT



THE AMERICAN  
REVOLUTION  
INSTITUTE

of The Society of the Cincinnati

A N

# ORATION,

DELIVERED AT POMFRET,

JULY 4th, 1869 :

*Commemorating the Day that gave our Nation Birth:*

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BY IGNATIUS THOMSON.

Without the restraint of law, liberty could not exist in a State of Society.—  
The law itself is often not sufficiently coercive to keep men within due bounds ;  
on which account it has been found necessary, in all republics, to confide in a  
number of citizens, who have defined well of their country, or are otherwise  
worthy to serve it.

ZIMMERMANN.

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WINDSOR :

PRINTED BY FARNSWORTH & CHURCHILL,

[1869]

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# AN ORATION, &c.

FELLOW CITIZENS,

ONCE more, we are permitted to see a day open on us, which brings to our minds the grateful remembrance of that, which gave us a name among the nations of the earth ; a day which put into our hands many invaluable privileges, not enjoyed by any of the civilized nations on this habitable globe, and which announced us a FREE and INDEPENDENT PEOPLE.

ONCE more, has the great Ruler of Nations permitted us (though surrounded by the corrupting influence of foreign powers, in a day of wonders, and the restless spirits of ambitious men to subvert the inestimable rights of the people,) to meet together, and hail this day, as citizens of a free country ; inheritors of those liberties, which the valor of our fathers won.

A day like this, leads us to contemplate, as the price of that liberty we enjoy, the cause from whence it originated, the spirit which the people possessed, and the sacrifices they were called to make to procure it. Without these, we should be illly prepared to meet this anniversary ; enter into the feelings of that eventful day, or appreciate the worth of the great object of our rejoicing.

AIDED by these, we bring to remembrance a period that is past, when our ancestors, driven by persecution from their native land, sought a residence on this continent. Here they acknowledged themselves the subjects of Britain, and in so doing, they secured to their





THE love of power is so universally predominant in the human breast, that many, who have appeared in the beginning of public life to have the good of their country at heart, and have execrated the least appearance of usurpation, no sooner than they could possess the power, have grasped it with the greatest eagerness. So universally has this propensity of the heart prevailed, that Washington, as Commander, had but one instance before him in the whole history of man, for an example.

CINCINNATUS, in the days of Roman freedom, felt the love of his country on his heart, more than the love of dominion : Like him Washington could retire from the field of battle to domestic enjoyments, when his country no longer needed his service. What sentiments worthy of imitation did Washington express in his address to the army, and in resigning his power to that department from whence it originated ! What deference to the constituted authorities ! What self-denial ! What patriotism he manifested ! With what cheerfulness has he taught us, that every person to whom is committed public trust, should resign when the good of his country requires it. In all these, Washington completely imitated his copy from the Roman patriot : But though the copy ends here, the character of Washington was not finished.



THE love of power is so universally predominant in the human breast, that many, who have appeared in the beginning of public life to have the good of their country at heart, and have execrated the least appearance of usurpation, no sooner than they could possess the power, have grasped it with the greatest eagerness. So universally has this propensity of the heart prevailed, that Washington, as Commander, had but one instance before him in the whole history of man, for an example.

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THE  
PATRIOT'S  
MONITOR,

FOR  
NEW-HAMPSHIRE:

DESIGNED TO IMPRESS AND PERPETUATE THE  
FIRST PRINCIPLES OF THE REVOLUTION  
ON THE MINDS OF YOUTH;

TOGETHER WITH SOME  
PIECES IMPORTANT AND INTERESTING.

ADAPTED FOR THE USE OF SCHOOLS.

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ADAPTED FOR THE USE OF SCHOOLS.

BY IGNATIUS THOMSON.

*Only take heed to thyself, and keep thy soul diligently, lest thou  
forget the things which thine eyes have seen, and lest they depart  
from thy heart all the days of thy life. And ye shall teach them  
your children, speaking of them when thou sittest in thine house,  
and when thou walkest by the way, when thou liest down, and  
when thou risest up.*

MOSES.

RANDOLPH, VER.  
PRINTED BY SERENO WRIGHT.

1810.

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The  
NEW-ENGLAND  
PRIMER

A REPRINT OF THE EARLIEST KNOWN  
EDITION, WITH MANY FACSIMILES  
AND REPRODUCTIONS, AND  
AN HISTORICAL IN-  
TRODUCTION

Edited by PAUL LEICESTER FORD

NEW YORK  
Dodd, Mead and Company  
M dccc xc ix  
1899



Give Ear my Echildren to my words  
whom God hath dearly bought,  
Law up his Laws within your Hearts,  
and Print them in your Thoughts.  
I leave you here a little Book,  
for you to look upon,  
That you may see your Fathers Face,  
when he is Dead and gone.

Burning of John Rogers

(From the "New English Tutor" [1702-1714?])



Portrait of George Washington

(From the "New England Primer." Boston: [1789?])



A CONCISE  
**HISTORY**  
 OF THE  
**UNITED STATES,**  
 FROM THE  
 DISCOVERY OF AMERICA TILL 1795

*With a correct Map of the United States.*



THE SECOND EDITION.

PHILADELPHIA:

Printed and sold by JOHN McCULLOUGH, N<sup>o</sup>. 3,  
 North Third Street, — 1797.

[Entered according to Act of Congress.]

ELEMENTS  
 OF  
**USEFUL KNOWLEDGE.**

VOLUME I.

CONTAINING A  
 HISTORICAL AND GEOGRAPHICAL

ACCOUNT OF THE

**UNITED STATES;**

*FOR THE USE OF SCHOOLS.*

.....  
 BY NOAH WEBSTER, ESQ.  
 .....

“ Father of light and life ! thou GOOD SUPREME !  
 “ O teach me what is good ! teach me thyself !  
 “ Save me from folly, vanity and vice ;  
 “ From every low pursuit ! and feed my soul  
 “ With knowledge, conscious peace, and virtue pure ;  
 “ Sacred, substantial, never fading bliss.” THOMSON.

.....  
**THIRD EDITION.**  
 .....

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THE  
 AMERICAN  
 REVOLUTION  
 INSTITUTE  
 of The Society of the Cincinnati

HISTORY  
OF THE  
UNITED STATES.

BY NOAH WEBSTER, LL. D.

THIRD EDITION.



NEW-HAVEN,  
PUBLISHED BY DURRIE & PECK;

LOUISVILLE, KY.—WILCOX, DICKERMAN & Co.

Carroll & Hannay and N. & J. White, New-York; D. F. Robinson, Hartford; O. Steele, Albany; Z. Clark, Troy; G. T. Davis, Utica; J. D. Bemis, Canandaigua; Hoyt, Porter & Co., Rochester; Steele & Faxon, Buffalo; Hogan & Thompson, Philadelphia; L. Loomis, Pittsburgh; Cushing & Sons, Baltimore; S. Hancock & Co., Charleston; B. D. & T. H. Platt, Columbus; Pierce & Parker, Boston; A. S. Beckwith, Providence.

1833.

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  10. Military events; wars of the colonies.
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THE  
AMERICAN  
REVOLUTION  
INSTITUTE

of The Society of the Cincinnati

A  
**HISTORY**  
OF THE  
**UNITED STATES**  
OF  
**America,**

ON A PLAN  
ADAPTED TO THE CAPACITY OF YOUTH,  
AND  
DESIGNED TO AID THE MEMORY  
BY  
SYSTEMATICK ARRANGEMENT AND INTERESTING  
ASSOCIATIONS.

ILLUSTRATED BY ENGRAVINGS.

BY REV. CHARLES A. GOODRICH.

SECOND EDITION

NEW-YORK :

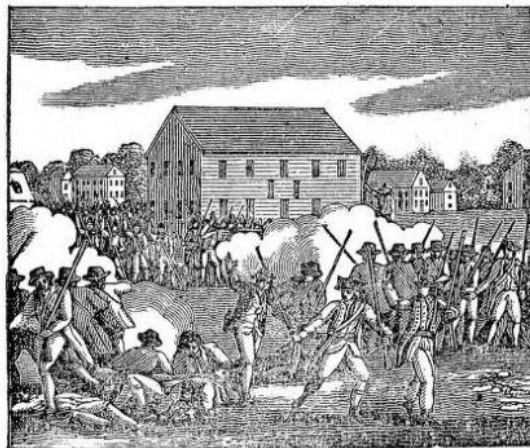
PUBLISHED BY COLLINS & CO.  
J. & J. HARPER, PRINTERS.

1825.

UNITED STATES.

Period V.

DISTINGUISHED FOR THE WAR OF THE REVOLUTION.



Battle of Lexington.

*Extending from the commencement of hostilities by Great Britain against the American colonies, in the battle of Lexington, 1775, to the disbanding of the American Army at West Point, 1783.*

*Section I. On the 19th of April, 1775, was shed at Lexington, Massachusetts, the first blood in the war of the revolution—a war, which terminated in the separation*

UNITED STATES.

Period VII.

DISTINGUISHED BY WASHINGTON'S ADMINISTRATION.



George Washington.

*Extending from the inauguration of President Washington, 1789, to the inauguration of John Adams, as president of the United States, 1797.*

*Section I. On the 30th of April, 1789, in the presence of the first Federal Constitution, and before an immense number of spectators, was inducted into the office of President of the United States, by taking the oath of office.*

STATE OF WEST VIRGINIA  
DEPARTMENT OF FREE SCHOOLS  
ELEMENTARY DIPLOMA TEST

CIVICS

April 9-10, 1931

Thursday, 3:00-4:00 P. M.

- I. What constitutes a community? Write about a page.
- II. Show how good home life tends to decrease the need of government.
- III. Make a list of the powers of the President of the United States as contained in the Constitution.
- IV. What does the family do for the education of the children that the school cannot do? What does the school do that the family cannot?
- V. Distinguish between poverty and pauperism and discuss the most important causes of pauperism.
- VI. State the difference between a direct tax and an indirect tax.

History.

1. Who first discovered the following places.—Florida, Pacific Ocean, Miss River, St Lawrence River?
2. Sketch briefly Sir Walter Rawleigh, Peter Stuyvesant.
3. By whom were the following settled:—Ga., Md., Mass., R. I., Fla
4. During what wars were the following battles fought:—Brandywine, Great Meadows, Lundy's Lane, Antietam, Buena Vista.
5. Describe the battle of Quebec.
6. Give the cause of the war of 1812 and name an important battle fought during that war.
7. Name 2 presidents who have died in office: three who were assassinated.
8. Name the last battle of the Civil War; War of 1812; French and Indian War. and the commanders in each battle.
9. What president was impeached, and on what charge?
10. Who invented the following.—Magnetic, Telegraph, Cotton Gin, Sewing Machine, Telephone, Phonograph.

William Foster,  
Ed C Tyler,  
J. E. Magruder,  
F T Harned,  
Ora L. Roby,

Bullitt County Board of Education.

Chas. G. Bridwell, Truant Officer.



THE  
AMERICAN  
REVOLUTION  
INSTITUTE  
of The Society of the Cincinnati

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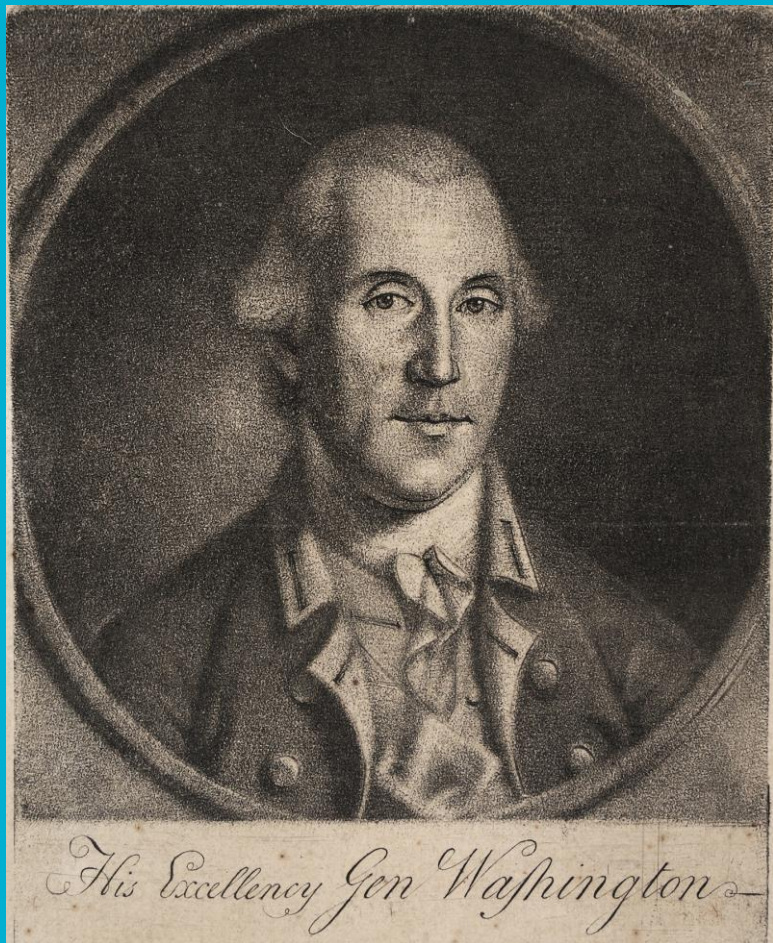
Engraved for BARNARD's New Complete & Authentic HISTORY of ENGLAND.



*The Manner in which the American Colonies Declared themselves*  
**INDEPENDANT** of the King of ENGLAND,  
*throughout the different Provinces, on July 4, 1776.*

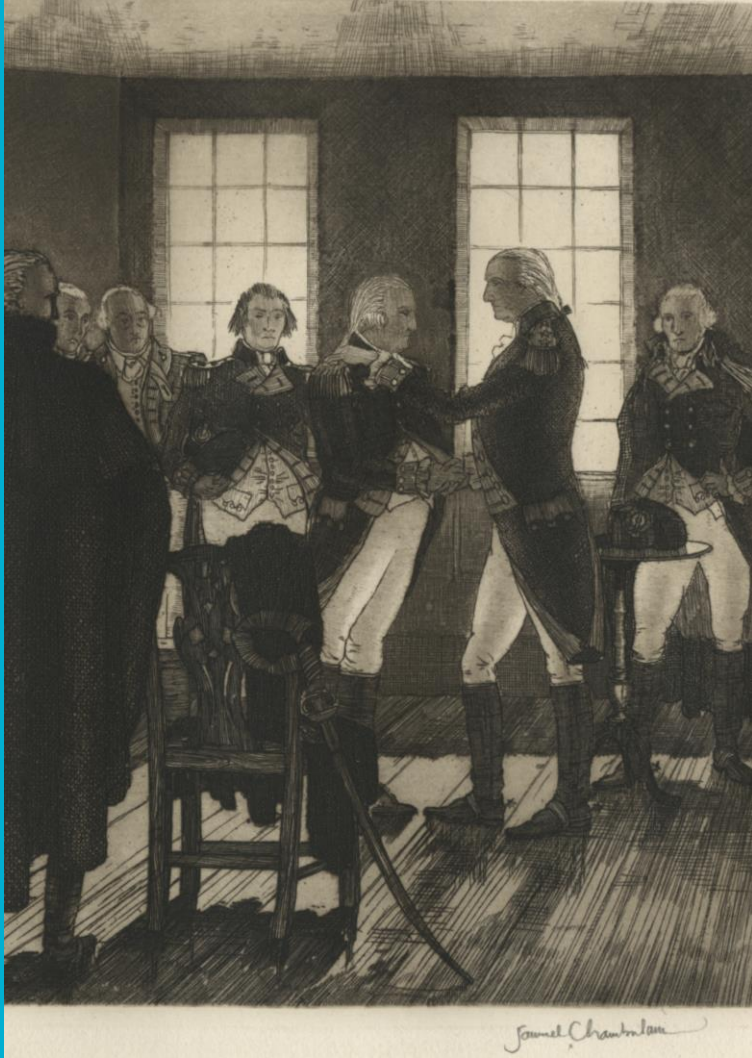
## The Declaration of Independence [July 4, 1776]

*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.*



## General Washington's Appointment and Acceptance of the Command of the American Army [June 16, 1775]

*Though I am truly sensible of the high honor done me in this appointment, yet I feel great distress from the consciousness, that my abilities and military experience may not be equal to the extensive and important trust. However, as the Congress desire it, I will enter upon the momentous duty, and exert every power I possess in their service, and for the support of the glorious cause.*



General Washington's Address to the Army  
[November 2, 1783]

*Every American Officer and Soldier must now console himself for any unpleasant circumstances which may have occurred, by a recollection of the uncommon scenes in which he has been called to act no inglorious part; and the astonishing Events of which he has been a witness—Events which have seldom, if ever before, taken place on the stage of human action, nor can they probably ever happen again.*





## General Washington's Resignation of Command of the Army [December 24, 1783]

*Having finished the work assigned to me, I retire from the great theatre of action; and, bidding an affectionate farewell to this august body, under whose orders I have long acted, I here offer my commission, and take my leave of all the employments of public life.*

A  
Circular Letter,  
FROM  
HIS EXCELLENCY  
*George Washington,*  
COMMANDER IN CHIEF  
OF THE  
ARMIES OF THE  
UNITED STATES  
OF  
*AMERICA;*

Addressed to the GOVERNORS OF  
the several STATES, on his  
resigning the Command of the  
Army, and retiring from pub-  
lic Business.

---

PHILADELPHIA:  
Printed by Robert Smith, jun.  
back of the Fountain Inn, be-  
tween Second and Third streets.

1783

General Washington's Circular Letter to the  
Governors of the Several States  
[June 18, 1783]

*There are four things which I humbly conceive are essential to  
the well being, I may even venture to say the existence, of the  
United States as an independent power:*

- 1st. An indissoluble Union of the States under one Federal  
Head.*
- 2dly. A sacred regard to Public Justice.*
- 3dly. The adoption of a proper Peace Establishment, and*
- 4thly. The prevalence of that pacific and friendly Disposition,  
among the People of the United States, which will induce them  
to forget their local prejudices and policies, to make those  
mutual concessions and policies which are requisite to the  
general prosperity, and in some instances, to sacrifice their  
individual advantages to the interest of the Community.*



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THE PATRIOT'S MONITOR.

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republic, and to whom we are bound to address our devout gratitude for the past, as well as our fervent supplications and best hopes for the future.  
JAMES MADISON.  
Washington, March 4, 1809.

ON EDUCATION IN NEW-ENGLAND.

1. AMONG the customs which are universal among the people, in all parts of the state, one that seems worthy of remark, is, the attention that is paid to the education of children.
2. The aim of the parent, is not so much to have his children acquainted with the liberal arts and sciences; but to have them all taught to read with ease and propriety; to write a plain and legible hand; and to have them acquainted with the rules of arithmetic, so far as shall be necessary to carry on any of the most common and necessary occupations of life.
3. All the children are trained to this kind of knowledge: they are accustomed from their earliest years to read the holy scriptures, the periodical publications, newspapers, and political pamphlets; to form some general acquaintance with the laws of their country, the proceedings of the courts of justice, of the general assembly of the state, and of the congress.
4. Such a kind of education is common and universal in every part of the state: and nothing would be more dishonorable to the parents, or to the children, than to be without it. One of the first things the new settlers attend to, is to procure a schoolmaster to instruct their children in the arts of reading, writing, and arithmetic.
5. No greater misfortune could attend a child, than to arrive at manhood unable to read, write, and keep small accounts: he is viewed as unfit for the common business of the towns and plantations, and in a state greatly inferior to his neighbors. Every consideration joins to prevent so degraded and mortifying a state, by giving to every one the customary education, and advantages.

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THE PATRIOT'S MONITOR.

6. This custom was derived from the people of New-England; and has acquired greater force in the new settlements, where the people are apprehensive their children will have less advantages, and of consequence, not appear equal to the children in the older towns.

7. No custom was ever better adapted to private, or public good. Such kind of education and knowledge, is of more advantage to mankind, than all the speculations, disputes, and distinctions, that metaphysics, logic, and scholastic theology, have ever produced.

8. In the plain common good sense, promoted by the one, virtue, utility, freedom, and public happiness, have their foundations. In the useless speculations produced by the other, common sense is lost, folly becomes refined, and the useful branches of knowledge are darkened, and forgot.

ON RELIGIOUS TOLERATION.

1. RELIGION is one of those concerns, which will always have great influence on the state of society. In our original frame and constitution, the benevolent Author of our natures, has made us rational and accountable creatures: accountable to ourselves, to our fellow men, and to our God.
2. These foundations of religion, are so

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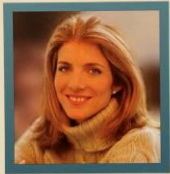
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A  
PATRIOT'S  
HANDBOOK



*Songs, Poems, Stories, and Speeches*  
*Celebrating the Land We Love*

*Selected and Introduced by*  
CAROLINE KENNEDY

JUDGE LEARNED HAND  
ADDRESS AT "I AM AN AMERICAN" DAY,  
CENTRAL PARK, NEW YORK

MAY 21, 1944

Learned Hand (1872-1961) served as a federal judge from 1909 until 1951. Nicknamed *the Tenth Justice of the Supreme Court* for his many influential decisions, Hand became famous as a defender of free speech and liberty in his more than two thousand opinions. Hand's history: His address, often referred to as "The Spirit of Liberty," was noted for its emphasis on tolerance in the midst of wartime.

We have gathered here to affirm a faith, a faith in a common purpose, a common conviction, a common devotion. Some of us have chosen America as the land of our adoption; the rest have come from those who did the same. For this reason we have come right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land.

What was the object that nerved us, or those who went before us, to this distant shore? We sought liberty; freedom from oppression, freedom from want, freedom to be ourselves. This we then sought; this we now believe that we are by way of winning.

What do we mean when we say that first of all we seek liberty? I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it; no constitution, no law, no court can even do much to help it. While it lives there it needs no constitution, no law, no court to save it.

And what is this liberty which must lie in the hearts of men and women? It is the ruthless, the unbridled will; it is not freedom to do as one likes. That is the ideal of liberty, and leads straight to its overthrow. A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few; as we have learned to our sorrow.

What, then, is the spirit of liberty? I cannot define it; I can only tell you my own faith. The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the minds of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded.

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The spirit of liberty is the spirit of Him who, near two thousand years ago, proclaimed that heaven is his never learned, but has never quite forgotten; that heaven is Kingdon where the least shall be heard and considered side by side with the greatest.

And you... in the spirit of that America for which our young men are at this moment fighting and dying in that spirit of liberty and of America I ask you to rise and pledge your faith in the glorious destiny of our beloved country. I now pledge to you your hands and repeat with me this pledge:  
*I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands—more nation, indivisible, with liberty and justice for all.*

PHOTO: "I Am an American" Day, Times Square, New York, 1946.



COMPANION VOLUME TO THE  
#1 NEW YORK TIMES BESTSELLER  
A PATRIOT'S HISTORY OF THE UNITED STATES

# THE PATRIOT'S HISTORY READER



ESSENTIAL DOCUMENTS  
FOR EVERY AMERICAN

LARRY SCHWEIKART, DAVE DOUGHERTY,  
AND MICHAEL ALLEN

## CHAPTER 37

### On Social Security, Franklin D. Roosevelt, 1935

In 1932 the Democrats had included planks in their campaign platform for old-age relief and unemployment benefits to offset some of the effects of the Depression. As drafted in 1934 by the President's Committee on Economic Security, payments to retirees and relief for the elderly were to be managed by a new federal program, while unemployment compensation, aid to dependent children, child welfare, public health services, and assistance to the blind would be handled by the states with federal funding. Franklin D. Roosevelt introduced the initiative to Congress in the speech below on January 17, 1935, and Congress voted Social Security into law on August 14, 1935. The new law was soon tested for constitutionality, and unlike the Agricultural Adjustment Act, the National Industrial Recovery Act, and the Railroad Retirement Act, Social Security passed the Court's muster as falling within the purview of the Constitution's general welfare clause (article 1, section 8: "The Congress shall have Power To . . . provide for the . . . general Welfare of the United States . . .").

The program, in which retirees would receive benefits paid for by those still working, was held by the Court as not qualifying as an annuity, and no one paying money into the system earned a right to receive back his paid-in money. The benefit grew to become the largest government benefit program in the world, representing well over 20 percent of the federal budget. Although an accounting fiction of a "trust fund" was set up, every dollar contributed to the Social Security program was immediately put into the general revenue fund and spent by Congress on whatever it desired at the time. Although estimates vary (depending on the definition of payees and recipients), at the time it was instituted Social Security saw between ten and fourteen workers paying into the system for every recipient receiving a check. In 2010, the ratio was about three to one, and within twenty years, some forecasts anticipate that the ratio will be one to three.

Curiously, Social Security coverage was not at first generally extended to women and minorities: about two-thirds of working blacks were not covered as

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well as almost half of all employed women. Agricultural workers were excluded in the act, and married women usually received benefits only through their husband or because of their children. In selling his program, FDR promised that no worker would ever pay more than 1 percent of his income in Social Security tax. By 2010, self-employed persons would be paying 15.3 percent of their income in "self-employment tax," which covers both Social Security and Medicare. Is this a case of the camel's nose getting in the tent? Is Social Security, as critics suggest, a Ponzi scheme? Why are federal employees and certain other occupations excluded from paying into Social Security? FDR argued for the government system to eventually be supplanted by private accounts, yet that did not happen. What institutional barriers did Roosevelt intentionally or unintentionally create that prevented this private retirement system from developing?

### Message to Congress on Social Security, January 17, 1935

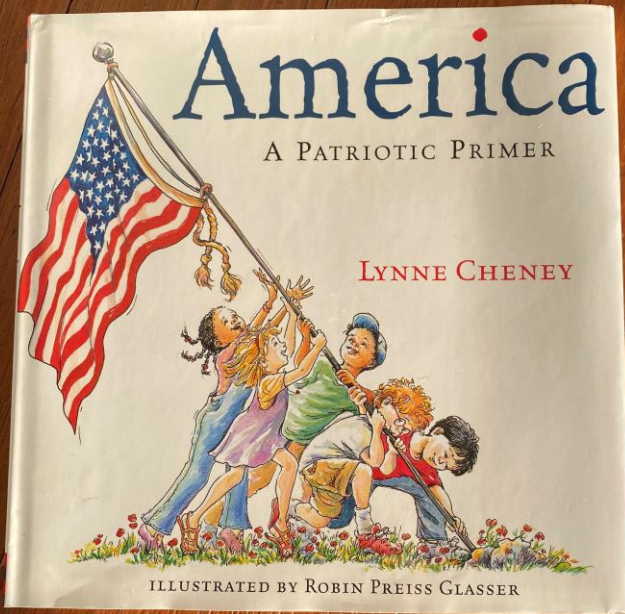
IN ADDRESSING YOU ON JUNE 8, 1934, I SUMMARIZED THE MAIN objectives of our American program. Among these was, and is, the security of the men, women, and children of the nation against certain hazards and vicissitudes of life. This purpose is an essential part of our task. In my annual message to you I promised to submit a definite program of action. This I do in the form of a report to me by a Committee on Economic Security, appointed by me for the purpose of surveying the field and of recommending the basis of legislation.

I am gratified with the work of this committee and of those who have helped it: The Technical Board on Economic Security drawn from various departments of the government, the Advisory Council on Economic Security, consisting of informed and public-spirited private citizens; and a number of other advisory groups, including a committee on actuarial consultants, a medical advisory board, a dental advisory committee, a hospital advisory committee, a public health advisory committee, a child welfare committee, and an advisory committee on employment relief. All of those who participated in this notable task of planning this major legislative proposal are ready and willing, at any time, to consult with and assist in any way the appropriate congressional committees and members, with respect to detailed aspects.

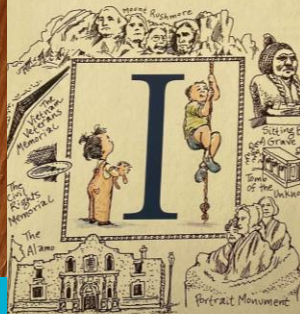
It is my best judgment that this legislation should be brought forward with a minimum of delay. Federal action is necessary to, and conditioned upon, the action of states. Forty-four legislatures are meeting or will meet soon. In order that the necessary state action may be taken promptly it is important that the federal government proceed speedily.



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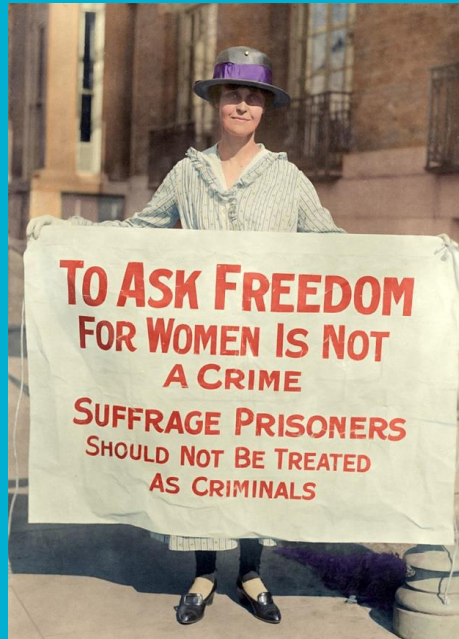
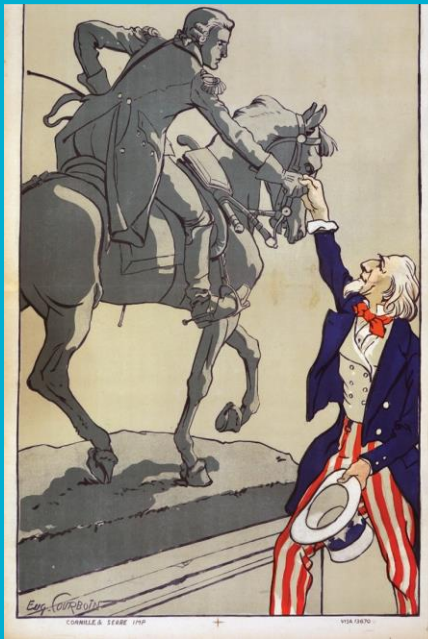
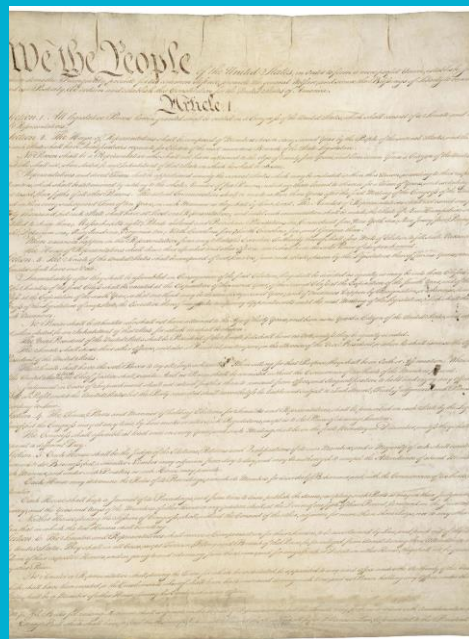
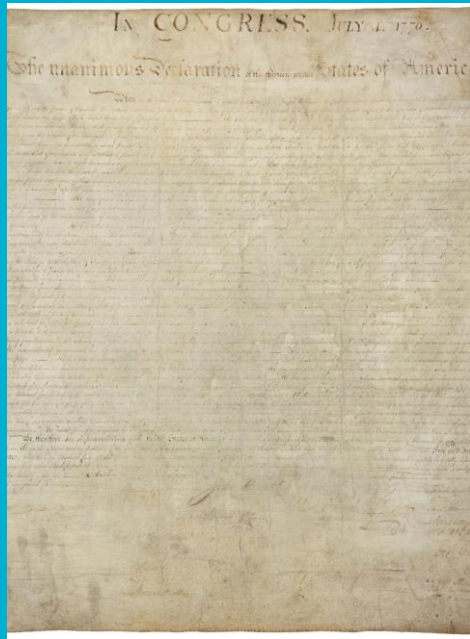


**H is for Heroes and I for Ideals.**  
Heroes remind us of our nation's ideals and how important it is to live up to them.



Some heroes we admire from afar.  
Others are part of our lives every day.





# The American Revolution...

- ★ secured our national independence,
- ★ established our republic,
- ★ created our national identity,
- ★ and articulated our highest ideals—liberty, equality, civic responsibility and natural and civil rights.