

William Rawle, 1<sup>st</sup> Federal Attorney for the State of Pennsylvania wrote in his commentary *View of the Constitution of the United States*, Chapter 31, 1825,

*“The Union is an association of the people of republics; its preservation is calculated to depend on the preservation of those republics. The people of each pledge themselves to preserve that form of government in all. Thus each becomes responsible to the rest, that no other form of government shall prevail in it, and all are bound to preserve it in every one.”*

*“Yet it is not to be understood, that its interposition would be justifiable, if the people of a state should determine to retire from the Union, whether they adopted another or retained the same form of government, or if they should, with the, express intention of seceding, expunge the representative system from their code, and thereby incapacitate themselves from concurring according to the mode now prescribed, in the choice of certain public officers of the United States.”*

William Rawle was a contemporary of George Washington, Thomas Jefferson, Ben Franklin and many others of the founding fathers. He was appointed as Federal Attorney for the State of Pennsylvania by George Washington. This work, *View of the Constitution of the United States*, was the textbook for government for the military academies before the Civil War. As Dean of the Pennsylvania Bar he was not a Southerner. Elsewhere in the book Rawle makes the case that when the Union does not work, it is the duty of the States to leave it.

“So who was the speaker at Gettysburg? He was a 54-year-old man who opposed equal rights for blacks. What did he want? He wanted to win the war, bring the Southern states back into the Union, deport the slaves and create an all-white nation. He was then a man who was supporting certain social forces and wanting certain things. Every word he said at Gettysburg was colored and defined by who he was, and what he wanted to do.”

Source: *Forced Into Glory* by Lerone Bennett Jr.

Chapter 26 “*Goin’ To Gettysburg, Sorry I Can’t Take You*”

Our job has been to try to show the Southern View as expressed by Rawle without using too much information like that given by Lerone Bennett. If we can present the Southern view without totally destroying the concepts in the Textbooks, we will be building a bridge which we can cross to give students a taste of their heritage. And, we must do this without damaging children’s view of Lincoln, when we are talking to elementary students.

We started out looking at the project as 4 small sets of background studies; however, it has grown to 110 pages. We have included photocopies of both the Emancipation Proclamation and the Gettysburg Address, as well as complete transcripts of all four UIL documents.

We have chosen to point out the unique position Texas enjoyed within the Union: Texas, alone, joined the Union by treaty between equals: the Republic of Texas and the United States. By joining through a Treaty, on which a number of the members of the US Congress had voted, Texas should have had the right to withdraw from the Union when the Union failed to live up to its part of the treaty. However, we should emphasize that each State, according to Rawle’s opinion had the right and duty to leave if the people of the State so choose.

Repeatedly we have been able to show that Lincoln tried to use the Declaration of Independence to justify his war. We have countered with quotes like like “*The United States shall guarantee to every state in the Union a republican form of government, shall protect each of them against invasion, and on application of the legislature, or of the executive when the legislature cannot be convened, against domestic violence.*” We make the point that in the Declaration of Causes does not try to take a moral judgment about slavery. It simply states that slavery exists and existed when the Republic joined the Union. While slavery is in fact a blot on our Nation’s history (not just the Southern States), it was none of the things the South’s enemies claim. We do not try to convince 5<sup>th</sup> through 8<sup>th</sup> graders that the North was more guilty of the evils of slavery than the south. For that we will wait until after we have our foot in the door and have the schools understanding that the war was NOT about slavery but about money and power.

At this time we are all but finished. We need someone to proof what we have done. Once that is done we should be ready to release the analysis.