

**THE STORY OF
THE UNITED STATES**

FOR YOUNG AMERICANS

CONNOR



THOMPSON PUBLISHING COMPANY

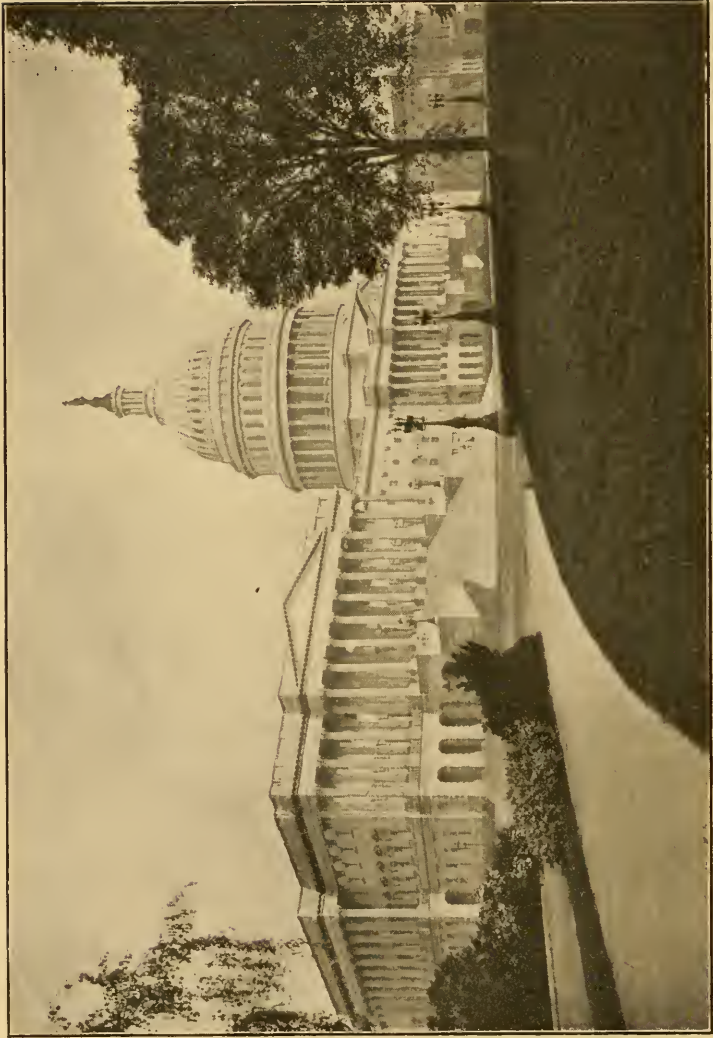


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THE NATIONAL CAPITOL

THE
Story of the United States

FOR YOUNG AMERICANS

BY

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SECRETARY OF THE NORTH CAROLINA HISTORICAL COMMISSION



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WHY YOUNG AMERICANS SHOULD STUDY THIS BOOK.

This little book will tell you the story of the United States. If you are a patriotic young American, you will want to know that story. It is your own story, and the story of your forefathers.

It will tell you how, many years ago, brave men from Europe crossed the dreadful Sea of Darkness and discovered America. You will learn how your own ancestors faced the terrors of the sea and the wilderness in search of freedom. You will see them waging wars to conquer this land from savage Indians. You will find them toiling to clear the forests, to plant the fields, to build homes, and to lay the foundations of great cities. You will read of their suffering and sacrifices in the cause of liberty. You will learn of their wisdom in forming a free government for the good of all the people.

In this book you will meet with many of the great men of the United States. Some of them were soldiers who did brave deeds for their country. Some were statesmen who made wise laws. Some were poets who wrote inspiring songs. Some were inventors who made useful things to lighten labor and make life happier. Some were engineers who built great bridges and railroads from one end of our country to the other. Others were the founders of colleges and schools for the children of all the people.

This book will show you why the United States has taken the lead of all the nations of the world—in inventions, in agriculture, in public education, and in bringing about peace and liberty on earth. When you have read this book, I think you will be a poor American indeed, if you do not love your country more and become more willing to serve it and make sacrifices for its welfare.

R. D. W. C.

April 1, 1916.

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DATES OF IMPORTANT EVENTS IN AMERICAN HISTORY.

- 1492. Columbus discovers America.
- 1497. First voyage of Cabot to America. This voyage gave England a claim to territory in North America.
- 1507. The New World first called America.
- 1513. Ponce de Leon's first expedition to Florida.
- 1519-1522. Magellan's ships make the first voyage around the world.
- 1523. Verrazano explores the eastern coast of North America.
- 1534. Cartier discovers the St. Lawrence river.
- 1542. De Soto's expedition through the eastern part of the United States. He discovers the Mississippi river.
- 1565. St. Augustine, the oldest town in the United States, founded.
- 1584. Sir Walter Raleigh sends an expedition to select a site for an English colony.
- 1586-1587. Raleigh's colonies planted on Roanoke Island.
- 1607. The first permanent English colony in America founded at Jamestown.
- 1608. Champlain founds Quebec.
- 1609. Henry Hudson discovers the Hudson river.
- 1614. The Dutch plant a settlement on Manhattan Island, the first settlement in New York.
- 1617. The first settlement in New Jersey.
- 1619. Negro slaves brought to Virginia.
- 1619. The House of Burgesses, the first law-making body chosen by the people in America, met at Jamestown.
- 1620. The Pilgrims found Plymouth, the first settlement in Massachusetts.

1623. The first settlement in New Hampshire, at Dover.
1625. First settlement in Maine.
1630. Founding of Boston.
1634. First settlement in Maryland, at St. Mary's.
1636. Roger Williams founds Providence, the first settlement in Rhode Island.
1636. Hartford, the first settlement in Connecticut, founded.
1638. The first settlement in Delaware.
1660. North Carolina settled along the Albemarle.
1664. Conquest of New Netherland by the English. Name changed to New York.
1670. Settlement of South Carolina near Charleston.
1681. First settlement in Pennsylvania.
1682. Founding of Philadelphia.
1682. La Salle explores the Mississippi river and takes possession of Louisiana for France.
1733. Settlement of Georgia at Savannah.
1745. Capture of Louisburg.
1753. Washington demands, in the name of Governor Dinwiddie, the withdrawal of the French from the Ohio valley.
1754. Beginning of the French and Indian War.
1759. Capture of Quebec.
1763. Treaty of peace between England and France. French possessions in America surrendered to England.
1765. Passage of the Stamp Act.
1770. Boston Massacre.
1771. Battle of Alamance.
1773. Boston Tea-Party.
1774. September 4. Meeting at Philadelphia of the First Continental Congress.
1775. April 19. Battle of Lexington.
1775. May 10. Meeting at Philadelphia of the Second Continental Congress.

1775. June 17. Battle of Bunker Hill.
1776. April 12. North Carolina takes the first step toward independence.
1776. July 4. The Declaration of Independence.
1777. October 17. Surrender of Burgoyne at Saratoga.
1781. October 19. Surrender of Cornwallis at Yorktown and the end of the Revolution.
1783. September 3. Treaty of peace in which Great Britain acknowledges the independence of the United States.
1787. Meeting at Philadelphia of the Convention that framed the Constitution of the United States.
1789. April 30. Washington inaugurated at New York as the first President of the United States.
1793. Invention of the cotton-gin.
1799. December 14. Death of Washington.
1803. The United States purchases Louisiana from France.
1807. Invention of the steam-boat.
1812. War declared against England.
1815. January 8. Battle of New Orleans.
1817. Beginning of the "Era of Good Feelings."
1820. Missouri Compromise.
1825. Opening of the Erie Canal.
1828. Beginning of railroads in the United States.
1844. Invention of the telegraph.
1846. Settlement of the Oregon boundary.
- 1846-1848. War with Mexico.
1848. Discovery of gold in California.
1859. John Brown's raid.
1860. Election of Lincoln and the secession of South Carolina.
1861. Formation of the Confederate States.
1861. Surrender of Fort Sumter. Beginning of the War between the States.
1862. Battle of the ironclads, *Virginia* and *Monitor*.
1863. January 1. Emancipation Proclamation.

1863. July 1-3. Battle of Gettysburg.
1863. July 4. Surrender of Vicksburg.
1865. April 9. Surrender of Lee at Appomattox. End of
the War between the States.
1866. The Atlantic Cable laid.
1867. Purchase of Alaska.
1869. Completion of the first railroad across the Continent.
1876. Centennial of the Declaration of Independence.
1876. End of Reconstruction.
1893. Celebration of the Four Hundredth Anniversary of the
Discovery of America.
1898. War with Spain.
1898. Annexation of Hawaii.
1898. Annexation of Porto Rico and the Philipines.
1904. Beginning of the Panama Canal.
1909. Discovery of the North Pole.
1914. Completion of the Panama Canal.
1916. United States troops invade Mexico in pursuit of Villa.

PRESIDENTS OF THE UNITED STATES.

George Washington	1789-1797
John Adams	1797-1801
Thomas Jefferson	1801-1809
James Madison	1809-1817
James Monroe	1817-1825
John Quincy Adams	1825-1829
Andrew Jackson	1829-1837
Martin Van Buren	1837-1841
William Henry Harrison	1841-
John Tyler	1841-1845
James K. Polk	1845-1849
Zachary Taylor	1849-1850
Millard Fillmore	1850-1853
Franklin Pierce	1853-1857
James Buchanan	1857-1861
Abraham Lincoln	1861-1865
Andrew Johnson	1865-1869
Ulysses S. Grant	1869-1877
Rutherford B. Hayes	1877-1881
James A. Garfield	1881-
Chester A. Arthur	1881-1885
Grover Cleveland	1885-1889
Benjamin Harrison	1889-1893
Grover Cleveland	1893-1897
William McKinley	1897-1901
Theodore Roosevelt	1901-1909
William H. Taft	1909-1913
Woodrow Wilson	1913-

AMERICA

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrim's pride,
From every mountain side,
Let Freedom ring.

My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills,
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright,
With freedom's holy light,
Protect us by Thy might,
Great God, our King!

The Story of the United States

CHAPTER I.

WHY A BRAVE SAILOR CROSSED THE SEA OF DARKNESS.

I.

The Necessity for a New Route to India.

The Sea of Darkness.—For the beginning of our story we must go back to Europe, more than four hundred years ago. Men then knew very little about the earth. They thought the earth was flat, that Europe was its center, and that the ocean flowed around it like a great river. The Atlantic Ocean, which thousands of people now cross every year, was then a terrible Sea of Darkness. No sailor dared sail very far from land. If they got too far away, they thought, they could never sail back. Besides, they believed that on the farther side, the sea was filled with monsters and sea-serpents that could tear the strongest ship to pieces. And worse than that, if a ship escaped these monsters, it would soon get into the region of fiery heat, where the ocean boiled furiously and where no animal or plant could live.

What Men Then Knew About the Earth.—No man then living had ever crossed this awful Sea of Dark-

ness. America had not been heard of. No European had ever sailed on the Pacific Ocean. All that men then knew about the earth was confined to Europe and a very little of Asia and Africa. Every school



THE PART OF THE WORLD (WHITE ON THE MAP) KNOWN TO EUROPEANS BEFORE 1492

boy now knows much more about the world than the wisest men then knew. But one day, a little more than four hundred years ago, a small vessel sailed into a harbor of Spain with news that startled the world, and changed men's ideas about the earth. Let us see how that event came about.

How Silks and Spices Were Brought from India.—

In the Southern part of Europe are the two ancient cities of Genoa and Venice. Long before Europe knew anything about America these cities had grown rich and powerful. Their riches were gained by trading with India and other countries of Asia. From

Genoa and Venice great fleets with rich cargoes sailed across the Black Sea and the Mediterranean Sea to Egypt and Syria. There they met long caravans of horses and camels laden with fine silks, shawls, rugs, spices, ivory, and precious stones from far-away India. For these things the merchants of Genoa and Venice traded their linen and woolen goods, their glassware and their delicious wines. Then they returned home and sold their silks and shawls, their spices and rugs, and their ivory and pearls to the people of Europe. This trade made them the wealthiest merchants in all Europe.

How the Trade With India Was Broken Up.—

About the middle of the fifteenth century (1450), alarming stories began to reach Genoa and Venice. Sailors often returned from their voyages with tales of suffering and narrow escapes from death. The Black Sea and the Mediterranean Sea, they said, were filled with armed vessels, whose crews were savage, dark-skinned men armed with long guns and ugly, sharp daggers. Whenever they met a ship from Genoa or Venice they captured it, robbed it of its cargo, murdered its sailors, and sent the ship to the bottom.

These robbers were a fierce, war-like people from Asia, called Turks. Their chief business was war on land and on sea. They were Mohammedans in religion, and hated the Christians. In 1453 the Turks captured the Christian city of Constantinople, and soon their vessels covered the Black Sea and the Mediterranean Sea. No Christian ship could now

sail with safety to Egypt or Syria and return with the riches of India, and in a little while the Turks had destroyed the trade with India.

The Christian merchants of Genoa, Venice, and all of Europe now began to ask, "Is there not some other way for our ships to reach India without crossing the Black Sea or the Mediterranean Sea?" Never was a more important question asked. The attempt to answer this question brought about the most wonderful discovery in the history of the world.

II.

Columbus Secures Help to Find a New Route to India.

A Learned Navigator.—The way to reach India is by sailing westward across the Sea of Darkness, was the startling answer. That answer was given by a poor but learned navigator who then lived at Lisbon, in Portugal. He was born and grew to manhood in Genoa. There he had seen many a great fleet sail away to Asia and return with a rich cargo from India. He had heard, too, tales of the robberies and cruelties of the Turks, and had even taken part in battles against them. From



CHRISTOPHER COLUMBUS

his boyhood he had loved the sea, and at school his favorite studies were subjects that were useful to sailors. When fourteen years old, he began to make voyages on the Mediterranean, and soon became a skillful navigator. His name was Christopher Columbus.

The World is Round.—Soon after the Turks captured Constantinople, Columbus left Genoa and went to Portugal. At that time Portugal was the leading maritime country in Europe, and Columbus hoped to find work there. The King of Portugal was then trying to find a new route to India by sailing around Africa. He had sent out several expeditions which made many important discoveries along the coast of Africa. But none of Portuguese expeditions had succeeded in reaching India. No captain and no crew could be found bold enough to make the long voyage.

At Lisbon Columbus found plenty of work. He went on several long voyages. He made maps and charts, and studied the works of the great geographers and astronomers. Some of those learned men had written that the earth is not flat, but round, and that a ship could safely sail around the earth. But though they wrote this in their books, none of them was bold enough to sail across the Atlantic to prove it.

Columbus Proposes to Find a New Route to India.—But Columbus was not afraid to sail across the Atlantic. The earth was certainly round, he said. Therefore, India must be on the other side from

Europe and a ship could sail around the earth and reach India without crossing the Mediterranean Sea at all. But when he gave this answer to their question, many people exclaimed, What a silly idea! No man would be so foolish as to try such a thing. He would fall off the edge of the earth. He would be swallowed alive by sea-monsters. He would be boiled to death in the fiery region. But Columbus answered boldly that such ideas were absurd, and that if he had a ship and crew he would prove that he was right.

Seeks Aid from Portugal.—Columbus was too poor to fit out a ship. Besides, it would not be safe to sail on such a voyage without the protection of some powerful king. So he decided to ask King John of Portugal to help him. King John listened to his plan. He even called in his wise men to hear it. They said it was all nonsense. So the King declared he would have nothing to do with such a dreamer. But he secretly sent out a ship to find out if Columbus might not be right after all. The sailors soon became frightened and returned. When Columbus heard how King John had deceived him, he turned his back on Portugal and went to seek aid in Spain.

Columbus Goes to Spain.—The rulers of Spain at that time were King Ferdinand and Queen Isabella. When Columbus reached their kingdom he found them engaged in a great war. They received him kindly but had no time to listen to his story. He followed them about from place to place, and even fought in their armies. People laughed at him,

tapped their heads when they saw him, and called him "that crazy sailor." The learned men to whom he talked said that he was a dreamer and that his plan was foolish. And so he spent seven long, weary years of waiting, but without success. Finally he decided to leave Spain and go to France.



COLUMBUS AT THE COURT OF FERDINAND AND ISABELLA

After the painting by Brozik in the Metropolitan Museum of Art,
New York City.

The Good Prior.—As Columbus walked along the dusty road on his way to France, his little eleven year old son who was with him, became tired, hungry and thirsty. They stopped at a monastery, near Palos, to ask for food and water. The good prior, Juan Perez, was so pleased with the fine face and noble bearing of the traveller that he wanted to know

who Columbus was and where he was going. Columbus' story and his daring plan to reach India greatly interested the prior and he proposed to send to Palos for the learned navigator, Martin Alonzo Pinzon, to learn what he thought of it. When Pinzon heard the plan, he believed that Columbus was right, and said he was ready to make the voyage with him. Then the good prior went in haste to see the Queen and begged her to listen to Columbus before it was too late.

The Queen Decides to Help Columbus.—Isabella promptly sent for Columbus and had him tell his plans all over again. Some of her learned men now began to think that Columbus might possibly be right, and they advised the Queen to help him. If he was wrong, they said, no great harm would come of it; if he was right, his discoveries would make Spain the richest nation in Europe. So Isabella decided to give him a small fleet for a voyage across the Sea of Darkness. She gave him power to discover strange lands in the name of the King and Queen of Spain, and to act as governor over them.

III.

The Great Voyage Across the Sea of Darkness.

How a Crew Was Secured.—The Queen made Columbus "Admiral of the Ocean," and placed him in command of three small ships. They were the Santa Maria, the Pinta, and the Nina. Columbus himself sailed in the Santa Maria, the largest of the

three. Martin Alonzo Pinzon was captain of the *Pinta*, and his brother commanded the *Nina*. Great trouble was found in securing sailors. Many thought it certain death to go on such a voyage. They cried out against Columbus as a madman, and the King and Queen had to use all their power to induce men to sail with him. They even promised freedom to prisoners who would go with Columbus. After much difficulty ninety sailors were secured.

The Fleet Sails from Palos.—On August 3, 1492, Columbus sailed from Palos. The sailors bade their

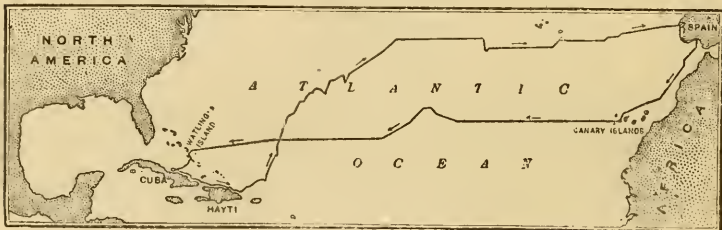


SHIPS OF COLUMBUS.

friends goodbye with weeping and wailing. Nobody expected to see the sailors again. Their vessels were small and weak. They were bound for an unknown sea. As the land sank from sight, the sailors shed

bitter tears, and cursed the crazy fool, as they called Columbus, who was leading them into such dangers. How they hated him, and how gladly, if they had dared, would they have thrown him overboard! Columbus alone was calm and brave. He believed that Heaven was his guide, and he steered straight on into the Sea of Darkness.

"Sail on! Sail on!"—Day after day the three little ships glided through the waves. Every day the poor sailors had some new fears. When the wind blew steadily westward, they wondered how they would ever return against it. When it died down, they trembled because they feared it would never blow again. When they sailed into a great meadow of seaweed, they cried out that their vessels could never get out of it. They begged Columbus to turn back. But he only replied, "Sail on! Sail on!" Then some of the bolder ones began to plan to throw him overboard, to return to Spain, and to say that he fell into



COLUMBUS'S ROUTE
(From Winsor's Columbus)

the sea. Nobody they thought would ever know any better. Columbus knew well enough what they were planning but he was too brave and determined to be frightened.

Signs of Land.—Columbus himself finally became uneasy, when more than a month had passed, and yet no land had been seen. He had already sailed 2,700 miles and had expected to reach land before sailing so far. He was afraid to tell his sailors how far they had gone from home. But one day, while the sailors were muttering against him, some land birds flew by the ships. Then a small branch with red berries on it, and some weeds that grow on land, floated by. On October 11, a sailor picked out of the water a staff which had been carved by the hand of a man. These things seemed to show that land could not be very far away.

Land! Land!—The sailors now no longer talked of throwing Columbus overboard. A large reward had been offered to the man who should first see land, and every eye was turned westward. Night came. Not an eye was closed. Not a sailor slept. About ten o'clock Columbus was standing on a high part of the Santa Maria, straining his eyes through the darkness. Suddenly he leaned forward. In the distance he seemed to see a light moving as if carried in some person's hand.

Slowly the hours passed. Midnight came, then the morning of October 12, 1492. It was about two o'clock that morning, when a sailor on the Pinta sprang to his feet with the joyful cry, "Land! Land!!" Sure enough, about five miles ahead, all could see waving trees growing on a low, sandy coast. The Sea of Darkness had been safely crossed!

IV.

Columbus in the New World.

San Salvador.—When Columbus went ashore, he was so overjoyed that he fell on his knees, kissed the ground, and burst into tears. His sailors now gathered around him, kissed his hands and feet, and implored his pardon for their wicked conduct during the voyage. Then Columbus drew his sword, unfurled the banner of Spain, and took possession of the



LANDING OF COLUMBUS.
Vanderlyn's Picture in Capitol at Washington.

land in the name of the King and the Queen of Spain. After that ceremony he returned thanks to God for his successful voyage. The land he had discovered proved to be an island which the natives called

Guanahani. But Columbus changed the name to San Salvador, or Holy Savior in gratitude to God for his safe journey.

Indians.—The natives watched Columbus and his men with great wonder. They had never before seen any men like the Spaniards; and the Spaniards had never seen any men like them. The natives had dark, copper-colored skins. All of them were naked, and some of them had their faces and bodies painted in bright colors. They were frightened because they thought Columbus' ships were great monsters, and that the white men were creatures from the sky. But Columbus showed them that he would do them no harm. So they came nearer, and at every step threw themselves on the ground to worship the white men. As Columbus thought that he had reached India, he called the people Indians.

Other Discoveries.—Columbus began at once his search for gold and spices. When he asked the natives where these things were to be found, they pointed to the south. So he turned his ships southward. In a few days he discovered the large island which we call Cuba. Columbus thought it was Japan. Afterwards he discovered Hayti and other islands of the West Indies.

Two Misfortunes.—One day the Pinta disappeared. Columbus suspected that Pinzon had started back to Spain to claim the honor of discovering the way to India. About a month later a storm wrecked the Santa Maria. Columbus now remembered that he was three thousand miles from Spain, that nobody

in Europe knew of his great success, and that he had but one small vessel left. If that vessel should be wrecked, nobody would ever know what had become of Christopher Columbus and his men. After these two misfortunes, he decided to hurry back to Spain with his great news. Then he could easily get more ships and return for further discoveries. Out of the timbers of the wrecked Santa Maria, he built a fort, left forty men in charge of it, and turned the prow of the little Nina toward Spain.

Columbus Reaches Spain.—On March 15, 1493, Columbus entered the harbor of Palos. How different everything was now from what it had been when he



ISABELLA OF SPAIN.

sailed away a few months before! The people flocked to see him; they wondered at the strange birds, the strange products, and the strange painted warriors he had brought back with him. They rang the bells. They lighted the streets. They cheered him and his sailors. On the same day the Pinta arrived at Palos, but it was too late for Pinzon to deprive Columbus of the honor that justly belonged to him.

The King and the Queen were at Barcelona. They sent a message for Columbus to come there at once. All along the route the people gathered to do him honor. He was carried into Barcelona with great pomp. As he approached the King and the Queen,

they arose from their throne to greet him. No such honor had ever before been paid to an humble sailor. Then they told him to sit down and tell the story of his voyage. When he finished his story, they fell on their knees and praised God. Columbus left Spain only a few months before a poor sailor whom many thought crazy. He had now returned to be treated like a mighty prince.

Columbus Sails on a Second Voyage.—Columbus prepared at once for a second voyage. For this voyage he had no trouble in getting either sailors, or vessels. He was placed in command of seventeen ships and 1,500 men. All of these men expected to find gold and precious stones in the new lands. When Columbus reached Hayti, he found that his fort had been destroyed and his men killed by the Indians. One of the first things he did was to found a town which he called Isabella.

For four years Columbus sailed among the West Indies looking for the rich cities of India. He discovered the large island of Jamaica, but nowhere did he find the riches that he expected. In 1497 he returned to Spain. The men who had been with him were bitterly disappointed and blamed Columbus for their failure to find gold and silver.

The Great Admiral in Chains.—The next year, Columbus sailed on his third voyage. On this voyage he discovered the continent of South America, but still thought that he was on the coast of Asia. Now his life began to be filled with trouble. His success had raised up enemies in Spain. They said that his

discoveries were a failure because he had found no gold, spices, nor rich cities. They declared that he was cruel and tyrannical. The King and the Queen were induced to send a high official to Hayti to inquire into these charges. This official was the secret enemy of Columbus. He knew the charges were false, nevertheless he seized Columbus, fastened heavy chains on his arms and legs, and sent him back to Spain as a prisoner. The good Queen was deeply incensed at this cruelty to the great Admiral and ordered the chains to be struck off at once. When Columbus came into her presence she received him with great honor and respect.

The Last Voyage.—Columbus sailed on his last voyage in 1502. He had with him four small vessels and one hundred and fifty men. On this voyage he discovered the coast of what we now call Central America. Misfortunes now began to befall him. He suffered ship-wreck, his men almost starved, and he was forced to return to Spain.

Death of Columbus.—Columbus was now an old man. His health was broken. His enemies had reduced him to poverty. Nobody even dreamed that he had discovered a new world. He himself thought that he had only found a westward route to India. His discoveries had not brought to Spain the wealth that was expected. After Queen Isabella died, he was neglected and left to live in sickness and want. Finally, in 1506, the great discoverer died. Many years passed before the world realized the greatness of what he had done; or before the honor was paid to his memory that his great work deserved.

REVIEW.

I.

THE NECESSITY FOR A NEW ROUTE TO INDIA.

GEOGRAPHY.—1. What oceans and seas wash the shores of Europe? 2. What ocean divides Europe from America? 3. Where is Italy? Egypt? Syria? Spain? Portugal? 4. What bodies of water partly surround Italy? 5. Where is Venice? Genoa? Lisbon? Palos? Barcelona? 6. Trace the route of a ship from Venice to Egypt; to Syria. From Genoa to Egypt; to Syria. 7. Trace the route of a ship from both cities to the southern shore of the Black Sea. 8. Trace the route of a caravan from Syria to India. 9. Where is Constantinople?

HISTORY.—1. Why was the Atlantic called the "Sea of Darkness?" 2. What dangers did sailors imagine they would meet on the ocean. 3. Tell what men knew about the earth four hundred years ago. 4. Give an account of the trade of Genoa and Venice. 5. How was this trade broken up. 6. What important question did it lead to?

II.

COLUMBUS SECURES HELP TO FIND A NEW
ROUTE TO INDIA.

GEOGRAPHY.—1. What ocean is west of Portugal? 2. Trace the route of a ship from Lisbon around Africa to India. 3. What bodies of water partly surround Spain?

HISTORY.—1. What was the answer to the question, How can India be reached? 2. Who gave it? 3. Give an account of the boyhood of Columbus? 4. What studies are useful to sailors? 5. Why did Columbus go to Portugal? 6. How were the Portuguese trying to reach India? Could they do it that

way? Why did they fail? 7. What did men think of Columbus' plans? 8. Why did Columbus leave Portugal for Spain? 9. Describe his treatment in Spain. 10. Tell the story of his meeting with Juan Perez. 11. Why was Isabella then willing to help him?

III.

THE GREAT VOYAGE ACROSS THE SEA OF DARKNESS.

HISTORY.—1. What title and powers did the Queen give Columbus? 2. What were the names of his vessels. 3. Who were their commanders? 4. How were his crew secured? 5. Describe the voyage. 6. How did Columbus know when he was near land? 7. What effect did these signs have on the sailors? 8. How long did it take Columbus to make the voyage?

IV.

COLUMBUS IN THE NEW WORLD.

GEOGRAPHY.—1. Where are the Bahama Islands? 2. Trace the route from Palos to San Salvador. 3. Where are the West Indies? Why are these islands called "West Indies?" 4. Columbus thought Cuba was Japan. Look at your maps and see how far wrong he was. 5. Where is Jamaica? Central America? 6. Columbus was trying to reach India. Could he have done so if he had gone far enough westward? How?

HISTORY.—1. Describe the landing of Columbus? 2. What was the name of the island? What name did he give it? 3. Describe the natives and how they received the Spaniards. Why did Columbus call them Indians? 4. What other discoveries did Columbus make on this voyage? 5. What mis-

fortunes did he meet with, and what were their results? 6. Describe his arrival in Spain. 7. Describe his second voyage. 8. What disappointments did he meet with? 9. What effect did they have on his fortunes? 10. Describe his return from his third voyage? How did it differ from his return from the first? 11. Give an account of his last voyage. 12. Give the years in which each of his voyages was made. 13. Describe his last year and death. 14. In what way did Columbus fail in his work? 15. What were some of the chief benefits of his discoveries to the world?

CHAPTER II.

THE SPANISH EXPLORERS.

I.

How the New World Got Its Name.

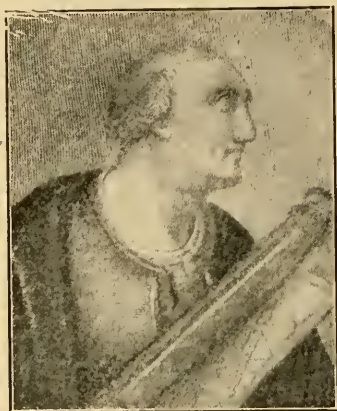
Father Adam's Will.—The story of the voyage of Columbus was heard everywhere in Europe with wonder and delight. The Atlantic was no longer a terrible Sea of Darkness. Men now knew they could safely venture out upon its waters and many became eager to cross it in search of fame and fortune. Spain laid claim to any region that might be discovered by sailing westward, while Portugal claimed any region that might be discovered by sailing around Africa. These two countries warned the other nations of Europe not to trespass on the lands which they claimed.

But the other European countries would not admit the claims of Spain and Portugal. "If Father Adam has left the earth to Spain and Portugal," said the King of France, "let them show me the will." England agreed with France, and before many years English and French ships were sailing the waters of the Atlantic far and wide, and those countries, too, were laying claims to various portions of the New World.

Spanish Colonies in the New World.—Nowhere did the discoveries of Columbus excite so much interest as in Spain. During the next few years many expeditions sailed from Spain to complete the work he had begun. The Spaniards generally sailed to the southwest. They discovered, conquered, and settled colonies in the West Indies, Panama, Central America, Mexico, Peru and other portions of South America, and in the southern part of what is now the United States. In some of these countries, especially in Mexico and Peru, they found rich mines of gold and silver. Many cargoes of these precious metals were sent back to Spain which soon became the richest and most powerful country in Europe.

The New World.—Among those who took part in these discoveries was Americus Vesputius. Like Columbus, Vesputius was an Italian in the service of Spain. He had gone to Spain as a merchant and engaged in trade with the East Indies. He became deeply interested, therefore, in the discoveries of Columbus, and determined to engage in the work of discovery on his own account. He made several voyages, some in the service of Spain, others in the service of Portugal. On one of his voyages, Vesputius reached the coast of what seemed to be a great continent to the south of the lands discovered by Columbus. This continent certainly was not Asia, thought Vesputius, therefore it must be a new world. So he wrote an account of his voyage, and in it called what we now know as South America the "New World."

America.—The story of Vespucci aroused great interest in Europe. People thought that Columbus had only showed them a new way to India, while



AMERICUS VESPUCCIUS

After a contemporary portrait by
Bronzino.

Vespucci had discovered a new continent. A German professor, therefore, declared that the "New World" ought to be called "America," in honor of Americus Vespucci. Europe and Asia were both named for women, he added, and it was but just that the New World should be named for a man. His suggestion was favorably received and people soon began to speak of the New World as America.

That is how the New World came to be named for the man who first wrote about it, and not for Columbus who discovered it. As it was still thought that the lands discovered by Columbus were in Asia, the name America was at first given only to the Southern continent. Afterwards, when it was learned that there was another continent to the north, that continent was called North America and the Southern continent then became known as South America.

Although the New World was not named for Columbus, we have not forgotten the honor due him as its discoverer. Both Ohio and South Carolina have

named their capital cities in his honor and Washington, our National capital, is in the District of Columbia. Nearly every State in the United States has a town or city named Columbia, or Columbus, while in song and story our country itself is often called "Columbia." In South America there is a country, the United States of Colombia, which bears the name of the discoverer of the New World.

II.

The First Voyage Around the Earth.

Ferdinand Magellan.—Columbus had not discovered a part of Asia, but had led the way to a new hemisphere which embraced two great continents. Between America and Asia stretched the waters of an ocean greater even than the Atlantic. The man who revealed this astonishing fact to Europe was Ferdinand Magellan.

Magellan was a Portuguese nobleman. He was brave, unselfish, and kind-hearted. There was no more skillful navigator in Europe than he. In Portuguese ships, he had made long voyages around Africa to the Indian Ocean. Magellan thought the route to India around South America must be shorter than the long route the Portuguese always followed around Africa. He did not dream that between South America and India was the greatest ocean on the globe. Magellan, therefore, urged the King of Portugal to send him in search of this new route. But the King refused. Magellan then asked per-

mission to offer his services to some other master, and the King curtly replied, "Do as you please."

Magellan Enters the Service of Spain.—Magellan next laid his plans before King Philip of Spain. That monarch was pleased with the idea and gave Magellan command of a fleet of five ships and 280 men. In 1519, with this little fleet, he sailed on the most wonderful voyage, except perhaps the first voyage of Columbus, in the history of the world.



FERDINAND MAGELLAN

Magellan steered first for South America. Then he sailed hundreds of miles down the coast of that continent looking for a way to reach the ocean beyond. Once he came to an open-

ing which he thought might be the strait he was looking for. He sailed up it for three hundred miles, only to discover that he was in a great river, now called La Plata. Returning to its mouth he proceeded on his voyage southward.

A Terrible Winter.—Magellan soon had need of all his courage. The winter set in bitterly cold. Storms raged. Food ran short. The sailors became dissatisfied. They accused Magellan of treachery. They declared that as he was a Portuguese and they were Spaniards, he was trying to destroy them, and

they demanded that he return to Spain. But Magellan refused to heed them. Then the crews of three of the ships, led by their captains, broke out in open rebellion. Magellan, undaunted, acted promptly. By a bold stroke he crushed the mutiny and punished the leaders. He declared that he would continue his voyage "if he had to eat the leather off the ship's yards."

Magellan Enters the Pacific Ocean.—Still sailing southward, Magellan entered a large open bay. The farther he went the narrower became the passage. Tall mountains covered with snow arose on both sides. While he was carefully finding his way through this winding and dangerous passage, one of his ships deserted and returned to Spain. With the other four, Magellan pressed on for five weeks. Suddenly a vast expanse of water burst upon his view. The strait was passed, and he sailed out upon the strange waters of a mighty ocean.

"When the Captain Magellan was past the strait and saw the way open to the other main sea," wrote one of his men, "he was so glad thereof that for joy the tears fell from his eyes." The waters before him seemed so peaceful and quiet in contrast with the stormy Atlantic that Magellan called them the Pacific Ocean. The strait he had discovered was called the Strait of Magellan.

Crossing the Pacific.—Now began his wonderful voyage across the Pacific. No white man had ever before sailed on its waters; no man had ever crossed it. Thousands of miles of unknown water stretched

out before the brave Magellan—how many thousands he could not tell. Hunger, sickness, and unknown dangers awaited him. Food gave out, and his men were actually compelled, just as he had predicted, "to eat the skins and pieces of leather which were folded about certain great ropes of the ships." Many of the crew died of hunger and thirst. But no danger, no terror could stop their dauntless commander.

Death of Magellan.—After many weary weeks some islands were reached where food and fresh water were obtained. The people of these islands were such thieves that the Spaniards called them "ladrones," or robbers, and the islands are known to this day as the Ladrone Islands. Later Magellan came to a group of large islands which he called the Philippines, in honor of King Philip II., of Spain. The inhabitants resisted the landing of the Spaniards, and in a fierce battle killed the brave Magellan.

The First Voyage Around the World.—Of the five ships with which he had sailed, only the Victoria finished the voyage. She met with many more dangers, but escaped them all, sailed across the Indian Ocean, around the Cape of Good Hope, and back again to Spain. She arrived there in 1522, three years after she set sail. Of the 280 men who began the voyage with Magellan, only eighteen, weak and gaunt from hunger and suffering, returned to tell the marvellous story of the first voyage around the earth.* This voyage proved beyond a doubt that the earth is round and can be circumnavigated. It also

*For map showing the route taken by Magellan see page 46.

showed that the lands already discovered were not parts of Asia, nor even a single continent south of Asia as Vespuccius had supposed, but a new hemisphere farther even from Asia than from Europe.

III.

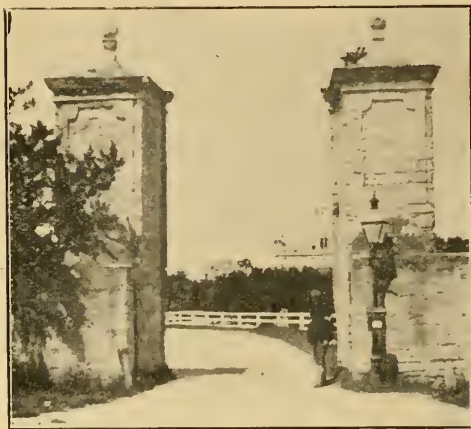
The Spaniards in North America.

The Fountain of Youth.—Along all the coasts which the Spaniards visited, the natives told them stories of gold and silver mines, great cities, and other wonderful things farther inland. It was their search for these things that led them to explore the interior of what is now the United States.

One story the Indians told the Spaniards was that somewhere in the interior they would find a fountain out of which bubbled water which made old people young again. The Spaniards had heard and seen so many strange things in the New World that they believed even this story. A brave old Spanish nobleman, named Juan Ponce de Leon, the governor of Porto Rico, determined to go in search of this magical "Fountain of Youth." Sailing from Porto Rico, he came in sight of land on Easter Sunday. Flowers were in bloom everywhere, so Ponce de Leon called the country Florida, the land of flowers.

Ponce de Leon made a long search for the wonderful fountain, which he never found, and left Florida without becoming any younger. Later he returned with a colony, but instead of finding youth in Florida, as he had hoped, he found death. The Indians

attacked his little band. His followers resisted bravely and beat them off, but Ponce de Leon



THE SPANISH GATE, ST. AUGUSTINE

received a wound from which he died. His explorations gave Spain a claim to Florida, and in 1565 Pedro Menendez, a Spanish soldier, founded St. Augustine there, the first permanent settlement in what is now the United States.

Coronado's Great Expedition.—Among the stories which the Indians told the Spaniards was one about seven great cities far inland where gold could be found in abundance. The Spaniards were ever eager to go in search of gold, so an expedition of 1,100 men led by Francisco de Coronado, set out from Mexico to conquer those cities. Coronado explored the regions now known as Arizona and New Mexico. He discovered the Grand Cañon of the Colorado river, and journeyed through the wilderness as far east as Oklahoma.

Finding no great cities of gold, Coronado returned in disgust to Mexico. He had explored a vast stretch of country is what is now the southwestern part of

the United States. In 1582 some Spanish priests founded in this region a mission called Santa Fe. Santa Fe, therefore, is the second oldest city in the United States.

The Discovery of the Mississippi.—While Coronado was exploring the West, Ferdinand de Soto was exploring the region farther east. With six hundred men, two hundred horses, and some fierce bloodhounds for hunting Indians and wild beasts, he



DISCOVERY OF THE MISSISSIPPI RIVER
Powell's picture in Capitol at Washington.

landed in Florida. He plunged through unexplored forests, crossed broad rivers, and penetrated dark jungles, in what is now Georgia, South Carolina, and North Carolina. In western North Carolina he climbed the highest mountains of the Appalachian range. Then turning southward he marched into

what is now Alabama, fighting his way against some of the fiercest tribes in America. At an Indian village called Mauvila, near the present city of Mobile, he won one of the bloodiest Indian battles in our history.

After this victory, De Soto again turned northward. He marched across what is now Mississippi until he reached the site of the present city of Memphis, Tennessee. There he saw the waters of a mighty stream which the Indians called Meschabebe, the Father of Waters. In English it is Mississippi. De Soto crossed the great river, explored a large part of what is now Arkansas, discovered the Red river, and followed that stream back to the Mississippi.

Death of De Soto.—Disease, hunger and battle had destroyed half of De Soto's little army. The survivors were weak, sickly and worn out by their many hardships. De Soto decided to build two boats and float down the Mississippi to its mouth, thence back to the Spanish settlements in Mexico. During the voyage, he was taken with fever and died. His men, fearing the Indians might insult his grave if they buried him on land, tied heavy weights to his body, and in the dead of night secretly sunk it in the waters of the great river which he had discovered. De



DE SOTO

Soto's men finally arrived safely in Mexico, three years after they had begun their journey. They were the first white men to make a voyage down the Mississippi.

Work of the Spanish Explorers.—From the time that Columbus first crossed the Atlantic, till De Soto discovered the Mississippi, only fifty years had passed. They were among the most wonderful years in the history of the world. Many voyages had been made which had completely changed men's ideas about the shape and the size of the earth. A New World had been discovered in which Spain had already planted colonies. Spanish soldiers had explored a large part of what is now our own country, and opened the way for its colonization by white people. Americans, therefore, should never forget the deeds of Columbus, Magellan, De Soto, and the other brave Spaniards who led the way for the planting of European civilization in America.

REVIEW.

I.

HOW THE NEW WORLD GOT ITS NAME.

GEOGRAPHY.—1. Find on your map and bound all the places and countries mentioned in this chapter. 2. Where is the United States of Colombia? 3. Make a list of all the places, states, counties, rivers, etc., named in honor of Columbus.

HISTORY.—1. In what portions of the world did Spain claim the sole right to make discoveries? Portugal? 2. What did

France and England say of these claims? 3. What countries in America were conquered and settled by Spain? 4. What benefits did Spain receive from them? 5. For whom was America named? Why? Why was it not named for Columbus? 6. In what way is the name of Columbus honored in America?

II.

THE FIRST VOYAGE AROUND THE WORLD.

GEOGRAPHY.—Trace the voyage of Magellan from Spain to Brazil; thence to the La Plata river; thence through the Strait of Magellan to the Ladrone Islands; thence to the Philippines; thence to India; thence around Africa to Spain.

HISTORY.—1. What kind of man was Magellan? 2. What were his ideas about reaching India? 3. In what way was he mistaken? 4. What great river in South America did he discover? Describe his voyage to that point. 5. Describe his voyage through the Strait of Magellan. 6. Describe his voyage across the Pacific. 7. What islands did he discover? Why did he name them as he did? 8. To whom do the Philippines now belong? 9. Describe the voyage from the Philippines to Spain. 10. What facts about the earth did men learn from this voyage?

III.

THE SPANIARDS IN NORTH AMERICA.

GEOGRAPHY.—1. Where is Porto Rico? 2. About how far is it from Florida? 3. Where is St. Augustine? 4. Trace Coronado's expedition. 5. What States did he cross? 6. Where is Santa Fe? 7. Trace De Soto's expedition. 8. What States did he cross? 9. What are the highest mountains of the Appalachian range? 10. Where is Mobile? Memphis?

HISTORY.—1. What was the chief purpose of the Spanish explorers? 2. What stories did the Indians tell them? 3. What was the "Fountain of Youth?" 4. Give an account of Ponce de Leon's explorations. 5. What is the oldest town in the United States? 6. Describe the expedition of Coronado. 7. Give an account of the discovery of the Mississippi. 8. What were the results of the Spanish explorations? 9. Make a list of the leading Spanish explorers, of the dates of their explorations, the portions of the world they visited, and the results.

CHAPTER III.

THE INDIANS.

The Red Men.—The Spaniards found in America a strange race unlike any other they had ever known. The people of this race were dark red, or copper-colored, with high cheek bones, small, keen black eyes, and straight black hair. As a rule they were tall, erect, and slender. Columbus, thinking he had reached the shores of India, called them Indians, and by that name they are known to this day. On account of their reddish color they are frequently spoken of as the red men. The Indians have had an important part in the history of our country, and we must learn something about their ways and customs.

The Indian Tribe.—There were many different tribes of Indians, each of which had its own name, language and customs. In the Northwest the tribes were of a more roving nature than those in the East. They had no settled homes and lived entirely by hunting and fishing. In what is now New Mexico and Arizona there were tribes that built great stone, or brick houses, often four or five stories high, in which two and three thousand persons could live. They were called Pueblos. It was probably these Pueblos that the Indians spoke of when they told the Spaniards stories about the great cities in the interior.

East of the Mississippi river the tribes generally lived in villages of long houses and wigwams. To make these long houses and wigwams poles were driven in the ground and then covered over with bark and skins and mud. In the center was a place for the fire while the smoke found its way out through holes left in the top.

The hunting grounds and the land on which the corn, tobacco, melons and other products were raised belonged to the tribe. The only things the warrior could call his own were his weapons and the skins that he wore for clothes.

The Indian's Weapons. — The most important weapon of the Indian was his bow and arrow. His bow was four or five feet long and was made of the toughest wood he could find. He made his bow string of the sinew or skin of the deer, or of some other animal. In the head of his arrow he fastened a sharp-pointed piece of flint. The warrior made his arrow-head by patiently chipping off the rough stone bit by bit until he brought it to the right shape. The poet Longfellow tells us how Iagoo, the "marvellous story-teller," made the bow and arrow for little Hiawatha:



From a branch of ash he made it,
From an oak-bough made the arrows,
Tipped with flint, and winged with feathers,
And the cord he made of deer-skin.

A TOMAHAWK

Next to the warrior's bow in importance was his war club, or tomahawk. It was made by fastening a stone, chipped into proper shape, in the head of a wooden handle. The warrior also made sharp knives out of bone and hard flint, with which he scalped his foe or skinned his game. All these rude weapons were given up after the Indians began to get guns and steel knives and hatchets from the white men.

The War Chief and His Warriors.—Generally the tribe had two kinds of leaders. One called the sachem was the ruler and leader during times of peace. The other was the war-chief who led the warriors in battle and was selected because of his great bravery and skill. The warriors formed the council, and nothing important



AN INDIAN CHIEF AND HIS WARRIORS
IN COUNCIL

was undertaken until they had gathered around the council fire and decided what should be done.

The Indian as a Hunter.—The chief occupations of the Indian men were hunting and fighting. The Indian was trained to endure hardships and suffering. His eye was as keen as the eagle's. No matter how faint the signs, he could follow the trail of his game, or of his enemy through tangled forests where the

white man could see nothing. He seemed never to get tired. He learned to imitate perfectly the whistle of the bird, the cry of the panther, the bark of the



INDIAN WARRIORS

wolf so as to deceive his game when hunting. His aim with his bow and arrow was certain and unfailing and his skill in using his tomahawk was marvellous.

On the War-Path.—When the Indian went on the war-path, he decked himself with feathers and painted his face in horrid colors. As a warrior, he was cunning and cruel. He slew the women and the children of his enemies as readily as their warriors. Suffering amused him. His favorite pleasure was to tie an enemy to the stake, and burn him alive, while he danced and yelled around him. It added greatly to his pleasure if a prisoner cried out in pain. But the Indian warrior rarely gave any sign of his suffering, or uttered a cry.

Every warrior's head was shaved except for one little lock of hair. That was his scalp-lock which he must defend against his enemies. When an Indian killed his enemy, he cut off this scalp and kept it as a record of his bravery. The more scalps a warrior got, the better time he thought he would have in the happy hunting grounds after death.

Indian Ways of Fighting.—The Indian's way of fighting was not like the white man's. The red man did not come out in the open if he could avoid it. He would lie in ambush and shoot his enemy in the back; or creep up upon the lonely camp, or hut at night, set fire to it, and shoot his unhappy victims as they rushed out. When large bands fought each other, they usually hid behind trees and rocks and bushes, but sometimes they would rush into battle shouting and yelling their hideous war-whoops that often chilled the bravest foes with terror.

The Peace Pipe.—The Indian was cruel and deceitful to his enemies; he was kind and true to his friends. He would welcome a friend to his wigwam, protect him at the risk of his own life, and share with him his last bit of food. The Indians often adopted their white friends as members of their tribe. Their way of declaring friendship was to smoke the pipe of peace. They gathered in a circle around the camp fire, filled a stone or clay pipe with tobacco, and passed it around the circle until each warrior had taken a puff at it.

The Indian Women.—The warriors thought it beneath them to do any work except to make their

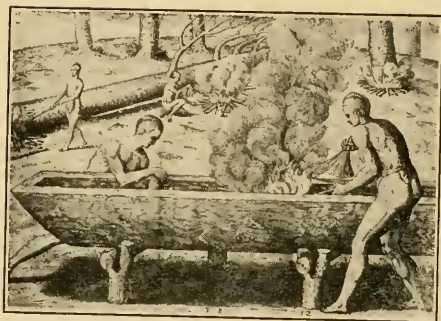
canoes and weapons, and to fish, hunt and fight. The Indian women planted, cultivated and gathered the corn, tobacco and other scanty crops. They made baskets and clay pots; they dressed the skins of the animals the warriors had killed, made clothes out of them, and did all the other hard work.

The Indian married woman was called a squaw. She took care of her baby, or papoose, as it was called, by wrapping it up in a soft skin and strapping it tightly to a framework of wood. If she wanted to go anywhere, she carried the papoose on her back. Sometime while she was at work, she would hang it to the limb of a tree and let the wind rock it to sleep. The little papoose seemed to be comfortable and happy in his queer cradle, and grew up to be as straight as an arrow.

The Education of the Indian Girls and Boys.—The Indian girls and boys did not go to school, but they were taught to do the things they would have to do when they became warriors and squaws. The girls were taught how to make baskets and clay pots; how to string beads and feathers; how to dress the skins of wild animals and how to make them into clothes. They helped their mothers with planting the corn and tobacco and with the cooking.

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in Summer,
Where they hid themselves in Winter.

Of all the beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid.



INDIANS MAKING A CANOE

The boys were taught to make bows, arrows, tomahawks, and canoes. They learned the ways of the birds and the beasts so they could become skillful hunters.

The Indian boy had to train his eyes to be keen and his feet to be swift; and he had to learn to bear pain and suffering without uttering a cry, and to face danger without flinching.

The Indian's Amusements. — The Indian loved story-telling, music, and dancing. Around his camp fire, or in his wigwam, he would sit for hours telling the stories and legends of his tribe; or bragging about his own skill in the hunt, or his bravery in battle. He had many wonderful legends about the birds and the beasts, the sun, the moon, and the stars. Longfellow tells us that "the sweet singer," Nawadaha, found the legends and stories of Hiawatha

In the birds'-nests of the forest,
In the lodges of the beaver,
In the hoof-prints of the bison,
In the eyry of the eagle.

All the wild-fowl sang them to him,
In the moorlands and the fen-lands,
In the melancholy marshes.

Religion.—All Indians were religious. They believed in both good spirits and evil spirits. Over all was the Great Spirit who governed the world, taught the waters to flow, the trees to grow, the birds to make their nests; who sent the rain and the sunshine, the thunder and the lightning. They often worshipped the sun and the moon, the wind and the thunder, and the other forces of nature. The Indians firmly believed in signs and dreams. When they went forth to hunt or to battle, they sacrificed to the evil spirits to gain their favor.

An important member of the tribe was the wizard, or Medicine Man, whose duty it was to gain for the tribe the good will of the evil spirits so they would do the tribe no injury. After death, the brave Indian went to the happy hunting-grounds where plenty of game could be found and he could hunt to his heart's content. His bows and arrows, and often his dogs were buried with him as he would need them in the happy hunting-grounds.

The Red Men and the White Men.—When the white men first came to America, the Indians looked

upon them as beings sent by the Great Spirit. They admired their white-winged ships and trembled at their marvellous weapons which spit thunder and lightning. They generally received the strangers with signs of welcome and friendship. But the Indians soon found that the white men had come to take possession of the land, and that wherever they settled they cleared the forests, drove off the game, and destroyed the red men's hunting-grounds. The Indians resisted these attempts to take their lands and many cruel and bloody wars were fought between the two races.

REVIEW.

THE INDIANS.

HISTORY.—1. Who were the Indians? Why so called? Describe their appearance. 2. How did the tribes in what is now the United States live? 3. Describe the Indians' weapons. 4. Who were the leaders of the Indian tribes? 5. Describe the Indian as a hunter. 6. Give an account of the Indian on the warpath. 7. Describe his ways of fighting. 8. What was his way of declaring friendship? 9. Tell about the work of the Indian women. 10. What sort of education did the boys and girls receive? 11. Describe the amusements of the Indian. 12. Tell about his religion. 13. Give an account of his relations with the white men. 14. Learn by heart the stanzas from Hiawatha in this chapter.

CHAPTER IV.

THE COMING OF THE ENGLISH.

I.

The English Sea Kings.

John Cabot.—When Columbus returned from his first voyage, there was living in Bristol, England, a sailor named John Cabot. Like Columbus, Cabot was a native of Genoa, but had left Genoa when the Turks destroyed its trade with India. He was a daring, ambitious man, eager, as he tells us, “to attempt some notable thing.”

The voyage of Columbus fired Cabot’s ambition to cross the Atlantic. He wished to discover new lands for England and to win fame and fortune for himself. So in 1496 he asked King Henry VII for permission to go on such a voyage. The King of Spain warned King Henry against giving Cabot his permission to make a voyage to regions claimed by Spain, but King Henry paid no attention to the warning. He granted Cabot’s request on condition that one-fifth of any gold he might find be paid into the King’s treasury.

Voyages of Cabot.—Cabot thought that he could sail directly west from England and reach India by a shorter route than the one followed by Columbus. In May, 1497, with eighteen men in a single small vessel, called the *Matthew*, he steered straight across

the Atlantic. After a voyage of about eight weeks, he reached the coast of what is now Labrador, and took possession of that region in the name of England. Finding no signs of inhabitants, Cabot turned southward and made further explorations along the Atlantic coast. Upon his return to England he was received with great rejoicing. An Italian living in London wrote: "Honors are heaped upon Cabot, he is called Grand Admiral, he is dressed in silk, and the English run after him like mad men." The next year Cabot sailed on a second voyage, taking with him his son Sebastian Cabot, afterwards famous as a navigator. They explored the coast of North America as far south as North Carolina.

Cabot found no great cities. He carried back to England no gold, no silks, no spices. He opened no new trade for English merchants. His voyages cost much money and brought no returns. The English, therefore, could see no good in them and soon lost interest in the New World. More than eighty years passed before England sent another expedition to America. Then she remembered Cabot's voyages, and on account of them laid claim to a large portion of North America.

England's Wars With Spain.—It was through her wars with Spain that England again became interested in America. Spain claimed that Queen Elizabeth had no right to the throne of England, but that it rightfully belonged to the Spanish King. This dispute caused long and bloody wars between the two countries. The vast treasures which Spain received

from America enabled her to fit out armies and fleets against England. On sea Spain was no match for England. Daring English sailors, in fast sailing vessels, would attack the Spanish treasure-ships, capture their precious cargoes, and then send the vessels to the bottom.

Sir Francis Drake.—Foremost among these English sea kings, as they have been called, was Sir Francis Drake, the most daring sailor of his time. During the wars with Spain, he captured so many cargoes of Spanish treasure, destroyed so many Spanish ships, and attacked the Spanish coasts so boldly, that Spain feared him more than any other of her enemies.

Drake Sails Around the World.—On one of his voyages, Drake sailed through the Strait of Magellan, up the west coast of South America, and discovered California. He called it New Albion and took possession in the name of Queen Elizabeth. Then turning westward, he crossed the Pacific, passed into the Indian Ocean, sailed around Africa, and back to England. This was the first voyage around the world ever made by an Englishman. All England rejoiced at Drake's deed. His vessel, the Golden Hind, it was said, ought to



SIR FRANCIS DRAKE

be set on top of St. Paul's Cathedral where everybody could point at it and say: "Yonder is the barke that hath sailed round about the world."

On this voyage Drake fought several fierce battles with the Spaniards. He dashed into their ports in South America, captured their vessels, and carried off great quantities of gold and silver. But in all his



THE VOYAGES OF MAGELLAN AND DRAKE

battles, he committed no act of cruelty. Upon his return to England, the King of Spain demanded that he be hanged as a pirate. Queen Elizabeth replied by making Drake a knight.

Sir Humphrey Gilbert.—Sir Humphrey Gilbert also became interested in America. Like Drake, he was bitterly hostile to Spain. One day in 1577 somebody handed to Queen Elizabeth a letter asking permission to capture Spanish treasure ships. "If you will let us do this," the letter read, "we will next take the West Indies from Spain. You will have the gold and silver mines and the profit of the soil. You will be monarch of the seas and out of danger from everyone. I will do it if you will allow

me." It is thought that Gilbert wrote this bold letter; at least it sounds like him.

The very next year Gilbert sailed for America. But he was attacked by a Spanish fleet and compelled to return to England. Five years later he sailed again with two vessels. A storm arose, the ship he was on was wrecked, and he was lost. As he went down, he bravely shouted to his men above the roar of the wind; "Be of good cheer, Heaven is as near by sea as by land!"

II.

Raleigh's Efforts to Plant English Colonies in America.

Sir Walter Raleigh.—Gilbert had a half-brother, named Walter Raleigh, who had taken an active part in Gilbert's plans for a colony in America. Like both Drake and Gilbert, Raleigh was born in the county of Devon, on the coast of England. All his life he had taken a deep interest in sailors and their stories of foreign lands. He became a soldier and the fame of his bravery in battle reached even the ears of the Queen. Going to London, he became one of her favorites. She made him a knight, and heaped honors and riches on him



SIR WALTER RALEIGH

until he became one of the foremost men in England.

Raleigh Plans to Send a Colony to America.—Raleigh thought much about England's contest with Spain. He understood the advantage Spain's colonies gave her over England. The work of Drake and the other English sea kings might weaken Spain, but it did not build up the power of England. That is what Raleigh wanted to do, so he decided that England must send colonies to America to clear the forests, cultivate the soil, and build towns and cities. It is commerce, thought Raleigh, not gold and silver, that makes a nation great and rich and powerful, and colonies in America will build up English commerce. He laid his plans before the Queen and she gave him permission to send a colony to America. She promised that any colonists he sent to America should have the right to make their own laws and to enjoy the same liberties which men then enjoyed in England.

Roanoke.—Raleigh promptly sent two ships to America commanded by two stalwart captains, Philip Amadas and Arthur Barlowe. Their task was to select a good site for a colony. They sailed from England in 1584, and on July 4th reached what is now the coast of North Carolina. After thanking God for their safe arrival, they unfurled the banner of England, and took possession of the land in the names of Queen Elizabeth and of Sir Walter Raleigh. A few days later, Barlowe discovered a large island which the Indians called Roanoke. In every direction were other smaller islands "most beautiful and pleasant to behold."

The Englishmen were pleased with the climate, the soil, the sweet flowers, and the trees of Roanoke. They found delicious grapes "in such plenty," says Barlowe, "that in all the world the like abundance could not be found." The Indians gave them fruits, melons, cucumbers, and corn, which was "very white,



ARRIVAL OF THE ENGLISH AT ROANOKE

fair and well tasted." In the woods were deer, hares, and birds; and the waters were alive "with the goodliest and best fish in the world." The Indians treated them "with all love and kindness;" and they thought the Indians "most gentle, loving, and faithful."

"**Virginia.**"—Roanoke, thought Amadas and Barlowe, was the very place for a colony. When they

returned to England, the Queen was so delighted with their report, that she named the new country "Virginia" in honor of herself, the virgin Queen.

The First English Colony.—Raleigh promptly sent a colony to Roanoke.



ELIZABETH, QUEEN OF
ENGLAND, 1558-1603

Ralph Lane, a brave soldier in the Queen's army, was appointed governor. His first work was to erect a rude fort, which he called "Fort Raleigh." Some log huts for the men were then built. Lane and his men did not clear fields and plant crops, but spent their time looking for gold. When winter came their food gave out. For a while they got food from the Indians, but later the Indians became hostile, refused to send food, and

declared war on the colony.

Lane's men were in despair. One day in June, 1586, a great English fleet of twenty-three ships appeared. It was the fleet of Sir Francis Drake, who had been capturing Spanish treasure ships, and was returning to England with his prizes. He decided to stop at Roanoke to see if he could help the colony of his friend Raleigh. He was indeed a welcome visitor, for he carried Lane and his hungry men back home to England. Raleigh's first colony had failed.

Raleigh Starts a New Custom in England.—Lane found no gold at Roanoke, but he carried to England

three plants that have brought more wealth to England than Spain got from all her gold and silver mines. They were tobacco, corn, and the potato. Raleigh planted the potato in Ireland, where it has become the chief food of the Irish people, and is now known as the "Irish" potato. Raleigh also showed the English people how to smoke tobacco. One day, it is said, while he was smoking his pipe, his servant entered with a pitcher of ale. Frightened at the smoke pouring out of his master's mouth, he cried out that Sir Walter was on fire, and dashed the ale in his face.

III.

The Lost Colony.

Virginia Dare.—The next year, 1587, Raleigh sent a second colony to Virginia, with John White as governor. White was an artist who had been at Roanoke with Lane, where he had painted some interesting pictures of the Indians. In this colony were the first English women who ever came to our country. White found Fort Raleigh and the cabins built by Lane in ruins, and his first task was to rebuild them. The new settlement was called the "Citie of Raleigh in Virginia." On August 18, 1587, a little girl was born on Roanoke Island, who was the first English child born in the New World. Her mother was Eleanor Dare, the daughter of Governor White. On the following Sunday all the settlers gathered around the little babe to see her baptized, and as she was the first child born in Virginia, she was named "Virginia."

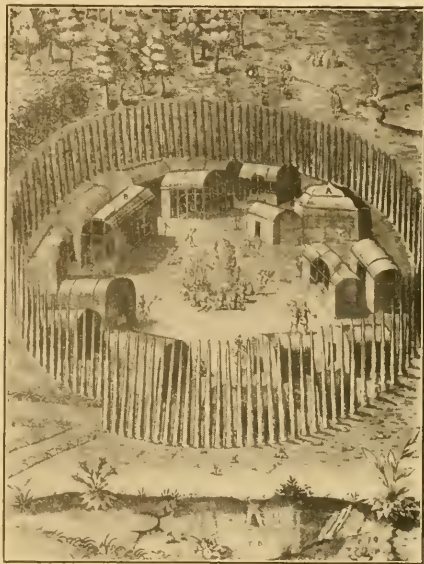
Governor White Returns to England.—Somebody had to return to England for supplies. The settlers begged Governor White to go, and he agreed to do so. He told them if they left Roanoke before his return, to carve on a tree the name of the place where he would find them. He then bade them goodbye.

Governor White found England engaged in a great war with Spain. A powerful Spanish fleet, called "The Invincible Armada," with a large army on board, was on its way to attempt the conquest of England. Every English vessel and every English sailor was needed to defend the country. There was no busier man in all England than Sir Walter Raleigh; still he found time to listen to Governor White's story and to prepare a ship loaded with supplies for his little colony. The ship started on its voyage, but was driven back by Spanish war vessels. It was then too late to send another. The great Armada had come, and in the midst of this great danger to England, the little colony on far-away Roanoke was neglected. Finally the battle was fought, the English won a complete victory, and the "Invincible Armada" was destroyed. "God blew with his winds," said the Queen, "and they were scattered."

Croatan.—It was two years before White returned to Roanoke. He then found the island deserted. The colonists were nowhere to be seen. Governor White blew upon his trumpet. He called to his people by their names. He sang their old familiar songs, hoping they would hear and answer. He fired his guns and cannon. But there was no reply. The houses had

fallen down. Weeds grew within the ruined walls. The settlers had disappeared.

Governor White wandered sadly about the island eagerly looking for some sign. At last on a post near the door of the ruined fort he found carved one word, in capital letters CROATAN. He started at once to Croatan, which was about fifty miles away, but a storm arose, and the captain of the ship refused to go any farther. In spite of Governor White's tears and



INDIAN VILLAGE ON ROANOKE ISLAND

prayers, the captain returned to England. Other expeditions were sent to look for the colony, but no further trace of it was ever found, and to this day White's colony is known as "The Lost Colony."

Raleigh's Misfortunes.—Raleigh's efforts to plant colonies in America had cost him a fortune, and he was not able to try again. After Queen Elizabeth's death, James Stuart, a wretched tyrant, became King of England. King James hated Sir Walter Raleigh

and had a false charge of treason brought against him, and his judges sentenced Raleigh to death. By his death England lost one of her greatest and noblest sons.

Results of Raleigh's Efforts.—Though Raleigh's efforts to plant colonies on Roanoke Island had failed, he never lost interest in the New World. Not long before his death, he wrote, "I shall live to see Virginia an English nation yet." His words came true. He had aroused the interest of England in America, and others now took up his work. Among those who sent out the first permanent English colony to America were ten of the men who had worked with Raleigh in trying to plant a colony on Roanoke. Raleigh's greatest service to the world was in pointing out the way to found an English nation in America. North Carolina, on whose soil his colonies were planted, has named her capital city in his honor.

REVIEW.

I.

THE ENGLISH SEA KINGS.

GEOGRAPHY.—1. Where is Labrador? What is its direction from England? 2. Trace Cabot's second expedition. 3. Trace Drake's voyage around the world.

HISTORY.—1. Who was John Cabot? Why was he interested in the discoveries of Columbus? 2. Why did the King of Spain forbid Cabot's voyage? 3. What was Cabot's purpose and plans? 4. Describe his return to England. 5. What por-

tion of the New World did he explore? What were the results of his voyages? 6. Why did England finally become interested in the New World? 7. Who was Sir Francis Drake? 8. Describe his voyage around the world. 9. What did Sir Humphrey Gilbert propose to Queen Elizabeth? 10. What was his fate? Repeat his last words.

II.

RALEIGH'S EFFORTS TO PLANT ENGLISH COLONIES IN AMERICA.

GEOGRAPHY.—1. Drake, Gilbert, and Raleigh were all born near Plymouth, England. Why do you suppose they became interested in the sea? 2. Where is Roanoke Island? What bodies of water surround it?

HISTORY.—1. Who was Sir Walter Raleigh? 2. What were his plans for defeating Spain? 3. What part of the New World now has the largest population, cities and commerce, the part conquered by Spain or by England? 4. Describe the voyage of Amadas and Barlow? 5. Why was this country first called "Virginia?" 6. Give an account of the first colony in Roanoke. 7. What products did Lane's men carry back to England?

III.

THE LOST COLONY.

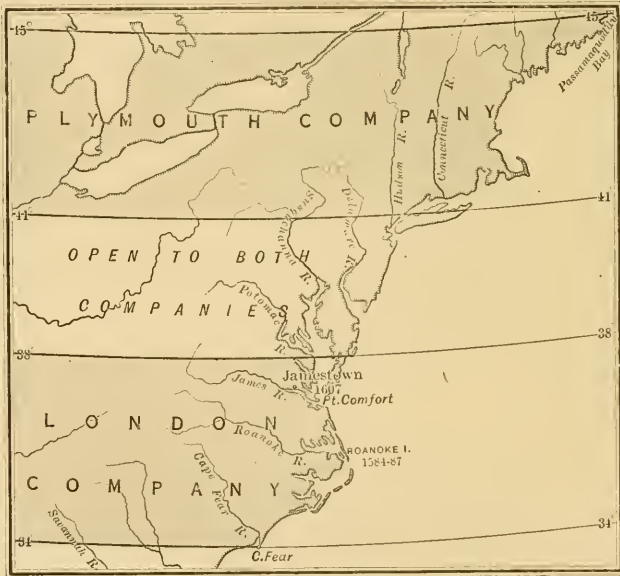
HISTORY.—1. Give an account of John White's colony. 2. Who was Virginia Dare? 3. Why did White return to England? 4. Why did he not return at once to his colony with supplies? 5. What effect did the destruction of Spain's sea power have on English settlements in America? 6. Describe Governor White's return to Roanoke. 7. Tell about Raleigh's last years. 8. What were the results of his efforts? 9. What city has been named in his honor?

CHAPTER V.
THE ENGLISH IN VIRGINIA.

I.

Jamestown.

Two Companies Take Up Raleigh's Work.—From Raleigh's experience at Roanoke England learned a



THE DIVISION OF VIRGINIA BETWEEN THE LONDON AND PLYMOUTH COMPANIES

valuable lesson. That lesson was that planting colonies in a new country was so costly that it could be Done only by a King, or by a number of men forming themselves into companies. Two companies, there-

fore, were formed to take up the work which Raleigh had begun. One of them was formed by men living in London, and was called "The London Company"; the other by men living in Plymouth, and was called "The Plymouth Company."

To the London Company, King James gave the region between the Potomac and the Cape Fear rivers; to the Plymouth Company, he gave the region between Nova Scotia and Long Island. Between the two was a third region which was to belong to the company which planted the first colony in it. All three regions extended from the Atlantic Ocean to the Pacific. At that time all the land claimed by England in America was called Virginia.



THE REGION OF JAMESTOWN AND
ROANOKE.

The First Colony.—The London Company promptly fitted out three vessels, the *Susan Constant*, the *Godspeed*, and the *Discovery*, to take a colony to Virginia. They were under the command of Sir Walter Raleigh's good friend, Captain Christopher Newport, a brave and skillful officer. The colony was composed of 105 men, who expected to make their fortunes in Virginia.

The voyage was long and tiresome. The ships

sailed from England six days before Christmas in 1606; they arrived in Virginia in April, 1607. Sailing by the entrance of Chesapeake Bay, the colonists entered a large river which they called the James, in honor of the King. Thirty-two miles up the river they came to a peninsular jutting out into the stream. They thought it an excellent place for a settlement, so they anchored their ships, went ashore, and began work.

First the colonists erected a fort as a protection against the Indians. Next they built a church. What a crude, simple affair this first church was! A rough board nailed between two trees served as a pulpit and a piece of heavy cloth stretched above it was the roof. The settlers next laid out a street, along which they built a few rude log huts. Thus was begun the first permanent English settlement in America, which in honor of the King, was called Jamestown.

The First Summer at Jamestown.—In the beginning the settlers were delighted with Virginia. They did not realize that planting a colony in the wilderness would require hard labor. Indeed, only a few of them knew how to do such work; the others were idle "gentlemen" who did not care to soil their hands. The colonists spent their time looking for gold and silver when they ought to have been cutting down trees, building houses, and planting crops. In a little while their scanty supply of food began to give out. Only half a pint of wheat and barley a day could be allowed each man, "and this," wrote one of them, "contained as many worms as grain." During the

hot August days fever broke out, and before the summer was over, more than half the settlers had died.

Captain John Smith.—The others would probably have perished, too, but for the good sense and courage of Captain John Smith. Smith was only twenty-seven



STATUE OF JOHN SMITH
Made in 1907, occasion of
Jamestown Exposition.

years old, but already had had so many adventures that the story of his life reads like a fairy tale. He had served as a soldier in England, France, the Netherlands, and other European countries. He had fought the Spaniards and the Turks. Three times in hand-to-hand combats, with both the Turkish and the Christian armies looking on, he had killed the champions of the Turkish army. The Turks captured him in battle and made him a slave, but Smith soon afterwards knocked his cruel master on the head with a club and escaped. After many other adventures, he returned to England just in time to join the Lon-

don Company's colony which was about to sail to Virginia. The London Company appointed him a member of the Council, the body which was to govern the colony.

Smith is Adopted by the Indians.—Smith seems to have been the only man at Jamestown who knew what to do. While the others were searching for

gold, he was exploring the country, killing game, and making friends with the Indians. Once his efforts came near costing him his life. He was captured by the Indians and taken before the powerful old chief, Powhatan. It took Powhatan and his warriors a long time to decide what to do with the pale-face captain, but finally they condemned him to death.

Smith's arms were tightly bound, his head laid upon a great stone, and warriors with large stone clubs stood ready to beat out his brains. Suddenly a young Indian girl rushed up to the prisoner, threw herself between him and the warriors, and begged that his life be spared. This girl was Pocahontas, the daughter of Powhatan. The old chief was so pleased at his daughter's conduct that he not only set Smith free, but even adopted him as his son.

Smith and His "Father" Powhatan.—When Smith returned to Jamestown he found the colony on the verge of starvation. Only thirty-eight out of 105 settlers were still alive. To make matters worse, a ship soon arrived from England bringing 120 new settlers, but without food enough to go around. These new settlers, like the first, would not work, but spent their time looking for gold. Once they found some yellow sand, cried out with delight that it was gold, and sent a shipload of the worthless stuff to England. Again the spring went by and no crops were planted; and again summer found the settlers exposed to fevers and starvation.

The importance of Smith's friendship with his "Father" Powhatan was now seen. The Indians

could easily have destroyed the sickly little band at Jamestown, but Powhatan forbade their doing it. The old chief liked his brave pale-face son, and gave him corn for the settlers. Pocahontas, too, who often



POCAHONTAS SAVING LIFE OF JOHN SMITH.

came to Jamestown to see her friend, Captain Smith, became a devoted friend of the white people, and helped to keep friendship between them and the Indians.

Smith Puts Everybody to Work.—Smith was finally made governor of the colony and ruled with an iron hand, but he ruled wisely. He made everybody work. No man should share in the supply of food, he declared, unless he worked six hours a day. The "gentlemen" cursed and swore because they had to

work like common men. Smith then began to keep a record of their oaths and at night for every oath a man uttered during the day he had a bucket of cold water poured down his sleeve. After this, as Smith himself tells us, "a man would scarce hear an oath a week." Under his firm rule land was cleared and planted in corn; better houses were built, and the condition of the colony was greatly improved.

Smith realized that the men at Jamestown were not the right kind of men to plant a colony in the wilderness. He wanted men who were willing to work and who knew how to work. So he wrote to the London Company: "When you send again, I entreat you to send but 30 carpenters, husbandmen, gardeners, fishermen, blacksmiths, masons, and diggers up of trees' roots, rather than 1,000 such as we have."

In the summer of 1609 Smith decided to move the colony to a healthier place than Jamestown, and made a voyage up the James river to look for a new site. One day while he was on this voyage, some gunpowder exploded in the boat and wounded him so badly that he had to go to England for medical treatment. At that time there were five hundred Englishmen in Virginia.

II.

Virginia Becomes a Flourishing Colony.

The Starving Time.—After Smith's departure, the colony again fell into disorder. There was now no man at Jamestown strong enough and wise enough

to rule the others. The colonists quarrelled among themselves. They got into trouble with the Indians, who refused to give them corn. They allowed their supplies to run short. Frosts and snows came, and some of the colonists died of the cold. Others were slain by the Indians. Many perished for want of food. Their suffering was so terrible during that winter that it became known as "the starving time." One poor wretch, crazed with agony, threw his Bible into the fire and cried aloud, "Alas! there is no God." When spring came, of the five hundred men left by Smith at Jamestown, all but sixty were dead.

The Settlers Decide to Abandon Jamestown.—The settlers in despair decided to abandon Jamestown and return to England. So they went aboard their ships and sailed down the river, but the next day they met three English ships coming up the river bringing a new governor, more settlers, and a supply of food. Lord Delaware, the new governor, promptly ordered all to return to Jamestown. As he stepped ashore, he fell upon his knees and thanked God that he had arrived in time to save Virginia.

The Colony On Its Feet.—Lord Delaware was a good governor and soon had the colony on its feet again. The next year he returned to England, leaving Sir Thomas Dale to govern in his place. Dale was just such a man as John Smith—brave, energetic, and hard-headed, with plenty of common-sense. He permitted no resistance to his rule, but put down disorder with a firm hand and punished crime severely. To encourage the settlers to work, he allowed each

man to have three acres of land to cultivate for his own use. Order, industry, and contentment followed and never again did the Virginia settlers suffer for lack of food.



MARRIAGE OF JOHN ROLFE AND POCAHONTAS.

Pocahontas.—After Smith left Jamestown quarrels broke out between the settlers and the Indians. Pocahontas, who had done so many services for her white friends, came no more to Jamestown. One day in 1612, Captain Samuel Argall, a stern, harsh man, captured the Indian maiden and brought her to Jamestown as a prisoner. "As long as we keep her," he thought, "Powhatan will not dare to attack us."

The capture of Pocahontas led to an interesting event. John Rolfe, one of the settlers, fell in love with her, and she consented to marry him. She was then taught the Christian religion and baptized. The

Christian name given her was Rebekah, but we always think of her as Pocahontas. Powhatan gave his consent to the wedding and sent some of his warriors to attend it. The white people hoped the marriage of Pocahontas would secure for them the friendship of old Powhatan and his tribe.

Pocahontas in London.—After the wedding Rolfe took his bride to England. What a wonderful trip it was for her! In England she was called the “Lady Rebekah” and was received like the daughter of a mighty king. A pleasant surprise awaited her in London when her friend John Smith, whom she thought was dead, came to see her. When he, like the others, called her “Lady Rebekah,” tears came into her eyes and she said: “You must call me your child, and let me call you Father, just as we did in Virginia.” Then she added: “They always told me you were dead, and I knew not otherwise till I came to England.”

Tobacco.—While Dale was governor, John Rolfe began the cultivation of tobacco at Jamestown. We have already seen how Ralph Lane carried some tobacco leaves from Roanoke to England, and how Sir Walter Raleigh set the fashion of smoking. The use of tobacco spread rapidly and its cultivation soon became the most important industry in Virginia. It sold for a high price in England, and brought much wealth to the Virginia planters. They even used tobacco as money, and whatever the Virginians wanted, they could buy with tobacco.

The cultivation of tobacco made the colony more prosperous and brought a better class of settlers.

People had found that although it paid better to raise tobacco than to search for gold, it required much harder work. Idle and disorderly people, therefore, staid away, but many hard-working and law-abiding settlers came. Their homes were soon scattered up and down the James river and when Governor Dale, after ruling the colony for five years, returned to England, he left more than six hundred people in Virginia.

How Homes Were Made in Virginia.—Most of the planters in Virginia expected to return to England after making their fortunes. They did not intend to make Virginia their home. After a while the London Company realized that without homes and families the colony would never prosper. So in 1619 the London Company sent from England a shipload of young women to become the wives of the settlers. Each girl was free to choose her husband, but no man could claim one for his bride until he had paid to the London Company the cost of her passage, which amounted to one hundred and twenty pounds of tobacco.

To the lonely Virginians that seemed a very small price, indeed, to pay for a wife. When the planters heard that the girls had arrived they donned their best clothes and hastened down to the wharf to do their courting. We may be sure that none of the girls found any trouble in getting a husband. The settlers now began to feel as if Virginia was really their home and worked harder than ever to make it a good place to live in.

How Negro Slavery Was Established in Virginia.

—For the cultivation of tobacco, the Virginia planters needed many laborers, and several plans for supplying them were tried. Sometimes the planters would pay for the passage across the Atlantic of poor persons who would agree to work for them long enough to pay back the money. Sometimes persons who had been convicted of crime in England were sent to Virginia and compelled to work for the planters. Another class of laborers was introduced in 1619 when a Dutch ship brought to Jamestown twenty negroes whom the captain offered to sell as slaves. The planters gladly paid the price demanded for them. As negroes were found to be well suited for work on the tobacco plantations, many others were brought to Virginia and sold into slavery. At that time nobody thought it wrong to make slaves of negroes, or foresaw the evils that were to come from it.

Self-Government in Virginia. — Self-government was introduced into Virginia the same year as slavery. Until 1619 the colony was governed entirely by the London Company. The colonists became dissatisfied with that plan because it gave them no voice in making the laws. In England the people had a voice in selecting the men who made the laws, and the people of Virginia thought they ought to have the same right. In 1619 the London Company, led by the wise and noble Sir Edwin Sandys, decided to grant that right to them.

The Virginians, therefore, were told to elect twenty-two men to form a House of Burgesses, or

citizens, to represent the people in making the laws and levying taxes. The first House of Burgesses met in the little wooden church at Jamestown in 1619. Its meeting was one of the most important events in our history, for it was the beginning of self-government in America. When the other English colonies were established they, too, demanded and received the same right. Sometimes kings and governors tried to take away this right, but the people always resisted and finally threw off the rule of England altogether.

The Burning of Jamestown.—King James did not like the way the London Company was managing the affairs of Virginia, so he overthrew it and made Virginia a royal colony. After that event the governors were appointed by the King. One of the governors

appointed by King Charles I. was Sir William Berkeley, a proud, selfish man who cared nothing for the people and conducted the government so as to enrich himself and his friends. He tried to take from the people their right to a voice in their government. When the Indians murdered some settlers, he refused to send soldiers to punish them. Many people



BACON'S REBELLION.

believed that he was trading with the Indians and did not want his trade broken up. Others declared he was afraid the soldiers might turn against him on account of his many tyrannical acts.

The planters finally took matters into their own hands, raised an army and chose Nathaniel Bacon as their leader. Berkeley ordered Bacon to lay down his arms, and when Bacon refused and led



RUINS OF JAMESTOWN

his men against the Indians, Berkeley proclaimed him a rebel and ordered his arrest. But the people were on Bacon's side, and in 1676 rebellion broke out in earnest. Bacon marched upon Jamestown and Berkeley fled. Then in order to prevent his finding refuge there again Bacon's soldiers burned the town. Bacon soon afterwards died of fever, and the rebellion came to an end. Berkeley treated

Bacon's followers with great cruelty, twenty-two of whom he had hanged. The King then removed him from office and ordered him to return to England, where he died in disgrace.

Growth of Virginia.—Jamestown was left a heap of ashes and was never rebuilt. But there were now other important settlements in Virginia, and one of them, Williamsburg, was chosen as the capital. In 1693 a college was founded at Williamsburg and named William and Mary College, in honor of the King and the Queen of England. The colony was now growing rapidly. The settlers had lands of their own. In tobacco they had a crop that brought them much wealth. Finally, they had demanded and secured the right to make their own laws. Such advantages attracted many people from England, and soon plantations were scattered all along the James river and its tributaries, and as far west as the mountains. By the time Virginia was a hundred years old, its population numbered more than seventy-five thousand, and it was the most populous and the richest colony in America.

REVIEW.

I.

JAMESTOWN.

GEOGRAPHY.—1. Describe the coast of Virginia. 2. What two capes are at the entrance of Chesapeake Bay? 3. What large rivers flow into this bay?

HISTORY.—1. What lesson did the English learn from Raleigh's efforts at Roanoke? 2. What two companies were formed? What regions did the King grant them? 3. Describe the voyage of the first colony. Where did it land? 4. Give an account of the beginning of their settlement. What was its name? 5. Give an account of the first summer at Jamestown. Why did the settlers have so much trouble? 6. Tell the story of the early life of John Smith. 7. What did he think was needed at Jamestown? 8. Tell about his adventures with the Indians. 9. Describe the situation at Jamestown upon his return. 10. How did his friendship with Powhatan help the colony? 11. Describe his ways of ruling the settlers. 12. What did he write to the London Company? 13. Why did he leave Jamestown? What was the situation there then?

II.

VIRGINIA BECOMES A FLOURISHING COLONY.

HISTORY.—1. What was the "starving time?" What caused it? 2. How did Lord Delaware save Virginia? 3. Describe the rule of Sir Thomas Dale. 4. Tell how the colonists treated Pocahontas. 5. Describe her visit to London. 6. What effect did the cultivation of tobacco have in Virginia? 7. Tell how homes were made in Virginia. 8. How were laborers secured? 9. Give an account of how the Virginians secured self-government. 10. How was Virginia made a royal colony? What is meant by a "royal colony?" 11. Describe the rule of Sir William Berkeley. 12. Give an account of Bacon's Rebellion. 13. Describe the growth of Virginia. 14. What events occurred in Virginia in the following years: 1607, 1619, 1676, 1693?

CHAPTER VI.

THE BEGINNING OF NEW ENGLAND.

I.

The Pilgrim Fathers.

New England.—As we have seen, all the region in America claimed by England was at first called Virginia. Sometimes what we now know as New England was called North Virginia. It was our friend, Captain John Smith, who changed its name. After he left Jamestown, the Plymouth Company sent him to explore the coast from the Penobscot river to Cape Cod. He then drew a map of that region and gave to many of the places the names which they still bear. The whole he called New England. The Plymouth Company were so pleased with his work that they gave him the title of "Admiral of New England." Smith formed a poor opinion of that region. He was not so foolish, he said, as to suppose any man would ever leave England to settle on the barren, rocky coast of New England. But our gallant captain was mistaken.

Puritans and Separatists.—Religious persecution drove the first settlers to New England. Today the people of nearly all civilized countries enjoy religious freedom. In our own country a man may belong to

any church, or to no church at all, just as he likes; and no power can compel him to pay for the support of any church. No such freedom was permitted anywhere in the days when James I. was King of England. The people were supposed to belong to the same church as their king, which in England was known as the Church of England. Laws were passed to compel people to attend that church, and to pay toward its support; and those who refused were severely punished.

There were many people in England who objected to certain customs of the Church of England, which, they said, were contrary to the teachings of the Bible. They did not desire to leave that church, but, as they said, they wished to purify it. Such people, therefore, were called Puritans. After a while some of the Puritans gave up hope of purifying the Church of England and separated from it. They were then called Separatists.

The Puritans Seek Refuge in Holland.—The wrath of King James fell heavily on both Puritans and Separatists. Laws were passed which forbade their holding any meetings, and when they defied these laws they were fined, whipped, and imprisoned. “I will make them obey,” declared the King, “or I will harry them out of the land.” He kept his word, for when they refused to obey, his persecutions became so cruel that many Separatists fled to Holland.

The Separatists prospered in Holland, but they were not happy there. They loved the customs and the language of their native country and wanted their

children to grow up as Englishmen; and it made them sad to see their sons and daughters forgetting England and learning the manners and customs and speaking the language of Holland. In a few years they would no longer be Englishmen, but Dutchmen.

The Puritans Become Pilgrims.—After spending eleven years in Holland, the Separatists decided to go, "like pilgrims," to America, where they could enjoy religious freedom, speak the English language, and keep their English manners and customs. The London Company granted them land for a colony near the mouth of the Delaware river. They asked the King for a charter giving them authority to set up a government under his protection. James refused to grant the charter, but declared that the Pilgrims might go to America if they wanted to, and that he would permit no one to trouble them as long as they behaved themselves.

Voyage of the "Mayflower."—From some English merchants the Pilgrims borrowed enough money to buy a ship called the Speedwell and to hire another called the Mayflower. They set sail in July, 1620, but the Speedwell soon sprang a leak and they were compelled to return. The Mayflower, with one hundred settlers on board, then sailed alone. A storm drove her far to the north of the Delaware river and she finally reached land at Cape Cod. Storms prevented the Pilgrims from going farther south and compelled them to land in New England.

John Carver, William Bradford, and Miles Standish, with a few others, went ashore to select a site

for the settlement. It was bitterly cold, the ground was covered with snow, and a freezing wind swept down the bleak coast. But the sturdy Pilgrims were not dismayed. They selected a suitable site and then brought the other colonists ashore. The region to which they had come belonged to the Plymouth Company, but they knew the Company would give them permission to plant a colony there, so they named their settlement Plymouth.



WATCHING THE "MAYFLOWER" SAIL BACK TO ENGLAND, SPRING OF 1621

Before going ashore the men met in the cabin of the Mayflower, and signed an agreement to abide by such laws as the majority should make. They then elected John Carver their first governor. This event was the beginning of self-government in New England.

The Founding of Plymouth.—The winter was so severe that before the warm spring came more than half the little band of Pilgrims, including Governor

Carver, perished. To prevent the Indians from knowing how many had died and how few were left, all the graves were leveled with the earth and covered with leaves. At one time the living were scarcely able to bury the dead and but seven men in the colony were well enough to nurse the others.

When spring finally came the sick got well and strong again and all went to work with a vim. By the end of summer, they had built a fort, erected seven houses, and had a plentiful crop ready to harvest. When their supplies had been safely laid away for the winter, the Governor appointed a day for giving thanks to God. That was our first Thanksgiving Day. During the second winter the arrival of fifty new settlers greatly strengthened the infant colony.

A Good Ruler and a Brave Soldier.—The leading men at Plymouth were William Bradford and Miles Standish. Bradford had received an excellent education. After Governor Carver's death he was chosen governor and made such an excellent ruler that the people continued him as their governor for thirty-one years. Afterwards he wrote an interesting history of the colony from which we get most of our knowledge of Plymouth.

Miles Standish was a brave soldier, of whom the poet Longfellow said:

“Short of stature was he, but strongly built and athletic,
Broad in the shoulders, deep-chested, with muscles and sinews
of iron.”

Standish was put in command of the little army which was to defend Plymouth against the Indians.



MILES STANDISH AND HIS SOLDIERS

At first the Indians could not understand how such a small man could be much of a fighter, but they soon learned to respect and fear him.

“Welcome Englishmen.”—One day in the spring the settlers were much frightened at seeing a tall Indian warrior walk boldly into the very center of Plymouth. But their fear quickly turned to surprise and joy when the warrior held out his hand and said, “Welcome, Englishmen!” He was Samoset, a warrior of the neighboring tribe of Wampanoags, and had been among some fishermen farther north, from whom he had learned a few English words. The Pil-

grims treated him kindly. Later Samoset came again bringing his chief Massasoit and twenty other warriors. At the Governor's house these Wampanoag warriors and the Pilgrims smoked the peace pipe and made a treaty of friendship.

A Bold Challenge and a Daring Answer.—A short distance from Plymouth was the powerful tribe of Narragansetts who were enemies of the Wampanoags. The Narragansett chief, Canonicus, decided to make war on the friends of the Wampanoags at Plymouth. He wrapped some arrows in a snake skin and sent them to Plymouth by a warrior who threw down the bundle where it would quickly be found and then scampered away as fast as his legs could carry him.

Governor Bradford knew this was a declaration of war. He also knew that Canonicus had at least two thousand warriors, while Captain Standish could not muster more than fifty. But it would never do to let Canonicus think the Englishmen were afraid of him. So Bradford filled the snake-skin with powder and bullets and sent it back to Canonicus. "If he wants war," said Miles Standish, "let him come on; he will find us ready for him." When Canonicus received this daring answer, he decided that it would be best for him to remain at peace with the white men.

Growth of Plymouth.—At first Plymouth grew slowly. After ten years it contained only three hundred people. But they continued to work hard; others joined them, and at the end of fifty years there were 8,000 people in the colony. A few years later

Plymouth was annexed to the greater colony of Massachusetts.

II.

The Founding of Massachusetts.

The Puritans Plan a Colony.—Massachusetts was founded by the Puritans, who had watched with great interest the success of the Pilgrims at Plymouth. In England their troubles had become more serious than ever, for though King James was dead, his son Charles I. who was now king, was a more bitter enemy of the Puritans than his father had ever been. It seemed clear to the Puritans, therefore, that the time was coming when they would have to fight for their liberties, and that it would be wise for them to found a Puritan colony in America to which Puritans could go, if the King should defeat them in England.

The Massachusetts Bay Company.—The plan found favor and the Puritans lost no time in carrying it out. They organized a company which bought from the Plymouth Company a large tract of land in New England. As its land was located on Massachusetts Bay, the new Company was called the Massachusetts Bay Company. King Charles granted it a charter which gave its members the right to elect their own governor and to make their own laws. In one important particular the Massachusetts Bay Company differed from the London Company which had settled Virginia. The London Company was

required to hold its meetings in London far away from the colonists and near the King. The King, therefore, exercised great influence over its actions. The charter of the Massachusetts Bay Company granted the Company the privilege of holding its meetings wherever it chose. It held them, therefore, in the colony far away from the influence of the King and where the colonists themselves could control its actions. This fact enabled the people of Massachusetts, as long as they held their charter, to carry on their government to suit themselves and made them almost independent of the King.

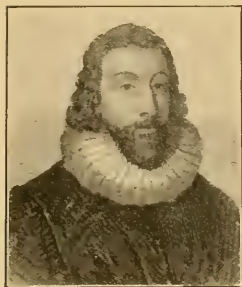
The Founding of Salem.—In 1628, John Endicott, a leading Puritan of London, set sail with sixty settlers to lay the foundations of the new colony.

He selected a place which the Indians called Naumkeag, but upon his arrival found it already occupied by some fishermen. At first they opposed Endicott's plans, but by wise management he finally persuaded them to accept his authority. As the differences between Endicott and the fishermen were settled peacefully, the new settlement was called Salem, which is the Hebrew word for peace. During

JOHN ENDICOTT

the first year more than four hundred Puritans arrived at Salem.

John Winthrop Founds Boston.—The year after the founding of Salem, a still larger colony of wealthy and educated Puritans left England for Massachusetts.



JOHN WINTHROP

Their leader was John Winthrop, an excellent scholar and one of the wisest and noblest men in our history. He was kind-hearted and modest, but brave and firm in standing for what he believed to be right. He willingly gave up a comfortable home in England for a hut in America in order that he might enjoy the liberty of worshiping God in what

he believed was the right way. His influence with the Puritans was so great that many of them followed him to Massachusetts.

Winthrop was elected governor of the Massachusetts Bay Colony. He did not like the site of Salem and resolved to found a new town on the peninsular of Shawmut where there was a spring of pure water and a good harbor. He named the new town Boston after Boston in England whence came many of the Puritan colonists. Boston soon became the most important town in Massachusetts and was the home of the governor. During the first year of Winthrop's rule, seventeen ships arrived in Massachusetts bringing more than one thousand settlers. Within the next four years the population of the colony increased to four thousand, and twenty towns were founded.

The New England Village.—In Virginia, as we

have seen, where the cultivation of tobacco was the chief industry, the colonists settled on widely scattered plantations; but in New England, where religious freedom was the chief purpose of the colonists, they settled in towns and villages, with their houses clustering around the church, the schoolhouse, and the town hall. Each village was allowed to manage its own affairs. The people met in the town hall, or in the church to discuss public matters. Only church members had the right to vote. The minister generally was the leading man in the village. As the people lived in villages it was easy for them to support their churches, to build roads, and to have schools. Boston was only five years old when a public school was opened there. A few years later a law was passed which required every village in Massachusetts which had as many as fifty families to support a public school which all the children must attend.

The First College in America.—The Puritans insisted on their preachers being well educated. Many of the ministers who came to Massachusetts had studied at the great English universities of Oxford and Cambridge. Six years after Boston was founded, the Puritans resolved to provide some means for educating ministers in the colony. In 1636 a town meeting was held in Boston to discuss the matter. It was decided to found a college so “the light of learning might not go out, nor the study of God’s word perish”; and money was voted for that purpose. Two years later, a clergyman named John Harvard

died and left all his books and a large sum of money to endow the new college which in gratitude for his generosity was named Harvard. That first college in the United States has grown and prospered until it has become one of the most famous schools in all the world.

The Apostle to the Indians.—The Puritans hoped that some Indians would go to Harvard College and become Christians. But the Indians were not interested in education and could not understand the Christian religion. When the Puritans told them about God, they replied that they had thirty-six gods and would not be so foolish as to give them up for just one God. Afterwards some of the Indians decided that the God of the Puritans was mightier than all the gods of the Indians and began to pray to Him for help against their enemies. These Christian Indians became known as “praying Indians.”

The man who did more than anybody else to help the Indians was John Eliot. He was a learned scholar, a teacher, and a preacher. After studying Indian languages for fourteen years, Eliot wrote an Indian grammar and translated the Bible into the Indian language. He spent many years in teaching and preaching to the Indians. He taught many of them to read and to write, and showed the squaws how to spin and how to till the soil. Eliot is known as the “Apostle to the Indians.”

Religious Quarrels.—The Puritans came to Massachusetts in order to be able to worship God in their own way and did not want anybody in the colony who

liked some other way better. They passed laws, therefore, which required every man to pay for the support of the Puritan church and to attend the services of that church. The right to vote was denied to all except Puritans. The only religious freedom allowed in Massachusetts was the freedom to worship God according to the ideas of the Puritans.



PURITANS RETURNING FROM CHURCH

Persons who held other religious views were punished and ordered to leave the colony.

The Quakers in Massachusetts.—Those who suffered most in Massachusetts on account of their religion, were the Quakers. They opposed all laws about religion and did many odd things which they said God had commanded them to do. One day a Quaker rushed into a church in Boston holding a glass bottle in each hand and smashing them together, exclaimed to the congregation, "Thus will the Lord break you all in pieces."

The Puritans tried in vain to keep the Quakers from coming to Massachusetts. Severe laws were passed against them. They were arrested, fined, whipped, imprisoned, and branded with hot irons. Finally four Quakers who persisted in preaching their doctrines in Boston were hanged. This act aroused

the anger of the King who ordered that the persecutions of the Quakers be stopped. There were also many Puritans themselves who were opposed to religious persecution and through their influence the severest of the laws against the Quakers were repealed. The Quakers had not suffered in vain for their suffering aroused much opposition to religious persecution and in 1691 Massachusetts received a new charter which required that all churches be permitted in that colony. Thus the Quakers won religious freedom not only for themselves but for all other Christians also.

Massachusetts Loses Her Charter.—The way the affairs of Massachusetts were being conducted was displeasing to Charles II. who became King of England in 1660. He denied the right of that colony to put Quakers to death on account of their religion. He ordered the repeal of the laws which prohibited the services of the Church of England. He was angry because Massachusetts denied the right to vote to all except members of the Puritan church. In none of these things, however, would Massachusetts obey his commands. Charles felt that her charter made Massachusetts too independent of the King, and he resolved to bring the government of the colony under his own control. In 1684, therefore, he took away her charter and made Massachusetts like Virginia a royal province. Thus the people lost the right to elect their governors who were now appointed by the King and were, therefore, always ready to carry out his commands whether the people liked them or not.

REVIEW.

I.

THE PILGRIM FATHERS

GEOGRAPHY.—1. Study carefully the map of New England. 2. Note the Penobscot river. Cape Cod. 3. Where is the Delaware river. 4. Locate Plymouth, Mass.

HISTORY.—1. How did New England get its name? 2. What did John Smith say about it? 3. Who were the Puritans? The Separatists? How did they get those names? 4. How did King James treat them? 5. Describe their life in Holland. 6. Why are they now called "Pilgrims?" 7. Describe the voyage of the *Mayflower*. 8. Where did they intend to go? Why did they not go there? Where did they land? 9. Describe their landing. 10. What agreement as to government did they make? 11. Describe their first winter at Plymouth. 12. Tell about the first Thanksgiving Day. 13. Who was William Bradford? 14. Who was Miles Standish? 15. How did Massasoit's Indians receive the Pilgrims? 16. Describe how Canonicus challenged the English, and their answer. 17. Describe the growth of Plymouth.

II.

THE FOUNDING OF MASSACHUSETTS.

GEOGRAPHY.—1. Find Cape Cod Bay; Massachusetts Bay. 2. Where is Salem? Boston? Cambridge?

HISTORY.—1. Who were the founders of Massachusetts? 2. Why did they decide to come to America? 3. What was the Massachusetts Bay Company? 4. How did its charter differ from that of the London Company? Why was this important? 5. Describe the founding of Salem. 6. Who was John Winthrop? 7. Give an account of the founding of

Boston. 8. How did the settlement of Virginia differ from that of New England? 9. What advantages did the village give the latter? 10. Give an account of the founding of the first college in America. 11. What did the Indians think of Christianity? 12. Who was the "Apostle to the Indians," and why was he so called? 13. How did the Puritans treat members of other churches? 14. Give an account of the persecution of the Quakers in Massachusetts. 15. Why was Massachusetts made a royal colony?

CHARTER VII.

OTHER NEW ENGLAND COLONIES.

I.

Maine and New Hampshire.

A Country "**Too Cold for Englishmen.**"—To the north of Massachusetts was a vast wilderness which is now Maine and New Hampshire. The coast of that region was visited by English sailors before Massachusetts was settled, but every effort to plant colonies there had failed. One colony spent a winter on the Kennebec river and in the spring returned to England declaring that the country was too cold for Englishmen to live in.

Mason and Gorges.—Later two men became interested in that region who were not afraid of cold weather. They were Captain John Mason and Sir Ferdinando Gorges. Both were active and resolute men. Mason was a daring soldier who had once been governor of Newfoundland and was familiar with that part of the New World. An account which he wrote of the timber, furs, and fisheries of Maine attracted notice in England. Gorges who was a good friend of Sir Walter Raleigh and of Captain John Smith, sent several ships to the coast of Maine to trade with the Indians. One of his ships was com-

manded by Captain John Smith who, as we have already learned, loved adventure and was not to be daunted by hardships. Captain Smith then agreed to lead a colony to the Maine wilderness, but he was captured by a French war vessel and carried a prisoner to France.

The Founding of Maine and New Hampshire.—Two years after the founding of Plymouth, Mason and Gorges were granted the territory between the Merrimac and the Kennebec rivers. The next year a settlement was made at Dover on the Piscataqua river. A few years later Captain Mason himself built a home at the mouth of that river which was the beginning of Portsmouth. Soon afterwards, not far from Portsmouth, settlers who had been driven out of Massachusetts on account of their religion, founded Exeter and Hampton.

The Colony of New Hampshire.—In 1629 Mason and Gorges decided to divide their land. Mason's share was the part in which the towns of Dover, Portsmouth, Exeter and Hampton were located. He called it New Hampshire after the county of Hampshire in England, where he had once lived. The colony did not prosper and after Mason's death fell into confusion and disorder. Finally the scattered settlements asked Massachusetts to take them under her protection and Massachusetts did so without asking the King's permission. This was one of the causes of the King's quarrel with Massachusetts, so he again separated the two colonies and made New Hampshire a distinct royal colony.

Maine.—The territory which fell to Gorges in the division was called simply the mainland; later its name was shortened to Maine. Some small fishing stations on the coast became permanent settlements. They carried on trade in furs, timber, and fish with ships that came from England. Massachusetts claimed Maine as part of her territory, but the King made it a royal province under Sir Ferdinando Gorges.

After Gorges died, his grandsons offered to sell Maine to the King. While the King was trying to make up his mind about it, Massachusetts slipped in ahead of him and bought Maine for herself. The King was angry that a colony should dare do such a thing, and this was one of the reasons he deprived Massachusetts of her charter. Maine remained a part of Massachusetts until after the colonies had thrown off the rule of England. In 1820 it became one of the states of the United States.

II.

How Roger Williams Founded Rhode Island.

Roger Williams.—Just as the Puritans fled from England to escape religious persecution, so for the same reason some of their own members fled from Massachusetts. The most famous of these fugitives was Roger Williams, pastor of the church of Salem. Williams was a brilliant young scholar and an eloquent preacher. He opposed all laws for regulating men's religious opinions and taught that every man

ought to be permitted to worship God as he pleased. He also declared that the white people had no just claim to the land in Massachusetts because it belonged to the Indians and King Charles had no moral right to give it to the settlers without paying the Indians for it. Such views alarmed the Puritan rulers. If the King should hear of them, they said, he would take their charter away from them. They also disliked Williams' views about religion. So they decided to send him back to England, but his friend John Winthrop warned him secretly of their decision and advised him to make his escape.

A Severe Winter Journey. — When Williams received this warning a deep snow covered the earth. Wolves, panthers, and bears prowled in the forests. But Williams did not hesitate to face cold, hunger, and danger for the sake of liberty. He plunged into the wilderness determined to seek refuge among the Narragansett Indians. After he was an old man, he wrote of this journey: "I was unkindly and unchristianly driven from my house and land and wife and children in the midst of a New England winter. I was sorely tossed for fourteen weeks, in a bitter winter season, not knowing what bread or bed meant." He declared that he could "feel yet" the effects of his sufferings during that terrible journey through the snow and ice.

Roger Williams and His Indian Friends.—Williams had always been a friend of the Indians. He had learned their language and had often preached to them. One reason he was forced to leave Massachu-

setts was because he declared the white people ought to pay the Indians for the land they took. The Indians knew that he had always been their friend, so they gladly gave him shelter and food and welcome



ROGER WILLIAMS WELCOMED BY INDIAN FRIENDS

to their wigwams. He spent the winter with Massasoit, the friend of the Plymouth colony. Even Canonicus, the famous Narragansett chief, declared that he loved Williams as a son and gave him welcome to his tribe.

The Founding of Providence.—The next spring, 1636, Williams was joined by some of his friends. He decided to found a settlement in which there should be entire religious liberty and for this purpose bought a tract of land from Massasoit. But the Governor of Plymouth Colony claimed that the land belonged to Plymouth and ordered Williams not to settle on it. Thus he was again driven into the wilderness by

white men and compelled to seek help from the red men.

Williams next bought from Canonicus a beautiful hill at the head of Narragansett Bay. There he laid the foundation of a town which he called Providence, because he said it was the providence of God that had protected him and brought him to that spot. Soon afterwards, to his great joy, his wife and children joined him. Many others also came to Providence who were not permitted to live in the other New England colonies on account of their religion.

A Long Name for a Small State.—Another company who had fled from Massachusetts because of religious persecution bought from the Narragansett Indians the Island of Aquidneck at the entrance of Narragansett Bay. They changed the name of the island to the Isle of Rhodes, or as it soon came to be called Rhode Island. In order to help each other Rhode Island and Providence united as one colony under the name of "Rhode Island and Providence Plantations"; but as this is such a long name for such a small State we always speak of it simply as Rhode Island.

Rhode Island Sets a Good Example.—Roger Williams, the founder of Rhode Island, was true to his own teachings. He believed that the Indians were the rightful owners of all the land in America, so he always paid them for whatever land he took. He also believed in religious freedom, hence in Rhode Island all men were free to worship God as they

pleased. Massachusetts once asked Rhode Island to join in persecuting the Quakers. Roger Williams made the noble reply that Rhode Island had no law whereby to punish any man for declaring his mind concerning the ways of God. At that time no other country in the world permitted such religious freedom and the other New England colonies bitterly denounced Rhode Island for doing so. But today nearly every enlightened country is proud to follow the example which little Rhode Island set nearly three hundred years ago.

III.

The Beginnings of Connecticut.

“The House of Good Hope.”—While Rhode Island was in its infancy another important colony was growing up on its west. This colony grew out of a contest between the English and the Dutch over the fur trade of the Indians. Seven years before the Pilgrims founded Plymouth, the Dutch had planted a trading station at the mouth of the Hudson river and had also discovered and sailed up a beautiful river which the Indians called Connecticut, or the “long river.” It was an important stream, not only because it flowed through a fertile valley, but also because down its current the Indians floated their canoes loaded with furs for trade with the white people. The Dutch, therefore, bought the valley from the Pequot Indians and a few miles above the mouth

of the river, built a fort which they called "The House of Good Hope."

An English Fort on the Connecticut.—The English also claimed the valley of the Connecticut and Governor Winthrop sent word to the Dutch that they must "forbear to built there." He knew if the Dutch held the Connecticut river, they would cut off the English from trading with the Indians, and also keep the New England colonies from growing westward. The English, therefore, determined to drive the Dutch away.

In 1635 a party of Plymouth men started up the Connecticut river to build a fort above the Dutch fort. When they reached "The House of Good Hope," the Dutch commander ordered them to stop and threatened to fire on them if they refused. The English replied that they were going up the river, dared the Dutchmen to fire, and calmly sailed past the fort and its astonished commander. On the site of the present town of Windsor they went ashore and built a fort. As this fort was above "The House of Good Hope," the Indians who brought furs down the river had to pass it before they could reach the Dutch traders. The English, of course, refused to let them pass, and thus cut off the trade of the Dutch. The winter was a severe one and the English settlers on the Connecticut suffered from cold and hunger, but they held grimly on to their post, and so became the founders of Connecticut.

Another party of English, led by young John Winthrop, son of the famous Governor Winthrop of

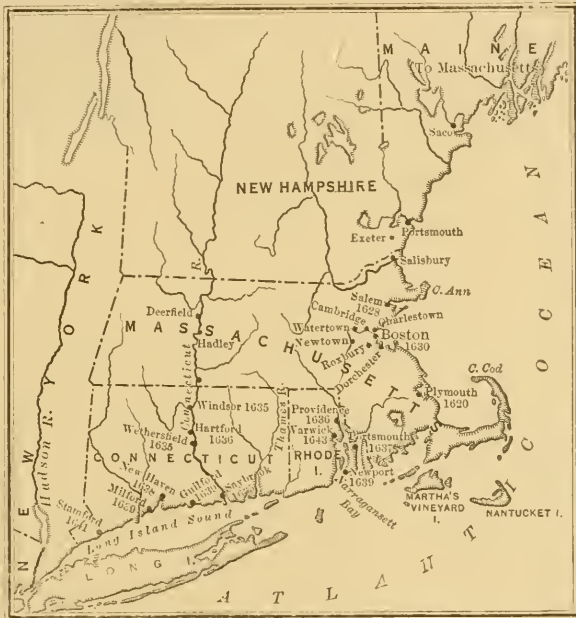
Massachusetts, set out to build a fort at the mouth of the Connecticut river. They were just in time. The Dutch had also sent a party to seize the same point, but Winthrop drove them away, and built a fort which he called Saybrook. The Dutch at the "House of Good Hope" now found themselves shut in between two English forts; so they abandoned Connecticut and left the English in possession.

The Founding of Hartford.—Many other settlers from Massachusetts came to the fertile valley of the Connecticut. They left Massachusetts because they did not like the way that colony was governed. They especially disliked the law which gave the right to vote only to members of the Puritan church.

Among these settlers was Thomas Hooker, a learned clergyman of Cambridge. One hundred and twenty men, women, and children from his congregation followed him. They left Massachusetts in June, 1636. The weather was delightful, the flowers were in bloom, and the forests were beautiful. What a happy journey they had; and how it differed from the winter journey of Roger Williams! Hooker selected the site of the old Dutch "House of Good Hope," and there began the city of Hartford. During the same year two other towns were founded near by.

The Government of Connecticut.—In the beginning the towns in the Connecticut valley were governed by Massachusetts. Thomas Hooker believed the people had a right to govern themselves and under his leadership in 1639 Hartford, Wethersfield, and Windsor united into a single colony called Connecti-

cut A plan of government was then written out and agreed to. It gave every free man the right to vote whether he belonged to a church or not. The people were given the right to elect their own officers and to make their own laws. Nothing was said about the



THE COLONIES OF NEW ENGLAND

authority of the king. This was the first government formed in America based on a written plan or constitution; now the United States, every State in the Union, and many other countries have written constitutions.

The Colony of New Haven.—While these events were occurring in Connecticut, a company of wealthy Puritans from London arrived in Boston. John Davenport, their leader, was a stern man who thought the Puritans of Boston were not strict enough in their church affairs. His plan was to establish a colony which should have no laws except those found in the Bible. He selected a site on Long Island Sound and founded New Haven. Three other towns, founded by his followers, united with the town of New Haven to form the Colony of New Haven. New Haven was afterwards annexed to Connecticut.

IV.

The United Colonies of New England.

The United Colonies of New England.—In 1643 Massachusetts, Plymouth, Connecticut, and New Haven formed a union under the name of "The United Colonies of New England." Rhode Island was not admitted to this Union because of her laws granting religious freedom. The purpose of the union was defence against the Dutch and the Indians. Its affairs were managed by two men selected from each colony, who had the power to raise soldiers when needed, and also to settle disputes between the colonies themselves.

Outbreak of King Philip's War.—The chief danger to the New England colonies was from the Indians. Massasoit always remained the friend of



KING PHILIP

the English, but after his death his son, whom the English called "King Philip," became hostile. There were many causes for this feeling, but the chief one was the increase in the number of white people. Everywhere settlers were clearing more and more land, building new villages, and driving out the Indians. Finally King Philip decided on war. Without warning, he fell upon the whites

and attacked village after village in Massachusetts, Rhode Island, and Connecticut. The Narragansett Indians joined King Philip. The English flew to arms, and for more than a year the war raged throughout New England.

Overthrow of the Narragansetts.—The United Colonies of New England raised an army of a thousand colonists and sent them against the Narragansetts. They found 2,000 warriors holding a fort in a dark swamp. The ground was covered with snow and ice. The New England men slept on the ground with no covering except a "moist fleece of snow." The next morning, December 19, 1675, they attacked the fort with great fury. More than a thousand warriors were killed and the others fled into the woods and swamps where they were hunted like wild beasts. This blow destroyed the Narragansetts.

Death of King Philip.—King Philip with a handful of warriors took refuge at Mount Hope in Rhode

Island. One of his warriors advised him to surrender and Philip in great anger struck him dead. The dead man's brother in revenge slipped away to the camp of the white men and led them against Philip. In a fierce fight, Philip was killed and his tribe was defeated and scattered.

King Philip's War was perhaps the bloodiest Indian war in our history. The Indians destroyed a dozen towns and partly burned forty others. They killed more than a thousand white men and hundreds of women and children. But the Indians themselves were completely crushed. Many of their warriors were slain and others were sent to the West Indies and sold into slavery.

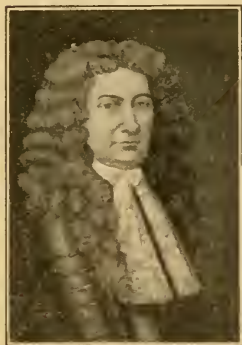
The King's Quarrel With New England.—King Charles II. did not approve the way the affairs of New England were managed. It seemed to him that the New England colonies were too independent of the King. He denied the right of Massachusetts, Connecticut, Plymouth and New Haven to form a union without his consent. Massachusetts especially displeased him by her persecution of the Quakers, by her laws which forbade members of the Church of England to vote, and by her action in annexing Maine and New Hampshire. But of all the colonies, the King was most hostile to New Haven. His father, Charles I. had been such a tyrant that the Puritans of England rebelled, overthrew him, and put him to death. When Charles II. came to the throne he was eager to punish the men who had condemned his father. Some of these men fled from England and

sought refuge in New Haven, where the colonists gave them shelter and concealed them from the King's officers. Nothing else the New England Puritans did gave the King such bitter offense as that act of New Haven.

How the King Punished the Colonies.—Charles determined, therefore, to punish these colonies with a strong hand. He abolished the colony of New Haven and annexed it to Connecticut. He required Massachusetts to give up her claim to New Hampshire and to repeal her laws against the Church of England. In 1684 he struck the hardest blow of all by taking away the charter of Massachusetts and making her a royal province.

The Tyranny of Andros.—Before Charles could carry out all his plans he died and his brother James became King. James united all the New England

colonies under Sir Edmund Andros as governor. In order to bring Connecticut under his control the King demanded the surrender of her charter. When Connecticut refused, James ordered Governor Andros to seize the charter and Andros led a company of soldiers to Hartford for that purpose. The charter was brought into a room and laid on a table before Governor Andros and the Connecticut officers. The



EDMUND ANDROS

discussion continued all the afternoon and into the

night. In the midst of the discussion somebody blew out the candles and left the room in darkness. When more lights were brought, the charter was gone. Nobody seemed to know what had become of it and Governor Andros had to depart in great anger without it. The charter had been slipped out by Captain Joseph Wadsworth, who hid it in the hollow of a mighty oak, afterwards known as the "Charter Oak." Many years later Connecticut gave Captain Wadsworth a reward for saving her charter.

Soon after this incident, the people of England rebelled against King James and drove him from the throne. On hearing this good news, the people of New England rose against Andros, threw him into prison, and set up their old governments again. The new king, William III., was friendly to the Puritans and permitted all the New England colonies except Plymouth, to keep their free governments. Plymouth was annexed to Massachusetts. From that time until the colonies became independent of England, there were only four colonies in New England,—Massachusetts, New Hampshire, Connecticut, and Rhode Island.

REVIEW.

I.

MAINE AND NEW HAMPSHIRE.

GEOGRAPHY.—1. Study carefully the map of Maine and New Hampshire. 2. What are their boundaries? 3. Where is the Kennebec river? 4. Where is Newfoundland? 5. What terri-

tory now lies between the Merrimac and Kennebec rivers? 6. Where is the Piscataqua river? What city is at its mouth? 7. Find on the map the other towns in New Hampshire mentioned in this chapter.

HISTORY.—1. Describe the first efforts to plant settlements north of Massachusetts. 2. Who was John Mason. 3. Who was Ferdinando Gorges? 4. What connection did John Smith have with New England? 5. What territory was granted to Mason and Gorges? 6. Give an account of their first settlements. 7. When they divided which became Mason's part? 8. Why was it named New Hampshire? 9. Give an account of its early history. 10. Which part did Gorges take? 11. How did it get its name? 12. Give an account of its early history.

II.

HOW ROGER WILLIAMS FOUNDED RHODE ISLAND.

GEOGRAPHY.—1. Where is Narragansett Bay? What city is located at its head? 2. Bound Rhode Island? 3. Where is Newport?

HISTORY.—1. How did the teachings of Roger Williams differ from those of the Puritans? 2. Why did he leave Massachusetts? 3. Describe his journey to the Narragansett Indians. 4. How was he received by the Indians? Why were they his friends? 5. How was he treated by the Plymouth colony? 6. Give an account of the founding of Providence. 7. What is the full name of Rhode Island, and how did it get this name? 8. What example did Rhode Island set for the other colonies?

III.

THE BEGINNINGS OF CONNECTICUT.

GEOGRAPHY.—1. Bound Connecticut. 2. Trace the Connecticut river. 3. What sound and large island are just south of

Connecticut? 4. Trace the Hudson river. What great city is at its mouth? 5. Find the following cities in Connecticut: Windsor, Hartford, New Haven?

HISTORY.—1. How did the fur trade lead to the founding of Connecticut? 2. What does "Connecticut" mean? 3. Give an account of the founding of Windsor. 4. How did the English force the Dutch to leave the Connecticut valley? 5. Describe the founding of Hartford? 6. Give an account of the government of Connecticut. 7. Describe the founding of New Haven.

IV.

THE UNITED COLONIES OF NEW ENGLAND.

HISTORY.—1. Give an account of "The United Colonies of New England." 2. Why did King Philip declare war on the whites? 3. Describe the overthrow of the Narragansetts. 4. What was the fate of King Philip? 5. What were the results of King Philip's War? 6. Why was King Charles II., displeased with affairs in New England? 7. What measures did he take against the New England colonies? 8. Tell the story of the Charter Oak. 9. What changes did King William III. make in New England?

CHAPTER VIII.

A DUTCH COLONY IN AMERICA.

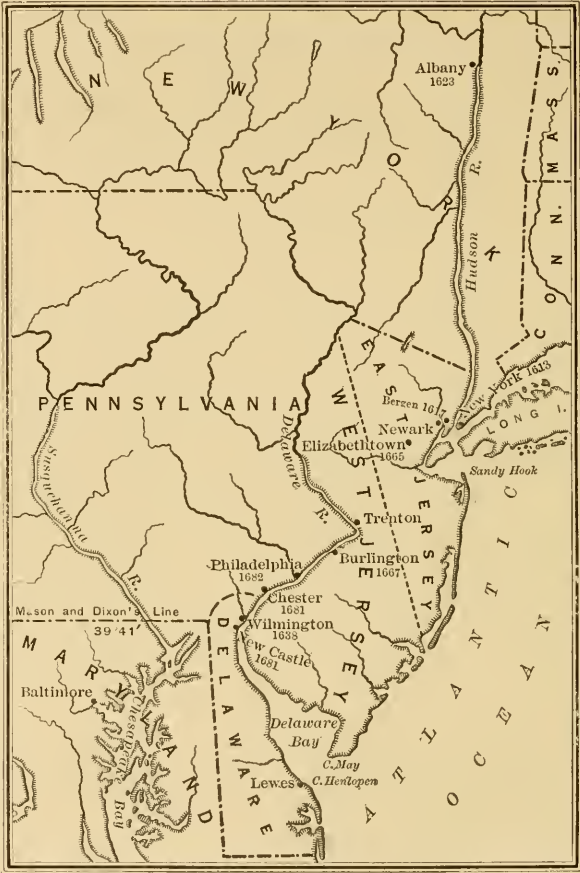
I.

New Netherland.

Henry Hudson.—The first English settlers in the Connecticut valley found some Dutch traders already there who had come from a Dutch colony at the mouth of the Hudson river. Strange as it may seem, the man who gave Holland a claim to the Hudson river was an Englishman whose name was Henry Hudson. He was a warm friend of Captain John Smith and, like Smith, was fond of adventure. Once in an English vessel, while trying to find a passage to India around the north of Russia, he plunged among the icebergs of the Arctic Ocean and sailed farther north than any other man had ever sailed. That voyage made him famous, and a company of Dutch merchants, known as the East India Company, offered him the command of one of their ships.

Voyage of the "Half Moon."—In 1609 in the Half Moon, an East India Company vessel, Hudson set out to look for a passage to India around North America. While sailing along the Atlantic coast, he came to the mouth of a great river and explored it for many miles above its mouth. It flowed through a beautiful

and fertile valley. Mountains rose on both sides. Hudson, therefore, named it the "River of Moun-



THE MIDDLE COLONIES

tains;" but afterwards it was renamed the Hudson in his honor. At its mouth is a large island which the

Indians called Manhattan. The harbor there is the finest in America. Hudson was delighted with his discovery and laid claim to the country for Holland.

New Netherland.—The news of Hudson's voyage was received in Holland with great interest. Dutch merchants saw an opportunity to build up a profitable fur trade with the Indians who would gladly exchange the finest furs for a few bright beads, red cloth, knives, and other cheap ornaments and toys. The furs could be brought down the river to Manhattan, there loaded on Dutch vessels, and taken to Holland where they could be sold for high prices. Dutch merchants accordingly established a trading post on Manhattan Island. Farther up the river they built a fort near the site of Albany. But in the beginning they made no effort to plant a colony because they were much more interested in furs than in colonies. The Dutch traders named their new possessions New Netherland, because Holland is frequently called The Netherlands, or low lands.

Minuit Buys Manhattan.—The Dutch merchants soon found, however, that in order to build up their trade they must establish colonies which would buy their products. Accordingly they organized a West India Company to plant colonies in New Netherland. The first settlers arrived in 1623. Some of them found homes on the Delaware river opposite the site of Philadelphia; some went up the Hudson and began the city of Albany; others landed on Manhattan.

Three years later Peter Minuit was appointed governor of New Netherland. He was an excellent

man and a fair and just governor. One of his first acts was to pay the Indians for Manhattan. For this island, now perhaps the most valuable tract of land of its size in the world, Minuit gave twenty-four dollars worth of glass beads, blankets, ribbons and knives. He then laid the foundations of a town, which he called New Amsterdam in honor of the ancient city of Amsterdam in Holland.

The Patroons.—New Amsterdam grew slowly. Many persons came there to trade, but few came to build homes. Just as the first settlers in Virginia were more interested in gold than in agriculture, so in New Netherland the first settlers were more interested in the fur trade than in home-building. The Dutch West India Company, therefore, decided to offer special inducements to farmers who would make their homes in New Netherland. Any person who brought to New Netherland fifty grown-up colonists was granted a large tract of land along the Hudson river. He had many important powers and special privileges. He could require all persons on his land to work for him a certain number of days in each year; to grind their grain at his mill; to sell their crops to him; to pay him for the right to hunt and to fish; to appeal to him to settle their disputes for them; and to answer to him for breaking his laws. He was known as the "Patroon," or the protector of his tenants. One thing the patroon was not permitted to do, he must not engage in the fur trade, for the West India Company demanded that he give his entire attention to agriculture.

The Colony Begins to Grow.—The patroon system, however, did not work well. The patroons took up too much of the best lands and became too powerful. Their special privileges offended the other settlers. The West India Company, therefore, withdrew many of their privileges; granted the right to own land to every settler; threw open the fur trade to everybody; and welcomed to their colony settlers from all countries and of all religions. These advantages attracted people from nearly every country in Europe and New Netherland began to grow rapidly. It is said that as early as 1643 eighteen different languages were spoken at New Amsterdam.

Peter Stuyvesant.—In New Netherland the people had no voice in their government. Their laws were made and their governors were selected by the West India Company. The two governors who followed Peter Minuit ruled the colony so badly that it suffered much from their tyranny. Peter Stuyvesant, the fourth and last of the Dutch governors, was the best of them. He had been a brave soldier who had lost a leg in battle and had to wear a wooden leg.



PETER STUYVESANT

Though he was hard-headed and quick-tempered, he was honest and sincere.

A Tyrant Who Ruled Wisely.—Governor Stuyvesant wished to rule the colony well, but was determined to rule it in his own way. He said to the people: "I shall govern you as a father governs his children." He acted as their governor, their law-maker, and their judge. But the people wanted to have a voice in saying how they should be governed. So Stuyvesant agreed for them to select a council of nine men to advise him. But the stern old governor would not listen to his councillors unless they gave him the advice he wanted. When they crossed him in any way, he would pound on the floor with his wooden leg, storm angrily at them, and then order things to be done in his own way. Usually his way was better than any the colony had ever known and under his rule New Netherland prospered so much that its population more than doubled.

New Sweden.—Peter Stuyvesant was a good governor, but a bad neighbor. One of his neighbors who felt his anger was a little Swedish colony on the Delaware river. This colony was established by Christiana, the little twelve year old girl who was queen of Sweden. She appointed Peter Minuit, the founder of New Amsterdam, governor of the colony. The place selected by Minuit for his settlement was claimed by both the English and the Dutch and both warned the Swedes to keep away. Minuit paid no attention to their warnings. He built a fort on the Delaware river which he named Fort Christiana in honor of the Queen of Sweden and called the colony New Sweden.

The Dutch Capture New Sweden.—Disputes at once arose between the Swedes and the Dutch which sometimes led to blows. Once the Swedes destroyed a fort which the Dutch had built on the Skuykill river. In order to reach some of their settlements the Dutch had to sail up the Delaware river by Fort Christiana. John Printz, who had become governor of New Sweden, declared the Dutch ships should not pass his forts without his permission. How the hot-headed Stuyvesant stormed and pounded the floor with his wooden leg! But his storming and pounding did not frighten Governor Printz.

Finally, Stuyvesant determined to put an end to New Sweden. That little colony, he declared, was on land that belonged to New Netherland, and he resolved to take possession of it. With a fleet of seven war vessels and seven hundred soldiers, he sailed up the Delaware. This time the Dutch did not ask permission of Governor Printz, but sailed right up to Fort Christiana and demanded its surrender. What could the astonished Governor Printz do? Stuyvesant had more soldiers than there were people in New Sweden and Governor Printz knew well enough that he would blow Fort Christiana to pieces if it resisted. So Governor Printz hauled down the flag of Sweden and surrendered the fort. Thus New Sweden came to an end. Many years later, however, it again became a distinct colony called Delaware.

II.

How New Netherland Became New York.

New Netherland and New England.—It soon came Stuyvesant's turn to meet an enemy stronger than himself. That enemy was England. England, as we have seen, claimed all the territory included in New Netherland on account of the voyages of John Cabot. King James I. had granted to the London and Plymouth Companies permission to plant a colony in that region. But Holland replied that as she had sent the first colony to New Netherland, she had a better claim to it than England. At that time England and Holland were at peace, so England thought it best not to molest the Dutch colony.

Disputes, however, arose between New Netherland and New England over territory, over boundary lines, and over trade. The Dutch sent settlers to the Connecticut valley which was claimed by the English. The English sent settlers to Long Island which was claimed by the Dutch. Governor Stuyvesant actually captured an English vessel which he found trading in the harbor of New Haven.

The Conquest of New Netherland.—England finally decided to conquer New Netherland. An expedition, under Colonel Richard Nicolls, was fitted out with great secrecy. Stuyvesant did not dream of danger. He permitted a fleet of Dutch war vessels which had been at New Amsterdam to sail away to the West Indies while he himself went on a journey far up the Hudson to settle a dispute with some

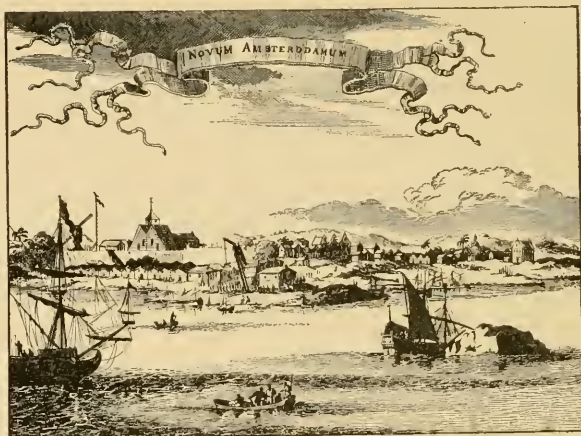
Indians. He knew nothing of his danger until a courier in wild haste dashed into his camp on the Hudson bringing the alarming news that an English fleet was approaching New Amsterdam.

Stuyvesant hurried back to New Amsterdam. The day after his return, the English fleet sailed into the harbor. Colonel Nicolls sent a letter to Governor Stuyvesant demanding the surrender of New Netherland. The English had six times as many cannon and four times as many men as the Dutch, but the brave old Governor prepared to resist to the bitter end. His councillors urged him to surrender and save bloodshed. "Read Colonel Nicolls' letter to the people," they advised, "and let them decide what they want to do." The fiery Stuyvesant flew into a rage, stormed up and down the room, and tore the letter into a dozen pieces. But he stormed in vain, for one of the councillors gathered up the bits of the letter, pasted them together, and read it to the people. In it Colonel Nicolls promised that the English would not take away any of the rights or the property of the Dutch settlers and would grant them all the liberties which the English colonists enjoyed.

When the people heard these promises, they said to each other: "Why should we fight for the West India Company? It has never done anything for us. Let us surrender to the English. We shall be just as happy and prosperous under them as under stubborn old Peter Stuyvesant." So they told Governor Stuyvesant plainly that they would not fight for him. Nothing was left for him to do but to

surrender. "I had rather be carried to my grave," he said bitterly, nevertheless he ordered that a white flag be hoisted over Fort Amsterdam and New Netherland passed under the rule of England.

New Netherland Becomes New York.—Colonel Nicolls at once took possession of New Amsterdam. But it was to be New Amsterdam no longer. King



NEW AMSTERDAM IN 1656

Charles had already granted the colony to his brother, James, Duke of York, and the first order of Colonel Nicolls was to change the names of both New Amsterdam and New Netherland to New York. Nicolls was the first English governor and he and his old foe, Peter Stuyvesant, who continued to live in New York, soon became warm friends.

The new English governor was a brave and honest man, and a fair and just ruler. He kept his promises

to protect the property of the people, to respect their rights, and to permit religious liberty. At that time the population of New York was about ten thousand; under English rule it soon became one of the most important colonies in America. When the Duke of York became King of England in 1685, New York became a royal province.

New Jersey.—The Duke of York had two good friends, Lord John Berkeley and Sir George Carteret, who had rendered him important services, for which he wished to reward them. So he granted to them all that part of New York between the Hudson and the Delaware rivers. A few settlers had already built homes in that region. In order to get others to come, Berkeley and Carteret promised the settlers a share in making the laws, in deciding what taxes they should pay, and religious liberty. A farm, free for five years, was offered to every settler who would bring “a good musket and six months’ provisions.” The colony was called New Jersey, in honor of Carteret, who had once been governor of the island of Jersey.

The Growth of New Jersey.—Philip Carteret, a kinsman of Sir George Carteret, was made governor. He brought settlers from England who laid the foundations of a town called Elizabeth in honor of Sir George Carteret’s wife. Two years later a party of Quakers began the city of Burlington. Settlers also came from New England in order to get cheap lands and to have religious liberty. A colony from New Haven founded the city of Newark. Most of

the settlers were Scotch and English, but there were also Dutch, Swedes, and Germans. They were mostly farmers, and built but few towns. They lived on friendly terms with the Indians with whom they traded in furs and game and the colony grew and prospered. In 1702 New Jersey became a royal province. At that time its population was about fifteen thousand.

REVIEW.

I.

NEW NETHERLAND.

GEOGRAPHY.—1. Study the map of New York, New Jersey, and Delaware. 2. Trace the Hudson river; the Delaware river. 3. Where is New York City? Albany? Philadelphia? 4. Why was Holland called The Netherlands?

HISTORY.—1. Who was Henry Hudson? 2. Give an account of the discovery of the Hudson river. 3. What plans were then formed by the Dutch merchants? 4. Where were their first settlements made? 5. Give an account of the founding of New Amsterdam. 6. Why did the colony grow slowly? 7. What plan did the West India Company adopt for securing settlers? 8. Give an account of the growth of the colony. 9. What kind of government did New Netherland have? 10. Describe Peter Stuyvesant. 11. What kind of a governor was he? 12. Give an account of the founding of New Sweden. 13. What disputes arose between New Sweden and New Netherland? 14. Describe Stuyvesant's conquest of New Sweden.

II.

HOW NEW NETHERLAND BECAME NEW YORK.

HISTORY.—1. What disputes arose between New Netherland and New England? 2. What were England's claims to that region? 3. Describe the English conquest of New Netherland. 4. Why were the people of New Amsterdam so willing to surrender to the English? 5. What changes were made in the names of New Netherland and New Amsterdam? Why? 6. What kind of governor was Colonel Nicholls? 7. What effect did the English conquest have on the growth of the colony? 8. Give an account of the founding of New Jersey. 9. What advantages did New Jersey offer to settlers? 10. Give an account of the people of New Jersey.

CHAPTER IX.

QUAKERS AND CATHOLICS IN AMERICA.

I.

William Penn, the Quaker.

The Quakers.—The settlement of Quakers in New Jersey suggested to William Penn, a famous English Quaker, the idea of founding a colony in America for Quakers. At that time the Quakers in England were a poor and despised class of people. They were deeply earnest and sincere in their religious beliefs, but they had many peculiar customs for which they were laughed at and persecuted. They dressed as plainly as possible and wore no ornaments. When speaking to another person a Quaker would not say you, but would use the Bible words, thee and thou, although at that time others thought it discourteous thus to address any one.

The Quakers called everybody by his first name. They would not use any titles, not even Mister or Miss. They refused to take off their hats as a mark of respect to anybody, as that, they said, would be showing reverence for man that ought to be shown only to God. William Penn, for instance, would not take off his hat even in the presence of the King; nor address King Charles as Your Majesty, as was the custom, but called him simply Friend Charles.

The Quakers would not take an oath because the Bible commands men to swear not at all. They would not join armies, or go to war because of the Commandment, "Thou shalt not kill." They used no form of worship, had no priests or ministers, and declared that no man had any right to interfere with another man on account of his religion.

Persecutions of the Quakers.—These customs excited great anger against the Quakers. It was said that they insulted the King when they refused to take off their hats in his presence, that they were not loyal to him when they refused to take the oath of allegiance, or to fight against his enemies. Laws

were passed to compel them to worship according to the Church of England, and to forbid their preaching and holding meetings. But the Quakers refused to obey such laws because they said they must obey God rather than man. For all these things they suffered cruel persecutions not only in England but also, as we have seen, in New England. They were arrested,



WILLIAM PENN

fined, whipped, and thrown into dark and filthy dungeons.

William Penn Becomes a Quaker.—On account of these persecutions, William Penn decided to found a colony in America in which the Quakers could live

in peace. Unlike most of his Quaker friends, he was a man of wealth and high position. He was the son of Sir William Penn, a famous admiral of the English navy and a warm friend of King Charles. Young Penn was sent to Oxford University where he was a good student and an excellent scholar. He could speak five different languages besides English. He was fond of games and could hold his own with the best at running, jumping, rowing, riding, and other sports.

Admiral Penn was proud of his brilliant son, but when he learned that William had become one of the despised Quakers, he was so angry that he drove him away from home without a penny. But William's mother begged forgiveness for her son. Some nobles of the King's court declared that the old admiral ought to be proud of such a son in spite of his views about religion. Admiral Penn finally agreed to take William back home. "You may say thee and thou to others as much as you please," he said, "but don't you dare to say thee and thou to the King, or to the Duke of York, or to me."

Penn, the Quaker, and "Friend Charles."—But William Penn always dared to do what he thought was right. He not only said thee to the King, but he even refused to take off his hat in the King's presence. The King, who liked the handsome young Quaker, was much amused, and once when he met Penn, he immediately took off his own hat. "Why dost thou take off thy hat, Friend Charles?" asked Penn. "Because," replied the King, with a smile, "wherever I am, it is the custom for only one man to wear his hat."

Pennsylvania.—The King owed Admiral Penn a large sum of money. After his father's death William Penn suggested that the King pay this debt by granting to him a tract of land in America for his Quaker colony. As this was an easy way for Charles to pay his debt, he was delighted with the idea, and gave Penn an immense region west of the Delaware river and north of Maryland.

Penn named this province Sylvania, or Woodland; but Charles declared that it should be called Pennsylvania, which means Penn's woodland, in honor of his friend Admiral Penn. He made William Penn the Lord Proprietor of this vast region; that is, he gave to Penn the right to all the land, with power to plant colonies there, to set up a government, to appoint governors, and to compel the people to obey his authority.

II.

The Quaker Colony.

Penn Writes to the Colonies.—Penn thought the people should govern themselves as far as possible. He would have no laws in Pennsylvania to regulate people's religion, but every man was to be permitted to worship God as he pleased. Penn wrote the settlers a letter in which he said:

My friends, I wish you all happiness, here and hereafter. It hath pleased God to cast you within my lot and care. God hath given me an understanding of my duty. I hope you will not be troubled at your change and the King's choice. You shall be governed

by laws of your own making, and live a free and sober and industrious people. I shall not take away the rights of any, or oppress any person. In five months, I hope, if it please God, to see you. I pray God to prosper you and your children after you. I am your true friend,—William Penn.

The City of Brotherly Love.—The Quakers were delighted to have a colony of their own under the guidance of such a leader. During the first year more than twenty vessels carrying over three thousand persons sailed for Pennsylvania. In 1682, as he had promised, Penn himself sailed for his colony in the ship *Welcome*. The ship was well named, for when it arrived in Pennsylvania the settlers in their wood-

land costumes of skins and furs crowded down to the river bank to greet Friend William with shouts of welcome.

Penn took pains to learn as much as he could about his colony. He then selected a site at the junction of



PENN'S HOUSE IN PHILADELPHIA

the Skuykill and the Delaware rivers for his chief city and there in the wilderness, laid out "the squarrest and levellest city, no doubt, that our planet had ever seen." To its wide streets he gave the names of trees which grew in the surrounding forests, such as Spruce, Pine, Chestnut, and Walnut. He called

the city itself Philadelphia, which means the City of Brotherly Love.

Penn's Treaty with the Indians.—The Quakers, as you will remember, did not believe it was ever right to go to war. When Penn first told the King of his plan to plant a colony of Quakers in America, Charles laughed and asked him how he expected to get along without fighting the Indians.

"We shall not have to fight them," replied Penn, "because we shall deal fairly with them and pay them for their land whenever we take any of it."

"Pay them!" said the King, in surprise, "why the land is mine. My ships discovered it and it belongs to me, doesn't it?"

"Well, Friend Charles," replied Penn, "if the Indians were to cross the Atlantic Ocean and discover England, would the land here belong to them?"

"Oh, well," said the King, laughing, "do as you please, but mind that the Indians don't scalp you."

One of the first things Penn did in Pennsylvania was to make a treaty with the Indians. The warriors met him under a large elm near Philadelphia. They smoked pipes of peace and had great feasting. The Indians danced and ran and jumped. Suddenly to everybody's surprise, Penn sprang up and out-danced, out-ran and out-jumped them all. The Indians grunted with delight, for they were greatly pleased with the young pale-face chief who could beat them at their own games. So they made a treaty with Penn in which they agreed to sell land to the Quakers and to live at peace with them. For sixty years this treaty was kept by both the whites and the Indians.

Growth of Pennsylvania.—After remaining in Pennsylvania for two years, Penn returned to England. Fifteen years passed before he came back to his colony. During these years Pennsylvania had grown faster than any other colony in America. Settlers had come from England, Scotland, and Ireland, from Holland and Germany, and from the other colonies. There were more than 20,000 people in Pennsylvania and several prosperous towns had been founded. Philadelphia had become a city of 4,000 people. It had many handsome brick dwelling-houses, pretty gardens, churches, schools, and a printing press, and remained for many years the largest and most important city in America. As we shall see, many of the greatest events in our history occurred in this "City of Brotherly Love."

A Quarrel Between Neighbors.—William Penn and the Quakers of Pennsylvania lived at peace with the Indians, but they did not get along so well with their white neighbors in Maryland. Maryland was settled before Pennsylvania, and as soon as Pennsylvania was founded a dispute arose over their boundary line. It was an unfortunate dispute for both. It aroused much ill-feeling, caused some bloodshed, and retarded the growth of both colonies. Eighty years passed before it was finally settled.

III.

Maryland.

Harsh Laws Against Roman Catholics.—Maryland, like Pennsylvania, was founded by a Lord

Proprietor, who wished to establish a colony in which Roman Catholics would have religious freedom. At that time the laws of England against Roman Catholics were more severe even than those against Quakers. Catholics were fined and imprisoned for not attending the services of the Church of England. They were forbidden to send their children to Roman Catholic teachers in England, or to send them to other countries to be educated. They were forbidden to bury their dead in their own church-yards, or to be married by Catholic priests. And it was made a crime for a Catholic to attempt to convert a Protestant.

Lord Baltimore Plans a Catholic Colony. —

George Calvert, better known by his title of Lord Baltimore, was a great Catholic nobleman. He resolved to establish in America a place of refuge for Catholics. For this purpose the King granted him a tract of land just north of the Potomac river over which he made Lord Baltimore the Lord Proprietor. Lord Baltimore was required to



GEORGE CALVERT

send to the King every year two Indian arrows to show that the colony owed allegiance to the King. The colonists were to enjoy religious freedom and to have a voice in making the laws, but no law was to be enforced until it was approved by Lord Baltimore. The colony was named Maryland, in honor of Queen Mary.

Settlement of Maryland.—Lord Baltimore died before he could carry out his plans. His rights in Maryland passed to his son. The new Lord Baltimore prepared at once to carry out his father's plans. In 1633 he sent out two ships with about two hundred settlers on board. Some were Catholics, but many

were Protestants who went to Maryland to enjoy religious liberty.

Lord Baltimore appointed his younger brother Leonard Calvert, governor. His ships sailed up the Chesapeake Bay, into the broad Potomac river, until they came to a small Indian vil-



GOVERNOR CALVERT BUYING LAND
FROM THE INDIANS

lage. Governor Calvert was much pleased with its site and bought it from the Indians for a few hatchets, hoes and pieces of colored cloth. He laid there the foundation of the town of St. Mary's, which was the beginning of Maryland.

Trouble with Virginia.—The settlement of Maryland aroused much ill-feeling in Virginia. The Vir-

ginians did not like the idea of having a Catholic colony so near at hand. Besides they looked on that region as belonging to Virginia, so they sent one of their officials to England to urge the King not to give it to Lord Baltimore. But King Charles was more anxious to please his friend Lord Baltimore than to please the colonists in far-away Virginia, and he refused to listen to the objections of the Virginians. After Maryland was founded, settlers in both colonies took up arms, and there was fighting and bloodshed. In the end the dispute was decided in favor of Maryland and the Virginians had to submit.

Puritans and Catholics.—There was trouble, too, in Maryland between the Puritans and the Catholics. In England the Puritan party had overthrown the King and set up a government with the great Puritan soldier, Oliver Cromwell, at its head. The Puritans in Maryland then rebelled against the rule of the Catholic Lord Baltimore, removed his governor and selected a governor of their own. A battle was fought in which the Puritans were victorious, but to their dismay Cromwell stood by Lord Baltimore and ordered the Maryland Puritans to submit to his authority.

Many years later, after Cromwell's death, feeling in England became so strong against the Catholics that the King took the government of Maryland in his own hands and for a while Maryland was a royal province. But in 1715, the man who was then Lord

Baltimore had become a Protestant, so Maryland was restored to him.

Growth of Maryland.—In spite of her troubles, Maryland grew and prospered. The friendship begun



THE COLONY OF MARYLAND

with the Indians at St. Mary's bore good results. Governor Calvert was always fair and just in his dealings with them, just as William Penn was long afterwards, and there were no Indian wars in the history of Maryland. The Maryland colonists knew what a hard time the early settlers of Virginia had and tried to avoid their mistakes. They wasted no time in looking for gold, but went to work at once to plant corn. During the first year they raised not only enough corn for themselves but had a shipload to sell in New England. There was no "starving time" at St. Mary's as there had been at Jamestown.

Lord Baltimore declared that there should be no

religious persecution in his colony. The Assembly of Maryland passed a law permitting all Christians to worship God as they pleased. This law had good results. It brought settlers to Maryland in large numbers and soon there were many fine plantations around St. Mary's. The colonists in Maryland, like those in Virginia, lived on large plantations. Tobacco was their chief crop, and brought much wealth to the planters. When Lord Baltimore died, forty years after the beginning of his colony, there were 20,000 people in Maryland.

REVIEW.

I.

WILLIAM PENN, THE QUAKER.

GEOGRAPHY.—Study carefully the map of Pennsylvania.

HISTORY.—1. How did William Penn become interested in America? 2. What kind of people were the Quakers? 3. What were some of their odd customs? 4. Why were the Quakers persecuted? 5. Give an account of Penn's boyhood. 6. What were his relations with the King? 7. How did the King pay the debt he owed Admiral Penn? 8. What is meant by a Lord Proprietor? 9. What does Pennsylvania mean?

II.

THE QUAKER COLONY.

HISTORY.—1. What were Penn's ideas about the government of his colony? 2. What did he write to the settlers? 3. De-

scribe how they received him when he came to Pennsylvania. 4. Give an account of the founding of Philadelphia. What does the name mean? 5. Repeat what Penn said to the King about the Indians. 6. How did he carry out his ideas? 7. Give an account of the growth of his colony. 8. What important events in our history occurred in Philadelphia? (Consult the index.) 9. What trouble arose between Pennsylvania and Maryland?

III.

MARYLAND.

GEOGRAPHY.—1. Study the map of Maryland. 2. Bound it. 3. What bay divides it?

HISTORY.—1. By whom was Maryland founded? 2. How were Roman Catholics persecuted in England? 3. What were Lord Baltimore's plans for his colony? 4. For whom was Maryland named? 5. Give an account of the first settlement. 6. How did trouble arise with Virginia? 7. Describe the relations between the Catholics and the Puritans in Maryland. 8. What were the reasons for the rapid growth of the colony? 9. In what way were the settlements like those in Virginia?

CHAPTER X.

THE TWIN COLONIES AND THEIR SOUTHERN NEIGHBOR.

I.

Carolina.

The Beginnings of Carolina.—King Charles I. took a part of Virginia to the north to form Maryland. A few years later his son, Charles II. took the southern part of Virginia to form a colony called Carolina. The first white men to enter that region were explorers, hunters, trappers, and Indian traders. They carried back to the older settlements reports of its delightful climate, its fertile soil, and its broad rivers and sounds, and soon their reports began to attract settlers. About the year 1660 George Durant, an adventurous pioneer, and several companions, planted settlements on Albemarle Sound. Just as the Quakers afterwards did in Pennsylvania, Durant and his friends paid the Indians



SIR GEORGE CARTERET
One of the Lords Proprietors
of Carolina.

for their land and founded their colony in peace. Others followed them, cleared farms, and built cabins along the Albemarle Sound and the rivers that flow into it.

The Lords Proprietors of Carolina.—Virginia claimed that region but Charles II. had other plans for it. He had some friends who had rendered him such important services that he felt he must give them a great reward, and in 1663 he gave to eight of these friends all the country between Virginia and Florida. That region had once been called "Carolina" in honor of King Charles I., so Charles II. decided to retain that name. Just as Charles I. had made Lord Baltimore the "Lord Proprietor" of Maryland, so now Charles II. made these eight men the "Lords Proprietors" of Carolina.¹

The First Governor of Albemarle.—The first governor of the little colony on the Albemarle was William Drummond. He was a good man and an excellent governor. Under his rule many settlers came to Albemarle. At the end of three years, Drummond returned to Virginia where he took part in "Bacon's Rebellion." He was captured and taken before Governor Berkeley.

"Mr. Drummond, you are very welcome," exclaimed the angry Governor. "I am more pleased

1. They were: George Monk, Duke of Albemarle; Edward Hyde, Earl of Clarendon; Anthony Ashley Cooper; Lord Craven; Lord Berkeley; Sir William Berkeley; Sir George Carteret; Sir John Colleton.

to see you than any man in Virginia. Mr. Drummond, you shall be hanged in half an hour."

And sure enough the old tyrant had him hanged!

The Government and the People.—At first the people of Carolina liked their government because it was simple and they had a voice in making their laws. The governor and a council of six men were selected by the Lords Proprietors. The people chose some of their own number who together with the Council composed the General Assembly and made the laws. No taxes could be levied without the consent of the Assembly.

But the Lords Proprietors did not like this simple plan, so they prepared a new one called the "Fundamental Constitutions." It took away many of the rights and privileges of the people, and gave much authority to a class of noblemen who were to have such odd titles as "Landgrave" and "Cacique." The Lords Proprietors were so pleased with their plan that they called it the "Grand Model." But the people refused to accept it. They would obey no government except one of their own, and after a few years they compelled the Lords Proprietors to give up their Fundamental Constitutions.

The Ashley River Company.—In 1670, the Lords Proprietors sent a shipload of settlers from England to Carolina. They sailed into an excellent harbor into which flowed two fine rivers which they named Cooper and Ashley after Anthony Ashley Cooper, one of the Lords Proprietors. Three miles up the Ashley



ANTHONY ASHLEY COOPER

both in Carolina, but they were separate and distinct colonies. Both were under the Lords Proprietors, but each made its own laws, and for many years had its own governor. Soon people began to speak of the Albemarle colony as North Carolina and of the Ashley river colony as South Carolina. In 1691 the Lords Proprietors put both colonies under the same governor who lived at Charleston; but this plan did not work well for North Carolina, so after 1712 each colony again had a governor of its own.

river, on a beautiful bluff, they laid out a town which, in honor of the King, they called Charles Town. A good trade soon sprang up with the other colonies, new settlers came, and at the end of its first year Charles Town had a population of four hundred.

North Carolina and South Carolina. — The settlements on the Albemarle Sound and on the Ashley river were



NORTH AND SOUTH CAROLINA

II.

North Carolina.

How North Carolina Grew. — By 1712 the settlers in North Carolina had crossed the Albemarle Sound and laid out farms to the southward. Many of them came from Virginia. Among them was a colony of French Huguenots, as the Protestants in France were called, who planted a settlement on Pamlico river. Later a second colony of these sturdy Huguenots, who had fled from France to escape religious persecution, settled on the Neuse river. In 1710 a colony of thrifty Germans, driven from Germany on account of their religion, became the neighbors of the Huguenots on the Neuse river, where they founded the town of New Bern. A few years later the Indians who lived between the Neuse and the Cape Fear rivers were driven away from that region, and settlers poured into it. Most of them came from the other colonies, but many also came from England. On the north bank of the Cape Fear river they founded the city of Wilmington.

Often some settler, more daring than the others, with his rifle in one hand and his axe in the other, would leave these settlements along the coast and plunge alone into the great forests of the interior. Along some river bank he would select a fertile spot, clear away the trees, and build a little log hut. Before many years the white smoke could be seen curling up from the chimneys of hundreds of these cabins which the lonely pioneers had scattered along the rivers

and creeks far in the interior of North Carolina. By 1730 North Carolina had grown into an important colony with a population of about 30,000.

A Liberty Loving Colony.—Much trouble was caused in North Carolina by the kind of men the Lords Proprietors selected as governors. Many of them cared nothing for the people; they came to the colony to get rich and did not care how they did it. The people resisted their tyranny, rose in rebellion, and drove them from the colony. The people resisted, too, when the governors tried to put the Fundamental Constitu-



ST. THOMAS CHURCH AT BATH

tions in force. "We will not have it," they declared. "Down with your Landgraves! Down with your Caciques! Let us fly to the King for protection."

The people of North Carolina were not disorderly. They were willing to obey laws that were properly made. They were willing to pay taxes when levied according to law. When they had good governors, such as William Drummond and the good Quaker, John Archdale, they were quiet and peaceable; but they were always ready to resist tyranny and injustice.

How the Colony prospered.—In spite of troubles with their rulers, the people prospered. Like the

people of Virginia and Maryland, they lived on widely scattered farms and had no large towns. Tobacco was their chief crop. As they had but little gold and silver, they used tobacco as money. Things were bought and sold, not for so many dollars, but for so many pounds of tobacco. From their vast pine forests they made tar, pitch and turpentine which they sold to New England traders for use in ship-building.

A brisk trade soon sprang up with New England. The New England traders in their small boats sailed up the rivers and sounds right to the doors of the planters. Sometimes larger vessels came from the West Indies and even from England. To these traders the Carolina planters sold their own products, and from them bought clothes, furniture and other things which they did not make on their plantations.

Culpepper's Rebellion.—English merchants wanted to break up this trade, and require the Americans to trade only with them. The colonies were, therefore, forbidden to trade with each other, and required to do all their trading with the mother country. They thought this law unjust, and many of the colonies refused to obey it. In 1676 when the Governor of North Carolina tried to put it in force the people rebelled. Led by George Durant and John Culpepper, they turned out the governor, elected officers of their own, and kept on trading with the other colonies. This resistance is known as "Culpepper's Rebellion."

Cary's Rebellion.—A few years later another law was passed in England which caused even greater disorders in North Carolina. That law required all persons who held office to take an oath of allegiance to Queen Anne. Quakers, as we have seen, would not take an oath of any kind. In North Carolina they had never been required to do so. But now, when Quakers were elected members of the Assembly, the Governor said they must take the oath, or they should not have their places in the Assembly.

The governor's action led to a long resistance. The people would not obey the law. They turned out one governor after another who said the Quakers must take the oath. In 1710 Edward Hyde, the Queen's cousin, was appointed governor. Thomas Cary, who claimed to be the rightful governor, and his followers rebelled against Hyde. For some time they kept the colony in disorder, but finally they were beaten and "Cary's Rebellion" came to an end.

The Watchful Red Men.—Cary's Rebellion led to a dreadful disaster. The coming of the white people had filled the Indians with alarm. They saw the settlers taking their land, clearing the forest, and driving away the game. But they dared not resist, until they saw the colonists fighting each other. Then the Tuscarora chief, Hancock, resolved to destroy the settlements on the Neuse and the Pamlico rivers. His first attack was made early one morning in September 1711. The settlers promptly flew to arms. South Carolina sent help. Several bloody battles were fought. Finally after two years, Hancock was beaten

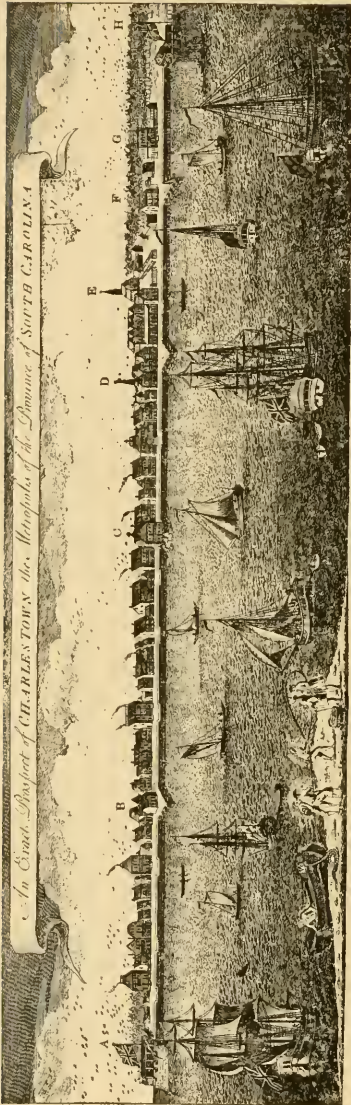
in a great battle. Eight hundred of his warriors were killed, and the others left North Carolina and joined their Iroquois kinsmen in New York. This war put an end to the power of the Indians in the eastern part of North Carolina.

III.

South Carolina.

Growth of South Carolina.—The Ashley river colony grew faster than the Albemarle colony, because it had a better harbor. Settlers came from England; some Dutch farmers from New York joined them; and from the Barbadoes came a colony, led by Sir John Yeamans, who afterwards became governor. The colony from the Barbadoes brought the first negro slaves to South Carolina. Many new farms were laid out along the Ashley river, below Charles Town. The settlers had decided that Charles Town was too far up the river for trade. So, on the point of land between the Ashley and the Cooper rivers, they laid off a new town with broad streets, sites for a church and a town-house, and wharves where vessels could load and unload their cargoes. In 1680 the settlers moved to this new site. This was the beginning of the present city of Charleston.

During that same year a shipload of Huguenots landed at Charleston. Five years later the King of France forbade the Huguenot form of worship in France, and thousands of these brave people fled to America. Many of them joined their friends in South



After a print of 1762, bearing the following key:

A. Granville Bastion. B. Court House. C. Council Chamber. D. Meeting House. E. St. Philip's Church. F. Custom House. G. Secretary's Office. H. Craven's Bastion.

Carolina. They were an intelligent, educated people, and were skilled in various kinds of manufactures. Some of them remained at Charleston; others plunged into the wilderness and with their keen axes cleared farms along the Cooper and the Santee rivers north of Charleston. To the south of Charleston a company of five hundred English Protestants planted a settlement on the Edisto river. Still farther south some Scotch settlers founded Port Royal.

Rice and Indigo.—

One day in 1693 a Dutch vessel sailed into the harbor of Charleston. Her captain had a small bag of rice which he had

brought from the far-away island of Madagascar. When he saw the swampy soil around Charleston it seemed to him that it was well suited to the cultivation of rice. So he gave his bag of rice to the governor, Thomas Smith, and told him how to plant it. Governor Smith selected a moist spot in his garden, planted his seed there, and was delighted with the results. He then gave seed to other planters, and in a few years rice planting became the chief industry of South Carolina.

Some years later a young girl, Eliza Lucas, discovered that the indigo plant, from which dyes were made, would also flourish in South Carolina. Large quantities of it were raised and shipped to England. Rice and indigo were to South Carolina what tobacco was to Virginia and North Carolina. All around Charleston there were rice and indigo plantations which brought much wealth to the colony.

Negro Slavery in the Carolinas.—Rice grows best in damp, swampy places which are too unhealthy for white men. The planters of South Carolina soon discovered that negroes could work in the swamps without any great injury to their health. They began, therefore, to offer high prices for negro slaves, and traders from New England, England, and Holland brought many of them from Africa to Charleston. Slave labor soon became the chief form of labor in South Carolina. The North Carolina planters also used slaves in their rice fields along the Cape Fear river, and on their tobacco plantations farther north. In both of these colonies a planter's wealth was

counted by the amount of land and the number of slaves he owned.

Troubles with the Spaniards.—South Carolina bordered on the Spanish colony of Florida. The Spaniards claimed that the territory which Charles II. had called Carolina was really a part of Florida and belonged to Spain. They were accordingly hostile to the English in South Carolina and did all they could to destroy that colony. They burned Port Royal and killed most of its inhabitants. The people of Charleston at once fitted out an expedition to punish the Spaniards, but their governor, whom the Lords Proprietors had selected, forbade its sailing.

In 1702, when England was at war with both Spain and France, South Carolina sent an army to attack St. Augustine, but the expedition was a failure. Four years later five French and Spanish war vessels, carrying 800 soldiers, made an attack on Charleston. The English colonists defended the town, and drove the enemy away.

How the Spaniards Stirred up the Red Men.—The Spaniards next stirred up the Yemasses Indians to attack the English. These Indians had long been friendly to the white people, and had even helped them to defeat the Tuscaroras in North Carolina. But now the Spaniards supplied them with arms and urged them to take the warpath. In 1715 the great Indian war broke out.

North Carolina had not forgotten the aid she had received from South Carolina against Hancock and that colony now sent a strong body of North Carolina

soldiers to aid South Carolina. Near the close of 1715, the white men met the red men on the Edisto river, defeated and drove them across the Savannah river into Florida. In these wars more than four hundred white settlers were killed. It was a heavy blow to the colony, but after this war there was no longer any danger from the Indians, and the colony soon recovered from its losses.

Stede Bonnet and Blackbeard, the Pirates.—North Carolina and South Carolina both had other enemies



“BLACKBEARD”

more cruel even than the Indians. They were the pirates who sought hiding places in the rivers and sounds along the coast. From these hiding places, in their fast sailing ships, they would dart out to sea, capture peaceful merchant ships, plunder them of their cargoes, and murder their crews. The most famous of these daring men were Stede Bonnet and Edward Teach, called “Blackbeard.”

Finally in 1718 the Governor of South Carolina sent the Captain William Rhett to capture Bonnet. He met the pirate in Cape Fear river. Bonnet fought bravely, but was forced to surrender. He was taken

to Charleston and hanged. A few weeks later "Black-beard's" career came to an end. Lieutenant Maynard, an officer of the British navy, found "Black-beard" in Ocracoke Inlet and in a fierce battle killed the pirate and captured his crew. After these victories the pirates were soon driven away from our coasts.

South Carolina Revolts Against the Lords Proprietors.—The Lords Proprietors left the people of North Carolina and South Carolina to fight their enemies alone and their neglect caused much discontent in both colonies. Finally in 1719, the people of South Carolina held a meeting in Charleston and declared they would no longer obey the Lords Proprietors, or their governor. The Governor called upon the militia to put down the rebellion, but the soldiers took the side of the people. When the King heard of these events he too upheld the people, declared that the Lords Proprietors were not fit to govern their colony, and sent a governor selected by himself to South Carolina.

The Carolinas Become Royal Provinces.—In North Carolina also the people were discontented at the kind of men the Lords Proprietors sent to govern them. Six times they had risen in rebellion and driven their governors out of the province. The King decided, as the Lords Proprietors could not govern their colonies properly, that he would bring them under his own control and in 1729 he made both North Carolina and South Carolina royal colonies. The people celebrated the change with great rejoicings.

IV.

Georgia.

James Oglethorpe.—Four years later the last of the English colonies was planted between South Carolina and Florida. Its founder was a noble Englishman named James Oglethorpe. Oglethorpe had been a soldier and like Captain John Smith had fought against the Turks. He was as kind-hearted and generous as he was brave, and used his wealth to relieve the suffering of other people.



JAMES EDWARD OGLETHORPE

At that time there was a law in England that a man who could not pay his debts might be put in prison. Hundreds of honest men were locked up away from their friends and families simply because they were poor. Many of the jails were cold, damp and filthy and the prisoners suffered greatly in them. In one of these jails, a friend of Oglethorpe's was imprisoned and his fate caused Oglethorpe to take an interest in all such poor prisoners.

A Colony for the Poor.—Oglethorpe determined to do something to relieve the suffering of prisoners for debt. His plan was to have their debts paid, free

them from prison, and send them to America where they could start their lives anew. In 1732 he asked the King for enough land for a colony between South Carolina and Florida. Such a colony, he said, would not only help the poor debtors, but would protect South Carolina against the Spaniards of Florida. The plan pleased the King, who gave Oglethorpe the region he asked for. Oglethorpe declared that he would hold it "in trust for the poor." The new colony was to be called Georgia in honor of King George. It was to be under the government of a company of men called "trustees," who were to make the laws and appoint the governors.

The Founding of Savannah.—The trustees selected Oglethorpe as governor, and he lost no time in fitting out a colony. He set sail with his first colony in the winter of 1732. The settlers landed first at Charleston where they were warmly welcomed. Oglethorpe then selected a high bluff on the Savannah river as the site for his settlement. There was already an Indian village on the site, but Oglethorpe soon made friends with the Indians. Their old chief, Tomochichi, who was ninety years old, told Oglethorpe that there was enough room for both the red men and the white men, and he and Oglethorpe soon became fast friends. In the early part of 1733 Oglethorpe laid out the city of Savannah which was the beginning of Georgia.

The Growth of Georgia.—Other settlements soon sprang up in Georgia. From Germany came a small company of settlers seeking religious freedom. Settlers also came from Switzerland and Scotland. Two

years after the founding of Savannah, Oglethorpe went back to England and upon his return to Georgia brought two shiploads of settlers. Among them were

two famous brothers, John Wesley, the eloquent preacher who founded the Methodist Church, and Charles Wesley who wrote so many of our familiar hymns. Both afterwards returned to England. Later George Whitfield, the greatest preacher of his time, spent

JOHN WESLEY PREACHING TO THE INDIANS

several years in Georgia. At Savannah he founded a school for orphans which is still in existence.

Industries of Georgia.—In Georgia, Oglethorpe found many wild mulberry trees on whose leaves the silk-worm feeds. He thought, therefore, that the production of silk could be made to pay. Upon his first visit to England he carried from Georgia eight pounds of silk which was made into a dress for the Queen. But the soil of Georgia was better suited to rice and indigo, and they soon became the chief products. Georgia also shipped tar, pitch and turpentine.

Troubles with the Spaniards.—Just as Oglethorpe expected, the Spaniards in Florida soon began to give

trouble. They claimed that Oglethorpe's colony was in their territory and angrily demanded its surrender. In 1742 they sent a fleet and an army of 7,000 men against Savannah. There were only about 1,500 people in Georgia, and the little English colony was in great danger. But Oglethorpe was a skillful soldier and finally drove the Spaniards away. The next year they tried again to destroy the town and Savannah was again saved by Oglethorpe's courage and skill.

Georgia Becomes a Royal Colony.—There was much discontent among the people of Georgia. The colony grew slowly. The planters declared its slow growth was due to a law against their owning slaves. Slaves they said were needed for the cultivation of rice and indigo. The law, therefore, was repealed and the people got their slaves. In 1743 Oglethorpe returned to England, and after his departure the discontent of the people became greater. The trustees, therefore, asked the King to take the government under his own direction. He did so and in 1754 Georgia became a royal province. The King then selected the governors, but the people elected the members of the General Assembly which made the laws.

REVIEW.

CAROLINA.

GEOGRAPHY.—Study carefully the maps of North Carolina and South Carolina. 2. What sounds are in the eastern part

of North Carolina? 3. What rivers flow into the Albemarle Sound? 4. Where do these rivers rise? 5. Where are the Ashley and Cooper rivers? What city is at their mouth?

HISTORY.—I. Where did the first permanent settlers of North Carolina come from? Why did they come? Where did they settle? 2. Who was George Durant? 3. What plans did King Charles II. have for Carolina? 4. Tell the story of the first governor. 5. How and why did the people like their government? 6. What were "The Fundamental Constitutions?" 7. By what other name was it called? 8. Why did the people refuse to accept it? 9. Give an account of the founding of Charles Town. 10. How did Carolina become North Carolina and South Carolina?

II.

NORTH CAROLINA.

GEOGRAPHY.—I. Name the principal rivers in Eastern North Carolina, and describe their courses. 2. Where is New Bern? Wilmington?

HISTORY.—I. Who were the early settlers of North Carolina? 2. Describe the growth of the colony. 3. Describe the relation of the people to their governors. 4. Give an account of the industries and commerce of the colony. 5. What was the cause of Culpepper's Rebellion? Give an account of it. 6. Give an account of Cary's Rebellion. 7. What effect did Cary's Rebellion have on the Indians? 8. Give an account of the great Indian wars of 1711-1713.

III.

SOUTH CAROLINA.

GEOGRAPHY.—I. Why did Charleston become a larger city than any settlement in North Carolina? 2. Where are the Santee and Edisto rivers? 3. Where is Port Royal?

HISTORY.—1. Describe the growth of South Carolina. 2. Give an account of the removal of Charles Town. 3. Describe the Huguenot settlements in South Carolina. 4. What were the chief products in South Carolina. Give an account of their introduction into the colony. 5. Why did negro slavery become so important? 6. Give an account of the colony's relations with the Spaniards. 7. Tell the story of the war with the Indians. 8. Give an account of "Blackbeard." Of Bonnet. 9. What effect did the wars with the Spaniards, Indians, and pirates have on the rule of the Lords Proprietors? 10. How did North Carolina and South Carolina become royal colonies?

IV.

GEORGIA.

GEOGRAPHY.—1. Bound Georgia. 2. Where is Savannah?

HISTORY.—1. Who was the founder of Georgia? 2. What was his purpose in founding that colony? 3. How was it to be governed? 4. Give an account of the founding of Savannah. 5. Describe the growth of Georgia. 6. What were the colony's chief products? 7. Give an account of its relations with the Spaniards. 8. Why were the people discontented with their government. 9. How did Georgia become a royal colony?

CHAPTER XI.

THE FRENCH IN AMERICA.

I.

CANADA.

The Voyage of Verrazano.—While Spain was founding colonies in the South, and England along the Atlantic coast, France was busy planting colonies in the North. French sailors began to make explorations in America soon after the great voyage of Columbus. They generally sailed to the northward in search of a passage to India. Among those who went in search of this Northwest Passage, as it was called, was John Verrazano, a well educated man and a skillful navigator. He was an Italian in the service of France. He made several voyages for France, fought for her against Spain, and like Sir Francis Drake, captured Spanish treasure ships.

It was in 1523 when Verrazano set sail in search of the Northwest Passage. He began his voyage with four ships but storms drove all but one back to France. With that one he reached the coast of what is now North Carolina near Cape Fear. This, he wrote, was “a new land never before seen by any man in ancient or modern times.” From North Carolina he explored the coast as far north as Maine. Upon

his return to France he wrote an account of his voyage. It was the first account ever written of the eastern coast of the United States.

Cartier Discovers the St. Lawrence River.—France was then too busy with a war with Spain to follow up Verrazano's voyage. Ten years later Jacques



JACQUES CARTIER

Cartier set out with two small vessels to find the Northwest Passage. Cartier was a bold and dauntless man whose spirit would quail before no danger or hardship. He sailed straight for Labrador, explored the coast of Newfoundland, and took possession of all that region in the name of the King of France.

The next year Cartier entered a beautiful bay which he called the Bay of St. Lawrence because he had entered it on St. Lawrence's Day. Through this bay he sailed into what he thought might be the Northwest Passage. But the farther he went, the narrower the passage became, the fresher the water, the swifter the current. From these signs, he knew that he was in a mighty river. As this river flows into the Bay of St. Lawrence, it too was called St. Lawrence.

The First Winter in Canada.—When Cartier asked the Indians the names of their villages along the St. Lawrence, they always replied "Canada." This was

their word for village, but Cartier thought it must be the name of the country itself. He, therefore, called all the region along the St. Lawrence, Canada. Sailing farther up the river, he came to a large Indian village on a high promontory. The view was so fine there that he called it Mont Royal. Some years later the French founded a settlement there, and Mont Royal became Montreal. It is now the largest city in Canada.

Cartier spent the winter in Canada. Snow lay deep on the ground. Ice covered the river and held his vessels in a tight grip. Such cold his men had never known in the sunny land of France and they suffered terribly. Many of them perished from cold, hunger, and disease; and when spring came and the ice melted so their ships could move, those still living joyfully turned their backs on Canada.

The Founding of Quebec.—In 1608 the first French settlement in Canada was founded at the place where Cartier had passed the winter. This colony was under the command of Samuel de Champlain. Champlain had passed his early years on the sea, and like a true sailor loved the tossing of the waves and the howling of the winds through the sails. As a commander he was strict with his men, but always courteous, generous and merciful.

The year after the founding of Jamestown, Champlain sailed up the St. Lawrence river to plant a settlement in Canada. He selected a place where the river grows narrow and high rocky cliffs rise above the stream. The Indians called it "Quebec," which

means the narrow place, and so Champlain named his little settlement. There he erected some houses for himself and his men and around them built a wooden wall on which he mounted several cannon. During the winter that followed all but eight of his twenty-eight men died; but when spring came other settlers arrived from France and Quebec was started safely on its career.

Champlain Wins a Costly Victory.—The Indians who dwelt along the St. Lawrence belonged to the great Algonquin tribes. They were bitter enemies



SAMUEL DE CHAMPLAIN

of the Iroquois, the fiercest and most powerful tribes in America, who lived along the Hudson river. When the Algonquins heard the roar of Champlain's cannon and saw how his bullets could kill men at a great distance, they wondered at the mighty power of the white men, and begged Champlain to help them against the Iroquois. Champlain was eager to gain the friendship of the Al-

gonquins, so he agreed to give them his aid. With a few Frenchmen armed with guns and several hundred Algonquin warriors, he set out through the forest to attack the Iroquois. He little knew what great results were to come from his rash act!

The Algonquins and their French friends met the Iroquois at a place called Ticonderoga. There the waters of two beautiful lakes come together, and

Ticonderoga was the Iroquois word for the "meeting of the waters." The Iroquois warriors easily defeated the Algonquin warriors, but when they heard the loud report of Champlain's cannon, and saw their men fall dead as if by magic, they turned and fled in terror. The Algonquins danced and yelled with joy over this victory. The lake near which Champlain won his victory is now called in his honor, Lake Champlain.

For the French it proved a costly victory. It made the Iroquois their bitter enemies; and years later when the French and the English were fighting for the possession of America, the Iroquois gave their powerful aid to the English.

II.

The Jesuits.

The French and the Indians.—The French were generally more successful in securing the friendship of the Indians than the English. There were several reasons for their success. The English settlers, as we have seen, came to America to cultivate the soil, to make their homes here, and to build towns and cities. For these purposes they took land from the Indians, cleared the forests, and destroyed the red man's hunting-grounds. The Indians soon learned that whenever the English planted a colony they drove the Indians away. The English, too, looked down on the Indians, treated them as inferiors, and often made slaves of them.

The French did not try to build towns and cities.

Their chief interest was in the fur trade and in converting the Indians to Christianity. The French settlers, therefore, were chiefly traders, priests, and soldiers. Their settlements were small trading-posts, missions, and forts that did not require much land. They wanted the Indians to keep their hunting-grounds, treated them as equals, and made friends and allies of them.

The "Runners of the Woods."—In this work the French had the aid of a class of men called

or "runners of the woods." They were restless rovers, crack shots with their rifles, and experts at trapping fur-bearing animals. They spent their lives in the woods gathering furs and skins for sale. They loved the great unbroken forests better than the settlements, and the wild life of the red men better than the quiet life of the white men. So the *coureurs de bois* wandered far and near, visited strange Indian tribes far from the white men's settlements, lived in their wigwams, took their squaws for wives, and helped to keep alive the friendship of their warriors for the French.

The Jesuits.—More important even than the were the French priests. They were members of the "Society of Jesus," and for that reason were called Jesuits. Their only interest in life was to spread the faith of the Roman Catholic Church. In this work they were tireless and fearless and scorned hardships and dangers. The more dangerous a place was, the more eager were the Jesuits to go there and carry on their work. They often

suffered cruel tortures and death; but nothing could lessen their zeal.

Champlain himself declared that it was better to save a soul than to conquer an empire; and this was the spirit of the Jesuits. They founded their missions among the most savage tribes, nursed their sick, healed their wounded, and preached the gospel to them. On the map of the United States along the Great Lakes and the Mississippi river and its branches, are many places with French names which show where these Jesuits once had missions among the Indians.

Father Marquette and Joliet. — Among the most famous of the Jesuits was Father Jacques Marquette. He was gentle, kind-hearted, and as brave as a lion. He gave his life to work among the Indians who lived in the region of the Great Lakes. From them he heard stories of a mighty stream which the Indians called the "great water," far away to the west where no white man had ever been. The Indians could not tell where its mouth was because none of them had ever been on such a long journey.



STATUE FATHER MARQUETTE
In Hall of Fame at Washington.

Marquette resolved to find and explore this great river. The Governor of Canada ordered Louis Joliet, a bold fur trader who had long lived among the Indians, to help him. With five companions, they set out from the shores of Lake Michigan to cross what is now the State of Wisconsin. Sometimes they paddled their canoes up rivers and across small lakes; at other times they tramped through the woods carrying them on their shoulders. Finally they reached the Wisconsin river and floated down it until they came to the "great water."

Marquette Floats Down the Mississippi.—The "great water" was the Mississippi river. When the French explorers floated out upon its bosom their joy, says Marquette, was too great for words. They thought they were the first white men who had ever seen that mighty stream for they knew nothing about the voyage of De Soto more than one hundred and thirty years before.

Marquette and his little party floated down the Mississippi for several hundred miles until they became sure that it emptied into the Gulf of Mexico. Then they turned back in order to carry the news of their discovery to Canada. They proceeded up the Mississippi until they reached the Illinois river, then up the Illinois back to Lake Michigan. They had travelled more than 2,500 miles. Joliet hurried on to Canada with the news of their discovery, but Father Marquette remained in the wilderness to preach to the Illinois Indians. He died there soon afterwards worn out by his hard toil.

III.

Louisiana.

La Salle.—The work which Marquette and Joliet had begun, was taken up by a young Frenchman named Robert de la Salle. La Salle had already discovered and sailed down the Ohio river, and he now determined to find the mouth of the Mississippi, and to claim the region through which it flowed for France.

La Salle had enemies who threw difficulties in his way. They seized his property. They raised a revolt among his follow-

ers. They tried to have him poisoned. Misfortune seemed to follow his footsteps. He built a vessel for use on Lake Michigan, loaded it with furs and skins and sent it back to Canada for supplies; he never heard from it again. A ship from France bringing money for him was wrecked. Twice he set out on his journey only to be turned back by misfortunes.

La Salle at the Mouth of the Mississippi.—But nothing could shake La Salle's determination. In



LA SALLE CLAIMING THE VALLEY OF THE MISSISSIPPI IN THE NAME OF LOUIS XIV OF FRANCE

1682 he started a third time and at last all went well. With a small fleet of canoes and about sixty men he floated down the great river to its mouth. There he set up a cross on which were the arms of France and the words: "Louis the Great, King of France and Navarre, reigns; the 9th of April, 1682." Then with the singing of hymns and the firing of salutes he took possession of all the land drained by the Mississippi and its branches in the name of Louis XIV., King of France. It was a vast region extending from the Gulf of Mexico on the south to Canada on the north, from the Alleghany Mountains on the east to the Rockies on the west. In honor of King Louis it was named Louisiana.

Death of La Salle.—In order to hold Louisiana against the Spaniards La Salle planned to found a town at the mouth of the Mississippi. To keep back the English, he planned a line of forts all the way to the Great Lakes. The King gave him command of four vessels in which three hundred settlers sailed for Louisiana. But the vessels lost their way and missed the mouth of the Mississippi. The settlers landed on the coast of what is now the State of Texas. One of their ships was wrecked and the others leaving La Salle and a few settlers in the wilderness, returned to France. La Salle at once built a fort in which he spent two years waiting for vessels to carry him to Louisiana. Finally he decided to set out on foot, but he had scarcely started when two of his men, hiding in the forest, shot him dead.

La Salle's Dream Comes True.—The French did

not forget the far-seeing La Salle and his great plans. Ten years after his death the King sent two hundred colonists to plant a settlement in Louisiana. They were under the command of a brave and experienced soldier named Pierre le Moyne d'Iberville. He selected a barren sandy shore about eighty miles from where New Orleans now stands and there made the first settlement in what is now the State of Mississippi. In 1702 the first settlement in the State of Alabama was made on Mobile Bay. Other settlers were sent out from France and several forts and



THE PRINCIPAL FORTS AND SETTLEMENTS ESTABLISHED BY THE FRENCH BEFORE THE CLOSE OF THE EIGHTEENTH CENTURY

trading posts were established. In 1718 on the banks of the Mississippi, the Sieur le Bienville, governor of Louisiana, laid the foundations of a new capital of Louisiana. In honor of the Duke of Orleans, uncle of King Louis XV., he called the town New Orleans.

New France had now two heads, one to the far north amid the snows of Canada, the other in the sunny regions of the south. Between them lay a wilderness of more than two thousand miles. To protect this vast region the French, as La Salle had planned, built more than sixty forts between New Orleans and the Great Lakes. New missions and trading posts soon sprang up throughout that region, and the dream of La Salle came true at last.

I.

CANADA.

GEOGRAPHY.—1. Is it possible for a vessel to sail by a Northwest passage from the Atlantic to the Pacific Ocean? Through what bodies of water would it go? 2. Trace Verrazano's expedition from France to Cape Fear, thence to Maine, thence back to France. 3. Where is Labrador? Newfoundland? The Gulf of St. Lawrence? 4. Trace the St. Lawrence river. 5. Where is Montreal? Quebec? 6. The Algonquin tribes lived around the Great Lakes. Where are they? Name them? 7. Where is Lake Champlain? Ticonderoga?

HISTORY.—1. What part of North America was settled by Spain? England? France? 2. Why did the French explorers sail to the North? 3. Give an account of the voyage of Verrazano? 4. Describe the voyages of Cartier? 5. Give an account of his first winter in Canada. 6. What region did he

claim for France? 7. Who was Champlain? 8. Describe the founding of Quebec? 9. Tell how Champlain won a costly victory. 10. Why was it costly?

II.

THE JESUITS.

GEOGRAPHY.—1. The teacher should point out to the class some of the places along the Great Lakes which still have French names. 2. Father Marquette started at Green Bay, went up the Fox river, crossed Lake Winnebago, thence into the Wisconsin river, and then into the Mississippi. Trace his route. 3. Trace his return route up the Mississippi, into the Illinois river, thence to Lake Michigan.

HISTORY.—1. Why were the French more successful in winning the friendship of the Indians than the English? 2. Who were the *coureurs de bois*? 3. Who were the Jesuits? 4. Give an account of their work. 5. Who was Father Marquette? 6. Tell about his discovery of the Mississippi. 7. Describe his voyage down the Mississippi and his return.

III.

LOUISIANA.

GEOGRAPHY.—1. Trace the Mississippi from its source to its mouth. 2. What are its principal tributaries? 3. Note carefully the immense region covered by Louisiana from the Alleghanies to the Rocky Mountains. 4. Where is Biloxi? Mobile? New Orleans?

HISTORY.—1. Who was La Salle? 2. Give an account of his misfortunes. 3. Describe his voyage down the Mississippi. 4. What name did he give to the region through which it flowed? 5. What region did Louisiana at first cover? 6. What

were La Salle's plans for holding Louisiana for France? 7. Describe his death. 8. How did his dream finally come true? 9. Which country then held the greater territory in America, France or England? 10. Where were the French possessions? The English?

CHAPTER XII.

ENGLISH AND FRENCH WARS IN AMERICA.

I.

English and French Rivalry.

Causes of the Conflict.—There was keen rivalry between the French and the English colonists. Their interests often conflicted. They interfered with each other's fur trade. The region which the French called Louisiana was also claimed by the English. Both wanted to be supreme in America. France and England were often at war, and every time they fought in Europe, their colonies fought in America. Both called upon their Indian allies for help, and many cruel and bloody deeds were done. Of the English colonies, New York and New England suffered most because they were nearest to Canada. Sometimes Spain helped France, and then, as we have seen, there was fighting in South Carolina and Georgia.

The Burning of Schenectady.—There were four wars between the French and the English colonies. In the first war, which began in 1689, the French secretly fitted out a small army of *couriers de bois* and Indians, for an attack on New York. They marched out of Montreal in mid-winter and for nearly a month the little army marched through snow

and ice. One night in the midst of a heavy snow storm they reached the village of Schenectady. The people of Schenectady had been warned against attack, but they laughed at the very idea that an army could march in such weather all the way from Canada. They thought it a good joke to set up two snow-men as sentinels over the town! What a terrible surprise was in store for them! In the middle of the night they were aroused from sleep by the war-whoops of the Indians and as they rushed out of their beds they were struck down by the French soldiers and their savage allies. Sixty men, women and children were slain, many others were taken prisoners, and the town was burned to the ground.

Fighting Along the Border.—This attack aroused the English, and the war quickly spread all along the border. At first the French swept everything before them. They attacked, captured and burned several villages in New Hampshire, Massachusetts, and New York. But the English had powerful allies in the Iroquois tribes. The Iroquois had never forgotten their defeat by Champlain many years before, and they were now the steadfast enemies of the French. Their stand for the English probably kept the French from conquering New York.

A Woman's Brave Deed.—Early one spring morning a band of Algonquin Indians made an attack on Haverhill, Massachusetts. In a little farm-house near the village, Mrs. Hannah Dustin lay ill in bed. The Indians attacked her house, and carried Mrs. Dustin and her nurse away to the forests. Another prisoner

was an English boy. One night, while the red men were asleep, the three prisoners arose quietly, seized some tomahawks, and struck the sleeping warriors on their bare heads. They killed all but two who awoke in terror and fled into the forest. Then with ten scalps to prove their story, Mrs. Dustin and her two companions made their way back through a hundred miles of wilderness to Haverhill. The fame of their deed spread far and wide. Massachusetts gave them a large reward, and the governor of far-away Maryland sent Mrs. Dustin a present as a token of his admiration for her courage.

The Capture of Port Royal.—At the mouth of the St. Lawrence river was the important French colony of Acadia. Its capital was Port Royal. From its harbor armed French vessels darted out to attack and capture New England fishing boats and merchant vessels. In the second war with the French, which began in 1702, the New Englanders resolved to put an end to these attacks by capturing Port Royal. England sent war vessels and soldiers to aid them. In 1710, they sailed from Boston, captured Port Royal, and changed its name to Annapolis, in honor of Anne, Queen of England. The French had to give up all of Acadia. Part of it the English named New Brunswick, and part they named Nova Scotia.

Louisburg.—The French at once began plans to re-capture Acadia. During the years of peace that followed the second war, they built a great fortress on Cape Breton Island, where it would threaten the safety of Annapolis. It was called Louisburg. Twenty-

five years and more than ten million dollars were required to build it. Louisburg was the strongest fortress in America and the French boasted that it would make their king master of the continent. It was scarcely finished before France and England were again at war.

A Hard Nut to Crack.—The third war between the French and the English in America began in 1744. Before the English colonists knew that war had been



BURNING OF FRENCH SHIPS

declared, the French commander at Louisburg burned an English fishing village and made an attack on Annapolis. Great was the wrath of the New England colonies, and they resolved to strike a blow the French would not soon forget.

Their plan was to capture Louisburg. Many people laughed at the idea. "Fortified towns," said Benjamin Franklin, "are hard nuts to crack, and your teeth are not used to it." But the hard-headed Yankee

farmers were determined to try their teeth on that French nut. They raised an army of four thousand men, put William Pepperel in command, and fitted out a little fleet to take them to Louisburg. Later four British men-of-war joined them.

They sailed from Boston in the spring of 1745 and reached Louisburg in May. After landing they had to drag their cannon two miles through a great marsh. Sometimes the cannon sank out of sight in the mud. Then sledges were made, the cannon mounted on them, and the soldiers dragged them through the mud and water. The men endured many hardships. Many of them were barefoot and their clothes were in tatters. Nearly two thousand were sick at one time. Before them stood the mighty fortress with stone walls thirty feet high and sixty feet thick. But nothing could stop those dauntless Yankees. For six weeks they kept up their fire on the fort day and night. Every effort of the French to drive them off failed. Finally the French were forced to surrender, and the English flag was raised over Louisburg.

The English colonies rejoiced greatly over this victory. In Boston, New York, and Philadelphia bells were rung, cannon fired, bon-fires lighted. France heard the news with astonishment. Even England could scarcely believe it. King George made William Pepperell a knight as a reward for his victory. After all this rejoicing, you may imagine how angry the colonists were when, at the close of the war, England gave Louisburg back to France in exchange for a city on the other side of the world.

II.

The French and Indian War.

A Difficult Task.—The French and the English in America had now fought three wars. Neither had been able to defeat the other, and the questions in dispute between them had not been settled. Both sides knew the struggle must soon be renewed and began to get ready for it. In the Ohio valley the French were building forts to keep the English out. Virginia also claimed the Ohio valley, so Governor Robert Dinwiddie decided to demand that the French withdraw from that region.

The messenger for this task would have to make a journey through a thousand miles of wilderness. He must be a keen woodsman and know how to deal with Indians. His task required courage, endurance, and fine judgment. Governor Dinwiddie selected a young surveyor, twenty-one years old, tall, strong, and fearless, who afterwards became the most famous man in our history. His name was George Washington.

How Washington Performed His Difficult Task.—Washington set out from Williamsburg, the capital of Virginia, in the winter of 1753. He had five companions. His journey carried him through unbroken forests, over snow-covered mountains, and across frozen rivers. There were no roads and he had to find his way by a compass. In spite of difficulties and dangers he pursued his journey without faltering. The French commander received Washington with

great courtesy, but of course refused to give up his fort.

It was important for Washington to hurry back and report to Governor Dinwiddie. In the depth of the wilderness his horses gave out and he had to continue his journey on foot. Once he narrowly missed being killed by an Indian who fired at him from a m b u s h. While trying to cross the Alleghany river on a raft, he was thrown into the raging current filled with great blocks of ice, and barely escaped being drowned. But through it all he kept a cool head and never lost his courage. He finally reached Williamsburg in safety



WASHINGTON IN VA. UNIFORM

and delivered his message to Governor Dinwiddie, who thanked him heartily for the splendid way in which he had done his duty.

Washington Meets Defeat.—Washington advised Governor Dinwiddie to build a fort at the point where the Alleghany and the Monongahela rivers unite to form the Ohio. It was the most important point in the Ohio valley, and Dinwiddie at once sent a small band of woodsmen to seize it. The French drove

them away, and built a fortress of their own which they called Fort Duquesne. Then they advanced to meet Washington who was approaching with three hundred men. Washington hastily threw up a rude fort which he called Fort Necessity. The French attacked him in large numbers and after nine hours of fighting compelled him to surrender his fort and retreat into Virginia. This victory left the French masters of all the region west of the Alleghany Mountains.

The greatest of all the wars between the French and the English in America had now begun. At last the great question, Shall France or England rule America? was about to be decided. Both countries sent thousands of soldiers to America. The colonies themselves raised armies and gave large sums of money for their support. The struggle lasted more than seven years, and is known as the French and Indian War.

Braddock's March Against Fort Duquesne.—England's first task was to capture Fort Duquesne. This duty was entrusted to General Edward Braddock. Braddock was a brave soldier, but he knew nothing about Indian fighting, and he scorned the advice of such men as Washington who knew how to fight them. "These savages," he said, "may seem dangerous enemies to you ignorant Americans, but they can never stand up against the King's regulars." He set out on his march to Fort Duquesne with three hundred axemen leading the way to clear a road while the army followed slowly with banners flying, fifes blow-

ing and drums beating. Washington was disgusted and wrote that his hopes of victory were very low indeed.

Braddock's Defeat. — The French decided not to wait at Fort Duquesne but to attack Braddock while on the

march through the wilderness. A small force, most of whom were Indians, fell suddenly on the English, and from behind trees and logs and rocks poured a deadly fire into their ranks. The British soldiers in their brilliant scarlet uniforms drawn up in line of battle were plain targets for their enemies, and were quickly thrown into confusion. When their officers commanded them to fight they answered, "We would fight all right if we could see anybody to fight with." Many brave fellows fell without ever seeing their foes who swarmed all about them. Braddock, himself, was mortally wounded. His men became panic-stricken and, as Washington said, "ran like sheep pursued by dogs."

Washington Saves Braddock's Army.—Perhaps none of them would have escaped had it not been for Washington. Like the Indians, his men fought from behind trees and bushes. Washington seemed to be everywhere cheering them on and directing their fire.



COLONIAL PISTOLS

Two horses were killed under him and four bullets tore through his coat. The despised Americans held back the enemy while the British soldiers fled to Fort Cumberland. There they were protected by Colonel James Innes, who held the fort with a small body of soldiers from Virginia and North Carolina. The French returned to Fort Duquesne in triumph.

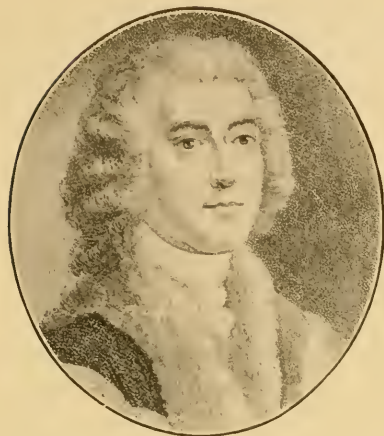
The Famous Man Who Tramples the English Under His Feet.—The war was soon raging all along the frontier. In North Carolina and South Carolina, the Cherokee Indians went on the warpath. They destroyed many settlements before they were subdued. Washington was kept busy defending the frontier of Virginia. In the North the French seemed to sweep everything before them.

The French commander was the Marquis de Montcalm. He was a brave and skillful soldier. He struck swift, hard blows and won victory after victory. His fame spread far and wide among the Indians. They made long journeys to see him. One chief said to him: "We wanted to see this famous man who tramples the English under his feet. We thought we should find him so tall that his head would be lost in the clouds. But you are a little man, my father. It is when we look into your eyes that we see the fire of the eagle."

III.

How France Lost Her Colonies.

William Pitt.—In the summer of 1757 a change came over the English. William Pitt, one of the



WILLIAM PITT

greatest statesmen the world has ever seen, was placed at the head of the British government. Pitt selected the best soldiers and generals he could find in England and sent them to America. The colonies had great confidence in him. Under his direction they raised larger armies and voted more money for the war. All were

so inspired by his wonderful spirit that they did not lose another battle.

The English Capture Louisburg.—One of Pitt's first acts was to send an army to capture Louisburg. Louisburg was defended by a large French army and fleet. The fleet was destroyed and the town laid in ruins by the shells from the English cannon. After holding out for nearly two months the French surrendered, and the English flag once more floated over the mighty fortress. The chief credit for this victory was due to a young soldier named James Wolfe, who was soon to become forever famous by a still greater victory.

Fort Duquesne Becomes Fort Pitt.—While one English army was capturing Louisburg, another was marching against Fort Duquesne. It was composed

of 7,000 British soldiers and colonial troops from Pennsylvania, Maryland, Virginia, and North Carolina. They were under the command of General John Forbes, a brave and sensible soldier who did not despise the Americans and knew how to take advice. With him was Washington who was eager to wipe out the disgrace of Braddock's defeat.

This time the English army kept a sharp lookout for the enemy. As they drew near the fort, Washington was sent forward to begin the attack, and as he advanced he found to his surprise that the French had fled. Fort Duquesne fell into his hands without a blow. Its name was changed to Fort Pitt. Since then the great city of Pittsburg has grown up on its site.

James Wolfe.—One more step must now be taken to decide the struggle. This was the capture of Quebec. Of all the tasks before the English, this was the most difficult. Quebec was one of the most strongly fortified cities in the world. It stood on a rocky cliff two hundred feet above the St. Lawrence river and was defended by a strong army under the command of Montcalm himself. The French believed it impossible for the English to capture the city.

Pitt entrusted this difficult task to General Wolfe. Wolfe was so ill that he had to spend much of his time in bed. But the strength of his mind overcame the weakness of his body. He prayed that he might live long enough to perform the task which Pitt had entrusted to him. "Patch me up enough for this business," he said to the doctor, "and I'll ask no

more." Nothing could swerve him from the path of duty. He inspired his soldiers with confidence and love, and they were ever ready to follow wherever he might lead.

Wolfe's Difficult Task.—Wolfe spent the summer of 1759 trying to take Quebec but without success. In September he resolved upon a desperate attempt before winter set in. About a mile above the town was a high plateau called the Plains of Abraham. If Wolfe could land an army there, he could take Quebec. Montcalm declared the English would need wings for that task. But Wolfe's keen eyes discovered a rough zigzag path running up the sides of the cliff, which he thought his men could climb. In the night he quietly moved his army in boats, past the French sentinels. "Who goes there?" demanded a sentinel. "Provision boats," replied one of Wolfe's men in French, "keep quiet or the English will hear." The sentinel said no more and the English boats slipped safely by.

The Capture of Quebec.—Wolfe's men reached their landing place at daybreak. Silently and swiftly, clutching at rocks and bushes, they toiled up the steep path. When morning came Montcalm was astounded to see the English army on the Plains of Abraham. "This is serious business," he exclaimed, and instantly ordered an attack on the English. A fierce battle followed. Wolfe fell mortally wounded. As he lay on the ground dying, he heard the shouts of his men, "They run! they run!" "Who run?" he asked. "The French, Sir," replied an officer; "they give way every-

where." "Now God be praised," said the dying hero, "I shall die in peace."

Montcalm, too, received his death wound, and his weeping soldiers bore him from the battlefield into the town. "Do not weep for me, my children," he said. "I am happy that I shall not live to see the surrender of Quebec."



THE DEATH OF GENERAL WOLFE ON THE PLAINS OF ABRAHAM

English Rule Established in America.—The capture of Louisburg, Fort Duquesne, and Quebec decided the question, "Shall the English or the French rule North America?" France had to surrender to England both Canada and all the region she claimed east of the Mississippi. As Spain had helped France, England took Florida from her. In order to pay Spain for this loss France gave to her

New Orleans and all of Louisiana west of the Mississippi. Thus France lost all of her American colonies, and English rule was established throughout the greater part of North America.

REVIEW.

I.

ENGLISH AND FRENCH RIVALRY.

GEOGRAPHY.—1. What English colonies bordered on Canada? 2. Show how an expedition from Canada could come almost all the way to New York by water. 3. Where is Schenectady, New York? 4. Where was Acadia? 5. Where is Cape Breton Island?

HISTORY.—1. What reasons did the French and English colonies have for hostility? 2. Which English colonies suffered most from French attacks, and why? 3. Describe the attack on Schenectady. 4. What Indian allies did the French have? Where did they live? 5. What Indians were friendly to the English? Why? Where did they live? 6. Tell the story of Mrs. Dustin's brave deed. 7. Why did New England especially desire the capture of Port Royal? 8. Describe the fortress of Louisburg. 9. Describe the expedition fitted out against it. 10. Give an account of its capture. 11. How were the colonies disappointed about it?

II.

THE FRENCH AND INDIAN WAR.

GEOGRAPHY.—1. What two rivers unite to form the Ohio? 2. What city stands at their juncture? 3. Where is Williamsburg, Virginia? 4. Draw a line from Williamsburg to Pittsburg. 5. Where was Fort Duquesne? 6. Where is Quebec?

HISTORY.—1. What preparations were the French making against the English? 2. What demand did Governor Dinwiddie decide to make on the French? 3. What kind of messenger did he need? 4. Whom did he choose? 5. Describe Washington's journey. 6. What answer did the French give? 7. Give an account of Washington's defeat at Fort Necessity. 8. What war now began? 9. Describe Braddock's march against Fort Duquesne. 10. Describe his defeat. 11. Tell how Washington saved Braddock's army. 12. Describe the war along the border. 13. Who was the French commander? What did the Indians say of him? Why?

III.

HOW FRANCE LOST HER COLONIES.

HISTORY.—1. What change came over the English in 1757? What caused it? 2. Describe the capture of Louisburg? What English soldier won fame there? 3. Tell how Fort Duquesne became Fort Pitt. 4. Describe the character of James Wolfe. 5. What great task did Pitt entrust to him? 6. What difficulties were in his way? 7. How did he overcome them? 8. Give an account of the capture of Quebec. 9. What were the results of the French and Indian War? 10. What part of North America was now ruled by England? By Spain?

CHAPTER XIII.

THE ENGLISH COLONIES BEFORE THE REVOLUTION.

The Growth of the Colonies.—The thirteen English colonies, with whose help the mother country had conquered New France, all lay between the Atlantic Ocean and the Appalachian Mountains. The most thickly settled regions were along the coast. Except for the Dutch and Swedes in the Middle Colonies, and a few Huguenots in the South, nearly all the early settlers were English people. But just before the French and Indian War, settlers from other European countries began to find their way into the fertile valleys of the interior. These settlers generally landed at Philadelphia and Charleston, and spread throughout the interior of Pennsylvania, Virginia, North Carolina, South Carolina, and Georgia.

From the mountains of Scotland came the romantic Scotch-Highlanders. They were a daring, war-like people, whose chief occupation had been hunting and fighting. In Scotland they had been subdued by the English, their country laid in ruins, and their homes destroyed; so they began to search for new homes in America. The Scotch-Highlanders were noted for their strength, activity, courage and loyalty.

Another class of settlers were the Scotch-Irish who were really a Scotch people, but were called Scotch-Irish because they came from Ireland. They were not satisfied with their homes in Ireland because the

English government passed laws that injured their trade and closed the doors of their churches, so they came to America in search of liberty. They were a bold liberty-loving people, and deeply religious. Many of the most famous men in our history were descendants of these Scotch-Irish settlers.

In the same regions with the Scotch-Irish were sturdy settlers from Germany who came in search of religious and political freedom. Like the Scotch-Irish, they were deeply religious. They were an industrious, thrifty, highly intelligent, and home-loving people. As soon as they had built their little log homes, and cleared their fields, they erected churches and school-houses. Before many years, there were many of these happy, prosperous German settlements in the backwoods regions.

Before the French and Indian War, settlements reached all the way from the ocean to the mountains, but English settlers had not yet crossed the Alleghanies. A few years later, as we shall see, Daniel Boone, James Robertson, George Rogers Clark, and other daring hunters and pioneers of North Carolina and Virginia led the way across these mountains and began settlements in Tennessee and Kentucky.

Population.—At the close of the war with France the inhabitants of the thirteen colonies numbered about 1,600,000. The most populous colony was Virginia, while Georgia had the smallest population. There were no large cities. Philadelphia and Boston, with about 20,000 inhabitants each, were the largest, while New York and Charleston came next in size. In every colony, however, were smaller seaports, such

as Savannah in Georgia, Wilmington in North Carolina, and Norfolk in Virginia, through which important commerce was carried on with the other colonies and with England. After the French were driven out of America, the population of the English colonies grew rapidly, so that by 1775 it was about 3,000,000.

Slavery.—Perhaps a half million of these people were negro slaves. Slaves were held in all the colonies. Some of the colonies passed laws to forbid the bringing in of any more negroes, but English merchants found the slave trade so profitable that England would not let these laws be enforced. Negro slaves were useful chiefly as farm laborers in a warm climate where food and clothes were cheap. In the North, therefore, where the winters were long and cold, there were but few slaves and those were generally house servants. The New England traders, however, engaged largely in bringing slaves from Africa to be sold to the Southern planters. Most of the slaves, therefore, were held in the South where the cultivation of tobacco and rice made their labor profitable. At that time few people thought it wrong to own slaves, and many thought it a good deed to bring heathen savages from Africa to America and teach them the ways of civilization and the Christian religion.

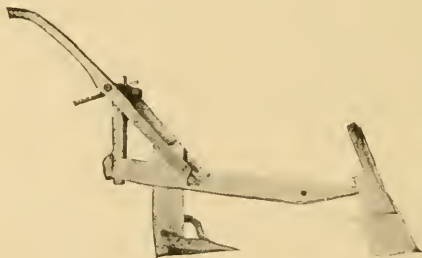
New England Industries.—In colonial days America was a land of farmers. Everywhere except in New England, farming was the chief pursuit. In New England the land was poor and rocky, and the

winters were long and cold. Farming there was not so profitable as in the South and the farms were much smaller. Grain was the chief farm product, but cattle-raising was also important.

There were great forests of fine timber, and off the New England coast the best fishing grounds in America. Many New Englanders, therefore, became lumbermen, ship builders, fishermen and sailors. From New England ports a thousand vessels went every year to the great fishing grounds of the frozen regions of the North and the sunny tropics of the South. Whale fishing was important. An important industry was ship building. New England ships became famous the world over. They plied to and fro to foreign ports, and up and down the coast from colony to colony, carrying cargoes of flour, cattle, fish, and lumber. A large part of the commerce of the colonies was carried on in New England ships.

A Colonial Plantation.—In the South, as a rule, the farms were larger than in the New England and the Middle Colonies. A Southern planter's wealth

was counted by the amount of land and the number of slaves he owned. Often a single plantation would embrace thousands of acres, and many wealthy planters owned as many as



COLONIAL PLOW

two hundred or three hundred slaves. Every great plantation had its own name, such as Mt. Vernon, Rosefield, and Ashwood. In Maryland, Virginia, and North Carolina, tobacco, corn and wheat, in South Carolina and Georgia, rice and indigo, were the chief crops. North Carolina, South Carolina, and Georgia also made from their



MT. VERNON

great pine forests, large quantities of tar, pitch and turpentine for the use of the New England ship-builders. Horses, sheep, cattle, and hogs were raised in large numbers. Each animal bore a certain mark by which a planter could tell his from his neighbor's. A person found guilty of changing one of these marks was severely punished. Every large plantation had its own blacksmith shop, tannery, carpenter and shoemaker's shops, and its spinning wheels and looms;

and some of the slaves were skilled mechanics. In these shops were made the coarse clothes worn by the slaves and other servants, and the rude furniture in their cabins; but the clothes and furniture of the masters generally came from England.

The Planter at Home.—In early colonial days, all the houses were made of logs, with wooden chimneys, wooden hinges, and wooden locks. Many a house was built without a single piece of iron in it. As the colonies grew in population and wealth, better houses were built. Bricks were made by the slaves, while iron nails, hinges and locks were brought from England.

In the South, hospitality was one of the first duties of the planters. The planters led rather lonely lives, and were always glad to welcome guests to their houses, for travellers who had stories of other colonies and countries to tell helped the long evenings to pass pleasantly. "The inhabitants of Carolina," wrote a traveller in North Carolina, "live an easy and pleasant life. As the land is very fruitful, so are the planters hospitable to all that come to visit them." Many housekeepers, he tells us, "give away more provisions to coasters and guests who come to see them than they expend among their own families."

There were few schools in the South. Most of the planters had teachers in their own families. Many of them sent their sons to England to be educated. In every planter's home were a few books about law, medicine, and religion. They were often dull but the planters studied them carefully and knew them thoroughly.

Roads and Travel. — Travel was difficult and dangerous. There were but few roads and they were little better than rough trails. Rivers and smaller streams had to be crossed by ferry-boats, or forded often at great peril. Travel by land was generally on horseback. If a woman travelled with a man she sat behind him on a cushion called a pillion. Between the larger towns were lines of stage coaches, but they were so slow, uncomfortable, and rough that few used them if they could avoid it. It took three



COLONIAL COACH

days to go from New York to Philadelphia; and when it was announced that a stage coach had been made



CARRYING TOBACCO TO MARKET

that would make the trip in two days, people thought it so wonderful that they called it the "Flying

Machine." We now make the same trip in two hours. Whenever possible travellers made their journeys by water. Travelling was so slow and its hardships and dangers so great that long journeys were seldom taken; many people lived and died without ever leaving the neighborhood in which they were born.

Means of Communication.—The mail was carried by post-riders and packet-boats. From New York to Philadelphia the mail went three times a week; to England it seldom went more than once a month. Usually the postman would not set out on his route until enough mail had been gathered at the postoffice to pay the expense of his trip. Sometimes a letter would remain in the office a month before it could even be started on its journey. If a letter was very important, it would be sent by a special messenger who was called an express rider. Sending letters was expensive. It often cost twenty and even fifty cents to send a single letter, and we may be sure people did not write to their friends often. They wrote only when they had something important to tell and they were very careful how they wrote. That is why letters written in those days were generally better written and more interesting than the letters which we hastily and carelessly write today.

There were but few newspapers and they were small, poorly printed, and contained very little news. None of them were dailies. The difficulties and dangers of travel, the expense of letter-writing, and the lack of newspapers, made it difficult for the people of the different colonies to know much about each

other. The Virginian and the Carolinian looked upon the New Englander almost as a foreigner, and much prejudice existed between them.

Laws Against Manufactures and Trade.—Their rude furniture, tools, and clothes, the colonists made themselves, but the finer and more costly things were brought from England. Many of these would have been made in the colonies had not England forbidden it. No mills or factories could be built in the colonies, for England did not want the Americans to make anything that English manufacturers were making. When some of the colonies began to make beaver hats better and cheaper than those made in England, English hat-makers complained. Parliament, therefore, forbade the Americans to make beaver hats. Iron was found in nearly every colony, but England forbade the manufacture of nails, axes, hammers, and other iron products.

England wanted to use the colonies simply as a means of enriching herself. Whatever they raised that England wanted, they must sell to her; whatever she made that they wanted, they must buy from her. Though they could buy the same things cheaper from France, or Spain, or Holland, they were not permitted to do so. Laws were passed in England requiring the colonies to sell their naval stores, tobacco, rice, and many other products to England. No vessels except those of England or English colonies were permitted to enter the colonial ports. Taxes were placed on articles shipped from colony to colony.

Smuggling.—The colonists thought these laws

unjust, and frequently violated them. In all the colonies forbidden goods were brought in, or taxes evaded. This was called smuggling. Sometimes the smugglers were caught but they were seldom punished, because the people sympathized with them and when they were tried before the courts the juries would not find them guilty.

The Colonies and the Mother Country.—The laws against manufactures and trade did not keep the Americans from looking up to the mother country. Most of the colonists, as we have seen, were Englishmen and spoke the English language and followed English customs. They were proud of their connection with England. They felt that her history was a part of their own history. They loved Shakespeare, Milton, and the other great English writers. They knew that no other people in the world enjoyed so much liberty as the English; and they claimed all the rights of Englishmen for themselves. They were just as ready to fight for those rights as the people of England were and when they felt that England herself was trying to take away their rights, they were ready to fight the mother country herself. They loved their liberties, as we shall soon see, better than they loved England.

REVIEW.

I.

HISTORY.—1. What part of the continent was included in the English colonies? 2. From what countries did the settlers

come? 3. Where did the Dutch settle? the Germans? the Scotch? 4. Describe the Scotch-Highlanders? 5. Why did they come to America? 6. Who were the Scotch-Irish? Why did they come to America? What were they noted for? 7. Why did the Germans come to America? Describe them. 8. Who led the way across the mountains? 9. Where did the first English across the mountains settle? 10. What was the population of the thirteen English colonies? 11. What were the largest cities? What other ports were important and why? 12. Describe the conditions of slavery in the North and in the South. 13. What were the chief industries of New England? 14. Describe the fisheries of New England. 15. How did the settlements in the South differ from those in the North? 16. What were the chief industries and products of the South? 17. Describe a colonial plantation. 18. What kind of furniture did the planter have? 19. What is said of hospitality in the South? 20. Of education? 21. Describe the methods of travel in colonial days. What was the "Flying Machine?" 22. How was the mail carried? Why was there so little letter writing? 23. What effects did the difficulties, dangers and expense of travel and communication have on the life of the people? 24. What laws did England pass as to manufacture and trade in the colonies? 25. What was the purpose of these laws? 26. How did the colonists get around them? 27. What was the feeling of the colonists for England?

CHAPTER XIV.

HOW THE KING FORCED THE COLONIES INTO REBELLION.

I.

Resistance to Taxation.

The King Plans to Tax the Colonies.—Although the French had been driven out of America, England feared that France might some day try to recover her American colonies. To guard against this danger, the King and his advisers decided to keep a standing army in America. Such an army, they said, would also be a protection to the colonists against the Indians. But large sums of money would be needed for the army and England was already in debt. Part of this debt, said the King, was due to the wars which England had fought to protect the colonies against the French and the Indians, and the Americans ought to help pay it. So he planned to raise money by taxing the colonies.

These plans alarmed the Americans. They wanted no British army among them. When they were small and weak, they said, they protected themselves against the Indians, and now that they were strong they needed no help. Who could tell that such an army would not be used to destroy their own liber-

ties? Besides, they had already paid for more than their share of the cost of the French and Indian War. It was not fair now to call on them to pay any more. Moreover, England had no right to levy taxes in America. In every colony there was an Assembly



HENRY DENOUNCING THE STAMP ACT

chosen by the people which alone had that right. The colonists declared, therefore, that they would not pay taxes levied by the British Parliament.

The Stamp Act.—These replies offended the King and he took no notice of them except to have Par-

liament pass the Stamp Act. The Stamp Act required the colonists to place stamps, sold by the British government, on newspapers, deeds, certificates of marriage, and many other important papers. Without stamps no such papers were to be legal. The King appointed agents in each colony to sell the stamps. But the colonists promptly declared they would not use them.



RESISTANCE TO LANDING OF STAMPS IN NORTH CAROLINA

How the Colonies Received the Stamps.—Virginia led the way in resistance. In her Assembly was a fearless young backwoods lawyer, named Patrick Henry. He wrote out some bold resolutions against the Stamp Act, which he asked the Assembly to adopt. Some timid members were afraid to vote for them, but Henry defended them in an eloquent speech.

Henry's resolutions were adopted and the news-

papers spread them far and wide. The other colonies hailed them with approval. The people formed societies called the "Sons of Liberty," and adopted as their motto, "Liberty, Property and No Stamp Tax." The Sons of Liberty compelled the stamp agents to resign and to take an oath never to sell stamps in the colonies. In Massachusetts the stamps were burned or thrown into the sea. In New York they were locked up in the City Hall. In South Carolina they were not allowed to be brought into Charleston. In North Carolina the people took up arms and declared they would shoot down any man who tried to land the stamps from the King's ships which brought them. A congress in which all the colonies, except four, were represented met at New York and declared that the Americans would never consent to the Stamp Act.

Repeal of the Stamp Act.—The colonies were not left to fight their battles alone. Many of the leading men in England declared that Parliament had no right to tax the Americans. "I rejoice," declared William Pitt, "that America has resisted." The British merchants whose trade with America was suffering, joined in the cry against the Stamp Act. The King had to give way, and Parliament repealed the unpopular law. Throughout the colonies there was great rejoicing.

The Tax on Tea.—The colonies rejoiced too soon, for the King did not intend to give up his plans for taxing them. The next year Parliament levied a tax on oil, paper, glass, lead, tea and other articles

imported into the colonies. Laws were also passed which gave the King complete control over the governors, judges, and other colonial officials. The colonists again resisted. They formed societies pledged not to buy any goods from England until these taxes and laws were all repealed. Their friends in England again came to their help. British merchants told Parliament their trade with America was being ruined, and asked that the laws be repealed. Parliament, therefore, repealed all the taxes except the tax on tea; that must be kept on, said the King, "in order to try the question with America."

The "Boston Massacre."—To enforce obedience to the acts of Parliament, the King sent soldiers to Boston. The anger of the colonists was greatly aroused. They did not fear the soldiers, but felt that their presence was insulting. One night a quarrel arose between some soldiers and a crowd of citizens. The soldiers fired into the crowd killing six men and wounding others. This affair is known as the "Boston Massacre." An angry crowd, led by the famous Samuel Adams, a stern and fearless opponent of the King, met in the Old South Meeting-House. They denounced the massacre, declared that it was tyranny to station soldiers over the people in time of peace, and demanded that they be sent out of the town. The Governor, frightened at the anger of the people, obeyed their demand.

Rebellion in North Carolina.—In other colonies also, sharp disputes arose between the people and the royal governors. In North Carolina such disputes

led to a battle and bloodshed. The people in the central part of that colony believed the officers were robbing them by taking greater fees and taxes than were lawful. They formed bands of "Regulators" and appealed to Governor Tryon for relief. But Tryon supported the officers. Then the Regulators refused to pay any taxes at all, resisted the officers, broke up the courts, and drove the judges off the bench. Tryon raised an army and marched against them. In May 1771, he met the Regulators at Alamance, near Hillsborough, and ordered them to lay down their arms. They refused and Tryon then ordered the soldiers to fire. Many of the Regulators were killed and the others fled. Six of their leaders were captured and hanged.

II.

Steps Toward Union.

Committees of Correspondence.—Feeling against the King grew more and more bitter and the colonies finally determined to unite in self-defence. In each colony committees were formed to write to each other and to unite in plans for opposing the King and Parliament. The organization of these "Committees of Correspondence" was the first step toward the union of all the colonies.

The King Lays a Trap for the Colonies.—The King now adopted a cunning plan to trap the Americans into paying the tea tax. The colonies would not buy tea from England, but smuggled large quantities from Holland. The King's plan was to send to America tea that would be cheaper even with the tax than

the tea which the people were buying from smugglers. The Americans, he thought, would surely buy the cheaper tea, even with the tax on it, and thus admit the right of England to tax them. Accordingly tea was sent to Charleston, New York, Philadelphia, Annapolis and Boston.

How the People Received the Tea.—The wrath of the people was greater even than it had been at the



THE BOSTON TEA PARTY

Stamp Act. They held meetings in every colony, denounced the tea tax, and signed pledges not to drink tea until the tax was taken off. In Charleston they locked the tea up in damp cellars where it spoiled. New York and Philadelphia would not allow the tea ships to come into their harbors. At Annapolis the owner of the vessel which brought the tea set fire to his own ship and burned the tea with it.

The Boston Tea Party.—But Boston struck the hardest blow. A band of men disguised as Indians

rushed down to the wharf where the ships lay, leaped on board, seized their hatchets, broke open the boxes, and emptied the tea into the water. Thus the "Boston Tea Party" answered the King's challenge, and all the colonies rejoiced at the bold deed.

"The Cause of Boston is the Cause of All."—The King resolved to make an example of Boston. Her port was closed and war ships were stationed in the harbor which forbade any vessels to enter or leave. Boston was to be starved into obedience. General Thomas Gage was appointed governor of Massachusetts and sent to Boston with an army to overawe the people.

All the colonies declared they would stand by Boston. "The cause of Boston is the cause of all!" became the rallying cry. Drove of cattle, sheep, and wagons loaded with flour poured into the city from every direction. Far-away North Carolina and South Carolina sent quantities of food and clothes. When Washington learned the King's plan to punish Boston he exclaimed: "If need be, I will raise a thousand men at my own expense and march myself at their head to the relief of Boston."

The Continental Congress.—The colonists now resolved to form a union for defence. A Continental Congress met September 5, 1774, in Carpenter's Hall in Philadelphia. All the colonies, except Georgia, were represented. Many of the leading men of America were among the members. The Congress decided to resist the unjust laws passed by Parliament. They also adopted resolutions which set forth

the rights of the colonies and sent them to the King with a written address asking that their rights be respected. The first Continental Congress was the most important body that had ever met in America. The thirteen separate colonies had now become the thirteen "United Colonies." As Patrick Henry declared, the colonists were no longer New Englanders, New Yorkers, or Virginians, but Americans.

Whigs and Tories.—But it must not be thought that all the people agreed with these ideas. Those who opposed the King's plans were called "Whigs." We generally speak of them now as "patriots," or, like Patrick Henry, call them simply "Americans." They were determined to defend their rights and liberties even if they had to fight for them. But there were many other people who thought it wrong to oppose the wishes of the King, or to resist the acts of Parliament. They declared that no matter what the King did, they would be loyal to him. They, therefore, called themselves "Loyalists" or "Tories."

Committees of Safety.—As the Tories resisted the regulations of the Continental Congress, the Whigs formed "Committees of Safety" to enforce obedience to them. These committees also collected money and bought guns, cannon, ammunition and other military supplies. Under their direction, soldiers were enlisted, armed and drilled. Everywhere the Whigs were getting ready to fight for their liberties.

"Liberty or Death."—In 1775, a convention met in Virginia. Patrick Henry suggested that Virginia raise and train an army. Other members opposed

his suggestion saying there was no need for soldiers, that the colonies were not at war with anybody. Henry then arose to his feet and delivered one of the most famous of American orations. He declared that British soldiers and sailors were already in America. Has Great Britain any enemy in this part of the world, he asked, to call for such an army and navy? No! he exclaimed. "They are meant for us; they can be meant for no other. . . . If we wish to be free . . . we must fight. . . . Gentlemen may cry, Peace, peace—but there is no peace. The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me give me liberty, or give me death."

Henry's words stirred the hearts of patriots wherever they were read, and "Liberty or Death" became their watch-word throughout the colonies.

REVIEW.

I.

RESISTANCE TO TAXATION.

HISTORY.—1. What reasons did the King give for keeping an army in America? 2. How was the cost to be paid?

3. What did the colonies say as to these plans?
4. Why did the colonies deny the right of Parliament to tax them?
5. What was the Stamp Act?
6. How did the colonies receive the stamps?
7. Who were the "Sons of Liberty?"
8. What was their motto? Explain its meaning.
9. What help in England did the Americans receive against the Stamp Act?
10. What did Parliament do about it?
11. What was the "Tea Tax?"
12. Give an account of the Boston Massacre.
13. Who were the Regulators?
14. What was the battle of Alamance?

II.

STEPS TOWARD UNION.

- HISTORY.—1. What were the "Committees of Correspondence?"
2. How did the King lay a trap for the colonies?
 3. How was the tea received in America?
 4. What was the Boston Tea Party?
 5. How did the King punish Boston?
 6. What did the other colonies say about the treatment of Boston?
 7. What was the Continental Congress? When and where did it meet? What was its purpose? What did it do? Why was it such an important body?
 8. Who were the Whigs?
 9. Who were the Tories?
 10. What were the "Committees of Safety?"
 11. Give an account of Patrick Henry's speech in the Virginia Convention. Repeat his words.

CHAPTER XV.

THE BEGINNINGS OF THE REVOLUTION.

I.

The Clash of Resounding Arms.

The Shot Heard Round the World. — Patrick Henry was a true prophet. In less than a month after his speech, the "clash of resounding arms" was heard near Boston. General Gage planned to send 800 soldiers from Boston to Lexington to arrest Samuel Adams and John Hancock, two patriot leaders, and then to destroy some military supplies which the Whigs had collected at Concord.

The patriots sent Paul Revere on a swift horse to warn the people. Revere dashed along the road at break-neck speed, shouting at every farm-house, "The Regulars are coming! The Regulars are coming!" He rode into Lexington at midnight. Somebody called out to him to make less noise. "You'll soon have noise enough," he shouted; "the Regulars are coming!" Adams and Hancock heard him, sprang out of bed, and hurried away to a place of safety.

The British soldiers reached Lexington on the morning of April 19, 1775. They found the "minute men" drawn up to oppose them. "Disperse, ye rebels," shouted the British commander; "lay down

your arms, and disperse!" They defied him. Both sides fired, several men were killed, and the "minute men" withdrew. The British then marched on to Concord. At Concord Bridge a fight occurred with the 'minute men,' in which the British were repulsed. Of this fight a great American poet afterwards wrote:

By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood
And fired the shot heard round the world.

Retreat from Lexington.—The British then started back to Boston. But during the day "minute men" had gathered from every direction. From behind every rock and tree and fence they poured a deadly fire into the British ranks. It was like Braddock's



THE BRITISH RETREAT FROM LEXINGTON

defeat all over again. The British stood in solid ranks and fought bravely, but they could not see their foes and fired wildly. Soon their retreat became a panic. They threw away their guns. They left their wounded comrades where they fell. They thought only of escaping the deadly fire of the Yankee farmers, and fled in wild disorder. Before they reached Boston, they had lost nearly three hundred men. The American loss was less than a hundred.

The Gathering of the Storm.—The news of the battle of Lexington spread like wildfire. The patriots sprang to arms and hurried to Boston. Rhode Island sent Nathanael Greene, the blacksmith, who was to prove himself next to Washington the greatest soldier of the war. From Connecticut came the sturdy farmer, Israel Putnam, a soldier of the French and Indian War. When he heard the news of Lexington he was plowing in his field; he immediately mounted his horse and rode the hundred miles to Boston without stopping. Connecticut also sent a company of Yale College students under Benedict Arnold, a dashing soldier who later became a traitor to his country. From New Hampshire came John Stark, who, like Putnam, had fought against the French and Indians. In a few days the British found themselves shut up in Boston by an army of 16,000 patriots.

The Green Mountain Boys.—In what is now Vermont, were the famous "Green Mountain Boys." Their leader was Ethan Allen. Instead of marching to Boston, Allen planned to capture the British forts

at Ticonderoga and Crown Point. These forts gave the British control of the Hudson river and contained military stores which the patriots needed. Ethan Allen and his "Green Mountain Boys" reached Ticonderoga at daybreak, surprised the sentinels, and took the fort before its defenders had waked up. The British commander was aroused from sleep by Ethan Allen's demanding his surrender. "In whose name and by whose authority?" he asked in great surprise. "In the name of the Great Jehovah and the Continental Congress!" shouted Allen; and the frightened officer promptly surrendered. At the same time Seth Warner, another "Green Mountain Boy," captured Crown Point. The Americans captured more than two hundred cannon and a large quantity of supplies. Most of them were sent to the army at Boston.

II.

The Continental Army.

The Second Continental Congress.—Ticonderoga was captured on May 10, 1775. On the same day the Second Continental Congress met at Philadelphia. John Hancock, whom the King had ordered to be sent to England for punishment, was elected President. "We will show His Majesty what we think of his orders," said another member as he escorted Hancock to the President's chair. Congress next took the most important step yet taken. An army had

gathered at Boston without authority from any government. But it was necessary that it should act under some authority. So the Continental Congress adopted it as the "Continental Army," acting under the authority of the "United Colonies."

Washington.—Whom should Congress choose as commander-in-chief? On their choice depended the success of their cause. The thoughts of all turned toward one man. He was a colonel in the Virginian army, and also a member of Congress. He sat in Congress wearing his colonel's uniform to show that he was ready to fight for American liberties. He was a quiet, modest man, but all remembered how in the French and Indian War, he had saved Braddock's army, and had captured Fort Duquesne. So when John Adams proposed the name of George Washington, every member voted for him.

Washington had a noble countenance and a grave, courteous manner. He was a large man, over six feet tall, a bold hunter, and a skillful horseman. He loved out-door life, was used to hardships, and feared nothing. All respected him for his modesty, his love of truth, and his sense of justice. Patrick Henry said that Washington was certainly the greatest man in the Continental Congress. All the world now acknowledges him as one of the greatest men that ever lived. Washington told Congress he did not think himself fitted to command the army, but that he would undertake the task since Congress wanted him to do so, declaring that he would not accept any pay for his services.

The Battle of Bunker Hill.—Washington set out at once for Boston. On his way he heard tidings of an important battle near Boston. The Americans were determined to drive the British out of Boston and Colonel William Prescott was ordered to occupy Bunker Hill which overlooked the British camp. Instead of Bunker Hill, Prescott seized Breed's Hill which was nearer the camp of the enemy. All night his men worked throwing up breast-works. Next morning General Gage was astonished at what he saw, and realized that he would have to drive the Americans away, or leave Boston.

Gage sent 3,000 troops against the Americans. "Don't fire, boys," said Colonel Prescott, "until you see the whites of their eyes." On the British came, wondering why the Americans did not fire. Suddenly a deadly volley was poured into their ranks, which drove them down the hill in wild disorder; and a great shout went up from the Americans. Again the British charged, again they were driven back. On they came a third time. The Americans had now used up their powder and had to retreat. More than one thousand British soldiers lay on the battlefield. The Americans lost about half that number. Though they had been driven from the field, everybody felt the victory was really theirs. The Whigs rejoiced that the untrained farmers had twice driven back veteran soldiers. When Washington heard how they had fought, he declared that the liberties of the country were safe.

Troops from the South.—When Washington took command of the Continental Army, it consisted of New England men. Soon troops arrived from the South. Among them was a company of Virginia hunters and Indian fighters under the renowned Daniel Morgan. Their commander was a gigantic man with the strength of a giant and the courage of a lion. He had fought in the French and Indian War, had been wounded, captured, and tortured, but his great strength had enabled him to escape death. He soon became one of Washington's most trusted officers.



DANIEL MORGAN

How Washington Made an Army.—Washington's men were eager to fight, but he knew that they must be trained before they could win battles. He had to drill his army; to teach his men the duties of soldiers; to supply them with uniforms, guns, cannon, and powder. For eight months he worked hard at this task. The people became impatient. "Why doesn't

Washington do something?" they asked. "He ought to lead his men against the enemy and drive the British out of Boston." Washington was as eager to fight as anybody, but he was too wise to fight the British with untrained men.

Washington Drives the British Out of Boston.— In the spring of 1776, Washington was ready. One dark night he secretly placed cannon on Dorchester Heights where they could sweep the British camp and threaten their war vessels in the harbor. General William Howe, who now commanded the British, had not forgotten Bunker Hill, and he hesitated to storm another hill held by the Americans. While he hesitated, Washington worked, and soon his position was so strong that Howe did not dare attack it. So he placed his army on board the British fleet and sailed away to Nova Scotia. Thus without a battle, Washington won an important victory, freed New England from the enemy, captured two hundred cannon and more military supplies than his own army had ever had.

III.

Independence.

A Victory in the South.— Another important victory had been won in the South. The Scotch Highlanders of North Carolina were eager to help the King. So with their help, the King planned to conquer the Southern colonies. Ten thousand British troops, under Sir Henry Clinton, protected by a

fleet of ten war vessels, were ordered to sail up the Cape Fear river and unite with the Highlanders at Wilmington. The Highlanders, nearly 2,000 strong, with drums beating and bagpipes playing, set out on their march toward Wilmington. Colonel Richard Caswell, with 1,000 patriots, met the Highlanders at Moore's Creek Bridge, February 27, 1776 and defeated them. Caswell captured nearly a thousand prisoners and many supplies. Ten thousand patriots seized their arms and hurried to Wilmington; and when the British arrived they dared not to land, but sailed away to attack Charleston.

Defence of Charleston.—Charleston harbor was defended by Fort Moultrie under the command of Colonel William Moultrie. The British fire was rapid and furious. Once Moultrie's flag was shot away, but the brave Sergeant Jasper sprang upon the wall and while British bullets whistled around his head, fixed the flag to its staff again. Both friends and foes loudly cheered his gallant deed. The battle lasted ten hours. Several British ships were so badly damaged, and so many of their men killed, that General Clinton gave up the fight and sailed away to New York. Caswell at Moore's Creek and Moultrie at Charleston had saved the South, and two years passed before the British returned to the attack.

The Declaration of Independence.—The colonies were beginning to realize that it would be wise to declare their independence of Great Britain. North Carolina, encouraged by her victory at Moore's Creek Bridge, led the way. On April 12, 1776, the North

Carolina Congress adopted a resolution in favor of a Declaration of Independence by the Continental Congress. A messenger was sent with a copy of this



THE STATE HOUSE, OR INDEPENDENCE HALL, PHILADELPHIA
As it looked when the Declaration of Independence was signed there.

resolution to the Continental Congress at Philadelphia where it aroused great interest. "I hope to see my native colony follow this laudable example," wrote one of the Massachusetts members. Other members also urged their colonies to follow North Carolina's example. Virginia was the first to do so. In May, 1776, she instructed her delegates in the Continental Congress to propose a Declaration of Independence.

Accordingly Richard Henry Lee moved in the Continental Congress, "That these United Colonies are,

and of right ought to be free and independent states." Congress then appointed a committee to write a Declaration of Independence. Thomas Jefferson wrote the Declaration which the committee laid before Congress. In it he set forth the acts of the King which had caused the Americans to take this step, and declared that they would defend their cause with their lives, their fortunes and their sacred honor. This great Declaration was unanimously adopted by Congress, July 4th, 1776. The "United Colonies" had now become the "United States."

Signing the Declaration of Independence.—The whole world now honors the men who signed the



SIGNING DECLARATION OF INDEPENDENCE

Declaration of Independence. It took great courage for them to do so, for they knew if the King won

he would punish them severely. They realized the importance of unity. "We must all hang together," said a member. "Yes," replied Benjamin Franklin, with a twinkle in his eyes, "else we shall hang separately." One of the delegates was Charles Carroll of Maryland whose plantation was named "Carrollton." When he came forward to sign, somebody laughingly said to him, "You are safe. There are so many Charles Carrolls in Maryland, the King will not know which one to send for." "I'll show him," replied Carroll, and signed his name "Charles Carroll of Carrollton." John Hancock, president of the Continental Congress, wrote his name in large bold letters, "So the King," he said, "can read it without his spectacles."

The Liberty Bell.—The adoption of the Declaration of Independence was announced by the ringing of the old bell in the tower of the Pennsylvania State House where Congress sat. This old "Liberty Bell," though now cracked and worn, is still preserved as one of America's most precious historic relics. It has been sent on several long journeys throughout the United States, and tens of thousands of people have seen it. Its last journey was in 1915 when it was sent across the continent to the Panama Exposition at San Francisco.

REVIEW.

I.

THE CLASH OF RESOUNDING ARMS.

GEOGRAPHY.—1. On the map of Massachusetts find Boston, Lexington, and Concord. 2. Where is Ticonderoga?

HISTORY.—1. What was General Gage's purpose in sending an expedition to Lexington? 2. How were the patriots warned? 3. Give an account of the fights at Lexington and Concord. 4. What does the poet mean when he says the farmers fired a "short heard round the world?" 5. Describe the retreat of the British from Lexington. 6. What effect did this battle have on the colonists? 7. Who were the following: Nathanael Greene? Israel Putnam? Benedict Arnold? John Stark? 8. Who were the "Green Mountain Boys?" 9. Give an account of the capture of Fort Ticonderoga and Crown Point? 10. Why were these important points? 11. What other battle have we read about at Ticonderoga?

II.

THE CONTINENTAL ARMY.

HISTORY.—1. When and where did the Second Continental Congress meet? 2. Who was chosen president? Why was he selected? 3. What important step did Congress take about the army at Boston? 4. Whom did Congress select as commander-in-chief? 5. What kind of man was Washington? 6. Give an account of Washington's work in the French and Indian War. 7. Describe the battle of Bunker Hill. 8. What did Washington say when he heard of it? What did he mean? 9. What troops from the South joined Washington? 10. Who was their commander? 11. Describe how Washington trained his men. 12. How did Washington drive the British out of Boston? 13. What were the results of his victory?

III.

INDEPENDENCE.

GEOGRAPHY.—1. Where is the Cape Fear river? 2. Moore's Creek Bridge was about midway between Fayetteville and Wilmington. Find these two towns.

HISTORY.—1. How did the King plan to conquer the Southern colonies? 2. Describe the battle of Moore's Creek Bridge. 3. Why did Sir Henry Clinton not land in North Carolina? 4. Describe his attack on Charleston. 5. What colony led the way toward independence? How? How did the other colonies receive its action? 6. What did Virginia do? 7. Who proposed independence in the Continental Congress? What were the exact words of his motion? 8. What action did Congress then take? Who wrote the Declaration of Independence? When was it adopted? 9. Describe the signing of the Declaration of Independence. 10. What is the Liberty Bell?

CHAPTER XVI.

HOW THE COLONIES WON INDEPENDENCE.

I.

Washington's Campaigns in the Middle Colonies.

The British Capture New York — Washington thought the British would next attack New York. So he moved his army to that city and prepared to defend it. He was right. The plans of the British were to capture New York, gain control of the Hudson river, and cut New England off from the other colonies. A powerful fleet under Lord Howe, was sent from England to New York, while his brother Sir William Howe brought his army from Nova Scotia. The British forces numbered 25,000 veterans. Washington had only 18,000 poorly trained patriots.

Half of Washington's army was posted on Brooklyn Heights on Long Island. The British could not capture New York until they had driven the Americans from these Heights. Sir William Howe still remembered Bunker Hill and hesitated to storm Brooklyn Heights. He determined, therefore, to lay siege to Washington's army, cut off his supplies and then force him to surrender. But Washington knew his danger, and on a dark, foggy night, while Howe was asleep, he quietly moved his army across the

river, without losing a man. The next morning Howe found that Washington's army had escaped him though New York City fell into his hands.

The Retreat Across New Jersey.—Howe pursued Washington closely hoping to capture or destroy his army. Several battles were fought, in which the Americans were defeated, and Washington had to retreat across New Jersey, pursued by the British under Lord Cornwallis. Washington's only chance of safety was to put the Delaware river between himself and his pursuers. After doing that, he seized all the boats within reach so that the British could not follow. Cornwallis then posted troops at Trenton, to keep watch on Washington, and returned to New York. Washington's men were worn out, hungry, and discouraged. Hundreds had lost heart and gone home. His army was reduced to about 3,000 ragged veterans. The British thought the war was over and Cornwallis prepared to sail for England to carry the good news to the King.

Washington Crosses the Delaware.—It was indeed a gloomy time and many patriots even were ready to give up in despair. But Washington did not lose hope. He now planned a bold stroke. It was to cross the Delaware with 2,500 men and capture the British troops at Trenton. It was Christmas night, 1776. The night was dark and stormy. The weather was bitterly cold. The river was filled with floating blocks of ice, and the passage full of danger. But Washington was deeply in earnest. He led his men across the roaring stream, pushed on for nine miles

through a blinding snowstorm, and captured the entire British force at Trenton. When Cornwallis heard of this brilliant victory, he gave up his trip to England and hurried back to the Delaware.



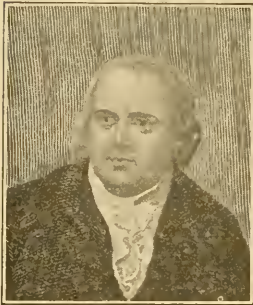
WASHINGTON CROSSING DELAWARE RIVER.

The "Old Fox" Escapes Again.—Cornwallis left 2,000 men to guard his supplies at Princeton, and with 8,000 men set out to capture Washington. Washington was in great danger. The British army, three times as large as his own, was in front of him while behind him was the Delaware river. Cornwallis thought Washington could not possibly escape. "At last," he said, "we have run the old fox down, and we shall bag him in the morning." But when morning came, the "old fox" was gone. Where in the world could he be? Suddenly came the astonishing answer. It was the booming of cannon at Princeton. While the British general was sleeping, Washington

left his camp fires burning, slipped around the British army, marched to Princeton, and defeated the British force which Cornwallis had stationed there.

Washington then took up a position at Morristown where Cornwallis dared not attack him. Cornwallis, not Washington, was now in danger, and hastily beat a retreat to New York. The fighting for that winter was over. Cornwallis admired the skill Washington had shown. He afterwards said to Washington, "Your achievements in New Jersey were such that nothing could surpass them."

Robert Morris, the Banker of the Revolution.—Washington spent the winter at Morristown training his army. His greatest difficulty was lack of money



ROBERT MORRIS

with which to pay his soldiers and to buy supplies for them. Congress had issued paper money called "Continental Currency." But paper money is worthless unless the country that issues it has gold to give in exchange for the paper money to those who demand it. As Congress had no gold, the people would not use its "Continental" money. When the soldiers

wanted to show how little they valued anything, they would say, "It isn't worth a continental."

Of course the soldiers could not be expected to stay in the army unless they had good money to send home to their suffering families. Washington sym-

pathized with their distress and pledged his own fortune to raise money for them. But even Washington might not have kept his army together, had it not been for the rich banker, Robert Morris, of Philadelphia. He raised large sums for the soldiers which enabled them to stay in the army throughout that winter. Robert Morris was the banker of the Revolution.

British Plans for 1777.—England now made new plans to gain control of the Hudson river and cut New England off from the other colonies. General Howe was to lead his army from New York up the Hudson. General Burgoyne, with a second army was to come down from Canada. Colonel St. Leger, with a third army, was to come from Lake Ontario, capture Fort Stanwix, in the western part of New York, and move down the Mohawk valley. The three armies were to unite at Albany.

Howe Takes Philadelphia.—Howe determined first to capture Philadelphia. He could take it, he thought, and still go to the aid of Burgoyne. But Washington understood Howe's plans. His army was too small to hope for a victory, but he could delay Howe until too late for him to help Burgoyne. Washington's first attack was made at Brandywine Creek. He was defeated. The Continental Congress fled from Philadelphia. Howe captured the city. On October 4th, at Germantown, Washington again hurled his little army against the British, and was again defeated. But he had gained his purpose, for it was too late for Howe to help Burgoyne who was in great danger.

The Winter at Valley Forge.—After the battles of Brandywine and Germantown, Washington went into winter quarters at Valley Forge where he kept a sharp watch on the British in Philadelphia. It was a severe winter and his men suffered many hardships. They had no tents or blankets. They often had to



VALLEY FORGE

sit by the camp fires all night to keep from freezing. Nearly 3,000 men, said Washington, were "unfit for duty, because they are barefoot, and otherwise naked." When they marched through the snow, their route could be traced by the bloody tracks made by their frost-bitten feet. Even in the hospitals many a brave fellow died because there was no straw to lay between him and the cold, wet ground. Wash-

ington worked day and night to lessen the suffering of his men and to keep them to their duty. Perhaps the greatest victory he won during the war was in holding his army together during that long, hard winter, and in bringing it away in the spring better trained than ever.

The British Abandon Philadelphia.—When spring came Washington prepared to attack the British in Philadelphia. Sir Henry Clinton, who now commanded the British army, realized his danger and decided to return to New York where he could have the aid of a British fleet. So on June 18, 1778, he marched out of Philadelphia and retreated across New Jersey pursued by Washington. At Monmouth, Washington won a victory which crippled Clinton's army. Clinton finally reached New York in safety, but his army was so much discouraged that 2,000 of his men deserted in one week. For the rest of the war, Washington kept Clinton's army shut up in New York.

The Treason of Arnold.—While Washington was watching Clinton in New York, Benedict Arnold committed a crime that came near ruining the American cause. Arnold had won great fame as a daring soldier, but Congress had refused to promote him as he deserved. This treatment so offended him that he resolved to betray his country.

As we have seen the British had long been eager to gain control of the Hudson river. The most important post on the Hudson was West Point which was held by an American force under Arnold. He

secretly proposed to General Clinton to surrender West Point for a large sum of money and the rank of general in the British army. Clinton agreed to the proposal and sent Major Andre to make the arrangements. Andre was captured and the papers found in his possession revealed the plot to Washington in time for him to save West Point. Andre was hanged as a spy, but the traitor Arnold made his escape to the British army. Americans heard of his treason with horror; even the British officers despised him. The name of Benedict Arnold is never spoken even to this day except with contempt.

II.

Help from France.

The Stars and Stripes.—While Washington was holding Howe in Pennsylvania, St. Leger and Burgoyne were trying to carry out their parts of the British plans. St. Leger crossed Lake Ontario from Canada and advanced against Fort Stanwix in the western part of New York. Some sharp fighting occurred in which the Americans were victorious. In one of their attacks they captured five British flags and hoisted them over the fort up-side-down. Above them they raised a flag then new and strange, but now one of the most famous of all national banners. To make it, one soldier had given a white shirt, another an old blue coat, and another his wife's red flannel petticoat. Out of this material they made the first United States flag ever unfurled to the

breeze. It was hoisted over Fort Stanwix August 6, 1777. A few days later St. Leger heard that a large American force was approaching, and he hastily retreated into Canada. Burgoyne, deserted by both Howe and St. Leger, was left to his fate.

Burgoyne in Trouble.—Burgoyne had advanced from Canada into New York, with 8,000 soldiers and a large number of Indian allies. He easily captured Ticonderoga. His difficulties then began. The cruelty of his Indians aroused the Americans who swarmed around him in large numbers. General Philip Schuyler was in command. The patriots seemed never to sleep. They tore up bridges, piled trees across the roads, and so delayed the British that often they marched no more than a mile a day. Burgoyne's supplies ran short, and hearing that the Americans had collected stores at Bennington, he sent 1,000 men to capture them. The Americans under Colonel Stark killed or captured the entire number.

The Surrender of Burgoyne.—The American army now numbered 20,000 men. Just as they were about to attack the British, Congress removed the brave General Schuyler from command and put the vain and foolish General Horatio Gates in his place. The Americans defeated the British in two sharp battles, and surrounded them at Saratoga. Burgoyne's supplies had given out; Howe and St. Leger had failed him; his hopes of success were all gone, and he had no choice but to surrender. On October 17, 1777, his entire army of 6,000 men laid down their arms. It was the greatest victory yet won by the Americans.

Franklin to France.—The surrender of Burgoyne resulted in bringing aid to the Americans from France. The Americans knew that France was the

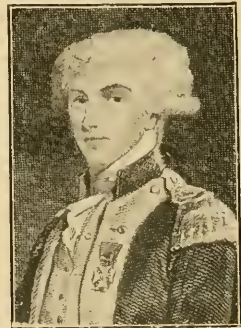


BENJ. FRANKLIN

enemy of England and as soon as the war began, the Continental Congress sent Benjamin Franklin to France to secure help from the French King. Franklin was better known in Europe than any other American. Scholars admired his writings and quoted his wise sayings. He was famous, too, as an inventor of the Franklin stove and the discoverer of the fact that lightning is electricity. So Frank-

lin received a hearty welcome in France. His simple manners, his quaint dress, and his wit and humor made him popular with the French people. For a long time Franklin could not persuade the King to come out openly for the Americans; but the King secretly gave him military supplies and money for Washington's army.

Lafayette.—Franklin induced a number of young French officers to join the American army. One of them was the Marquis de Lafayette. At his own expense Lafayette loaded a ship with supplies and



LA FAYETTE

sailed for the United States. Congress appointed him a general. He was brave, generous and unselfish, and soon became a great favorite in the army.

France Comes to the Aid of the Americans.—Lafayette was eager for France to become the ally of the United States. The French King hoped the



CANNON PURCHASED FROM FRANCE
DURING THE REVOLUTION

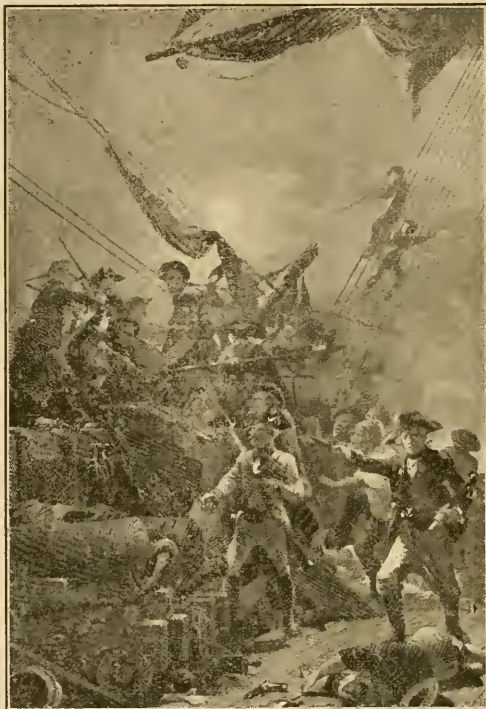
(Now in Capital Square, at Raleigh, N. C.)

colonies would become independent of England, but was unwilling to come out openly for them until it seemed certain that they would win. When he heard of Washington's victories at Trenton and Princeton, of how he had prevented Howe from going to the aid of Burgoyne, and of Burgoyne's surrender, he decided that the time had come for him to take the part of the colonies. So on

February 6, 1778, he signed a treaty with the Americans agreeing to send a French army and navy to their aid and to continue their ally until they won their independence.

War on the Ocean.—One of the most important ways in which France helped the Americans was in the fighting at sea. The Americans had built a small navy but it could not hope to meet the great navy of England. Sometimes, however, a single American man-of-war would defeat a single English man-of-

war. The most famous of these victories was won by John Paul Jones, in command of the American ship *Bon Homme Richard*, which he had fitted out in France. In sight of the English coast Jones met the



PAUL JONES DIRECTING THE FIGHT WITH THE
"SERAPIS"

British man-of-war, *Serapis*. A fierce battle followed. The flag of the *Bon Homme Richard* was shot away. "Have you struck your colors?" asked the British captain. "No," replied Jones, "I have not yet begun

to fight!" Jones ran his ship up to the side of the Serapis and tied them together. After the battle had raged for two hours, the Serapis surrendered. The Bon Homme Richard was so badly damaged that she sank the next day, and Jones had to sail away in the ship he had captured.

England had long claimed to be "mistress of the sea," and the other nations of Europe were jealous of her naval power. They hailed Jones' victory with scarcely less joy than the Americans. Throughout Europe Jones was received as a great hero. The King of Denmark gave him a pension for life, the Empress of Russia conferred a high honor on him, and the King of France made him a knight. His victory made the American flag known and respected throughout Europe.

III.

Winning of the West.

Daniel Boone. — Nothing England did aroused more anger in America than her making allies of the Indians. The most important Indian fighting was in the western parts of North Carolina and Virginia. Those regions had been settled, after the French and Indian War, by daring pioneers and hunters. Among the pioneer leaders was the famous hunter, Daniel Boone, who grew up on the frontier of North Carolina where he learned to love the silent woods, the birds, and the wild beasts. He became a hunter and an explorer, and was a match for any Indian in his

knowledge of the pathless woods. He wore a fur cap; his hunting-shirt and breeches were made of the skins of wild animals; and his feet were shod with Indian moccasins. In a leather belt he carried his tomahawk, his hunting-knife, his powder-horn and bullet-pouch; while over his shoulder he flung his trusty rifle which never missed its aim.

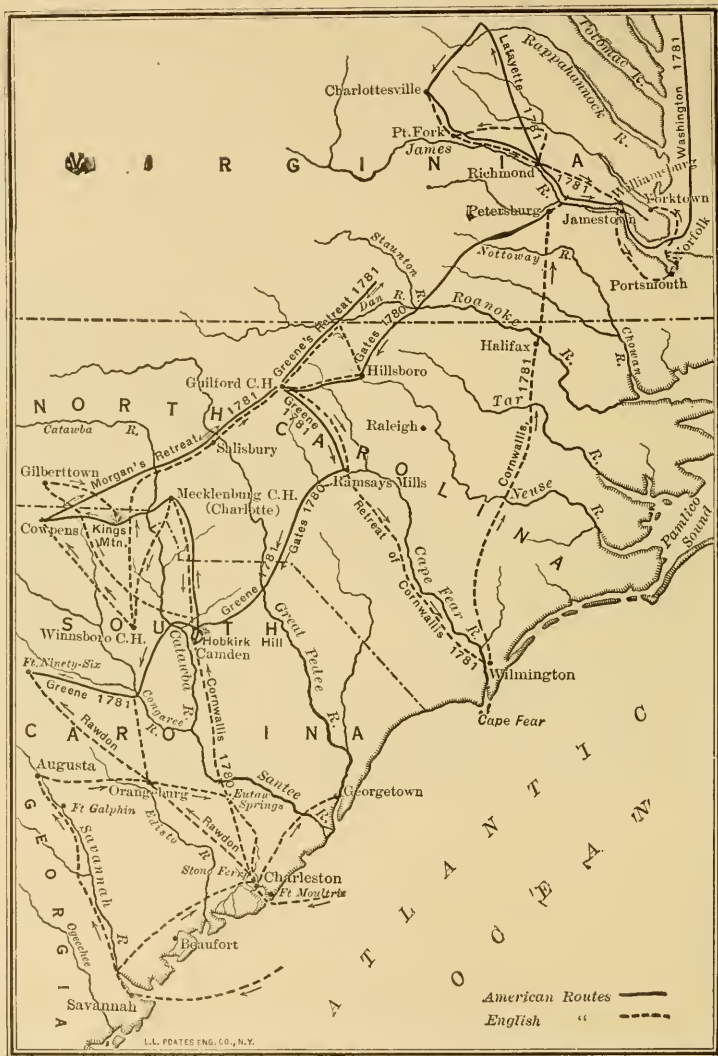


DANIEL BOONE CROSSING ALLEGHANIES

The Western Settlements.—After the French and Indian War, Boone crossed the mountains and explored the country beyond. In 1775 he founded Boonesboro which was the beginning of Kentucky. About the same time James Robertson, with a band of followers from North Carolina, made a settlement

on the Watauga river, which was the beginning of Tennessee. During the Revolution, England hoped to drive these white settlers out of those regions, and stirred up the Indians against them. But the settlers, led by Boone and Robertson, subdued the Indians and drove them still farther back. These victories made those regions safer than before for white people and many settlers moved into them. On the Cumberland river Robertson founded Nashville, named in honor of General Francis Nash, who fell at Germantown. On the Ohio river, Louisville, named in honor of King Louis of France, was founded. After the Revolution North Carolina and Virginia gave these regions to the United States, and they became the states of Tennessee and Kentucky.

Conquest of the Northwest Territory.—The region north of the Ohio river England had conquered from France, and still held. In 1778, George Rogers Clark, a fearless young Virginia surveyor, determined to conquer it for Virginia. With picked riflemen, he rowed down the Ohio, and by swift, secret marches captured several important British forts. Most of the settlers were French, and when they heard that France was now the ally of the Americans, they willingly submitted to Clark. Clark's victory gave Virginia the vast region between the Ohio river and the Great Lakes as far west as the Mississippi river. After the Revolution, Virginia gave up her claims to the United States, and the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin were formed from this Northwest Territory.



MARCHES AND COUNTERMARCHES OF THE FORCES IN THE SOUTH, 1780-81

IV.

The War in the South.

The British Overrun Georgia.—After failing in the North, the British decided to attack the South again. An army was sent to take Savannah, which was defended by an American army under General Robert Howe. He was greatly outnumbered by the British who defeated him and captured Savannah. Other important points in Georgia fell into their hands. Congress then sent General Benjamin Lincoln, who had won fame at Saratoga, to take Howe's place. With the aid of a French fleet, Lincoln tried to drive the British out of Savannah, but failed. He then retreated into South Carolina leaving the British in possession of Georgia.

The Surrender of Charleston.—The British next attacked Charleston. Sir Henry Clinton came from New York and took command of the British army. Washington sent all his Virginia and North Carolina troops to the aid of General Lincoln. Lincoln shut his army up in Charleston and prepared to defend the city. After holding out about a month he was compelled to surrender. No army was now left to defend South Carolina and the British forces quickly overran the State. Clinton left Lord Cornwallis in command and returned to New York.

Partisan Leaders of the Carolinas.—The Americans in the South were not yet conquered. Small bands of daring men known as partisans kept up the fight. They hung upon the flanks of Cornwallis'

army, shot down his soldiers, cut off his messengers, captured his scouts, and broke up his foraging parties. Sometimes they would attack and destroy larger parties. When a force too strong for them appeared they would scamper away to the woods and swamps. They gave the British no rest day or night.



FRANCIS MARION

The most famous of these partisans was Francis Marion. He was a small man, but strong and active, and could endure the severest hardships. He was like a knight in courtesy, truthfulness, and courage. No cruelty was permitted in his command. "Never shall a house be burned by one of my people," he said; "to distress poor women and children is what I detest." But in fighting the enemy in partisan warfare none could surpass him, and he became

the terror of the British soldiers. He was called the "Swamp Fox of Carolina."

Second only to Marion was Thomas Sumter, a tall, powerful man. Cornwallis called him "the greatest plague in the country." He declared that but for Marion and Sumter, South Carolina would have been conquered.



WM. R. DAVIE

William R. Davie was a bold and daring leader in North Carolina, who frequently led his band of horsemen to the help of the South Carolina patriots. Davie taught his men to ride fast, to strike hard, and to shoot straight. In one of his battles was a boy only thirteen years old, who afterwards became a famous American soldier and President of the United States.

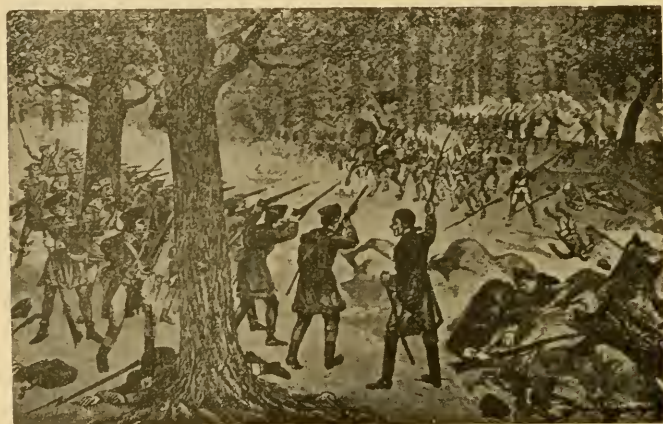
His name was Andrew Jackson. In his old age Jackson declared that Davie was the best soldier he ever knew, and said that it was from Davie that he learned his first lessons in war.

Battle of Camden.—After the surrender of Lincoln at Charleston, Congress sent General Horatio Gates to take command in the South. Gates would not listen to advice, and looked with contempt upon such men as Marion, Sumter, and Davie. He advanced rashly against the British at Camden, and was beaten. His army was destroyed and Gates, mounting his horse, fled into North Carolina.

The "Hornets' Nest of the Revolution."—Cornwallis expected an easy conquest of North Carolina. But the partisan bands of Davie, Sumter, and other leaders, attacked him at every step. It seemed to the British as if an American sharpshooter was posted behind every rock and tree and fence. "The counties of Mecklenburg and Rowan," wrote Lord Cornwallis, "are more hostile to England than any in America."

His men declared that Charlotte was a "Hornets' Nest" of rebels.

The Victory of King's Mountain.—While at Charlotte Cornwallis heard news of a great disaster. He had sent Major Patrick Ferguson with 1,200 men to overrun the western parts of South Carolina and North Carolina. The hardy mountaineers in the regions settled by Boone and Robertson sprang to

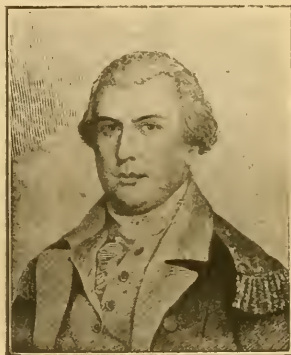


BATTLE OF KING'S MOUNTAIN

arms and set out to meet Ferguson. He retreated to the top of King's Mountain where he felt so safe that he swore all the rebels in the world could not drive him off. But he was dealing with men who were used to climbing mountains. They swarmed up the sides of King's Mountain giving Ferguson's men "Indian play." Ferguson and four hundred of his men were killed and the others surrendered. It was

a brilliant victory. When Cornwallis heard of it, he fled from Charlotte back to his fortified posts in South Carolina.

Greene and His Officers.—The patriots now took heart again. A new army was assembled at Charlotte, and Washington sent General Nathanael Greene to take command. Marion, Sumter, and Davie hastened to give him their aid. With him also were the famous Daniel Morgan and Colonel Henry Lee of Virginia. Lee was one of the best cavalry leaders of the American army and was popular with his soldiers who called him "Light-horse Harry Lee." He was the father of



GENERAL NATHANAEL GREENE

the great American soldier Robert E. Lee. Unlike Gates, Greene understood the worth of such men, while they in turn had faith in him.

Morgan's Victory at Cowpens.—Greene sent Morgan with 900 men to attack the British posts and arouse the Whigs in the western part of South Carolina. Cornwallis ordered his best officer, Colonel Tarleton with 1,000 men to pursue Morgan. Tarleton had won great fame for his daring, skill, and cruelty; the Whigs called him "Bloody Tarleton." He overtook Morgan at Cowpens and attacked him with great fury. But "Bloody Tarleton" had met his match! His army was cut to pieces, and he barely

escaped capture. At Cowpens Morgan destroyed nearly a third of Cornwallis' army.

A Famous Retreat.—Cornwallis with his whole army set out at once in pursuit of Morgan. But Morgan retreated rapidly toward North Carolina. If he could put the Catawba river between him and Cornwallis he would be safe; if not, his little army might be captured. The two generals began a race for the river. Morgan reached it first, and crossed over safely.

Greene now saw a chance to strike Cornwallis a heavy blow. His plan was to draw Cornwallis away from his forts and supplies in South Carolina and attack him. So Greene sent his own army northward to Guilford Court House, in North Carolina, mounted his horse, and rode 150 miles to lay his plans before Morgan. The two generals then started on one of the most famous retreats in history. Their plan was to join Greene's other army at Guilford Court House before Cornwallis could overtake them. With their two armies united they would turn on the British and fight. In his eagerness to catch Morgan's army before it could unite with Greene's, Cornwallis destroyed his baggage and wagons, and threw away everything that interfered with rapid marching. The farther behind he left his posts in South Carolina the more dangerous his situation became, but he realized it was too late to turn back.

It was a long hard march for both armies. The roads were bad, there were foaming rivers to cross and the weather was cold and wet. Greene's men

suffered more than the British. They had no tents, no blankets, no money, and often no food. They were half naked, and many of them had no shoes. But they bore their sufferings bravely. Finally at Guilford Court House the armies of Greene and Morgan were united and turned upon the British.

How a Victory Ruined Cornwallis.—The battle began in the afternoon and lasted till nearly night.



Both sides did some of the hardest fighting of the war. Greene was compelled to give up the field, but was ready to renew the fight the next morning. Cornwallis won the victory, but lost so many of his bravest soldiers that he did not dare attack Greene again. Fearing that Greene might renew the battle, he retreated from the battlefield and marched in haste to Wilmington where he hoped to get help from the British fleet.

Greene Rescues South Carolina.—Cornwallis expected Greene to follow him to Wilmington. But Greene, having freed North Carolina from the British, wisely returned to South Carolina. He was determined to drive the British out of that State. At Hobkirk's Hill and Eutaw Springs he attacked the enemy. These battles were like that at Guilford Court House. Greene was defeated but the British suffered more than he did. They finally gave up all their posts in the interior of South Carolina and took refuge in Charleston. Greene surrounded Charleston and kept the British shut up in that city till the end of the War.

Cornwallis and "The Boy" Lafayette in Virginia.—From Wilmington, Cornwallis marched into Virginia. Lafayette commanded the American army in Virginia and Cornwallis thought he would have no trouble with the young Frenchman. "The boy cannot escape me," he said. But "the boy" had learned his lesson under Washington. He not only escaped Cornwallis, but drove him to Yorktown, on the Chesapeake Bay. There Cornwallis hoped to receive aid from the British fleet.

The Surrender of Yorktown.—For nearly three years Washington had been keeping watch on Clin-



CORNWALLIS' SURRENDER

ton, in New York. He had now been joined by 6,000 French troops and was planning to attack Clinton when he heard that Cornwallis had gone to Yorktown. At the same time he learned that a French fleet was

about to sail for the Chesapeake Bay. Instantly he changed all his plans and prepared to strike a blow that would end the war. He sent word to the French fleet to sail for Yorktown and cut off Cornwallis' retreat by sea. Then he moved his own army from New York and started upon his march to Yorktown. The distance was four hundred miles, but Washington marched so secretly and swiftly that he had reached Yorktown before the British realized what he was about to do. His army of 16,000 men surrounded Cornwallis' army of 7,000, while the French fleet guarded the entrance to the harbor. Cornwallis had been caught in a trap and after some hard fighting, was compelled to surrender. His whole army marched out of Yorktown with the band playing "The World Turned Upside Down;" and surrendered to Washington on October 19, 1781.

End of the War.—Washington sent a rider on a fleet horse to carry the news to Philadelphia. The messenger dashed into the city early in the morning shouting the glorious news. People sprang from their beds in delight, and there were scenes of great rejoicing. Congress held a service of prayer and thanksgiving. Washington's victory at Yorktown made it necessary for England to give up the contest. The war was at an end.

Congress appointed Benjamin Franklin, John Jay, and John Adams to arrange a treaty of peace with Great Britain. It was not until September 3, 1783, nearly two years after the surrender of Cornwallis, that the treaty was finally made. In it Great Britain

acknowledged the independence of the United States, and gave up all her claims to the region east of the Mississippi river between Canada and Florida. The British army then withdrew from New York and Washington's army marched into the city. There he called his officers about him, thanked them for their services, bade them an affectionate farewell, and set out for his home at Mt. Vernon.

REVIEW.

I.

WASHINGTON'S CAMPAIGNS IN THE MIDDLE COLONIES.

GEOGRAPHY.—1. Study carefully the maps of New York, New Jersey, and Pennsylvania. 2. What States are east of the Hudson river? 3. Where is Long Island? 4. Where is the Delaware river? 5. Find Trenton, Princeton, Morristown, and Philadelphia. 6. Find Albany. Draw a line from New York up the Hudson to Albany, showing the route Howe was to take; a line from Canada down the Hudson to Albany, showing Burgoyne's route; from Oswego to Albany, showing the route St. Leger was to take. 7. Find Bennington, Vermont; Saratoga, New York.

HISTORY.—1. Where did the British go after Washington drove them from Boston? 2. What point did they next prepare to attack? 3. Why was the control of the Hudson river important? 4. Give an account of the capture of New York? 5. Describe Washington's retreat across New Jersey. 6. What did Cornwallis think of the results? 7. Describe Washington's attack on Trenton, and its results. 8. Give an account of the

battle of Princeton. Why did Cornwallis call Washington an "old fox?" 9. What did Cornwallis say of Washington's achievements in New Jersey? 10. What was "Continental Currency?" 11. Who was the "banker of the Revolution," and why was he called that? 12. What were the plans of the British for securing control of the Hudson river? 13. Why did Howe fail to carry out his part of these plans? 14. Describe the condition of Washington's army at Valley Forge. 15. What were Clinton's movements in 1778? 16. Give an account of Arnold's treason.

II.

HELP FROM FRANCE.

HISTORY.—1. Give an account of the British advance on Fort Stanwix. 2. How was the first United States flag made? 3. Describe Burgoyne's advance down the Hudson. 4. What was the battle of Bennington? 5. What was the result of Burgoyne's expedition? 6. Give an account of Franklin's work in France. 7. Who was Lafayette? 8. What effect did the failure of the British campaign on the Hudson river have in France? 9. Describe the fight between the *Bon Homme Richard* and the *Serapis*. 10. What effect did Jones' victory have in Europe, and why?

III.

WINNING OF THE WEST.

GEOGRAPHY.—1. Daniel Boone grew up on the Yadkin river, N. C. Find the Yadkin. 2. Find the Cumberland river? 3. Where is Nashville, Tenn.? Louisville, Ky.?

HISTORY.—1. Where was the most important Indian fighting during the Revolution? 2. Who was Daniel Boone? 3. Give an account of the founding of Kentucky. 4. Give an account of the founding of Tennessee. 5. Describe the conquest of the Northwest Territory.

IV.

THE WAR IN THE SOUTH.

GEOGRAPHY.—I. Study carefully the maps of Georgia, South Carolina, North Carolina, and Virginia. 2. Where is Savannah? Augusta? 3. Why did their capture by the British cut Georgia off from the other colonies? 4. Where is Camden? 5. King's Mountain? Cowpens? Charlotte? Hillsboro? Greensboro? 6. To show Cornwallis' movements, draw a line from Charleston to Yorktown, through Camden, Charlotte, Salisbury, Greensboro, Hillsboro, Fayetteville, Wilmington, Richmond, Charlottesville, back to Richmond, then to Yorktown.

HISTORY.—I. Give an account of the capture of Savannah. 2. Describe the capture of Charleston. 3. Tell how the partisan bands kept up the war against the British. 4. Who was Marion? Sumter? Davie? 5. Give an account of the battle of Camden. 6. Describe how Cornwallis was received in North Carolina. 7. Give an account of the battle of King's Mountain. 8. Give an account of Greene and his officers. 9. Who was "Bloody Tarleton?" How did he meet his match? 10. Describe Greene's retreat across North Carolina. 11. How did this retreat strengthen him and weaken Cornwallis? 12. Give an account of the battle of Guilford Court House. What were its results? 13. Where did Cornwallis go, and why? 14. Where did Green go? What was the result of Greene's battles in South Carolina? 15. Give an account of Cornwallis and Lafayette in Virginia. 16. Why did Cornwallis go to Yorktown? Why did not the British fleet come to his aid? 17. What were Washington's movements when he heard that Cornwallis was at Yorktown? 18. What was the result of the fighting at Yorktown? 19. Tell how the news was carried to Philadelphia. 20. What were the results of Washington's victory?

CHAPTER XVII.

THE BEGINNINGS OF THE REPUBLIC.

I.

How the New Government Was Formed.

The Weakness of Congress.—While danger threatened all alike, the States continued to support the Continental Congress. But after that danger was removed, each State began to place its own interests above the interests of the United States. This selfish spirit gave rise to new dangers, for Congress could not force the States to obey its measures. The States refused to carry out the promises that Congress had made in the treaty with Great Britain. They refused to raise money with which to repay the sums borrowed from France, or to pay the soldiers of Washington's army. The soldiers threatened to rebel, and were prevented by Washington's appeal to their patriotism. Then some foolish person proposed that Washington be made King, but he angrily rebuked the man who suggested it. To make matters worse, the States quarrelled among themselves. Disputes over trade, territory, and boundary lines almost led to war between some of them.

The Convention of 1787.—These disputes alarmed such men as Washington and Franklin. They saw

that it was necessary to give Congress power to compel obedience to its laws. In 1787, therefore, the States sent delegates to a convention at Philadelphia to consider what should be done. There was much jealousy among the members, but all trusted Washington and chose him to preside. The Convention then set to work to plan a better government for the United States. It was a difficult task for every State was looking out for its own interests, and the Convention had to satisfy all. The plan finally agreed upon was set forth in the Constitution of the United States.

The Constitution of the United States.—The Constitution provided for a Congress, which was to make the laws. There were to be two branches, or houses of Congress. To one, called the House of Representatives, each State was to send members according to its population; to the other, called the Senate, each State was to send two members. All laws must be passed by both houses. This Congress, unlike the Continental Congress, was to have power to levy taxes.

At the head of the government was the President. He was to be commander-in-chief of the army and navy, and was given power to enforce the laws of Congress. All dealings between the United States and foreign nations were to be carried on by him. The term of office for the President was four years, but the people were not forbidden to elect a man President as often as they wished.

Disputes would of course frequently arise over the

meaning of the Constitution and laws. The Constitution, therefore, provided for courts to hear and decide such matters. The highest court was called the Supreme Court. It was given power not only to settle the meaning of the Constitution and laws, but also to decide disputes between States. The judges were to be appointed by the President.

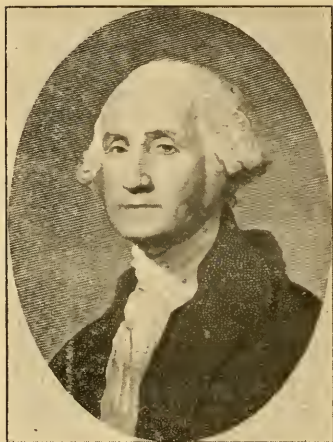
Hamilton and Madison.—In every State were many people who opposed the new Constitution. The leaders of those who favored it were Alexander



ALEXANDER HAMILTON

Hamilton and James Madison. Hamilton was a brilliant young New York lawyer. He had been one of Washington's favorite officers during the Revolution. After the new government was begun he was placed in charge of the treasury of the United States.

Madison was a young Virginia lawyer who was just beginning his career. He had been a member of the Convention at Philadelphia and took such an active part in its work that he is often called the "Father of the Constitution." He was destined to become President of the United States. In their speeches and writings Hamilton and Madison explained the Constitution to the people, answered the objections of its opponents, and pointed out the arguments in its favor. Perhaps no other persons did so much as they to persuade the States to adopt the Constitution.



GEORGE WASHINGTON

The First President.—

Everybody expected that Washington would be the first President. That was one of the reasons many people favored the Constitution, for all had confidence in his wisdom and in his patriotism. When it came time to elect a President, Washington received every vote. As soon as he received notice of his election he mounted his horse and set out for New York

which was then the capital of our country. All along the route the people greeted him with great rejoicing. On April 30, 1789, he entered upon the duties of his office. Standing on the balcony of Federal Hall, in New York, in the presence of a vast throng he took the oath which the Constitution required, that he would faithfully perform the duties of his office and preserve, protect and defend the Constitution of the United States. As he uttered these words, a great shout rose from the multitude,—“Long live George Washington, President of the United States!”

Political Parties.—Washington selected four men to be his advisers, who formed what is called the President’s Cabinet. Thomas Jefferson was made Secretary of State, whose duty it was to advise the President in his dealings with other nations. Alex-

ander Hamilton was made Secretary of the Treasury, Henry Knox, Secretary of War, and Edmund Randolph, Attorney-General. Jefferson and Hamilton did not agree as to the kind of government the Constitution had established. Jefferson wanted to limit the power of the government of the United States as much as possible and leave the greater power in the



WASHINGTON'S ENTRY INTO NEW YORK, ON HIS WAY TO HIS
INAUGURATION

States. Hamilton wanted the greater power to be in the government of the United States. Congress, said Jefferson, had no power to do anything unless it was granted by the Constitution. Congress, said Hamilton, had power to do anything unless it was forbidden by the Constitution. Each had many followers who formed themselves into two political parties. Jeffer-

son's followers at first were called Republicans; later they were called Democrats. Hamilton's followers were called Federalists, and later Whigs.

Hamilton's Plans for Raising Money.—It was Hamilton's duty as Secretary of the Treasury, to suggest plans for raising money. He advised Congress to place a tax, called a tariff, on certain goods brought into the United States from foreign countries. Such a tax would not only raise money, but would make the price of foreign goods higher than goods made in America. Hamilton thought it would cause people to buy goods made here and help American manufacturers. He also urged Congress to pay every dollar borrowed by the Continental Congress. Besides what the United States owed, each State owed money, which it had borrowed during the Revolution. Hamilton suggested that the United States should pay those State debts also. The United States, said Hamilton, must show that it is willing to pay its debts if it wishes to win the respect of its own citizens, and of other countries. Congress adopted Hamilton's plans and after that the United States had no trouble in getting money.

Testing the Strength of the New Government.—While Washington was President two events occurred which showed the strength of the new government. American settlers were beginning to make homes in the Northwest Territory. The Indians made war on them and the settlers appealed to the United States for protection. Washington sent an army under General Anthony Wayne who defeated the

Indians and forced them to agree to a treaty of peace. His victory opened up a vast region north of the Ohio for white settlers.

One of the troubles with the Continental Congress, as you have been told, was that it was not strong enough to enforce obedience to its measures. Would the new government prove any stronger if its laws were resisted? An event soon occurred which was to answer this question. Congress had placed a tax on the manufacture of whiskey. The people of Western Pennsylvania opposed this tax, refused to pay it, and even took up arms to resist the United States officers. Washington resolved to show the rebels that the laws of the United States must be obeyed. He raised an army of 15,000 troops and sent them to enforce the laws. When the rebels saw that Washington was in earnest they ceased their opposition to the tax. Washington's actions against the Indians in the Northwest and against the Whiskey Rebellion in Pennsylvania, made it plain that the United States was strong enough to protect its citizens and to compel obedience to its laws.

The United States and France.—Washington also taught the nations of Europe that they must respect the United States. England, Spain, and France committed acts which Americans resented. Worst of all was France, who had been our friend during the Revolution. The people of France had put their King to death and set up a republic. They were at war with England and expected the United States to help them. But Washington declared the United States

would take no part in the quarrels of Europe. But Charles Edmund Genet, whom France sent to secure our help, determined to ignore Washington. Genet fitted out war vessels in our ports, abused Washington, and did other unlawful and improper acts. Washington demanded that France recall Genet and apologize for his conduct, and France was compelled to do so. Washington's conduct was wise. When he retired from office he advised the people of the United States never to take part in the quarrels of Europe, and our country has always followed his advice.

"Millions for Defence."—The trouble with France continued while John Adams, who succeeded Washington, was President. France dismissed our minister, passed laws to injure our commerce, and seized our vessels. President Adams, who was anxious for peace, sent three men to France to try to settle the trouble. A high French official suggested that all might be arranged if the United States would pay a large bribe. The Americans indignantly refused. "Millions for defence, but not one cent for tribute," became a popular cry in the United States. Congress prepared for war, decided to build a navy, and raised an army with Washington in command.

Some fighting at sea occurred and the American ship *Constellation* captured a French man-of-war. When France saw how much in earnest the United States was, she declared she was ready to make a treaty of peace, which was soon arranged.

Death of Washington.—In the midst of these troubles Washington died at Mt. Vernon, December

14, 1799. In England and France, as well as in the United States, many noble eulogies were paid to his memory. The most famous eulogy was spoken in Congress by "Light-horse Harry" Lee, who said that Washington was "first in war, first in peace, and first in the hearts of his countrymen."

II.

Western Expansion.

Washington City.—Thomas Jefferson, who was the third President of the United States, was the first President to live at the new capital city. Congress decided to locate the capital city on the Potomac river, and asked Washington to select the site for it. It was decided that the new city should bear his name. Streets were laid off and public buildings begun. When Jefferson became President, the streets were full of mud-holes and stumps, the buildings were unfinished, and the new capital presented a dreary, ugly appearance. Today, with its broad streets and avenues, its fine parks and magnificent buildings, Washington is one of the most beautiful cities in the world,



THOMAS JEFFERSON

New States Beyond the Alleghanies.—When Jefferson became President, the United States was growing rapidly. Beyond the Alleghanies, Kentucky, Tennessee, and Ohio had been added to the Union as States. Thousands of bold pioneers, many of them old soldiers of the Revolution, were crossing the mountains on pack-horses and in covered wagons, or floating down the Ohio river on flatboats, and settling in the fertile valleys of the Cumberland, Tennessee, and Ohio rivers. Down these rivers and into the great Mississippi they shipped their wheat, corn, hides, furs and other products to New Orleans where they were placed on board ocean-going ships and taken to the markets of the world.

It was important, therefore, that no nation should own New Orleans that would prohibit this trade. Louisiana belonged to Spain, and Spain had granted to American vessels the right of navigation through the mouth of the Mississippi. But just before Jefferson became President, Spain gave up Louisiana to France, and France closed the mouth of the Mississippi to our vessels. A cry of anger went up from the farmers of the Mississippi valley, and they demanded that the United States do something to protect their interests.

Purchase of Louisiana.—President Jefferson offered to buy New Orleans from France. Napoleon, then ruler of France, was about to go to war with England, and needed money. So to Jefferson's surprise, he offered to sell the whole of Louisiana for \$15,000,000. Louisiana extended from the Mississ-

issippi river to the Rocky Mountains, and was larger than the whole of the United States.

This was a great opportunity and Jefferson took it. The farmers of the Mississippi valley were delighted, but some people in other parts of the country declared it was foolish to pay such a large sum for a wilderness. "Why, it will be a hundred years," they said, "before any white people will go there to live." At the end of a hundred years more than ten million people were living in that vast region, while ten great States and parts of four others had been made from it.

Lewis and Clark Expedition.

—Jefferson sent Merriwether Lewis and William Clark to explore Louisiana. They ascended the Missouri river, crossed the Rocky Mountains, and floated down the Columbia river to the Pacific where they "saw the waves like small mountains rolling out in the sea." A brave squaw, called Bird-Woman, was their guide and interpreter. She flinched from no hardship or danger, and no matter how dark the forest or how faint the trail she never lost her way.

It was indeed a wonderful journey. The explorers made many important discoveries.



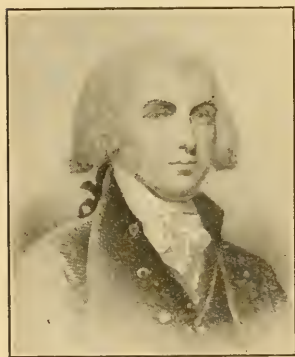
MERRIWETHER LEWIS

They were the first men to cross the continent within the United States. Their journey took two and a half years. They travelled nine thousand miles and explored regions that no white men had ever seen before. People eagerly read their report, and for the first time began to get some idea of the vastness and value of Louisiana.

III.

The War for Free Trade and Seamen's Rights.

Trouble With England.—James Madison followed Jefferson as President. He was a small man, quiet and modest, very simple and courteous in manner.



JAMES MADISON

But perhaps no man in the country excelled him in intellect. He loved peace, and yet while he was President the United States was compelled to go to war with England. England was at war with France and her ships of war often captured or destroyed American vessels bound to French ports. She also stopped American vessels, claimed their sailors as English-

men, and took them aboard English ships to fight England's battles. Sometimes English war vessels would even stop American war vessels and

take off members of their crews. In one of these encounters, the American ship, *President*, resisted and destroyed the British ship, *Little Belt*. The United States tried in vain to stop these outrages by peaceful means.

New Leaders in Congress.—Soon after Madison became President, a group of young men in Congress made up their minds to fight. Their leaders were Henry Clay and John C. Calhoun. Clay was one of the most famous orators in our history. He was tall and slender, with dark brown hair, flashing blue eyes, and spoke with fiery eloquence. Calhoun was more studious than Clay. He had large, dark blue eyes, short black hair and a high forehead. His manner was quiet, courteous and dignified; his voice deep and mellow, and he spoke rapidly and earnestly. Both Clay and Calhoun felt deeply the insult of England's conduct toward their country, and they determined to put a stop to it. They knew the United States was not prepared for war, but felt that an honorable defeat was better than tamely to submit to injuries and insults. Under their leadership Congress declared war in 1812.

American Disasters.—The United States was not prepared for war. Since the Revolution the army had been neglected, the soldiers were poorly trained and equipped, and the officers were without experience. The war, therefore, opened with disaster for the United States. The American general at Detroit surrendered his army without firing a shot, and the whole of Michigan Territory fell into the hands of the Brit-

ish. The Indian allies of the British fell upon the American settlers with their usual cruelty. Another American army refused to cross the Niagara river to help some comrades, who were then driven back with great losses. The British defeated another army that had been sent against Montreal. A still greater disaster came in the summer of 1814. An army of British veterans marched upon Washington. They drove the untrained Americans before them, captured Washington, and burned the Capitol, the White House, and other public buildings. President Madison himself barely escaped being captured.

The Star Spangled Banner.—All the battles were not British victories. After burning Washington the British made an attack on Baltimore. The city was defended by Fort McHenry. A terrific bombardment took place which lasted throughout the night. Before the fight, some Americans had gone on board a British ship on a friendly mission and the British commander would not let them return until after the battle. All night they listened to the roar of the cannon. Just before morning the firing ceased. What had happened? How anxiously these patriots waited for morning. One of them, Francis Scott Key, pacing back and forth on deck, expressed his anxious feelings in the poem now famous as our national song,—“The Star Spangled Banner.” Great was his joy when “By the dawn’s early light,” he saw that “our flag was still there,” waving in triumph over Fort McHenry. The British had been beaten and Baltimore was saved.

“Tippecanoe” and “Old Hickory.”—Two American generals in this war won fame as Indian fighters. They were William Henry Harrison and Andrew Jackson. Both of them afterwards became President of the United States.

During the Indian wars in the Northwest, Harrison had defeated the famous Chief Tecumseh at Tippecanoe on the Wabash river. This victory won for him the popular nickname “Tippecanoe.” After war was declared against England, Harrison was sent against Tecumseh who had become the ally of the English. At the river Thames, Harrison won a victory in which Tecumseh was killed, and his tribe completely defeated. This victory gave peace to the Northwest.

While Harrison was subduing the Indians of the Northwest, Andrew Jackson was fighting the Indians of the Southwest. Jackson had won fame as an Indian fighter in Tennessee. He was a daring leader and could endure such severe hardships, that his soldiers declared he was as tough as hickory. Many called him “Old Hickory.” During the war with England, Jackson was sent to hold in check the Creek Indians in what is now Alabama and Mississippi. At Horsehoe Bend in Alabama he won a decisive victory which forced the Creek Indians to surrender most of their land in Alabama and opened up a large region to white settlers.

Victories at Sea.—It was at sea, to the surprise of all the world, that the United States won the greatest success. England’s injuries to our commerce and

insults to our sailors, had aroused the anger of our seamen. "Free trade and seamen's rights" became their rallying cry. They were eager to show that they could win victories at sea just as John Paul Jones had done in the Revolution. And they did



WASP SINKING THE AVON

win. As news of victory after victory at sea reached the United States, the people were beside themselves with joy. The Constitution beat the Guerriere, the Wasp captured the Frolic and sunk the Avon, the United States took the Macedonian, the Constitution destroyed the Java, the Hornet sunk the Peacock. Isaac Hull, William Bainbridge, Stephen Decatur, Johnston Blakeley, Oliver H. Perry, and other leaders of our little navy became national heroes.

"Don't Give Up the Ship."—But there were defeats too. Some of our finest ships were captured or sunk. Among them was the Chesapeake which was attacked by the Shannon. Captain James Lawrence, of the

Chesapeake fell mortally wounded, and his last command was, "Don't give up the ship!" But the Chesapeake was compelled to surrender.

Battle of Lake Erie.—The most famous naval battle of the war was fought on Lake Erie. The United States wanted to recover Detroit, but could



PERRY AT BATTLE OF LAKE ERIE

not do so as long as the British fleet controlled the lake. So Captain Oliver H. Perry was sent to attack the British fleet. He had no ships, but found plenty of trees growing in the forest. Out of them he determined to build a fleet. All his material had to be dragged over the snow on sledges from Philadelphia and New York. Perry worked without ceasing

all the winter, and in the summer of 1813 had his fleet ready. He named his flagship the *Lawrence* after the brave captain of the *Chesapeake*, and ran up a flag bearing the words, "Don't give up the ship!"

He then sailed out to meet the enemy. In the fight, the *Lawrence* was riddled with shot and about to sink. The young captain, waving his flag, sprang into a small open boat, and rowed through shot and shell to another ship. A few minutes later he compelled the British to raise the white flag. Perry's message announcing his victory has become famous: "We have met the enemy and they are ours." This splendid victory forced the British to abandon Detroit, and Michigan Territory was recovered.

Battle of New Orleans.—

England planned to gain control of the Mississippi river and take Louisiana from the United States. An army of 12,000 veterans under Sir Edward Pakenham was ordered to New Orleans. Andrew Jackson with the backwoodsmen of Kentucky, Tennessee, Georgia and Mississippi defended the city. He posted his men behind breastworks of cotton bales. The British had forgotten the lesson taught at Bunker Hill. They stormed Jackson's works and



ANDREW JACKSON IN THE
UNIFORM OF 1812

were driven back with great loss. General Pakenham and 2,000 of his men were killed, and his army put to flight. The Americans lost only eight men. This remarkable battle was fought January 8, 1815.

A Hundred Years of Peace.—While these brave men were killing each other, a ship with crowded sails was speeding across the Atlantic bringing news that peace had already been declared. It had been arranged in Europe in December, but there was no telegraph, or fast steamers in those days, and weeks passed before the United States learned of it. This treaty said not a word about the acts that had caused the war; but England had learned her lesson. She had found out that the United States was able to uphold her rights and protect her honor.

The War of 1812 was the last war between England and the United States. For more than a hundred years these two great English-speaking nations have been friends. They have had disputes, some of them very serious, but have always settled them peacefully. In 1915 the two nations celebrated this century of unbroken peace.

REVIEW.

I.

HOW THE NEW GOVERNMENT WAS FORMED.

HISTORY.—1. What new dangers to the United States arose after the Revolution? 2. What plan was suggested to meet these dangers? 3. When and where did this convention meet?

Who was elected president? 4. How was Congress to be formed? How did it differ from the Continental Congress? 5. What powers were given to the President? 6. What was the Supreme Court? 7. Give an account of the services of Hamilton and Madison. 8. Who was the first President of the United States? Describe his inauguration? 9. Whom did he appoint Secretary of State? Secretary of the Treasury? What were their duties? 10. How did Jefferson and Hamilton differ about the Constitution? 11. What plans did Hamilton suggest for raising money? 12. What plans did he suggest to strengthen the new government? 13. What was the "Whiskey Rebellion?" 14. How did Washington show the strength of the new government? 15. Give an account of the relations of the United States and France. 16. What advice did Washington give to the United States about the quarrels of European countries? 17. How did John Adams settle our quarrel with France? 18. What was meant by "Millions for defence, but not one cent for tribute?" 19. When and where did Washington die? 20. What did Henry Lee say of him?

II.

WESTERN EXPANSION.

GEOGRAPHY.—I. Where is Washington City? 2. Bound Tennessee. Kentucky. Ohio. 3. Trace the route a ship must take from Pittsburg, Pa., to New Orleans. 4. Trace the route of a ship from the Cumberland, and also from the Tennessee rivers to New Orleans. 5. Trace the route of Lewis and Clark up the Missouri river, over the mountains, down the Columbia river, to the Pacific. What states did they cross?

HISTORY.—I. Who was our third President? 2. Give an account of the founding of Washington City. 3. What new states beyond the Alleghanies had been added to the Union?

4. How did settlers there get their produce to market?
5. Give an account of the purchase of Louisiana.
6. What were the boundaries of Louisiana? How many states have been made out of it?
7. Describe the expedition of Lewis and Clark.

III.

THE WAR FOR FREE TRADE AND SEAMEN'S RIGHTS.

GEOGRAPHY.—1. Where is Detroit? The Niagara river? Montreal? 2. Why was so much of the fighting in the War of 1812 along the border of Canada? 3. The Wabash river is in Indiana. Find and trace it.

HISTORY.—1. Who was President after Jefferson? What have we already learned about Madison? 2. What unfriendly acts did England commit against the United States? 3. Who was Henry Clay? John C. Calhoun? 4. What did they think of England's conduct? 5. What disasters did the United States meet with at the beginning of the war? 6. What was the cause of these defeats? 7. Give an account of the capture of Washington. 8. What was the origin of the "Star Spangled Banner?" 9. What victories did William Henry Harrison win? 10. Who was "Old Hickory?" Give an account of his victory over the Creek Indians. 11. Give an account of American victories at sea. 12. Give an account of the battle of the *Chesapeake* and the *Shannon*. 13. Describe the battle of Lake Erie, and its results. 14. Describe the battle of New Orleans. 15. What is said about the treaty of peace? 16. How long have the United States and England been at peace with each other?

CHAPTER XVIII.

A PERIOD OF GROWTH AND IMPROVEMENT

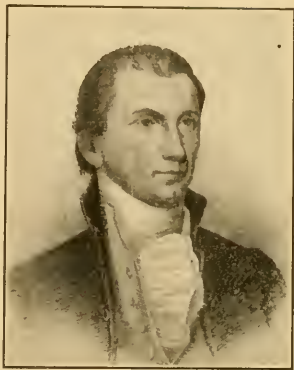
I.

The Era of Good Feelings.

Results of Peace.—The first President after the War of 1812, was James Monroe. The United States was then at peace. With peace came many improvements. Our commerce began to grow. Mills and factories sprang up. The use of better tools and machinery on the farms resulted in greater crops. Better and quicker means of travel and of shipping freight were invented. The wealth of the country increased rapidly. People built better dwelling-houses and had more comforts in their homes. A greater interest was taken in education. More newspapers and books were published. The war had aroused a greater spirit of patriotism and love of country among the people.

The President's Tours Through the Country.—President Monroe made two tours through the country which helped to increase this patriotic feeling. No President since Washington had made such a journey, and not many people had ever seen one of their Presidents. President Monroe made his first

tour through the Middle States, New England, and the West and his second tour through the South. The people greeted him everywhere with the firing of cannon, the ringing of bells, and speeches of welcome. Gray-haired veterans of the Revolution pressed forward to clasp his hand. School children paraded the streets singing patriotic



JAMES MONROE

songs. There was such an outburst of welcome that a newspaper declared "the era of good feelings" had come; and ever since then, the time while Monroe was President has been called the "Era of Good Feelings."

The Seminole War.—During this period another addition was made to the United States. It came as a result of a war with the Seminole Indians of Florida. This tribe gave refuge to the Creek Indians who fled to Florida after Jackson's victory over them at Horseshoe Bend. From Florida they made frequent raids into Georgia, Alabama, and Mississippi, where they robbed and murdered American farmers. The Indians thought the United States would not follow and punish them in Florida, because Florida belonged to Spain.

It was Spain's duty to prevent these raids, but Spain failed to do so. President Monroe then sent General Andrew Jackson to punish the Indians. Jack-

son acted promptly. He pursued the Indians into the Florida swamps, burned their villages, and hanged their leaders. He also seized some Spanish forts which he claimed gave protection to the Indians. In a little while he had crushed out all resistance.

Purchase of Florida.—Spain was angry at Jackson's actions and demanded that he be punished. But President Monroe declared that as Florida had given aid to the Indians, Jackson had a right to follow and punish them there. He, therefore, refused to punish Jackson, but gave up the forts the Americans had seized. Both countries realized that as long as Spain owned Florida quarrels would often arise that might some day lead to war. So the United States offered to buy Florida, and Spain accepted the offer. With the addition of Florida our country covered all the region east of the Mississippi river and south of Canada.

The Monroe Doctrine.—One by one Spain was losing her colonies in the New World. Mexico and other Spanish colonies, inspired by the example of the United States, had rebelled and declared their independence. Some of the nations of Europe that had formed what they called the "Holy Alliance," began to think of helping Spain put down these rebellions and reconquer her lost colonies. About the same time the Emperor of Russia was trying to plant new colonies in what is now California.

The United States felt that it would be dangerous to her for the rulers of European nations to crush the people who had won their independence from

Spain. She also objected to their planting new colonies in America. So President Monroe, in a message to Congress, announced what is known as the "Monroe Doctrine." The United States, he said, would not permit the conquest of any independent American nation; nor permit any European nation to plant new colonies either in North America or in South America.

A few years earlier, Europe would have laughed at such a doctrine; but our navy in the War of 1812, and Jackson's victory at New Orleans, had taught the world respect for the power of the United States. England, too, sympathized with the Monroe Doctrine, and the "Holy Alliance" decided to abandon its plans. Ever since then the "Monroe Doctrine" has made the United States a kind of big brother to the smaller and weaker nations of the New World.

A Famous Visitor.—In 1824, President Monroe invited Lafayette to visit the United States, and the whole country was pleased when he accepted the invitation. The thirteen colonies, for which he had fought so bravely, had now become twenty-four great States. Though rich and powerful, they had not forgotten the gallant foreigner who had helped them when they were poor and weak. All were eager to do him honor. They gave him such a welcome as no other man had ever received. The President gave him a brilliant reception at the White House. He visited the tomb of Washington, laid the corner-stone of the great monument at Bunker Hill, and made a tour of every State. Congress granted him twenty-four thousand

acres of land and \$200,000 in money, as a token of America's gratitude. A new battleship, named the Brandywine, in honor of the battle in which he won so much distinction, carried him back to France.

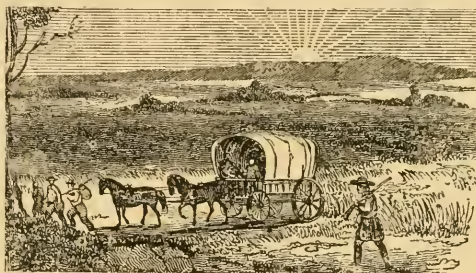
Fiftieth Anniversary of Independence.—While Lafayette was here John Quincy Adams, the son of Lafayette's former friend John Adams, was elected President. Soon afterwards came the fiftieth anniversary of the Declaration of Independence. Great celebrations were held everywhere. But suddenly the people's joy was turned to sorrow. In the midst of their rejoicings, the two men who had been foremost in the adoption of the Declaration of Independence died. They were Thomas Jefferson, who wrote the Declaration, and John Adams, whose eloquence persuaded the Continental Congress to adopt it. Each had been Vice-President. Each had been President. Each died thinking the other still lived. They died the same day, July 4, 1826, exactly fifty years after the adoption of the Declaration of Independence.

II.

Fifty Years of Growth.

How the Country Grew.—Fifty years of independence had brought many changes in the United States. In 1826 there were three times as many people in the country as in 1776. Eleven new States had been added to the Union. Some were beyond the Alleghanies, and two were even beyond the Mississippi in a region unknown to Americans when Jefferson wrote the Declaration of Independence.

Thousands of settlers were crossing the mountains and building new homes in the West, and the far South where land was cheap and fertile. Generally they travelled by families; but sometimes whole communities would move together. The men usually rode horseback, leading the way, while the women and children were carried in long wagons covered with white canvas. The roads were crowded with these gypsy-like wagons, followed by droves of cattle, hogs, sheep, and sometimes by groups of laughing, chattering negro slaves. Through one town in Penn-



AN EMIGRANT WAGON ON WESTWARD ROUTE

From an early print.

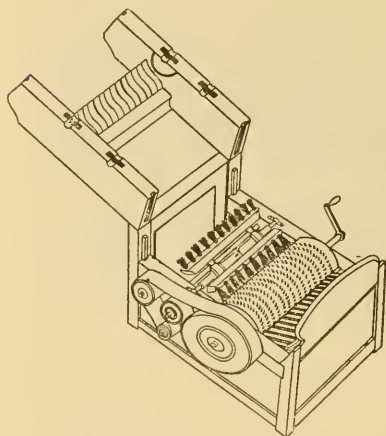
sylvania five hundred and eleven wagons passed in a single month carrying over three thousand people to the West. Many who were too poor to have horses and wagons travelled on foot. One man with his wife and five children tramped all the way from New Jersey to Ohio, carrying their little load of furniture in a wheelbarrow!

There were many such as these, all eager to go to regions where land was cheap and the poor had a change to become rich. They followed the rivers and valleys, and crossed the plains, until they found land that suited them. The settlers from the New Eng-

land and the Middle States generally went west to Ohio, Indiana, and Illinois, while those who went from Virginia, North Carolina, and South Carolina with their slaves, usually went to the great cotton fields of Georgia, Alabama, and Mississippi.

The Cotton Gin.—Two inventions played an important part in this growth of the United States. One was the cotton-gin, the other the steamboat. The

lands in the South were well suited to raising cotton. Cotton brought high prices and the planters were anxious to raise it. But cotton cannot be used until the seed are picked out of it, and for many years after the Revolution that had to be done by hand. The work was so slow that a grown person could pick only a pound a day. The planters,



WHITNEY'S COTTON GIN

ers, therefore, continued to raise tobacco, rice, and indigo, and planted very little cotton.

While Washington was President, a young man named Eli Whitney went from Connecticut to Georgia to teach school. There he became a friend of Mrs. Nathanael Greene, widow of the famous general of the Revolution. Mrs. Greene soon discovered that Whitney was so skillful with tools he could make almost anything. One day she heard some planters say that

if they only had a machine to separate the cotton seed from the lint, they could all get rich raising cotton. Mrs. Greene thought of her young friend Whitney. "I believe he can make such a machine," she said. So she explained to him what was needed and he set to work. In a little while he made a machine with which a single person could remove the seed from a thousand pounds of cotton a day. This machine, or gin, soon made cotton the chief product of the South. In the North mills and factories for manufacturing cotton goods were built. The South raised the cotton and the North manufactured it. So the whole country was benefitted by Whitney's cotton-gin.

The Steamboat.—Emigrants to the West and the South found it much easier to travel by steamboats than by wagons. The first successful steamboat was built by Robert Fulton in 1807. He named his vessel the *Clermont* and announced that her first trip would be up the Hudson from New York to Albany. A great crowd gathered to see her start, but scarcely anybody believed she would be able to move. People called her "Fulton's Folly."



THE "CLERMONT"

Suddenly a cloud of black smoke began to pour out of her smokestack, her great side-wheels began to turn, and a loud shout went up from the crowd, "She moves, she moves!" Sure enough, she did move right along against both wind and current without stop-

ping until she reached Albany, one hundred and fifty miles up the Hudson.

How the Steamboat Built Up the Country.—Soon steamboats were running on all our large rivers, on the Great Lakes, and even on the ocean between our larger ports. In 1819 a steamboat named the Savannah sailed from Savannah, Georgia, and made the first trip across the Atlantic ever made by a steamboat. When Monroe made his famous tour through the country he travelled most of the distance on steamboats. Our western rivers were then filled with little steamboats, puffing and blowing up and down streams, carrying thousands of settlers to the West.

Steamboats also helped to build up commerce and manufactures. A large part of our commerce was still carried in great lumbering wagons, drawn by four or five horses, or half a dozen oxen. But the roads were rough, the distances were great, and the cost of carrying freight by land was high. It was easier, quicker and cheaper by water, and steamboats were used wherever it was possible. Along important rivers such towns and cities as Pittsburg, St. Louis, and New Orleans were fast becoming great centers of trade.

The Erie Canal.—These cities were taking trade from the eastern cities because it was cheaper for the people of the West to send their products in steamboats down the Ohio and Mississippi rivers to New Orleans than in wagons across the mountains to Philadelphia and New York. The eastern cities saw that they must find a way to trade with the West

by water. New York proposed to dig a canal from Buffalo to Albany. Products from the West could then be sent from Lake Erie to the Hudson river by canal boats, and then down the Hudson in steamboats to New York City. "A canal four hundred miles



A NEW AND IMPROVED CANAL BOAT OF 1830

long! How will you ever carry it over the hills, and through the valleys, and across the rivers? It is impossible." So most people thought. Others declared that its cost would be so great that it could never be paid for. But DeWitt Clinton, Governor of New York, believed in the canal, and put men to work with picks and spades and wheelbarrows. People made fun of it. They called it "Clinton's big ditch." But no ridicule or difficulty could stop Clinton, and seven years after it was begun, the "big ditch" was completed.

Opening of the Erie Canal.—The canal was opened at Buffalo with a great celebration. A fleet of new canal boats, gayly decorated with flags, with Governor Clinton and others on board, started from Buffalo for New York. As they started a cannon was fired, another five miles away answered, and so on down the canal, at the end of every five miles, the roar of cannon after cannon carried the news from Buffalo

to New York. At Buffalo, Governor Clinton took on board a keg of water from Lake Erie; at New York, in the presence of a vast throng, he poured it into the harbor, thus uniting the waters of the Great Lakes with those of the Atlantic.

The Erie Canal was three hundred and sixty-three miles long, forty feet wide, and four feet deep. Since then it has been made much wider and deeper. It cost millions of dollars, but so great was the trade it brought to New York that it was soon paid for. The cost of carrying a ton of freight from Buffalo to New York fell from one hundred dollars to less than ten dollars. Farmers bought land along the canal; Buffalo, Rochester, and Syracuse grew rapidly into thriving cities, while the commerce that poured into New York soon made it the greatest and richest city in America.

Demand for Canals and Roads.—Throughout the country a demand arose for better means for travelling and shipping freight. Everywhere plans were proposed to have the channels of rivers deepened, canals dug, and better roads built. Some people thought that all parts of the country ought to be connected by canals and roads. But such works cost large sums of money, and the question arose, How shall they be paid for? "They will promote the good of the whole country," said some, "and therefore the United States ought to build and pay for them." Others declared that the United States had no right to tax the people for such things, and they ought to be left to the States, or to private companies.

Railroads.—While people were discussing the best way to pay for roads and canals, a better manner of travel than either way was invented. This was the

railroad. When railroads were first suggested, so little was known about them that one newspaper asked, "What is a railroad?" At first the rails were made of wood with



SOUTH CAROLINA RAILROAD TRAIN IN 1837

strips of iron nailed on top of them. The cars were like huge wagons drawn by horses. On a railroad one horse could pull as much as ten horses on a dirt road.

A still better way of pulling a train was soon invented. George Stephenson, an Englishman, invented an engine, called the locomotive, which he said could drag a train of cars along a railway. People who thought themselves very wise laughed at his locomotive. "Suppose, Mr. Stephenson," one of them asked, "a cow were to get in front of your engine running at full speed, what would happen?" "It would be very bad for the cow," replied Stephenson. His locomotive was tried in England and proved to be successful.

The first railroads in the United States were very crude. The locomotives were small and could not make more than four miles an hour. They could run only on level ground, and found it difficult to

go around a curve. The cars were large open carriages, and the smoke and sparks from the engine pouring through their windows made travel very disagreeable. Sometimes the sparks set the clothes of passengers on fire. However, improvements came rapidly. More powerful engines were built. The cars were made more comfortable. Better rails were laid. Railroad building went on at a rapid rate, and from 1830 to 1840 more than two thousand miles were built in the United States.

Effects of Railroads on the Country.—The railroad proved a great blessing to our country. It cheapened the cost of freight, increased trade, and built up great cities. It made travelling easier and quicker so that people could visit the different parts of the country, learn to do new things, and get new ideas. The mails were sent by railroads, so that thousands of newspapers, magazines, and books were carried into homes where none had been before. In these ways the railroads were an important means of educating the people.

III.

Education and Literature.

Education.—Interest in education was everywhere increasing. It was felt that in a country in which the people governed themselves, everybody should be educated. New England led the way in establishing public schools. Wise men in other parts of the country were trying to persuade their States to follow New England's example. In the West and the South,

especially, there were many difficulties in the way. The people lived on widely scattered farms, the distances were great, and the roads were bad. Some of the Western States were setting aside for schools money received from the sale of public lands. The South had no public schools, but in every village and town were private schools and academies. The wealthy planters usually had private teachers for their children.

The Old Fashioned School.—The school-houses were generally made of rough boards or logs. They were cold, ugly and uncomfortable. There were no desks; the pupils sat on home-made benches without backs. Sometimes these benches were so high that the smaller boys could not touch the floor with their feet. The text-books were generally hard, dull and stupid. There were few blackboards, or maps, or pictures to help the pupils. The children went to school early in the morning and stayed all day. The rules were strict and punishments were severe. Both boys and girls were whipped if they gave each other nicknames, if they came to school with dirty faces and hands, if they did not bow to the teacher at certain times, if they did not say "Yes, Sir," or "No, Sir," "Yes, Marm," or "No, Marm" when speaking to grown people, if they missed their lessons, and for many other things.

Reading, writing, spelling and arithmetic were the subjects taught beginners; the chief studies of the advanced pupils were Greek, Latin, mathematics, and grammar. The pupils had to memorize their lessons

and recite them to the teacher. And woe to the boy or the girl who missed any of the words!

Many new colleges had been founded and the old ones greatly improved. In the North, Harvard, Yale, Princeton, and others had become great universities. In the South, North Carolina, Virginia, South Carolina, and Georgia had founded State Universities. Most of the boys who went to college expected to be lawyers, doctors, and preachers.

American Literature.—Other means of education were the newspapers and magazines. Daily and weekly newspapers reached millions of readers. Monthly magazines, such as Harper's, the Atlantic Monthly, the North American Review, and the Southern Literary Messenger furnished good literature to all who cared for it.

Several great writers were making American literature famous. In colonial days we had no real literature because the settlers were too busy clearing forests and fighting Indians to do much writing and reading. Then came the Revolution when men thought more of what they were doing than of what they were saying. For some years after the Revolution our writers imitated the great English writers, and few cared to read their books. But as wealth and education increased, people had more leisure for reading, and they wanted to read American books. Writers began to appear who laid the foundation of a real American literature. They did not imitate anybody, but followed their own ideas. They wrote about America and American life. They thought not

only of what they wrote, but also of how they wrote it. Their style was simple and easy and gave people pleasure as well as instruction.

Great Prose Writers.—The earliest of our great writers was Irving. He was born in New York the very day that Washington arrived there to become President of the United States, and for that reason his mother named him Washington. Washington Irving wrote much about the curious old customs and manners of the Dutch when New York was New Amsterdam. He told the tales and traditions of the region along the Hudson; and described the scenery of that beautiful river. Two of his books are a "Life of Columbus" and a "Life of Washington." Our first famous novelist was James Fenimore Cooper. One of Cooper's novels, "The Spy," is a story of Washington's most trusted spy during the Revolution. "The Leather-stocking Tales," are his best known books. In them he describes life among the hunters, trappers and Indians of the frontier. Cooper also wrote some fine sea tales and in one of them called "The Pilot," John Paul Jones is a character. Another novelist who wrote some years after Cooper was Nathaniel Hawthorne. His novels of New England life have given him fame as one of our greatest writers.

Poets and Essayists.—The men who made American poetry famous were William Cullen Bryant, Henry W. Longfellow, and John G. Whittier. Bryant was our poet of nature. He loved out-door life and wrote such poems as the "Death of the Flowers,"

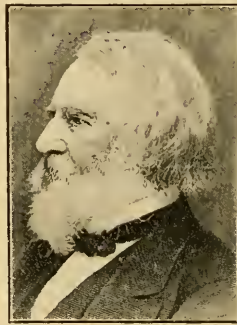
“To a Waterfowl,” “The Autumn Woods,” and “Planting of the Apple Tree.” Longfellow’s best known poems tell stories from American history. In “Hiawatha” he writes of Indian manners and customs. “The Courtship of Miles Standish” is a story of the brave Puritan soldier who knew better how to fight the Indians, than how to court his sweetheart. “Evangeline” is a sad love story of the time when the English drove the French out of Acadia.



IRVING



POE



LONGFELLOW

We sometimes call Whittier “The Poet of New England,” because so many of his poems, such as “Snow-Bound,” “Maud Muller,” and “The Barefoot Boy,” describe the life, homes, and people of New England.

Oliver Wendell Holmes, James Russell Lowell, and Ralph Waldo Emerson also wrote poems that every American should know, but they are better known for their essays. Of all our writers the man who wrote the strangest, most mysterious poems and stories was Edgar Allan Poe. He wrote but little as

he was still a young man when he died, but that little gave him great fame. He is remembered today chiefly for one poem, "The Raven," and for his wonderful short stories.

Historians and Orators.—Three men who won fame as historians were William H. Prescott, John Lothrop Motley, and George Bancroft. Prescott wrote histories of the Spanish conquests in South America and Mexico, and Motley wrote histories dealing with Holland. Bancroft's great work was a "History of the United States." Their works were not only good histories, but also real literature. While these men were writing histories, Henry Clay, John C. Calhoun, and Daniel Webster, all members of the United States Senate, were becoming famous as orators. Many of their great orations are still read and studied.

Our writers and orators brought great fame to the United States, and increased the respect of the world for Americans. Many years before, an English writer had scornfully said that nobody ever read an American book; but now the books of these writers were read all over the world.

REVIEW.

I.

THE ERA OF GOOD FEELINGS.

HISTORY.—1. What were the conditions in the United States after the War of 1812? 2. Describe President Monroe's tours.

3. Give an account of the Seminole War. 4. Why did the United States purchase Florida? 5. What was "The Holy Alliance?" 6. What is the "Monroe Doctrine?" 7. Why was the "Monroe Doctrine" respected in Europe? 8. Give an account of Lafayette's visit.

II.

FIFTY YEARS OF GROWTH.

HISTORY.—1. Give an account of the fiftieth anniversary of the Declaration of Independence. 2. How had our country grown since then? 3. Describe the movement of settlers to the West and South. 4. What region was settled by people from New England and the Middle States? 5. What by those from the South? 6. Give an account of the invention of the cotton-gin. 7. What effects did it have on the South? 8. Tell the story of the first steamboat. 9. How did the steamboat help build up the country? 10. What was the first steamboat to cross the Atlantic? Where did it sail from, and when? 11. How was the East losing the trade of the West? 12. How did New York plan to get back this trade? 13. Give an account of the opening of the canal. 14. What were its results? 15. What two views arose about building canals, deepening rivers, etc.? 16. What better means of travel and commerce was invented? 17. Describe an early railroad train. 18. What effects did railroads have on the country. 19. In this connection read again the paragraphs on "Roads and Travel" p. —, and "Means of Communication," p. —.

III.

EDUCATION AND LITERATURE.

HISTORY.—1. Give an account of the increase of interest in education. 2. Describe an old-fashioned school. 3. What

subjects were taught? 4. What is said about the colleges of those days? 5. What other means of education were there besides schools? 6. What change had taken place in our writers? 7. Name three great prose writers, and tell what each wrote about. 8. Who was our poet of nature? Why was he called that? 9. What were Longfellow's best-known poems about? 10. Who was called "The Poet of New England," and why? 11. Who were some of our famous essayists? 12. For what is Edgar Allan Poe famous? 13. Who were our leading historians, and what were their histories about? 14. Name three famous American orators of that day.

CHAPTER XIX.

THE GROWTH OF SECTIONAL HOSTILITY.

I.

Nullification.

“The People’s President.”—In 1829, Andrew Jackson, the “Hero of New Orleans,” became President. He had grown up as a poor boy on the frontier of North Carolina, South Carolina, and Tennessee. After the Revolution he became famous as an Indian fighter. His victory over the British at New Orleans made him a national hero, and his friends determined to elect him President. He was the first man, born poor and without influence, to be elected to that great office. This fact helped to make him popular. The people felt that he was one of them. An immense crowd gathered at Washington to see him inaugurated, and to shake the hand of “the people’s President.”

“To the Victor Belong the Spoils.”—Jackson’s friends expected rewards from him for their help in electing him President. There was a large number of offices which the President had a right to fill. Presidents before Jackson had followed the good plan of leaving in these offices the men who had done their work properly. But Jackson adopted a different

plan. In order to reward his friends, he turned hundreds of men out of office, and put his friends in their places. It was said that, "To the victor belong the spoils," that is, the rewards. Jackson's plan, therefore, is called the "Spoils system." The "Spoils System" was a bad plan for filling offices. It put men in offices who were not fit for them, and often led to corruption. Many years later, as we shall see, a better plan for filling offices was adopted.

Nullification.—Jackson yielded to his friends in filling offices, but in another important matter he was firm and unyielding. The question arose, Did a State have a right to disobey a law passed by Congress? The answer to this question showed what a great difference had grown up between the South and the North. The chief industry of the South was the cultivation of cotton; in the North it was manufacturing. The North found that it cost more to make goods in the United States than in England. English manufacturers, therefore, could sell their goods even in the United States cheaper than Americans could. To prevent this, Northern manufacturers urged Congress to place a high tax, called a tariff, on goods brought into the United States from foreign countries. The planters of the South opposed this tariff.



JOHN C. CALHOUN

They had to buy goods either from Northern or English manufacturers and they wanted to buy wherever they could at the lowest prices. John C. Calhoun, and a few other Southern leaders, declared that Congress had no right to pass such a tariff law. They urged the Southern States to refuse to obey it, that is to nullify it. Such a refusal was called "nullification."

South Carolina Nullifies the Tariff.—Did a State have a right to nullify a law passed by Congress? "Yes," said Robert Y. Hayne, Senator from South Carolina. "No," replied Daniel Webster, Senator from Massachusetts. A great debate occurred between them. Hayne declared that if Congress passed a law which a State thought was contrary to the Constitution, that State had a right to nullify it. More than that: A State, he said, could even withdraw from the Union if it wanted to do so. Webster denied that a State had any such rights. The United States,

he said, was supreme. Its laws must be obeyed. No State had a right to withdraw from the Union. Our liberty was dependent upon the Union of the States, and he closed his speech with an eloquent plea for "Liberty and Union, now and forever, one and inseparable." Most people, even in the South, applauded Webster's views, but South Carolina fol-



DANIEL WEBSTER

lowed the views of Hayne, and declared that she would not obey the tariff law.

“The Union Must Be Preserved.”—“What will President Jackson do?” people asked. Jackson soon replied. Our Union, he declared, must be preserved: the laws of Congress must be obeyed. He appealed to South Carolina not to oppose the tariff law. At the same time he sent troops to Charleston and ordered them if necessary to enforce the law by arms. People feared there might be civil war. But Henry Clay, the “great peacemaker,” suggested a plan for a lower tariff which satisfied South Carolina. Congress adopted Clay’s plan and nullification came to an end. Jackson’s stand made him popular with people who opposed nullification; and Webster’s speech inspired a greater respect and love for the Union.

Whigs and Democrats.—Henry Clay and his friends had opposed the election of Jackson. They declared that his conduct in office was often unlawful, harsh, and tyrannical. It seemed to them that they must fight for liberty just as the Whigs had done in the Revolution. So they formed a new party, with Clay as its leader, and called themselves Whigs. Jackson and his friends said that they stood for the welfare of all the people and charged that the Whigs favored the rich and the powerful. They called themselves Democrats. The Democrats wanted to elect Martin Van Buren President after Jackson. Van Buren was not popular, but he was a close friend of Jackson, who used his influence for him. Van Buren, therefore, was elected.

Hard Times.—While Van Buren was President the country suffered from “hard times.” Great numbers

of people had borrowed money to buy land in the West. Large sums had been spent for building railroads. The States had gone into debt for roads, canals, and other internal improvements. Money became scarce and people could not pay their debts. Banks failed. Factories were closed. Laborers were thrown out of work. Thousands of families were ruined, and there was much suffering throughout the country.

II.

From the Atlantic to the Pacific.

“Tippecanoe and Tyler Too.”—The Whigs held Van Buren responsible for the “hard times.” In the next election they gave their votes to William Henry Harrison for President and John Tyler for Vice-President. Harrison was the famous Indian fighter who had defeated Tecumseh at Tippecanoe. “Tippecanoe and Tyler, too,” became the motto of the

Whigs. “Harrison is not fit to be President,” declared the Democrats. “He is only a rough old soldier and would feel more at home in a log-cabin than in the White House.”

“That’s just the kind of man we

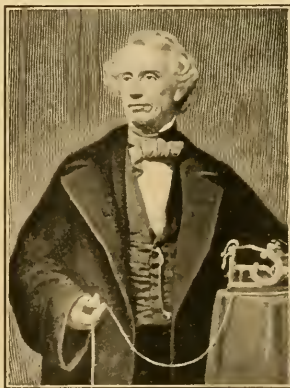


A LOG-CABIN CAMPAIGN PICTURE OF 1840

want," replied the Whigs, "a soldier who has fought bravely for his country, who lives simply like the great mass of people, and who knows what the people need." The Whigs adopted the log cabin as their symbol. They printed pictures of log cabins in their newspapers and on little flags and badges. They put log cabins on wheels and had them drawn in their processions. Harrison was called "the log cabin candidate." The idea seemed to please the people, and they elected Harrison.

Death of the President.—A month after he became President, Harrison died. It was the first time a President had died in office, and there was mourning throughout the country. Vice-President Tyler then became President.

The Telegraph.—A great invention was made while Tyler was President. This was the electric telegraph. The inventor was Samuel F. B. Morse. He had spent many years and much money on his invention. People thought he was foolish to imagine he could ever send a message at a distance over a little wire. When Morse asked Congress for money to build a telegraph line from Washington to Baltimore, many members opposed it. "Why not try to build a railroad to the moon?" one of them asked.



SAMUEL F. B. MORSE

Poor Morse was in agony while he waited. "Unless Congress grants the money," he said, "I am ruined. I haven't money enough to pay my board." He had built a small telegraph line in the Capitol to show what could be done. Members of Congress were astonished when they found that they could send messages from one part of the building to another. Finally they voted the money for the line to Baltimore. "What hath God wrought," was the first message sent over it.

Wonders of the Telegraph.—There were people who would not believe telegraph messages unless a letter or some person arrived to prove their truth. One day a message was telegraphed to Washington that a meeting of Democrats at Baltimore had selected James K. Polk as their choice for President. People had not thought of Polk for President, and they would not believe the message until a man arrived from Baltimore with the news that it was true. This was the first time the telegraph had been used to send the news of an important event and it attracted much attention to the telegraph. Other telegraph lines were soon built. A few years later Cyrus W. Field laid a line on the bottom of the Atlantic Ocean from America to Europe.

What wonderful changes the telegraph has worked in the world! In 1815, when the battle of New Orleans was fought, neither army knew that peace had already been made, because it took so long to send the news from Europe to America. Now a great event occurring anywhere can be made known in a

few hours by telegraph to all the rest of the world. The telegraph enables us to build great railroad systems, to have great newspapers, and to carry on the business of the world. Perhaps no other invention has done more to advance the intelligence and education of mankind.

Oregon.—James K. Polk was elected President. During his term two regions were added to the United States which carried our boundaries to the Pacific Ocean. One of these was Oregon which then embraced all the region west of the Rocky Mountains from California to Alaska. Both the United States and England claimed Oregon, and for many years held it together. Nobody seemed to care much about Oregon. It was two thousand miles from our frontier. It took six months to reach it. People thought settlers would not care to take such a long and dangerous journey. Even if they could cross the Rocky Mountains, it was said, they would find the climate too cold and the soil too sterile for agricultural purposes. The United States did not want to get into a dispute with England about such a worthless region.

“Fifty-four Forty or Fight.”—Before Polk became President it was discovered that these ideas were all wrong. There were vast riches in Oregon. In some parts the climate was mild and the land fertile. President Polk, therefore, determined to assert our claims and require England to withdraw. When his plans were learned, American settlers poured into Oregon. Long trains of emigrant wagons crossed the great

plains and the lofty mountains of the West, and thousands of Americans made new homes beyond the Rockies.

President Polk claimed for the United States all of Oregon south of latitude $54^{\circ} 40'$. England disputed that claim. There was much excitement in the United States and the cry was raised "Fifty-four forty or fight." But neither country wanted war and the dispute was settled peaceably. England took the region north of latitude 49° ; all south of it fell to the United States. Our part was the territory now embraced in Oregon, Washington, Idaho, and parts of Wyoming and Montana. Our country then extended from the Atlantic to the Pacific Ocean.

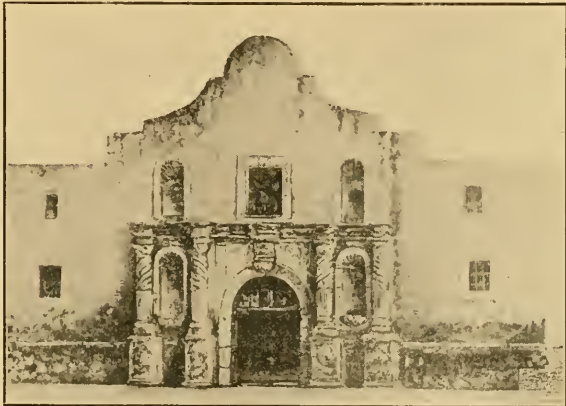
III.

War With Mexico.

Americans Settle in Texas.—Another region on the Pacific Ocean was conquered, while Polk was President, in a war with Mexico. This war grew out of the annexation of Texas to the United States. Texas had been a part of Mexico, but many Americans had gone there to settle. Most of them were from the Southern States and carried their slaves with them to Texas. At first Mexico welcomed American settlers. But the Americans did not like the Mexican government, and began to talk of separating Texas from Mexico. Mexico was alarmed and passed laws to stop new settlers from coming to

Texas and to forbid their bringing in any more slaves.

“Remember the Alamo.” — The Texans then rebelled and declared their independence. Mexico attempted to put down the rebellion. During the war, a small band of Texans took refuge in the old fort at San Antonio called the “Alamo.” The Mexicans



THE ALAMO

under General Santa Anna attacked the Alamo. The Texans fought bravely until all but six were killed. Santa Anna then took the fort, and put the six prisoners to death.

The bravery of the Texans and the cruelty of Santa Anna aroused the people of Texas. “Remember the Alamo” became their battle cry. General Sam Houston, a famous Indian fighter and a close friend of Andrew Jackson’s, took command of the Texan army, and met Santa Anna at San Jacinto. “Remember the

Alamo!" shouted the Texans as they charged the enemy. They destroyed the Mexican army and made Santa Anna a prisoner. This battle won the independence of Texas.

Texas Becomes a State.—Texas then asked to be annexed to the United States. Should her request be granted? Nearly ten years passed before this question was answered. The South said "Yes;" the North "No." The South wanted Texas because it would make another slave State; for the same reason the North opposed it. President Van Buren refused to make a treaty admitting Texas to the Union, but President Tyler favored annexation and urged Congress to admit Texas as a State. On the very last day of Tyler's term as President, Congress passed the law and a few months later Texas became one of the United States.

War With Mexico.—A dispute at once arose between Mexico and the United States over the boundary line of Texas. Mexico claimed the river Nueces as the boundary, the United States claimed the Rio Grande. In 1846 President Polk sent an army under General Zachary Taylor, "Old Zach" as his soldiers called him, to seize the disputed territory. The Mexicans tried to drive the Americans out, and the United States then declared war.

General Taylor drove the Mexicans out of Texas and followed them into Mexico. At Buena Vista with five thousand men he met Santa Anna with twenty thousand. Santa Anna was so certain of victory that he said to an American officer: "Tell

General Taylor I advise him to surrender and save bloodshed." "General Taylor never surrenders!" quickly replied the American. In the battle that followed, General Taylor won a complete victory.

The Capture of Mexico City.—In 1847 General Winfield Scott marched against the City of Mexico. With him were two young officers who afterwards



GENERAL TAYLOR AT BUENA VISTA

became America's most famous soldiers. They were Ulysses S. Grant and Robert E. Lee. Scott landed at Vera Cruz, and made a wonderful march over rivers and mountains. Santa Anna hastened to oppose him. In every battle the Americans were victorious. After six months of hard fighting and marching they came to the City of Mexico. The Mexicans fought bravely, but were no match for the Americans. After

holding out several days, they were forced to surrender and the American army marched into the city. This victory put an end to the war.

Results of the War.—A third American army was sent to conquer California which then belonged to Mexico. Many of the settlers in that region were Americans. They joined the American army, and California was easily conquered. At the close of the war, Mexico accepted the Rio Grande as the boundary of Texas, and sold to the United States the vast region out of which California, Nevada, Utah, Arizona, and parts of New Mexico, Wyoming and Colorado have since been formed.

IV.

How Slavery Divided Our Country.

The "Forty-Niners."—California had a delightful climate and a fertile soil. The population consisted of a few farmers and lumbermen. The Mexican War was scarcely over, when gold was discovered in California. The news caused great excitement. Hundreds and thousands started in a wild rush for the gold fields. "Ho, for California," was their rallying cry. Eager gold-seekers crowded the steamships sailing around South America. Others dared the deadly fevers of the Isthmus of Panama in their hurry to reach California.

But the greatest rush of all was overland. Thousands made their way in ox-carts, in prairie wagons, on horseback, and even on foot. Those who arrived

safely in California had many tales to tell of suffering from hunger and thirst and disease. Their routes across the plains, the deserts, and the mountains were marked by the wrecks of wagons, the white skeletons of men and beasts and thousands of graves. Still the crowds poured into the "Golden State." This rush to California occurred in 1849, and the gold seekers of that year called themselves "the Forty-Niners."

Two Views of Slavery.—The next year General Zachary Taylor, the hero of Buena Vista, became President. Two years later he died and Vice-President Millard Fillmore took his place.

While Taylor was President the "Forty-Niners" asked that California be admitted into the Union as a State. The question at once arose, "Shall slavery be allowed in California?" "Yes," said the South; "No," replied the North. Slavery had now divided our country into two sections; the South favored it, and the North opposed it. The feeling between them was becoming very bitter. It is important that we learn how this came about.

At the close of the Revolution, slaves were held in all the States, and few people then thought it wrong to own slaves. Most of the slaves were in the South where they were useful in raising rice and tobacco. After cotton became the chief product of the South, slavery became more profitable than ever. So the Southern States passed laws to encourage it, and the number of slaves increased rapidly. There were never many slaves in the North. The climate there was

too cold for them, and slaves were not useful in manufacturing and commerce, which were the chief industries of the North. As slavery did not pay, the Northern States abolished it. Many Northern people soon began to think slavery a great moral wrong. There were a few who wanted it abolished in all the States; while others thought it ought to be forbidden in the territories that might be admitted as States into the Union.

The Missouri Compromise.—Though Congress had no power to abolish slavery in any of the States, Congress did have power to forbid it in any territory before it became a State. In 1820 Missouri asked to be admitted as a slave State. The North opposed the request; the South favored it. The dispute aroused much excitement and was the subject of great debates in Congress. For a time neither side would give way.

Finally a plan was suggested to Congress to satisfy both sides. This plan was to admit Missouri with slaves so as to please the South; at the same time to declare that no more slave States should be formed out of the Louisiana Territory north of the southern boundary line of Missouri so as to please the North. After a long debate, Congress adopted this plan which is known as the Missouri Compromise.

The Slavery Question Again Arouses Discussion.—Neither the North nor the South remained satisfied with the Missouri Compromise. Bitter discussions again arose over slavery when California asked to be admitted as a State. Part of California was north

of the Missouri Compromise line, where slavery was forbidden, and part was south of it, where slavery was permitted. The North declared that California must be a free State, and that no slave States should be formed out of the territory the United States had received from Mexico. To this the South replied that that territory belonged to all the people of the United States; that the Southern people gave their lives to conquer it from Mexico, and that they had the same right to take their slaves there as the people of the North had to carry their horses and cattle. They declared that if their rights were denied them, they would separate, or secede from the Union.

Henry Clay, the "great peacemaker," who had settled the quarrel about nullification, suggested a plan to settle this new quarrel. To the South he said: To satisfy the North let California be admitted as a free State. To the North he said: The South complains that you help her slaves to escape, so to satisfy the South let us pass a law that United States officers must capture fugitive slaves and return them to their masters. This plan was adopted.



HENRY CLAY

Abolitionists and the "Underground Railroad."—The Northern people did not abide by this agreement. Societies were formed in the North to have slavery

abolished. Their members were called Abolitionists. They spoke and wrote against slavery. They published pamphlets, books and newspapers to show its evils. They printed pictures, which they claimed showed the hardships and the sufferings of slaves. The Northern States passed laws to prevent the capture of fugitive slaves. In nearly every Northern town, societies were formed to help runaway slaves escape. They would hide the slave by day, and at night pass him on secretly from town to town until he reached Canada in safety. Their plan was so secret that it was called the "underground railroad."

Uncle Tom's Cabin.—Many books were written against slavery. The most famous of them was a novel called "Uncle Tom's Cabin," written by Mrs. Harriet Beecher Stowe. "Uncle Tom" was a poor old slave who was treated with great cruelty. The Northern people believed that "Uncle Tom's Cabin" gave a true idea of slavery. Hundreds of thousands of copies were bought and eagerly read.

The Southern View of Slavery.—The Southern people denounced these acts of the North. "Uncle Tom's Cabin," they said was false. They declared their slaves were treated kindly, cared for in sickness and old age, and taught the Christian religion; that they were better off than negroes in Africa. The South demanded that Congress pass laws to prohibit such papers and books being sent through the mail. They accused the Abolitionists of trying to persuade the slaves to rebel against their masters. The conduct of the Abolitionists they declared would some day lead to bloodshed.

Bleeding Kansas.—The South had cause for these fears. While Franklin Pierce, who came after Fillmore, was President, the question came before Congress whether slavery should be permitted in Kansas and Nebraska. It was suggested that the people of Kansas and Nebraska should be permitted to decide the question for themselves, and Congress decided to follow this suggestion. Immediately people from the North began to pour into Kansas to oppose slavery; while others from the South poured in to favor slavery. Neither side would listen to reason. Both took up arms, and there was so much disorder and bloodshed in Kansas that the territory became known as "Bleeding Kansas."

Threats of Secession.—The disputes over slavery gave rise to a new party called the Republican Party. Its motto was "No more slave States." The Republicans demanded that Congress should forbid slavery in all the territories of the United States. All the members of this new party, of course, were in the North. The Southern people were bitterly opposed to it. They now declared that Congress had no power to forbid slavery in the territories. Some of the Southern States declared that the Republican Party was so hostile to them that if a Republican were elected President they would withdraw from the Union. Such withdrawal was called secession. The North denied the right of a State to secede. There were men who declared that any State which tried to do so should be prevented by force. The two sections quarrelled almost as much over secession as

over slavery, and grew more and more hostile to each other.

The Dred Scott Decision.—A decision given by the Supreme Court added greatly to the strength of the Republican Party. Dred Scott was a slave in Missouri. His master carried him into Illinois where slavery was forbidden, but later returned with him to Missouri. One day Dred's master had him whipped. Dred then declared that his master had no right to whip him. "Slavery is forbidden in Illinois," he said, "so while I was in Illinois, I became free, and my master could not make me a slave again. He must pay for whipping me." The dispute was carried to the Supreme Court, whose duty was to decide what the law was. The court decided that Dred did not become free in Illinois, and that a master could take his slaves anywhere just as he could his horse and other property. Besides, said the Court, Congress has no right to forbid slavery in the territories. This decision was greeted with joy by the South, but it aroused great indignation in the North. The Republican Party began to work harder than ever against slavery.

John Brown's Raid.—In 1859, while James Buchanan was President, the country was horrified by a crime committed in Virginia by a band of Abolitionists. Their leader was John Brown who had already become noted for his bloody deeds in Kansas. He hated slavery and the masters of slaves. He planned, therefore, to go South, arouse the slaves to rebellion, and lead them to some strong place in the mountains where they could fight for their freedom.

To get arms, Brown attacked and captured the United States arsenal at Harper's Ferry in Virginia. In this attack several men were killed. Before Brown and his band could escape, President Buchanan ordered a troop of United States soldiers, under the command of Colonel Robert E. Lee, to capture him. Brown took refuge in the arsenal. A fierce fight followed in which most of his men were killed, and he himself was captured. He was afterwards tried for treason and murder, found guilty and hanged.

Brown's deed alarmed the South, where he was denounced as a murderer. Many Northern people also condemned his conduct, but others praised him and called him a noble martyr. The South felt that this was adding insult to injury. Southern people began to feel that their rights, safety, and honor were all in danger in the Union. They talked more and more about seceding, and an event soon occurred that caused them to take that step.

Election of 1860.—The next year, 1860, the Republicans selected Abraham Lincoln as their choice for President. Lincoln was known as a strong opponent of slavery and some of the Southern States declared that if he was elected, they would secede from the Union. The Southern people could not agree on a man for President, but divided their votes among three men. A majority of the Northern people voted for Lincoln who was elected President. Thereupon seven Southern States seceded from the Union.

REVIEW.

I.

NULLIFICATION.

HISTORY.—1. Describe the early career of Andrew Jackson. 2. What ne wplan of filling offices did he adopt? 3. What is it called, and why? 4. Why did the North want a tariff and the South oppose it? 5. What is meant by “nullification?” 6. What great debate occurred in the Senate on this question? 7. Quote the closing words of Webster’s speech. 8. What stand did Jackson take on nullification? 9. How was the dispute settled? 10. What was the difference between the Whig and Democratic parties? 11. For what is the administration of Van Buren famous?

II.

FROM THE ATLANTIC TO THE PACIFIC.

GEOGRAPHY.—1. Bound Oregon and Washington. 2. Where would our northern boundary have been if it had been $50^{\circ} 40'$?

HISTORY.—1. Give an account of the election of Harrison and Tyler. 2. How did Tyler get to be President? 3. What invention was made, and by whom, while he was President? 4. Give an account of the first telegraph line. 5. What did people at first think of telegraph messages? 6. Name some of the benefits of the telegraph. 7. What additions were made to our country while Polk was President? 8. What was first thought of Oregon? 9. What was meant by “Fifty-four forty or fight?” 10. What part of Oregon fell to the share of the United States?

III.

WAR WITH MEXICO.

GEOGRAPHY.—1. Where is San Antonio? 2. Where is the Nueces river? The Rio Grande? Note the region lying between these two rivers. 3. On the map of Mexico find Buena Vista, Vera Cruz, Mexico City. 4. Trace a line around all the region the United States received from Mexico.

HISTORY.—1. What trouble arose between Mexico and Americans in Texas? 2. Give an account of the massacre at the Alamo. 3. How did Texas win her independence? 4. Why did the North oppose, and the South favor, the annexation of Texas? 5. When was Texas admitted to the Union? 6. What dispute arose with Mexico? 7. How did war begin between the United States and Mexico? 8. Give an account of the battle of Buena Vista. 9. Describe the capture of Mexico City. 10. What were the results of the war?

IV.

HOW SLAVERY DIVIDED OUR COUNTRY.

HISTORY.—1. Who were the “forty-niners?” Why were they so called? 2. Describe the rush to the California gold-fields. 3. What question was raised when California asked to be admitted as a State? 4. How was our country divided over it? 5. How had the North and the South become divided over slavery? 6. What was the Missouri Compromise? 7. Why was not the Missouri Compromise followed when California asked to be admitted? 8. What rights did the South claim and why? 9. What was Henry Clay’s plan for settling this dispute? 10. Why was he called “the great peacemaker?” 11. Who were the Abolitionists? 12. What was the “underground railroad?” 13. How did the North break the agree-

ment made when California was admitted? 14. In what famous book was the Northern view of slavery expressed? 15. What was the Southern view of slavery? 16. Why was Kansas called "Bleeding Kansas?" 17. What was the motto of the Republican Party? 18. What was meant by secession? 19. What was the Dred Scott Decision? 20. Give an account of John Brown's raid. 21. What were its effects in the North? In the South. 22. What was the result of the election of 1860?

CHAPTER XX.

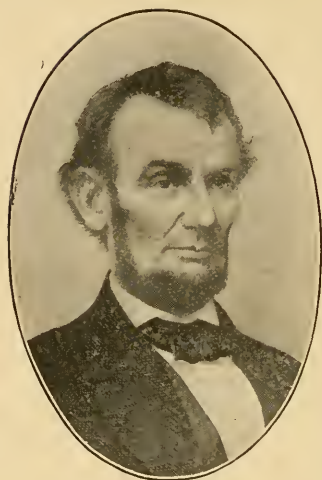
THE WAR BETWEEN THE STATES.

I.

How the War Began.

The Confederate States of America.—The seceding States were South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, and Texas. They formed a new union called the "Confederate States of America." Jefferson Davis was elected President. The Confederates expected the other Southern States to join them, but those States thought there was no good reason yet for seceding from the United States.

Lincoln and Davis.—The Union was now divided into two hostile countries. Abraham Lincoln was President of one, Jefferson Davis of the other. Both were born in Kentucky. Lincoln was born in a log cabin with a dirt floor and was raised in poverty. As a boy he was hired out to the neighboring farmers. He ploughed, dug ditches, split rails, and did all the other hard work of the farm. He grew up a tall, awkward man, strong as a giant, and became noted as the best wrestler for miles around. Everybody liked him for his good humor, his kindness, and his honesty. His friends called him "Honest Abe." Lincoln had but little chance to go to school, but he



ABRAHAM LINCOLN

borrowed books, studied at home by the light of a light-wood fire, and became a noted lawyer, and a member of Congress.

Jefferson Davis was the son of a wealthy planter and received an excellent education. At sixteen he entered the United States Military Academy at West Point. In the Mexican War he was a colonel and won praise for his bravery and skill as a soldier. Later

he was a member of the United States Senate. Davis was graceful, dignified, and stern. In the Senate he became famous as an orator and statesman.

Both Lincoln and Davis moved away from Kentucky. Lincoln went to Illinois, a free State, and became an opponent of slavery; Davis went to Mississippi, a slave State, and became a champion of the South.

Lincoln Decides on War. — Would the United States let the Confederate States go in peace? Both sides waited for President Lincoln to answer this question. Lincoln denied the right of a State to secede. He declared, therefore, that he would enforce the laws and protect the property of the United States in the South. Everybody knew that meant war, for the Confederates would not recognize the

authority of the United States, nor surrender the forts and other property of the United States which they had seized.

The Surrender of Fort Sumter.—At the entrance of Charleston harbor stood Fort Sumter. Above it

w a v e d the Stars and Stripes. Within was a company of United States soldiers under Major Robert Anderson. The Confederates, under General Beauregard, demanded that he surrender Fort Sumter. Anderson refused, but said that he could not hold out long without supplies. The Confederates declared they would permit no supplies to be sent to him. Lincoln, however, at-



JEFFERSON DAVIS

tempted to send warships with supplies and men to the aid of Fort Sumter. President Davis, therefore, ordered Beauregard to capture the fort.

On April 12, 1861, Beauregard opened fire. His cannon poured shot and shell into Fort Sumter. The fort caught fire. Smoke, dust and cinders became so stifling that Anderson's men had to lie flat on their faces and breathe through wet handkerchiefs. For two days they held out bravely. Then Anderson hauled down his flag and surrendered the fort.

The Call to Arms.—The firing on Fort Sumter aroused both North and South. The North demanded instant war. Lincoln called for 75,000 men to subdue the South, Davis called for 35,000 for her defence. Virginia, North Carolina, Tennessee, and Arkansas refused to furnish any men to fight the Confederates. If they must fight, they said, they would fight for the South and not against her. They seceded and joined the Confederate States.

Other slave States did not go with the South. Delaware and Maryland refused to secede. United States troops held Kentucky and Missouri in the Union. The western counties of Virginia refused to secede and formed the new State of West Virginia. In all these States the people were divided. Many joined the Confederate armies, others joined the Union armies. Often brothers, and even fathers and sons, would meet each other on the battlefield, one fighting for the Confederacy, the other for the Union.

How the North Planned to Conquer the South.—The purpose of the United States was to destroy the Confederate armies and force the Southern States back into the Union. Lincoln sent army after army to capture Richmond, the Capital of the Confederate States, and to overthrow their government. Other armies were sent to conquer the Confederate States beyond the Alleghanies. Still others fought for control of the Mississippi river so as to cut off Louisiana, Texas, and Arkansas from the other Confederate States. To prevent the South from getting supplies from Europe, war vessels were stationed at all the

Southern ports. The North had many more men and much greater wealth than the South, and expected to conquer the Confederacy in a few months.

What the South Wanted.—The Confederates declared all they wanted was to be let alone. They would not make any attack on the United States, but were determined to defend their homes and drive the invaders from their soil. They knew the North was more powerful than the South, but they hoped to hold out long enough for the North to get tired and give up the struggle.

“On To Richmond!”—Soldiers poured into Washington from the North, and into Richmond from the South. Everywhere flags were flying, drums beating, bands playing, and people were talking about war as if it were some great holiday excursion. Few people seemed to realize what a terrible thing war is. Neither side was ready for war. The men had not been drilled and trained. They were poorly equipped. Their guns were old, their supplies of powder and shot were small. But the Northern people would not wait for their army to be trained. They wanted the war brought to an early end, and “On to Richmond!” became their battle cry.

Battle of Bull Run.—A Union army marched out of Washington toward Richmond. The Confederates moved forward to meet it. General Irvin McDowell commanded the Union forces, while General Beauregard led the Confederates. They had been classmates at West Point. Later General Joseph E. Johnston, also a graduate of West Point, took command of the

Confederates. Another Confederate general who was a graduate of West Point was Thomas J. Jackson. At Bull Run, near Washington, the two armies fought the first great battle of the war.

In the beginning the Confederates were driven back. As they retreated they saw General Jackson and his men standing cool and firm. "General, they are beating us back," cried a Confederate officer. "Sir," replied Jackson, calmly, "we will give them the bayonet." Turning to his men, the officer exclaimed, "Look, there is Jackson standing like a stone wall. Let us conquer or die!" Ever since that day Thomas J. Jackson has been known as "Stonewall" Jackson. Fresh Confederate troops soon arrived on the battlefield, and the Union army was driven back to Washington in great confusion.

II.

The War at Sea.

Preparations for War.—Both sides prepared for a long and bloody war. Larger armies were raised. Lincoln appointed General George B. McClellan commander of the Union army. McClellan spent many months training his men. Northern factories were busy making supplies for the Union armies. The South, too, was busy. The Confederate commander, Joseph E. Johnston, was getting ready to meet McClellan. There were not enough factories in the South to supply the needs of her armies. The women

of the South worked with their needles, making clothes and knitting socks for the soldiers.

The Blockade and Blockade Runners.—The Confederates hoped for help from England. They expected to sell their cotton to English mills and with the money buy military supplies. But the United States prevented it by the blockade. Armed United States vessels prevented ships from entering or leaving the Confederate ports. The South found it diffi-



THE ADVANCE

cult to ship out her cotton, or to bring in supplies.

Sometimes fast-sailing little ships, called blockade-runners, would slip by the watchful war vessels. Protected by the Confederate forts, they carried out cotton and brought in tools, medicines, uniforms, shoes, blankets, arms and ammunition.

A famous blockade-runner was the *Advance*, which ran in and out of Wilmington, protected by Fort Fisher. She made eleven trips to the West Indies,

and brought in large quantities of supplies. On her twelfth trip she was captured and destroyed. Other vessels like her ran the blockade at New Bern, Wilmington, Charleston, Port Royal, Mobile, New Orleans, and other Southern ports.

How the Southern Ports Were Closed.—The United States sent expeditions to capture the Confederate forts which protected the blockade-runners. In 1861, the forts along the sounds of North Carolina were taken. Next year a fleet of eighty war vessels and a powerful army captured Roanoke Island. They then attacked, and after a sharp battle, captured New Bern. In 1861 a Union fleet took the forts of Port Royal, and the next year captured Savannah. A great fleet of ironclads next attacked the forts that defended Charleston. After a battle which lasted seven days, Fort Sumter was reduced to ruins; the other forts in the harbor were taken, and the port of Charleston was closed.

The Battle of Mobile Bay.—In the summer of 1864, Admiral David G. Farragut, with a fleet of ironclads attacked Mobile. Two forts and a small fleet defended the city. To prevent his falling to the deck if he should be wounded, Farragut had himself tied fast to the mast of his ship. He then ran by the forts and attacked the Confederate fleet in the harbor. A furious contest followed in which Farragut was victorious. This victory closed the port of Mobile.

Fall of Fort Fisher.—Wilmington was the only Southern port left open to blockade-runners. In De-

ember 1864, a Union army attacked Fort Fisher which protected the city, and was defeated. A month later a fleet of fifty-eight vessels and a large army made another attack. From the fleet six hundred cannon poured shot and shell into the fort, while the army attacked from the land side. The Confederates fought bravely, but were forced to surrender, and the



DEFENSE OF FORT FISHER

Union troops then marched into Wilmington. Thus the last Confederate port was closed and no more supplies could be brought in for the Confederate army.

Suffering in the South.—The blockade caused much suffering in the South. Her best and bravest men were in the army and the work at home had to be

done by the women, children, and slaves. They worked hard, but they could not begin to supply all the things needed. The people suffered for food and clothing because the prices of everything were so high. Before the war was over, a gallon of molasses cost \$8. It took \$50 to buy a bushel of meal, and \$250 to buy a barrel of flour. A pair of boy's boots cost \$150. Most of the boys, and many men and women, had to go barefoot, even in winter. Sometimes shoes were even made of wood.



WOODEN SHOES WORN BY CONFEDERATE SOLDIERS

Carpets were torn up from the floors and cut into blankets. Everybody had to do without the ordinary comforts and necessities of life. It was the blockade, even more than the Union armies, that brought about the defeat of the South.

The Battle of the Ironclads.—The Confederates built vessels which they hoped would break through the blockade. One of these vessels was the Merrimac, which they had captured from the United States. They covered her with iron, changed her name to Virginia, and sent her to destroy the wooden vessels that were blockading Norfolk. The shot from the

United States ships bounded off the iron sides of the Virginia without doing her any injury. In a single day, she sunk one ship, captured another, and forced a third to run aground. Night then came and she decided to wait for morning to finish her work.

The next morning the Virginia found herself opposed by a queer little vessel that looked like a raft with a round iron box perched in the center. In this iron box, or turret, were two big guns. The turret



BATTLE BETWEEN MONITOR AND MERRIMAC

revolved so the guns could be fired in any direction. The Confederates called this odd looking vessel “a Yankee cheese box on a raft.” It was the Monitor, a new ironclad just built for the United States.

Both iron monsters opened fire, but neither could injure the other, and finally both withdrew from the contest. Although not a man was killed on either side, yet they had fought one of the most famous naval battles in all history. It was the first battle between ironclads. The whole world heard of it with

astonishment. All the nations saw at once that wooden vessels were no longer useful in war, and began to build ironclads. The battle between the Virginia and the Monitor was the beginning of the great navies of today.

Famous Confederate Cruisers.—Though England refused to help the Confederates directly, she gave them much indirect aid. She allowed them to build armed vessels in her ports to destroy the commerce of the United States. Famous among these vessels were the Alabama, commanded by Admiral Raphael Semmes, and the Shenandoah, commanded by Captain James I. Waddell. The Alabama and the Shenandoah destroyed many United States merchant vessels and captured millions of dollars worth of property. Finally in 1864, the Kersearge, one of the finest ships in the United States navy, attacked and sunk the Alabama. The Shenandoah met a better fate. The United States tried hard to capture her, but she escaped, and six months after the war was over, reached an English port and was turned over to England by her gallant captain. She was the only ship to carry the Confederate flag around the world.

III. --

Fighting for the Mississippi.

The Capture of Fort Donelson.—On land the first important battles, after Bull Run, were fought west of the Alleghanies. There the Union armies were trying to drive the Confederates out of Kentucky,

overrun Tennessee, and open the way to march against Georgia. They also wanted to get control of the Mississippi river.

The Confederates had built a line of forts across Northern Tennessee. Among them were Fort Henry on the Tennessee river, and Fort Donelson on the Cumberland river. Early 1862, General Ulysses S. Grant attacked these forts with an army twice the size of the Confederate army supported by a fleet of gunboats. Fort Henry fell easily into his hands, but Fort Donelson held out for several days. The Confederates were then compelled to surrender, and Grant marched into Tennessee.

The Battle of Shiloh.—The Confederate general, Albert Sidney Johnston, met Grant at Shiloh in a battle that raged for two days. On the first day, Johnston was victorious. But late in the afternoon, while leading a charge, he was killed. His death was a serious loss to the Confederates. During the night, fresh troops came to Grant's aid, and the next morning he attacked the Confederates, then under Beauregard, and defeated them.

Fighting for the Mississippi.—While Grant was fighting Johnston, two Union forces were trying to secure control of the Mississippi river. One captured Island No. Ten in the northern part of Tennessee. A few weeks later, the city of Memphis was captured. These victories gave the North control of the river as far south as Vicksburg.

At the same time a powerful fleet, under Admiral Farragut, advanced against New Orleans. The city

was defended by two forts and a fleet of gunboats. The Confederates also stretched enormous chains across the river to prevent the passage of Farragut's vessels. Farragut broke these chains, boldly ran by the forts, destroyed the Confederate fleet, and captured New Orleans. His victory gave the United States the largest city in the South, and control of the mouth of the Mississippi river.

Fall of Vicksburg.—Vicksburg was the only important point on the great river now held by the Confederates. The city was strongly fortified and defended by General Pemberton. Twice the Union armies and gunboats attacked the Confederates and both times were defeated. Finally in January, 1863, Grant surrounded the city with 75,000 men. His plan was to starve the Confederates into surrender. The contest lasted six months. Day after day Grant's cannon poured shot and shell into the doomed city. The people sought refuge in caves and cellars. Their food gave out. They lived on horse flesh, dogs, and even rats. Starvation at last forced them to surrender. On July 4, 1863, the Stars and Stripes were raised over Vicksburg. But not a cheer went up from the Union soldiers. They declared they would not exult over the brave Confederates who had dared and endured so much. The North, as we shall see, heard the news of its victory at Vicksburg while it was rejoicing over a still greater victory at Gettysburg, in Pennsylvania.

"The Rock of Chickamauga."—The most important place west of the Alleghanies now held by

the Confederates was Chattanooga. It was defended by General Braxton Bragg. A Union army under General W. S. Rosecrans forced Bragg to withdraw from the city and retreat into Georgia. At Chickamauga, Bragg turned and hurled his little army on Rosecrans. They fought one of the greatest battles of the war, in which the Confederates won a brilliant victory. The fleeing Union army was probably saved from capture by the gallant stand of General George H. Thomas. His stand checked the Confederates and enabled Rosecrans to reach Chattanooga in safety. It won for General Thomas the title of the "Rock of Chickamauga."

The Battle Above the Clouds.—Bragg followed Rosecrans into Tennessee and posted his men on top of Lookout Mountain. More troops were sent to reinforce Rosecrans, and Grant himself hurried to Chattanooga to take command. He advanced at once to attack Bragg on Lookout Mountain. Heavy mists hung over the mountain below the two armies. For this reason this battle is sometimes called the "Battle above the Clouds." Bragg was outnumbered, defeated, and compelled to retreat again into Georgia.

The Union forces now held Tennessee, and controlled the Mississippi river. Louisiana, Texas, and Arkansas were cut off from the other Confederate States.

IV.

The War in the East.

McClellan's Advance on Richmond.—While these battles were being fought in the West, the greatest

armies ever raised in America were fighting in the East. In the spring of 1862, General McClellan landed 120,000 men near Yorktown and advanced against Richmond. At the same time 40,000 men, under General McDowell, were advancing from Washington. General Joseph E. Johnston with 60,000 Confederates opposed McClellan. The Confederates, fighting every step of the way, fell back until both armies came within sight of Richmond. Johnston then turned on McClellan, and in the hard fought battle of Seven Pines checked his advance.

Robert Edward Lee.—In this battle Johnston was wounded, and President Davis appointed Robert E. Lee to command the Confederate army. Lee was a



LEE

son of "Light-Horse Harry" Lee of the Revolution. Like "Stonewall" Jackson and Joseph E. Johnston, he had graduated at West Point. In the Mexican War he won great fame for his skill as a soldier and for his devotion to duty. He was General Scott's favorite officer. When war began between the United States and the Confederacy, Scott advised Lincoln to select Lee to command the United States armies. But Lee would not accept. He was opposed to

secession, but he declared he could not draw his sword against his native State. So he resigned from the United States army, and when Virginia seceded, he was placed in command of the Virginia troops.

Lee was a large, handsome man, modest, and sincere. He was a born fighter and soon won the devotion of his soldiers. Nothing would have pleased him more than to charge at the head of his troops. But every time he tried it his men would cry out: "General Lee to the rear! General Lee to the rear!" They would not charge until he was in a place of safety. In the battles around Richmond, Lee showed himself to be one of the world's greatest commanders.

"Stonewall's Foot-Cavalry" in the Shenandoah.— To keep McDowell from going to McClellan's aid, "Stonewall" Jackson advanced up the Shenandoah valley as if he meant to attack Washington. Four Union armies were sent to crush him. But Jackson moved so rapidly, advancing, attacking, retreating, that he kept his enemies from uniting, and defeated them one at a time. In four weeks he marched four hundred miles, won six victories, and defeated four armies. People called his men "Stonewall's foot-



"STONEWALL JACKSON

cavalry." President Lincoln, fearing for the safety of Washington, ordered McDowell back to its defence and left McClellan alone to meet Lee. But Jackson did not attack Washington; he secretly slipped out of the Shenandoah valley and hastened to join Lee against McClellan.

How Lee and Jackson Saved Richmond.—The battles around Richmond lasted a week and are known as the "Seven Days Battles." Lee and Jackson drove McClellan's great army back from Richmond and saved the city. Lincoln then ordered McClellan to move his army back to Washington. Then he removed McClellan and put General John Pope in command. Pope advanced toward Richmond, but on the old battlefield of Bull Run Lee and Jackson swept down on him, and completely routed his army. Lee then marched into Maryland.

"Maryland, My Maryland."—The Confederates advanced singing "Maryland, My Maryland." Lee hoped to win a victory that would cause Maryland to secede from the United States and bring many Marylanders to join his army. But he was disappointed. At Sharpsburg on Antietam creek he met the Union army, again under the command of McClellan. The two armies fought one of the bloodiest battles of the war; but neither could claim a victory. Lee beat back McClellan's attack, but his advance had been checked, and he had to withdraw into Virginia.

Lincoln Declares the Slaves Free. — Lincoln thought this a good time to put an end to slavery.

He had always said that his only purpose in the war was to overthrow the Confederacy and save the Union. To free the slaves he thought would weaken the South and make her defeat easier. So after Lee's retreat from Maryland, Lincoln declared that unless the South laid down her arms by January 1, 1863, he would then declare the slaves free. When January 1, 1863 came, the South was still fighting, so Lincoln issued his famous Emancipation Proclamation which gave freedom to three million slaves.

Lee's Victories in Virginia.—McClellan followed

Lee so slowly that Lincoln again took the command away from him, and put General Ambrose E. Burnside, who had captured New Bern, in his place. At Fredericksburg Lee defeated Burnside with heavy losses. Lincoln then sent General Joseph Hooker,—known as "Fighting Joe Hooker,"—to try his fortune against Lee. But "Fighting Joe" met no better fate



LAST MEETING OF LEE AND JACKSON

than Burnside, for Lee and Jackson fell upon him at Chancellorsville and completely routed his army. But the Confederates paid dearly for their victory. "Stonewall" Jackson, riding through the woods at night, was mistaken for a Union officer and mortally wounded by his own men. He died May 10, 1863. "I have lost my right arm," said General Lee sadly, when he heard of Jackson's death.

Gettysburg.—With his victorious army, Lee now turned northward. He swept rapidly around Hooker's army, crossed the Potomac river, marched through Maryland, and entered Pennsylvania. Alarm spread through all the North. Philadelphia and Baltimore were beside themselves with fright. Lincoln trembled for the safety of Washington. He removed "Fighting Joe" Hooker and put General George Meade in command of the Union army. The two armies met at the little town of Gettysburg in Pennsylvania. With 70,000 Confederates, Lee attacked Meade's army of 100,000 Union troops. The battle lasted three days, July 1, 2, 3, 1863. Lee's men fought with great courage. On the first day they were victorious. On the second day they failed to drive their foes back.

On the third day the Confederates tried to break the Union line in one of the most famous charges in all history. Across an open field, up a sloping hill, against a high rock wall, 15,000 Confederate soldiers charged the Union line. Shot and shell swept their ranks, but they pressed bravely on. Up the hill, over the rock wall, right in among the enemy's cannon, they dashed! But the men in blue stood

firm and drove the men in gray back with great losses.

The battle of Gettysburg was over. It was the greatest battle ever fought in America. Nearly two hundred thousand men were engaged. More than forty thousand were killed and wounded. The North had won a great victory. While it was rejoicing over this victory news came of the victory Grant had won the same day at Vicksburg.

From Gettysburg Lee had to retreat into Virginia, and Washington was saved. Lincoln blamed Meade for permitting Lee to escape so easily and decided to remove him from command and put Grant in his place.

V.

Lee and Grant.

“Unconditional Surrender” Grant.—Grant’s victories in the West had shown him to be the greatest of the Union generals. Like Lee, he was a graduate of West Point, and had fought bravely in the Mexican War. He then left the army and tried to earn his living by farming, clerking, and in other ways, but failed in all. He fell deeply in debt, and his life seemed wrecked, when the beginning of the war gave him a new opportunity.



GRANT

When he first offered his services to President Lincoln he modestly said that perhaps he would be able to command a regiment. His victory at Fort Donelson made him famous. When the Confederates asked Grant what terms he would give if they surrendered, Grant demanded an "unconditional surrender." This answer greatly pleased the North. People said that the "U. S." in Grant's name stood for "Unconditional Surrender." He was promoted again and again, until he reached the highest rank in the United States army.

Grant was cool and calm in battle. Nothing seemed ever to disturb him. He was a hard fighter, and though often defeated, would never give up. He always pushed right on, determined to fight his enemy no matter what it cost. Once some people who disliked Grant, urged Lincoln to remove him from command. "I can't spare that man," replied Lincoln, "he fights." After Gettysburg, Lincoln resolved to send Grant against Lee in Virginia.

Lee and Grant in Virginia.—The greatest of the Union generals now faced the greatest of the Confederate generals. Grant had 120,000 men; Lee had 60,000. Grant's plan was to overwhelm Lee by numbers. During the summer of 1864 the two armies fought the bloodiest battles of the war. In the Wilderness, at Spottsylvania, at Cold Harbor, Lee's ragged, hungry troops hurled back Grant's powerful army again and again. Though beaten, Grant still pressed on. "I shall fight it out on this line if it takes all the summer," he wrote to President Lincoln.

In these battles Grant lost nearly three times as many men as Lee. But the North sent others to take their places and Grant's army grew stronger all the time. His men were supplied with everything that an army needs. The South had no more men to send to Lee, and day by day his army grew smaller. On account of the blockade, they were poorly armed, short of ammunition, ragged and hungry. Often they had nothing to eat except parched corn.

In the Trenches at Petersburg.—In the summer of 1864, Grant passed around Lee's army and moved against Petersburg. If he could capture that place he could force the Confederates to surrender Richmond. But again he found Lee facing him. The Confederates threw up breastworks to protect Petersburg, and behind them dug long, deep trenches, in which they stood and fought. Often they had to stand for hours knee-deep in cold mud and water. They suffered from cold, hunger, and sickness. Yet they were compelled always to be on the alert and ready for duty. Even when asleep they wore their clothes and slept on their arms. At any moment they might be awakened by a call to battle, for day and night the Union troops kept up their attacks. Lee had scarcely half as many men as Grant, yet he held Grant at bay for eight months.

The Fall of Richmond.—Finally on April 3, 1865, Lee decided that he could hold out no longer and withdrew from Petersburg. President Davis and the other Confederate officials fled from Richmond. Grant sent a few troops to capture Richmond, while with

100,000 men he set out in hot pursuit of Lee. Lee retreated westward hoping to unite with Johnston who was retreating before Sherman in North Carolina.

Sherman Captures Atlanta.—When Grant was sent against Lee, General William Tecumseh Sherman took command of the Union army in the West. Next to Richmond, Atlanta was then the most important place in the South. So while Grant was trying to take Richmond, Sherman was trying to capture Atlanta. General Joseph E. Johnston opposed him. Johnston's army was too small to risk an open battle, but several times he beat off Sherman's attacks. As Sherman advanced, Johnston retreated, doing all he could to delay Sherman and to weaken his army.

But President Davis became impatient. He wanted the Confederates to fight Sherman. As Johnston would not risk a battle, Davis put General John B. Hood in his place. Hood was a bold and fearless soldier, but not as great a general as Johnston. He boldly hurled his little army against Sherman, fought three battles, and lost them all. Sherman then captured and burned Atlanta. These victories not only gave him control of Georgia, but they also cut the Confederacy in two.

Sherman's March to the Sea.—Sherman now resolved to march to Savannah, to overrun South Carolina and North Carolina, and then to unite with Grant against Lee. His plan was to destroy as much property as possible and to make the Southern people

suffer for resisting the United States. "I will make Georgia howl," he said. From Atlanta to Savannah, there was no Confederate army to oppose him. His march was like a holiday excursion for his men, but it was a terrible event for Georgia. The Union troops tore up railroads, burned houses, destroyed the crops, and plundered the people. Sherman declared they destroyed a hundred million dollars worth of property. They left the country in ruins and the people in misery. After a march of three hundred and fifty miles, Sherman reached Savannah and captured the city.

Johnston's Last Stand.—Sherman then turned upon South Carolina. He was resolved to punish that State for having led the way in secession. "I tremble for the fate of South Carolina," he said. His men laid waste the country far and wide. They captured and burned the city of Columbia; and leaving it in ashes, marched into North Carolina.

President Davis again sent General Johnston to oppose Sherman. At Bentonville, March 19, 1865, they fought their last battle. Johnston was driven from the field and retreated toward Raleigh hoping to unite with Lee.

Lee and Grant at Appomattox.—But Lee's army had already been surrounded by an army four times its own size. Lee knew that it was useless to resist any longer. So on April 9, 1865, at Appomattox Court House, he met Grant to arrange for the surrender of his little army. Lee, tall and dignified, wore a fine sword and a handsome new uniform. Grant

had no sword and was in his old, dusty uniform which he had worn on his march. These two great men greeted each other in a friendly manner. In a plain farmhouse, quietly and simply, they took part in one of the greatest events in all history.

Grant offered to let Lee's men go home if they would promise not to take up arms again. He permitted them to keep their horses and mules, for, said



GENERAL ROBERT E. LEE ON HIS HORSE "TRAVELLER"

he, "they will need them in the spring ploughing." On these terms, Lee surrendered his army. He told Grant that his men were starving, so Grant sent them supplies from his own army. The men in blue gladly shared their food with those in gray.

Lee's Farewell to His Army.—Lee rode sadly back among his own men. They pressed around him, tears running down their sunburnt cheeks, eager to clasp his hand, or even to touch his horse. "We have

fought through the war together," he said to them, "I have done the best I could for you. My heart is too full to say more." The next day he bade them goodbye, mounted his famous gray horse, "Traveller" and went to his home in Richmond.

The Capture of President Davis.—A few days later, near Durham, N. C., Johnston surrendered his army to Sherman. The war was over. President Davis and other leading Confederates tried to escape from the United States, but they were captured and imprisoned. After a brief imprisonment all were released. Davis spent the last year of his life quietly on his Mississippi plantation.



HOUSE IN WHICH JOHNSTON
SURRENDERED

Death of Lincoln.—While the North was rejoicing over its great victory, a terrible crime was committed that shocked the whole world. Lincoln was murdered! A few nights after Lee's surrender, while the President was at a theater, an actor slipped up behind him and shot him in the head. He died the next day, mourned by the South as well as by the North. The very day of his death, he had spoken kind words of the South, promising fair treatment and justice; and the South felt that in his death, she had lost a true friend.

REVIEW.

I.

HOW THE WAR BEGAN.

GEOGRAPHY.—1. On your map of the United States, draw a line around the Confederate States. 2. Measure the distance from Washington to Richmond. 3. What rivers have to be crossed from one city to the other? 4. What Confederate States were between the Alleghanies and the Mississippi? 5. What Confederate States west of the Mississippi? 6. Where is Bull Run?

HISTORY.—1. What seven States seceded after the election of Lincoln? 2. Describe Lincoln's early life. 3. Describe Davis' early life. 4. What did Lincoln say about the seceded States? 5. Describe the attack on Fort Sumter. 6. What was the effect of this attack in the North? In the South. 7. What other States now seceded? 8. What slave States refused to secede? 9. What were the plans of the North for conquering the South? 10. What were the plans of the South? 11. What is said about the preparations for war? 12. Who were the leaders in the battle of Bull Run? 13. How did General Jackson get the name "Stonewall?" 14. What was the result of the battle of Bull Run?

II.

THE WAR AT SEA.

GEOGRAPHY.—1. Where are the following ports: New Bern, Wilmington, Port Royal, Charleston, Mobile, New Orleans? 2. The battle between the *Merrimac* and *Monitor* was fought in Hampton Roads at the mouth of the James river. Find the place.

HISTORY.—1. What effect did the battle of Bull Run have on both sides? 2. Why was the North better able to supply its armies than the South? 3. How was the South prevented from getting supplies from Europe? 4. What were the blockade-runners? 5. What were the chief Southern ports? 6. Tell how they were closed. 7. Describe the battle of Mobile Bay. 8. Describe the fall of Fort Fisher. What effect did its loss have on the South? 9. Describe the effects of the blockade in the South. 10. How did the Confederates try to break through the blockade at Norfolk? 11. Describe the *Monitor*. 12. Give an account of her battle with the *Merrimac*. 13. What effect did it have on the navies of the world? 14. How did England indirectly help the South? 15. Give an account of the *Alabama*. Of the *Shenandoah*.

III.

FIGHTING FOR THE MISSISSIPPI.

GEOGRAPHY.—1. Trace the Cumberland and Tennessee rivers. 2. Where is Nashville, Tenn.? Shiloh? Memphis? Chattanooga? Vicksburg, Miss.? Chickamauga, Ga.?

HISTORY.—1. What were the Union armies west of the Alleghanies trying to do? 2. How did the Confederates defend Tennessee? 3. Give an account of the capture of Fort Donelson. 4. Describe the battle of Shiloh. 5. Why was the control of the Mississippi river important? 6. What victories gave the North control of it north of Vicksburg? 7. Describe the battle of New Orleans. 8. Describe the siege of Vicksburg. 9. Who was called "the Rock of Chickamauga," and why? 10. Describe "the battle above the clouds." 11. What were the results of the fighting west of the Alleghanies?

IV.

THE WAR IN THE EAST.

GEOGRAPHY.—1. Where is Yorktown, Va.? 2. What river is mentioned on? 3. Where is the Shenandoah valley? 4. Where is Sharpsburg, Md.? 5. Where is Fredericksburg, Va.? Chancellorsville? Gettysburg, Pa.?

HISTORY.—1. Give an account of McClellan's advance on Richmond. 2. How and where was he checked? 3. What misfortune befell General Johnston? 4. Who succeeded Johnston in command of the Confederate army? 5. Who was Lee's father? 6. Where did Lee receive his military education? 7. In what war had he already won fame? 8. What position was offered him at the beginning of the War Between the States? 9. Why did he refuse it? 10. Describe Lee as a soldier. 11. How was McDowell prevented from helping McClellan? 12. What were Jackson's men called and why? 13. What were the "Seven Days Battles," and what was their result? 14. Give an account of the second battle of Bull Run. 15. Describe Lee's invasion of Maryland, and its results. 16. What action did Lee's retreat from Maryland cause Lincoln to take? 17. When were the slaves declared free? 18. In what States were the slaves declared free? In what States were they not declared free? 19. Give an account of the battle of Fredericksburg. 20. Of the battle of Chancellorsville. 21. Describe Lee's invasion of Pennsylvania. 22. Describe the battle of Gettysburg. 23. What other victory did the North win on the same day?

V.

LEE AND GRANT.

GEOGRAPHY.—1. On the map of Virginia find Spottsylvania, Cold Harbor, Petersburg, and Appomattox. 2. Where is

Atlanta? 3. Draw a line showing Sherman's march from Chattanooga to Atlanta, thence to Durham through Savannah, Charleston, Columbia, Fayetteville, Goldsboro and Raleigh.

HISTORY.—1. Who succeeded Meade in command of the Union army? 2. Give an account of Grant's early life. 3. How did he win fame in the battles of the West? 4. Describe Grant as a soldier. 5. Describe the battles of Lee and Grant in Virginia. 6. Describe the siege of Petersburg. 7. Why did Lee finally retreat? 8. What were his plans? 9. Who succeeded Grant in the West? 10. Give an account of his advance on Atlanta. 11. Describe Sherman's march to the sea. 12. Give an account of Sherman's invasion of South Carolina. 13. When and where was his last battle fought? Who was the Confederate commander? 14. When Johnston retreated, what was his plan? 15. How were Lee and Johnston prevented from meeting? 16. Describe Lee's surrender. 17. Describe his farewell to his soldiers. 18. Where did Johnston surrender to Sherman? 19. What was the fate of President Davis? 20. Describe the death of President Lincoln. 21. Why was it a great misfortune for the South?

CHAPTER XXI.

OUR RE-UNITED COUNTRY.

I.

Reconstruction.

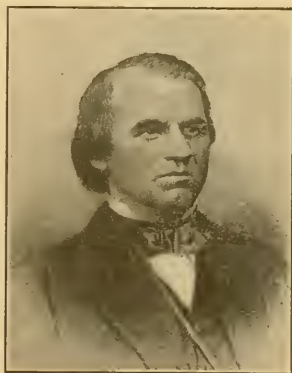
What the War Decided.—During the war thousands of lives had been lost, immense sums of money had been spent, and millions of dollars' worth of property had been destroyed. It cost all this to decide the two great questions, secession and slavery, that had divided our country. The war settled that no State could secede from the Union; and it abolished slavery. During the war, as we have seen, Lincoln declared free the slaves in the Confederate States. Slaves were also held in five other States which had not joined the Confederacy. After the war slavery was abolished in them also, and a change was made in the Constitution of the United States, which forbade slavery anywhere in our country.

The Soldiers' Return.—The war was over, and the soldiers of both armies returned to their homes. In Washington a great celebration was held in honor of the Union army. The city was gaily decorated and tens of thousands cheered the victorious boys in blue. Throughout the North honors and rewards awaited them.

How different was the Confederate soldier's return! He reached home ragged, hungry, penniless. Everywhere ruin and suffering greeted him. Where he had left a beautiful home, he found, perhaps, a heap of ashes. His farm, once green with corn or white with cotton, was a waste place covered with weeds and grass. His barn and fences had fallen down. There was nothing to cheer him except the love of his family and friends. But he did not complain; he went bravely to work to rebuild his ruined home.

The Victors and the Vanquished.—How anxiously all waited to learn how the victorious North was going to treat the vanquished South. Many Northern people demanded that Davis and other Southern leaders be punished, that the old Southern States be destroyed and new ones, with new names, be made out of their territory.

Lincoln opposed all such plans. "I hope there will be no persecution," he said, "no bloody work after the war is over. No one need expect me to take any part in hanging or killing those men." The South, he thought, had suffered enough. He was ready for the Southern States to come back into the Union if the people would agree to the freedom of the slaves, and swear to support the Constitution of the United States.



ANDREW JOHNSON

Lincoln was murdered, and Andrew Johnson, the Vice-President, became President. Johnson wanted to carry out Lincoln's plans, but the Northern people did not trust him and would not listen to what he said. Congress resolved not to follow his advice, but adopted plans of its own for the Southern States. These plans are known as "Reconstruction." Reconstruction brought dark days to our country.

The Carpet-Baggers.—Congress overthrew the governments the white people had set up in the Southern States. It passed laws which forbade the best class of Southern men to vote, or to hold office, but gave those rights to the negroes. Many Northern adventurers sought fortunes in the South. It was said they brought nothing except carpet-bags which they expected to fill with plunder. They were, therefore, called "carpet-baggers." By the votes of ignorant negroes the carpet-baggers got control of the State governments. They wasted and stole millions of dollars. Schools were closed; business was ruined; crime was not punished; and there was no peace or safety for the South. To protect the carpet-baggers, and compel obedience to their rule, United States soldiers were stationed in the Southern States.

The Union League.—When the war closed, there was no unkind feeling between the old slaves and their former masters. But the carpet-baggers soon set the negroes against the Southern white people. They formed the negroes into secret societies called "The Union League," to help keep themselves in office. The poor negroes knew no better than to

follow these bad men. Wherever these societies were formed the houses and barns of white men were burned; their cattle were stolen; murders were committed. The white people believed these crimes were committed by "The Union League" and determined to break it up.

"K. K. K."—In certain parts of the South strange events now occurred. During dark nights tall figures on black horses were often seen riding swiftly along lonely roads, or moving silently around the hut of some well-known negro. Long white robes flowed from their shoulders which made them appear to be seven or eight feet high. They made no noise, they spoke no word, but they moved rapidly. Carpet-baggers often received notes signed "K. K. K.," warning them against their conduct. Negroes who took an active part in the Union League were whipped by unknown men, and those who committed crimes were often found dead with the letters "K. K. K." pinned on their bodies.



A KU KLUX COSTUME

What did it all mean? What were the "K. K. K.'s?" People said they were the ghosts of soldiers who had come back from the battlefields to punish wicked negroes and carpet-baggers. These stories terrified the poor negroes. In many places they refused to

follow the carpet-baggers, or to act against the Southern whites.

The letters, "K. K. K." stood for Ku Klux Klan, a society formed by the white people to oppose the Union League. Everything about it was secret. Nobody except its members knew who belonged to it. The Ku Klux Klan did many wrong things, but it made bad men behave, punished crime which carpet-bag officers refused to punish, and protected the lives and property of the white people. Both the Union League and the Ku Klux Klan were finally broken up and peace and order were then restored in the South.

II.

Victories of Peace.

"Let Us Have Peace."—General Grant succeeded Andrew Johnson as President. The people of the United States were tired of strife and violence; every section of our country longed for peace. So when Grant shortly before his election wrote a letter in which he said, "Let us have peace," both North and South rejoiced. Several Southern States voted for Grant, hoping that his election would bring peace to them. Their hopes were not at once realized for many dark days were still before the South.

The Atlantic Cable.—But it is time for us to turn away from war and its results to some great victories of peace and their results. In 1866, while Johnson was still President, America and Europe were connected by telegraph. This great achievement was due

to Cyrus W. Field, an American merchant. Once, many years before, he was asked to build a telegraph line across Newfoundland to the point nearest to Europe. "Why not carry the line across the Atlantic," he said to himself. He resolved to do it. In 1858, he laid a cable from Newfoundland to Ireland and Queen Victoria sent President Buchanan a message over it. After a little while the cable broke, and Field had to start all over again.

For nearly ten years Field worked without success. But no difficulties could turn him aside from his great plans. When his money gave out, he appealed to Congress for help. Finally in 1866, with the *Great Eastern*, the largest vessel the world had ever seen, Field laid on the bottom of the Atlantic another cable, nearly two thousand miles long. This time his labors were crowned with success. Before that event it took about two weeks for a message to be brought from Europe to America; now it can be flashed across the Atlantic in a few minutes. A new era was opened for the world. Ocean cables have brought the nations closer together, promoted peace and friendship among them, increased commerce, and advanced the knowledge of the world.

Purchase of Alaska. — One day a message came over the Atlantic cable, stating that the Emperor of Russia was willing to sell Alaska to the United States for \$7,200,000. Alaska is an immense region, but so far north and so cold that few people then thought it worth anything. It is nothing but "a vast area of rocks and ice," they said. But William H. Seward,

Secretary of State, thought it a valuable region, and persuaded Congress to buy it. It proved to be a good bargain, for Alaska has valuable furs and fisheries, immense timber and coal regions, fertile valleys, and some of the richest gold mines in the world.

How East and West Were Brought Together.—Just as the Atlantic cable brought Europe nearer to America, so, while Grant was President, a great railroad brought San Francisco nearer to New York.



DRIVING THE GOLDEN SPIKE CONNECTING THE UNION PACIFIC RAILWAY

Railroads had already been built beyond the Mississippi, but a large part of the journey to California was still made in lumbering old stage-coaches, and was full of danger and hardships. Congress, therefore, decided to aid in building a railroad across the continent. One company started at San Francisco and built toward the East; another started at Omaha and built toward the West. There were rivers to be bridged, vast plains to be crossed, lofty mountains

to be climbed, long tunnels to be dug, and immense gorges to be spanned.

For seven years the work went on, and the two tracks came nearer and nearer together. Finally, on May 10, 1869, they met at a place in Utah. The last spike that was to connect them was made of gold, and a great crowd gathered to see it driven. As the last stroke of the hammer fell, a joyful shout went up from the throng. Celebrations were held in many of our large cities. The old stage-coach, creeping over the plains, now gave way to the giant locomotive that dashed along its iron tracks, carrying great trains from the East to the Golden Gate.

How the United States and Great Britain Settled a Great Dispute.—Perhaps the most important victory for peace in our history was won while Grant was President. The United States was deeply offended at England's part in permitting the Confederates to build the Alabama and other war vessels in her ports, and demanded that England pay for what those ships had destroyed. England refused. Such disputes between nations often lead to war, but the United States and England decided to settle this question peacefully. They agreed to leave it to a board of five men, one Englishman, one American, and one each from Brazil, Italy, and Switzerland. This board met in Geneva, Switzerland, studied the matter carefully, and decided that England should pay the United States \$15,500,000. England accepted the decision and thus the dispute was settled without war. Such settlements are called "arbitration." The

United States and Great Britain have since agreed to settle all their disputes by arbitration.

One Hundred Years of Independence.—The last year Grant was President was the hundredth anniversary of our independence. There was a celebration in Philadelphia where a "Centennial Exposition" was held. President Grant, head of the leading nation of North America, and the Emperor of Brazil, ruler of the leading nation of South America, attended together on the opening day. Nearly all the countries of the world sent exhibits of their manufactures, their minerals, their art—everything they could make or produce. Useful inventions, beautiful works of art, the discoveries of science, were shown to nearly ten millions of people. All the States of the Union and the United States made exhibits which revealed the growth and progress of our country since Jefferson wrote the Declaration of Independence.

The Telephone.—A little instrument was shown at the Centennial Exposition which would carry the human voice a long distance over a wire. It was invented by Alexander Graham Bell, and was called the "telephone." Many people thought the telephone would never be anything more than a toy; but today it is one of the most important inventions in the world, and millions of them are used every day. In 1915 arrangements were made so that a person in New York can talk over a telephone to a person in San Francisco, three thousand miles away. Wireless telephones have been invented, so that a person on land can now talk by telephone to another on a vessel far out at sea.

III.

The End of Sectional Hostility.

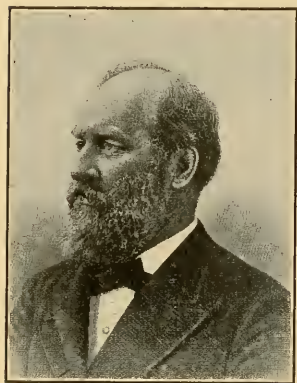
A Disputed Election.—The centennial year of independence was also the year for electing a new President. Republicans voted for Rutherford B. Hayes, Democrats for Samuel J. Tilden. Tilden received more votes than Hayes, and at first everybody thought he was elected. But the Republicans saw that Hayes would be chosen if they could get for him the votes of Louisiana, South Carolina, and Florida. Both sides claimed the votes of those States. Excitement became almost as great as in 1860, and there was talk of civil war that alarmed patriotic people.

Finally Congress decided to refer the dispute to a committee which was composed of eight Republicans and seven Democrats. The eight Republicans decided in favor of Hayes, and declared him the next President. Democrats believed Tilden had been fairly elected, but rather than have trouble they agreed to abide by the decision. So great had been the danger of civil war, that Congress passed a law which will prevent such a dispute arising again.

Friends Once More.—This great danger to the peace of the country was caused by "Reconstruction" in the South. President Hayes resolved, therefore, to put an end to Reconstruction, and ordered the withdrawal of the United States soldiers who had been sent South to uphold the rule of carpet-baggers and negroes. The Southern white people, led by such men as Zebulon B. Vance, in North Carolina; Wade

Hampton, in South Carolina; Benjamin H. Hill, in Georgia; L. Q. C. Lamar, in Mississippi; and A. H. Garland in Arkansas, were again in control of their States. Peace and order followed. Public schools and colleges were re-opened. Railroads and factories were built. Farms were improved. The South became prosperous again. The Star Spangled Banner was once more respected in the South as in the North. The two sections again became friends as they had been when the Northern general, Greene, led Southern soldiers at Guilford Court House, and the Southern general, Washington, led Northern soldiers at Yorktown.

Civil Service Reform.—James A. Garfield succeeded Hayes as President. A few months after his



JAMES A. GARFIELD

inauguration, the whole world was shocked to hear that he had been murdered. He was standing in a railroad station in Washington when a man crept up behind him and shot him in the back. At his death, Vice - President Chester A. Arthur became President.

Garfield was murdered by a man whom he had refused to appoint to an office. His death was a result of the "spoils system." Under the "spoils system" when a man wanted an office nobody asked: Is he fit for the place? but, Is he a Republican? or, Is he a

Democrat? What did he do to help elect the President? Thoughtful men considered this a poor way to select public officials, and made frequent efforts to secure a better way. Their plans were called Civil Service Reform.

The murder of Garfield, by a disappointed office-seeker, revealed clearly the evils of the "spoils system." So Congress passed a law which required many offices to be filled only by men who had passed proper examinations. Since then other laws have been passed which require many other offices to be filled in this way. There are now more than four hundred thousand offices filled by Civil Service examinations.

Two-Cent Postage.—While Arthur was President, a small thing was done which has had great results. Congress reduced the cost of sending a letter anywhere in the United States to two cents. When Washington was President it cost twenty-five cents to send a one-page letter from Charleston to New York. People did not write many letters, and our Post Office Department had but little to do. The improvement of roads, the invention of the steamboat, the building of railroads made it easier to carry mail, and little by little Congress reduced the postage. For two cents you can now send a letter to a friend anywhere in the United States, and even across the ocean to many foreign countries. The work of the Post Office Department has vastly increased, and it has become one of the busiest departments of our government.

Succession to the Presidency.—Grover Cleveland was the next President, and after him, Benjamin Harrison, and then Cleveland again. Cleveland was the only man in our history who, after ceasing to be President, has been chosen again. While he was President the first time, the Vice-President died. There was now no Vice-President to take the President's place if he, too, should die. So Congress passed a law that upon the death of both the President and the Vice-President, the Secretary of State should become President; if he, too, should die, then the Secretary of the Treasury, and after him the other cabinet officers in the order of their rank.

Two of the members of President Cleveland's cabinet were Augustus H. Garland and Lucius Q. C. Lamar. They were both Southerners. Garland had been a member of the Confederate Congress and Lamar had been a Confederate soldier. Their appointment to such high places as members of the President's cabinet showed that the feeling of hostility between the North and the South was past. The people of the South began to feel as if the government of the United States was again their government.

Immigration. — The population of the United States was increasing rapidly. This growth was largely due to immigration. Every year nearly a million people from the Old World sought new homes in our country. Most of them came from Europe. They made homes here, helped to build up the country, and became useful citizens. The United States, therefore, made them welcome.

No Chinese Wanted.—Many Chinese also came, but these yellow men differed widely from Europeans. They lived in wretched hovels in our large cities, worked for very low wages, and never became citizens. American workmen complained of them. "The Chinese," they said, "work for such low wages that they keep us from getting work. They never become citizens, and they do not help the country, because as soon as a Chinaman saves a few hundred dollars, he goes back to China." Troubles, especially in the Western States, often arose between Americans and Chinese. Congress, therefore, passed a law forbidding Chinese to come into the United States except on brief visits.

Recently the same trouble has arisen with the Japanese in the Western States. Some of those States have passed laws forbidding the Japanese to own land. They want the United States to forbid their coming to this country to live. But Congress has not yet passed such a law because it would be against the treaty we have with Japan.

Centennial of Washington's Inauguration.—Harrison, the twenty-third President, was inaugurated just one hundred years after Washington, the first President. Washington was inaugurated in New York, so a celebration was held there, which President Harrison attended. On his way to New York he was the guest of the Governor of New Jersey just as Washington had been. He crossed the river and landed in New York at the place where Washington had landed. At the exercises in St. Paul's Church

he sat in the seat Washington had occupied. Finally, on the same spot where Washington delivered his inaugural address, Harrison delivered an address to a vast throng.

But how different everything was! In 1789 New York had a population of about forty thousand; in 1889, its population was nearly two millions. Washington was President of three millions of people, Harrison of sixty millions. Under Washington were thirteen States, under Harrison, thirty-eight. The United States had grown until it extended across the continent, and even included Alaska. In 1789 our country was small and weak and little respected among the nations; in 1889 it had grown to be a mighty nation of free people respected by all the world.

The Tariff.—While Harrison was President, Congress made an important change in the tariff. A law was passed that raised the tariff higher than it had ever been. It was called the McKinley tariff because the law was prepared by William McKinley, a leading Republican congressman. Its chief purpose was to prevent certain foreign goods being shipped into the United States. "This law," said the Republicans, "protects the American manufacturer against the cheap goods of the European manufacturer." It was, therefore, called a protective tariff.

Ever since Hamilton proposed the first tariff, a powerful party had always opposed it. We have seen how it caused trouble in the days of Andrew Jackson.

So now, the Democrats opposed the McKinley tariff. "It is not fair," they said, "to make all the people pay higher prices for goods in order to make a few manufacturers rich. The only purpose of a tariff should be to raise money for the government." Grover Cleveland was again the leader of the Democrats, and because of his opposition to the McKinley tariff, he was again chosen President.

The World's Fair.—In 1876, the United States invited the world to help celebrate the one hundredth year of her independence; in 1892, she invited the world to an even greater celebration of the four hundredth anniversary of the discovery of America. The next year the most wonderful exposition the world had ever seen was held at Chicago. All the world joined in honoring the poor navigator whom the foolish people about the court of Ferdinand and Isabella had laughed at and called the "crazy sailor." Never before had such beautiful buildings been erected for an exposition, never had so many wonderful things been brought together at one place, never had the attendance at an exposition been so large. The white, marble-like buildings gave to the exposition its name of "The White City." Whatever art and science had done to advance civilization since the wonderful voyage of Columbus, was shown. More than twenty-seven million people visited this marvelous World's Fair.

How Cleveland Upheld the Monroe Doctrine.—During Cleveland's term a serious controversy arose with Great Britain over the Monroe Doctrine. There



GROVER CLEVELAND

had long been a dispute between Great Britain and Venezuela about the boundary between Venezuela and British Guinea. Venezuela claimed that Great Britain was trying to take her territory. If it were true it was against the Monroe Doctrine. Cleveland, therefore, suggested that the two countries let some impartial judge settle the dispute, but Great Britain refused,

saying that she cared nothing about the Monroe Doctrine.

The President then declared that the United States "would resist by every means in its power" any attempt by Great Britain to take Venezuela's territory. This message aroused great excitement in both countries. Great Britain realized that she must either go to war, or adopt the President's suggestion. So she agreed to leave the matter to arbitration, and thus a second time a dispute between our country and Great Britain, which might have led to war, was settled peaceably. The dispute between Great Britain and Venezuela was decided in favor of Great Britain.

REVIEW.

I.

RECONSTRUCTION.

HISTORY.—1. What two great questions did the War Between the State decide? 2. What change effecting slavery was made in the Constitution of the United States? 3. Describe the return home of the Northern soldiers. 4. Of the Southern soldiers. 5. What plans did many Northern people suggest for punishing the South? 6. What were Lincoln's plans? 7. What is meant by "Reconstruction?" 8. Who were the "carpet-baggers?" 9. What kind of governments did they set up in the South? 10. What was the Union League? 11. What society was formed to oppose the Union League? 12. Describe how it worked. 13. What were its results?

II.

VICTORIES OF PEACE.

HISTORY.—1. Who succeeded Johnson as President? What did he say the country needed? 2. How were Europe and America brought closer together while Johnson was President? 3. Describe the laying of the Atlantic cable. 4. What have been some of its results? 5. What great battle in our history would not have been fought if the Atlantic cable had existed then? 6. Give an account of the purchase of Alaska. 7. Describe the building of the first railroad across the continent. 8. How did the United States and Great Britain settle their dispute about the *Alabama*? 9. What do we call such methods of settling disputes between nations? 10. How was the one hundredth anniversary of our independence celebrated. 11. What invention for long distance communication was first exhibited there? By whom was it invented?

III.

THE END OF SECTIONAL HOSTILITY.

HISTORY.—1. Give an account of the election of 1876? 2. How was the dispute decided? 3. What caused this dispute? 4. How did President Hayes put an end to reconstruction? 5. What was the result? 6. Why was President Garfield murdered? 7. What great reform did his death lead to? 8. Who became President at Garfield's death? 9. What change was made in our postal laws? 10. What were the results of this change? 11. What law relating to the office of President was passed while Cleveland was President? 12. How did Cleveland help to put an end to sectional hostility? 13. What was the chief cause of the rapid growth of our country? 14. What laws were passed relative to the Chinese, and why? 15. What trouble has recently arisen over the Japanese? 16. Who was President when the centennial of Washington's inauguration came? 17. How was it celebrated? 18. What changes had taken place in our country. 19. What was the "McKinley tariff?" 20. Why was it called a "protective tariff?" 21. What two different views about the tariff are held by our people? 22. Why was Cleveland chosen President a second time? 23. How was the four hundredth anniversary of the discovery of America celebrated? 24. How did Cleveland uphold the Monroe Doctrine?

CHAPTER XXII.

THE UNITED STATES IN OUR OWN TIMES.

I.

For the Freedom of Cuba.

How Spain Ruled Cuba.—In 1897 William McKinley succeeded Cleveland as President. While he was President, the United States waged a war against Spain for the freedom of Cuba. Cuba had been a Spanish colony since its discovery by Columbus in 1492. For four hundred years Spain had governed it with a rod of iron, not for the good of the Cubans, but for her own profit. She placed over Cuba governors whose only interest in the people was to wring money out of them. The Cubans were required to pay large sums in taxes, but little of which was ever used for their own benefit. Their Spanish rulers did nothing to make the Cuban cities clean and healthy, to build good roads, to improve the methods of agriculture, or to establish schools. Their tyranny kept the Cuban people in poverty and in ignorance.



WILLIAM MCKINLEY

Rebellion in Cuba.—The Cubans often rebelled against the Spaniards, but were always crushed with severity. In 1895, led by General Maximo Gomez, they again rebelled and declared their independence. General Weyler, the Spanish governor, waged the war with great cruelty. His soldiers burned the houses, laid waste the fields, and destroyed the property of the Cubans. Nearly half a million Cuban men, women, and children, by order of General Weyler, were driven from their homes and crowded into filthy prison pens without work, shelter, or food. Tens of thousands died of sickness, hunger, and ill treatment. Still Spain could not crush the rebellion or break the spirit of the Cubans.

Americans Send Aid to the Cubans.—The condition of the Cubans aroused the sympathy and indignation of the United States. Members of the Red Cross Society, led by Clara Barton, went to Cuba and faced dangers and disease to relieve their sufferings. American citizens sent money, food, and clothes, and Congress voted fifty thousand dollars for the same purpose. Both President Cleveland and President McKinley tried to persuade Spain to treat the Cubans more humanely and to give them a voice in their government. Spain refused to listen to their advice, and many people declared that the time had come for the United States to help the Cubans win their independence.

“Remember the ‘Maine’!” — The sympathy of Americans for Cuba aroused deep anger in the Spaniards who imprisoned a number of Americans in

Cuba and robbed them of their property. For the protection of Americans in Cuba President McKinley sent the battleship *Maine* to Havana. The proud Spaniards felt that her presence there was insulting to them. On February 15, 1898, news came that the *Maine* had been blown up and more than two hundred American sailors were drowned. A fierce cry of anger went up from the United States. The people believed the *Maine* had been destroyed by the Spaniards and demanded instant war. "Remember the *Maine*!" rang from one end of the country to the other.

Cuba Must Be Free.—The United States felt that Spain had shown herself unfit to rule Cuba. President McKinley, therefore, demanded that she withdraw her army from Cuba and acknowledge its independence. Spain refused and the United States then declared war. The United States stated that her only purpose was to secure the independence of Cuba and when that was done she would withdraw from the island and leave it to its own people.

Battle of Manilla Bay.—The first object of the United States was to destroy the Spanish navy. Across the Pacific, ten thousand miles away, are the Philippine Islands, which then belonged to Spain. In the harbor of Manila, the capital, was a Spanish fleet.



ADMIRAL GEORGE DEWEY

At Hong Kong, China, six hundred miles away, was an American fleet under Commomore George Dewey. One day Dewey received a message ordering him to destroy the Spanish fleet at Manila. In a little while Dewey's mighty ships were steaming toward the Philippines.

The entrance to Manila harbor was protected by powerful forts. But Dewey had fought under Farragut and had learned Farragut's ways of fighting. At night, after putting out his lights, he slipped by the forts and steamed into the harbor. The next morning at dawn, May 1, 1898, a cry, "Remember the Maine!" arose from every American ship, and was answered by the roar of cannon which opened the battle. In a few hours the entire Spanish fleet was completely destroyed and the city of Manila lay at the mercy of Dewey's guns. Not an American ship had been injured; not an American life had been lost. The fame of Dewey rang throughout the world. Congress made him an admiral, the highest rank in our navy, and the people made him a national hero.

Hobson's Heroic Deed.—Another Spanish fleet, under Admiral Cervera, crossed the Atlantic and slipped into the harbor of Santiago, Cuba. On the outside of the harbor, the American fleet under Rear Admiral William T. Sampson kept a sharp lookout. The entrance to the harbor is very narrow and it was thought an old vessel sunk across the entrance might prevent the Spanish fleet from getting out again. But to sink a vessel there, right under the Spanish guns, meant almost certain death for those who undertook

it. Nevertheless, Lieutenant Richmond P. Hobson offered to do it. With seven men he ran an old coal ship, the Merrimac, into the harbor, and while shot and shell fell around him, coolly sunk her in the channel. None of his men was hit, but all were captured by the Spaniards. Admiral Cervera expressed his admiration at their brave deed and treated them with great courtesy. Hobson did not succeed in closing the harbor, as we shall see, but his courageous deed gave him a place among American heroes.

An American Army in Cuba.—While our fleet watched the harbor of Santiago, an American army under General Shafter attacked the city from the land side. The American cavalry was commanded by General Joseph Wheeler, once a noted Confederate cavalry leader. Under him was a famous regiment composed chiefly of western cowboys, ranchmen, and hunters. This regiment had been raised by Theodore Roosevelt, and was known as "The Rough Riders." Its colonel was Leonard Wood, afterwards commander of the American army; next to him was Roosevelt, who was soon to become President of the United States. On July 1 and 2, 1898, at El Caney and San Juan Hill, the Americans defeated the Spaniards and seized the hills surrounding Santiago.

Battle of Santiago.—As the Spaniards could no longer hold the city, Admiral Cervera resolved to make an effort to save his fleet. Early one morning he dashed out of the harbor hoping to surprise the American fleet and escape. Admiral Sampson was away at the time, but the fleet under Commodore

Winfield Scott Schley, was on the lookout. "Clear for action; close up," signaled Schley, and his cannon began to thunder. The Spaniards fought like brave men, but in four hours their fleet was destroyed and Admiral Cervera was a prisoner.

The Americans admired the courage of their foes. "Don't cheer boys," said the brave Captain Phillips, "those poor fellows are dying,"—and not a cheer arose from the victors. As at Manila, not an American vessel was hurt; only one American was killed. This victory was won on July 3, 1898, and the next day the American people celebrated a joyful Fourth of July.

The Independence of Cuba.—Spain had been defeated in every battle. Her navy was gone. An American army held Santiago. Another soon afterwards captured Manila. Spain could no longer keep up the war, and asked for peace. A treaty was signed by which Spain granted independence to Cuba, surrendered Porto Rico to the United States, and sold the Philippines to the United States for \$20,000,000. Spain had now lost all the vast colonies that Columbus and her other explorers had won for her.

II.

Results of the War With Spain.

Cuba for the Cubans.—Spain withdrew from Cuba on January 1, 1899. The United States at once took control of the country and began to restore peace and order, so the Cubans themselves could take charge of

their country as soon as possible. "Cuba for the Cubans," was our motto. Those whom the Spaniards had driven from their homes were supplied with food, medicines and work, and restored to their homes. More than two-thirds of the Cubans could neither read nor write. One of the first measures of the United States, therefore, was to establish public schools, and to turn the forts and barracks which Spain had used for her soldiers, into school-houses. Trained teachers were sent from the United States, and many Cubans came to the colleges of our country to be trained as teachers so they could return to Cuba and teach their own people.

Another pressing task in Cuba was to stamp out disease. This task was entrusted to an American army surgeon, Major Walter Reed. Under his direction, American engineers and doctors made Cuba clean and healthy, and built great public works to keep it so. Their work led to some important discoveries in sanitation. It was believed that yellow fever and the other deadly fevers of southern climates were caused by the bites of certain kinds of mosquitoes. If so, these fevers could be prevented by destroying the insects. To find out if this belief was correct two American doctors in Cuba, James Carroll and Jesse W. Lazear, allowed themselves to be bitten by yellow fever mosquitoes. Both had fever and Dr. Lazear died from it. Other men also permitted themselves to be bitten, many of whom died. These men died like heroes for the good of mankind. Their discoveries showed the world how to conquer some

of the most dreadful diseases, and how to make sickly regions healthy.

The last task of the United States in Cuba was to help the Cubans establish a government of their own. A constitution modelled after the Constitution of the United States was adopted and a President of the Republic of Cuba was elected. The United States was then ready to withdraw from Cuba and leave that beautiful island to its own people. On May 20, 1902, the American Military Governor, General Leonard Wood, turned over the affairs of the government to President Palma, the new Cuban President, and Cuba was at last free and independent.

Our Colonies.—The war with Spain had important results for our own country. Besides other results, it gave us several colonies. We have seen the United States grow from a few English settlements along the Atlantic until it reached across the continent. The next step took us far out into the Pacific Ocean. Two thousand miles west of San Francisco lie the Hawaiian Islands. In 1893 the inhabitants threw off the rule of their Queen and asked to be annexed to the United States. While McKinley was President their request was granted. Other colonies were added when we took Porto Rico and the Philippines from Spain. The Filipinos expected to become independent after throwing off the rule of Spain. When the United States refused to grant their independence, they rebelled. Nearly three years passed before the rebels were conquered.

How Our Colonies Are Governed.—In her colonies

the United States has done the same kind of work that was done in Cuba. Schools have been established, goods roads have been built, country districts, towns and cities have been made healthy, and the people taught better ways of farming. The United States appoints the governors, but the people have a voice in making the laws. Independence has been promised to the Philippines as soon as the people of those islands learn how to govern themselves. In all our colonies peace, order, and prosperity have been maintained because the United States governs them not for our profit, but for their benefit.

The Panama Canal.—The war with Spain and the annexation of Hawaii and the Philippines showed the importance to the United States of a canal across the Isthmus of Panama. People had been talking about such a canal for more than three hundred years. Efforts of a great French company to build it for commercial purposes had failed. The world had long felt that if it was ever to be built, the work would have to be done by the United States. When war with Spain began one of our finest battleships, the Oregon, was at San Francisco. In order to join the fleet at Santiago, the Oregon had to make a voyage of 14,000 miles around South America. A canal across the Isthmus of Panama would have saved her nearly 8,000 miles. After the war the United States realized how important such a canal was to the protection of Hawaii and the Philippines. Besides it would be a vast benefit to our trade by saving thousands of miles for merchant ships. So in 1902 Con-

gress decided to have the canal built by the United States.

Building of the Panama Canal.—The first difficulty to be overcome in digging the Panama Canal was the sickness of that region. It was a region of such deadly fevers that white men found it almost impossible to live there. This was one of the reasons the French company had failed. But the discoveries of Dr. Reed in Cuba had now shown how to conquer these fevers. The United States sent an army surgeon, Dr. William C. Gorgas, to Panama, and under his direction swamps were drained, the mosquitoes were destroyed, hospitals were built, towns were made clean, and Panama was freed from its deadly fevers. Before the Americans took charge, Panama was one of the deadliest regions in the world; the Americans made it one of the healthiest.

The work of digging the great canal was entrusted to the direction of Colonel George W. Goethals, an American army engineer. To his skill as an engineer and ability as a leader the success of the canal was largely due. Ten years were required to complete it and more than three hundred millions of dollars were spent on it. The first merchant ship passed through it on August 15, 1914. You can see how important the canal is to our trade if you will look at your maps. A vessel from New York to San Francisco saves 7,800 miles by going through the canal. A vessel going through the canal from San Francisco to London saves 7,000 miles. In 1915, a great exposition was held in San Francisco in celebration of the opening of the Panama Canal.

III.

Events of Recent Years.

Pan-Americanism.—The digging of the Panama Canal has brought the United States into closer touch than ever before with the countries of Central America and of South America. For many years the United States has been trying to cultivate a closer friendship with those countries. In 1901, at President McKinley's suggestion, a meeting was held in Mexico City to which all the nations of North America and South America sent representatives. This meeting was called the Pan-American Conference.* Other Pan-American Conferences have since been held in Rio Janeiro and in Buenos Aires. At these meetings measures were discussed for cultivating friendship among the countries of the New World; for increasing their knowledge of each other; and for promoting trade among them. In 1901, also, a Pan-American Exposition was held at Buffalo, New York. At this exposition the countries of both North America and of South America made exhibitions of their products. President McKinley attended the exposition and delivered a speech in which he urged an increase of trade and friendship among the nations of the New World. It is expected that this will be one of the results of the building of the Panama Canal.

Death of the President.—While President McKinley was at the Pan-American Exposition, he was shot

*Pan is a Greek word meaning all; so Pan-American means All-American.



THEODORE ROOSEVELT

and killed by a foreign anarchist. An anarchist is a person who opposes all government and teaches that every person should be permitted to do as he pleases. The death of the President was a great shock to the people of the United States. Congress promptly passed stricter laws against anarchists and adopted better measures for protecting the life of the President. Upon the death of McKinley, Theodore Roosevelt,

the Vice-President, became President.

Progress of Alaska.—While Roosevelt was President, a dispute over the boundary line between Alaska and Canada was settled. In 1897, the discovery of gold in Alaska caused a rush to the gold fields like that of the "Forty-niners" to California. The Klondike region in which gold was discovered was claimed by both the United States and Great Britain. The discovery of gold there made it necessary for the boundary line to be fixed. So in 1903, the United States and Great Britain agreed to settle the dispute by arbitration. When the line was finally fixed, most of the disputed territory was found to belong to the United States, but the richest gold mines were in Canada.

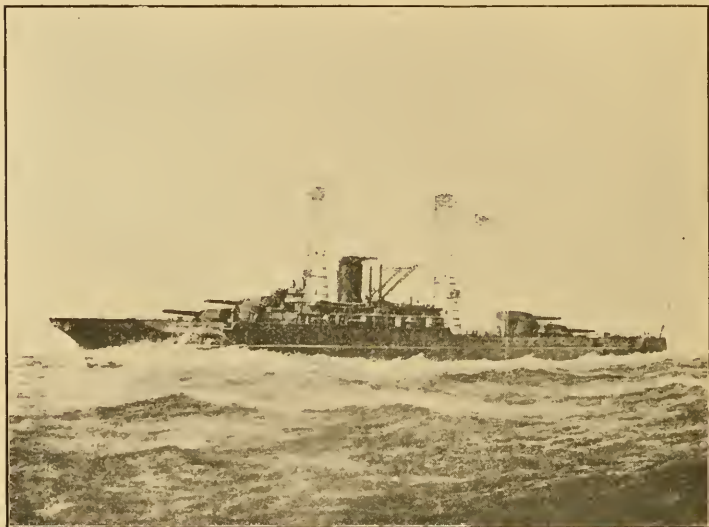
Under the rule of the United States, Alaska has

made great progress. The United States has built public schools and set aside large tracts of land for their use. Roads, railroads and telegraph lines have been built, and mail routes established. The United States now sends the mail to Alaska daily; and United States postmen deliver letters, papers, and magazines to many a lonely hut far beyond the Arctic Circle. Nearly five hundred miles of railroads have been built, and in 1914, Congress granted \$35,000,000 for building another railroad nearly a thousand miles long. Great care is taken by the United States to preserve the valuable fisheries, fur-bearing animals, reindeer, as well as the forests and coal mines of Alaska. Since its purchase from Russia, Alaska's population has more than doubled and its wealth has vastly increased.

The American Fleet Sails Around the World.—It was while Roosevelt was President, that work was begun on the Panama Canal. One important reason for building the canal was to make it easier for our navy to defend both the Atlantic and Pacific coasts, and our island possessions in the Pacific. For many years the United States had neglected the navy, but President Cleveland gave much thought to building up the navy, and while he was President, several fine battleships were added to it. That was the beginning of our present navy. Its victories during the war with Spain showed more clearly than ever the importance of the navy for the defence of the country.

Those victories, as we have seen, gave the United States several colonies which made it wise for us to

have a strong navy for their protection. Roosevelt, therefore, took a deep interest in the navy. In 1908, he sent it on a voyage around the world. The fleet contained sixteen great battleships. It visited Japan, Australia, and the leading European countries, and



A MODERN BATTLESHIP

everywhere received a splendid welcome. Its voyage of 45,000 miles was the longest ever made by a fleet of its size. So skillfully was everything managed that the whole world sounded its praises. This voyage did much to increase friendship and respect for our country.

Our Youngest Sister States.—In 1908, William H. Taft, who had already won fame as Governor of the

Philippines and as Secretary of War, was elected President. While he was President, Arizona and New Mexico were admitted to the Union as States. Since they became States, no other territory is left for any more States in the United States proper. Less than one hundred and fifty years have passed since the declaration of our independence. In that time our country has grown from the thirteen colonies to forty-eight States, besides Alaska and our island possessions. The population has increased to more than one hundred millions. More people now live in New York City alone than were in all the thirteen States when Washington was President.

How the Work Begun By Columbus Was Completed.—While Taft was President, Robert E. Peary, an American naval officer, discovered the North Pole. For nearly three hundred years daring explorers had been trying to reach that point of the earth. Many lives had been lost, fortunes spent, and heroic suffering endured in their efforts. Peary gave more than twenty years of his life to that work. He set out on his last trip in his ship *Roosevelt* in 1908. More than a year later, he astonished the world with the wireless message,



ROBERT E. PEARY

"Stars and Stripes nailed to the North Pole!" He had made a dash over the ice, with twenty-three sledges and 140 dogs, discovered the North Pole, April 6, 1909, and raised the American flag over it. Two years later a Norwegian explorer, Captain Amundsen, reached the South Pole. Thus more than four hundred years after Columbus led the way, the discovery of the New World was completed.

Important Recent Laws.—In 1913 Woodrow Wilson succeeded Taft as President. Since he has been President, Congress has passed many important laws. One of these laws reduced the tariff. Another one



WOODROW WILSON

has improved the banking business of the country. A third provided for the building of a great railroad in Alaska. Several treaties were made with foreign countries providing that any disputes which they may have with the United States will be settled by arbitration. Another law set up a government for

the region through which the Panama Canal runs. President Wilson appointed George W. Goethals as governor.

War in Europe.—President Wilson was prevented from carrying out some of his plans by a great war which broke out in Europe in 1914. Every great country in Europe, and many of the smaller ones were drawn into it. The United States declared that it would remain neutral. Still many events occurred that affected our country. When the war began thousands of Americans were travelling in Europe, who met with many difficulties and dangers in getting home. Congress sent money to aid them, and our ministers and ambassadors were zealous in giving help. The sympathy of Americans was aroused by the suffering of Belgium, which had been overrun and laid in ruins by hostile armies. Thousands of Belgians were saved from death by the generous supplies of food and clothes, and millions of dollars, sent to them from the United States.

As soon as the war began, the British fleet blockaded the ports of Germany. The blockade was the cause of some controversy between the United States and Great Britain. British vessels often seized American cargoes of cotton and supplies which had been shipped to Holland, Sweden, and Denmark. The British claimed that these cargoes were really intended for their enemies, and that they had a right to seize them. The United States denied that right.

But the most serious trouble for the United States arose with Germany. German submarines attacked

and sunk many British merchant vessels, some of which had Americans among their passengers. One of the ships sunk was the British ship *Lusitania*. More than a thousand passengers were drowned, one hundred and fourteen of whom were Americans. This deed aroused bitter anger in the United States. Many people demanded that the United States declare war at once on Germany. President Wilson remained calm and was determined if possible to prevent war. He demanded that Germany make reparation for the American lives lost and promise not to attack unarmed vessels in the future. Germany agreed to this demand.

Troubles With Mexico.—When Woodrow Wilson became President, a civil war was being waged in Mexico. That country was in a state of great disorder. There was no government. The laws were not obeyed. Lives and property were being destroyed. Many Americans who were living in Mexico lost their property and their lives. Mexican soldiers and bandits, fighting along our border, often crossed the boundary line into the United States. To protect our soil, the United States army was stationed along the border. Many people thought that the United States ought to send soldiers into Mexico to re-establish peace and order. But President Wilson refused, saying that the Mexicans should be permitted to settle their own quarrels.

In 1915, President Wilson declared that the United States would recognize General Carranza as President of Mexico. General Francisco Villa rebelled

against Carranza and was declared an outlaw. His troops held the region bordering on Texas, New Mexico, and California. Much trouble arose between Villa's bands and Americans. He captured a number of Americans in Mexico and put them to death. On March 9, 1916, Villa at the head of five hundred bandits dashed across the border, attacked the town of Columbus, New Mexico, killed several American soldiers on guard there, and murdered a number of American citizens. President Wilson at once ordered the United States army, under General Frederick Funston, to follow Villa into Mexico and to capture and punish him.

Preparedness.—These troubles with foreign countries aroused a great deal of alarm in the United States. Our country has always stood for peace among the nations and worked to prevent war. No other great country had so small an army. At least three great countries had stronger navies. The United States, not expecting to have war, was not prepared for it. Many people thought both the army and navy ought to be made stronger; others opposed it. President Wilson laid before Congress plans for enlarging the army, increasing the navy, and preparing the country to meet an attack from any enemy. Such plans are known as "preparedness."

REVIEW.

I.

FOR THE FREEDOM OF CUBA.

GEOGRAPHY.—1. Where is Cuba? What and where is the capital of Cuba? Where is Santiago? 2. Where are the Philippine Islands? Manila?

HISTORY.—1. Who became President in 1897? 2. What war did the United States have while he was President? 3. Describe the way in which Spain ruled Cuba. 4. Give an account of the Cuban Rebellion of 1895. 5. How did the people of the United States show their sympathy with the Cubans? 6. Give an account of the destruction of the *Maine*. 7. Why did the United States declare war on Spain? 8. What was the purpose of the United States in going to war? 9. Give an account of Dewey's victory at Manila. 10. Describe Hobson's effort to block the entrance to Santiago. 11. Give an account of the American army in Cuba. 12. Describe the battle of Santiago. 13. What were the terms of the treaty with Spain?

II.

RESULTS OF THE WAR WITH SPAIN.

GEOGRAPHY.—1. Where are the Hawaiian Islands? 2. Where is Porto Rico? 3. Where is Panama? 4. What city is at each end of the Panama Canal? 5. Trace the route of the *Oregon* from San Francisco, through the Strait of Magellan, to Santiago; from San Francisco, through the Panama Canal, to Santiago.

HISTORY.—1. What was the motto of the United States in regard to Cuba? 2. Describe the work the United States did for education in Cuba. 3. How was Cuba freed from yellow

fever? 4. How did the United States help the Cubans to start their government? 5. What colonies did the United States secure as a result of the war with Spain? 6. How did we secure Hawaii? 7. How are our colonies governed? 8. What promise has been made to the Philipinos? 9. How did the war with Spain show the importance, to the United States, of a Panama Canal? 10. Tell how Panama was made a healthy country. 11. Who was put in charge of the work on the Canal? 12. How long did it take to dig it? What was its cost? 13. How is the Canal important to our trade?

III.

EVENTS OF RECENT YEARS.

HISTORY.—1. What is meant by Pan-Americanism? 2. What steps have been taken to increase trade and friendship between the countries of North and South America? 3. What awful crime was committed at the Pan-American Exposition? 4. Who became President after McKinley? 5. Give an account of the Alaska boundary line dispute. 6. Describe the progress made in Alaska under the rule of the United States. 7. Give an account of the beginning of our present navy. 8. Describe its voyage around the world. 9. What States were admitted while Taft was President? 10. How many States are there now in the United States? 11. Give an account of the discovery of the North Pole. 12. Who became President after Taft? 13. What were some important laws passed while he was President? 14. What great war broke out in 1914? 15. How did the people of the United States show their sympathy for Belgium? 16. What dispute arose between the United States and Great Britain? 17. Between the United States and Germany? 18. Give an account of the war in Mexico. How did it affect the United States? 19. What was the "Columbus raid?" 20. What is meant by "preparedness?"

CHAPTER XXIII.

PROGRESS OF OUR COUNTRY.

Increase in Population.—The first Census of the United States was taken in 1790. There were then thirteen States with a population of less than four million. The last Census was taken in 1910. Our country then embraced forty-eight States which had a population of more than ninety million people. If to these we add the populations of Alaska, the Philippines and our other colonies, it makes the total population of the United States in 1910 more than one hundred million.

Our cities have had a wonderful growth. When the first Census was taken, there was no city in the United States with a population of fifty thousand. Now New York, Chicago, and Philadelphia have more than a million each, and there are forty-seven other cities which have populations of more than one hundred thousand. Today Chicago, St. Louis, Cleveland, San Francisco, and other great cities stand on sites which were wildernesses less than a hundred years ago.

Increase in Territory.—The increase of the United States in area has also been remarkable. In 1790, the thirteen States were all east of the Mississippi river. From France, the United States purchased Louisiana which carried her territory from the Mississippi river

to the Rocky Mountains; from Mexico, she conquered California which made the Pacific Ocean her western boundary; from Spain, she purchased the Philippines, which gave her colonies on the other side of the world. Besides these additions, the United States has acquired Florida, Texas, Oregon, Alaska, Hawaii, and



VIEW OF NEW YORK CITY IN 1916—CONTRAST WITH PICTURE
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Porto Rico. Our country is now more than four times as large as it was when Washington was elected President.

Saving the Country's Wealth.—The rapid growth of the United States brought with it many evils as well as benefits. Among other evils, it encouraged wastefulness. Land seemed so plentiful, forests so boundless, water-power so unlimited, that people

could not foresee how these resources could ever be exhausted. Congress was so eager to increase the population and develop the resources of the country, that it sold at very low prices, and even gave away, millions of acres of land. These lands were intended for settlers who would build homes on them and cultivate them. But too often great railroad, lumber and mining companies secured for nothing, or for very small sums, vast tracts of land including valuable forests, coal mines, copper mines, and water power which ought to have been saved for the use of all the people.

Many years passed before the country realized that its natural resources were in danger of being exhausted, or seized by great companies for selfish purposes. Plans were then suggested for saving such forest lands and coal fields as the United States still owned. Such plans were called "conservation." President Roosevelt took a deep interest in conservation, and urged Congress to pass such laws as would enable these resources to be used without being destroyed. Upon his order more than 150,000,000 acres of forests and mineral lands—a region larger than many European countries—were brought under the protection of these laws. Western deserts in which nothing would grow have been changed by irrigation into fertile fields which produce fruits, vegetables and other valuable crops. In 1908, a meeting of the governors of the States, called by President Roosevelt, was held at Washington to discuss plans for conservation by the States as well as by the United States.

Many of the States have since passed laws for the protection of their forests, minerals, water-power, and other natural resources.

The Conservation of Health.—In recent years important work has been done in preserving the health of the people. The United States, the States and many counties and cities have established health departments which have put into practice the lessons learned in Cuba and in Panama. Swamps have been drained, cities cleaned up, and measures taken to destroy flies, mosquitoes and other insects that carry disease.

Many diseases which once carried terror wherever they appeared have been conquered. In 1878, yellow fever broke out in New Orleans and quickly spread to other Southern cities. All who could do so fled from those cities in terror. In a few weeks the fever took the lives of more than fifteen thousand persons. In 1905, yellow fever again appeared in New Orleans, but this time it caused no panic. Instead of flying from their city, the people gave it a good cleaning up, killed the mosquitoes, and destroyed their breeding places. In a little while all traces of yellow fever were gone.

Our cities are taking great pains and spending large sums of money to supply their inhabitants with plenty of pure water. The United States, and many of the States have passed "pure food laws," to protect the people against impure foods and drugs. Schools and colleges are beginning to pay much attention to the exercise and the sports of their

students. Such great games as football, baseball, golf, tennis, attract thousands of people either as players or as spectators, and are doing much to show the value of strong, healthy bodies. By all these means—bulletins, lectures, experiments, out-door sports, and in other ways—the people of the United States are learning to live cleaner, healthier and purer lives.

Progress in Agriculture.—The vast area and the fertility of the soil of the United States make it the leading agricultural country of the world. Two-thirds of the people of the United States live on farms. In no other way have they made greater progress than in agriculture.

Much of their progress has been due to the use of improved tools and farm machinery. The crude wooden tools of colonial days have given way to steel tools of modern times. The invention of the cotton-gin resulted in a great increase in the cotton crop of the South. In early days farmers gathered their wheat and oats with a hand scythe and threshed out the grain with a hand flail. These crude methods were so slow that large grain crops could not be raised. In 1831, Cyrus Hall McCormick invented a reaper which was drawn by horses; and later came the threshing machine and the steam plow. The modern harvester, drawn by a powerful steam engine, cuts, threshes and bags the grain all at the same time. These inventions enabled American farmers to turn the vast plains of the West into grain fields and greatly increased their grain crops. Improved farm

tools and machinery have resulted in increasing the yield in all farm products. Today American farmers produce more corn, wheat, oats, tobacco, and cotton than the farmers of any other country.

Within recent years the United States and many of the States have established departments of agriculture. The Secretary of Agriculture is one of the most important officials in the President's Cabinet. His department has a large force of men who study all kinds of questions connected with the soil, fertilizers, crops, pigs, cattle, and everything relating to agriculture. Many of the States also have officials engaged in the same kind of work. Both the United States and the States conduct model farms which show the results of their studies. From them farmers learn the best kinds of crops to plant, what fertilizers to use, how to cultivate the soil, how to care for their pigs, cows and chickens, and many other important lessons.

All the great farming States support colleges and high schools to train boys and girls for their work on the farm. The United States helps to support many of these schools. In the public schools agriculture is being taught. The interests of agriculture have also been advanced by telephone lines, good roads, rural free delivery, automobiles and other similar improvements. All these things have made country life pleasanter, and increased the prosperity and happiness of the American farmer.

Growth of Manufactures.—In colonial days but little manufacturing was done in America. England

did not want her colonies to engage in manufacturing and passed laws which forbade their doing so. Whatever clothes, furniture, tools and other articles the people made, they made by hand at home. In nearly every house was a rude spinning-wheel and a loom which were operated by hand. The work was slow and the products were poor.



OLD ALAMANCE MILL, BURLINGTON, N. C.

(Erected in 1837; still in use. The first colored cotton fabric manufactured in the South was woven in this mill.)

A great advance was made in manufacturing when machinery was invented which made factories possible. In 1790, Samuel Slater erected in Rhode Island the first factory in the United States. At first the machinery of all factories was driven by water-power. The earliest factories, therefore, were built along the rivers and other streams. Later methods were invented for operating machinery by steam. Factories could then be erected anywhere and manufacturing

increased rapidly. Our country has now become one of the greatest manufacturing countries in the world. In the United States there are nearly three hundred thousand manufacturing establishments which employ about ten million workmen, and make annually products worth more than twenty billion dollars.

Transportation.—We can not have great factories unless we have ways of transporting the products to the people who need them. So along with the growth of manufacturing in the United States has gone the growth of railroads and steamship lines. The first railroad in the United States was begun at Baltimore in 1828. Two years later the first locomotive engine built in the United States was used on a railroad in South Carolina. Since then railroad building has gone forward at a rapid rate. Every part of our country is now connected with the other parts by great systems of railroads. There are over two hundred and fifty thousand miles of railroads in the United States—more than in all the countries of Europe combined. Improvements in our railroads have been as great as their growth. The engines have been made more powerful, the cars stronger and more comfortable, and the tracks much safer. Travellers now go from New York to San Francisco with less danger and fewer hardships than travellers a hundred years ago met with in going from New York to Philadelphia.

Great improvements have also been made in travel by water. Steamships run between all our important ports and between the ports of the United States and those of other countries. There is a wonderful dif-

ference between one of our gigantic modern steamers, and the clumsy little Clermont which Fulton built in 1807. On them passengers enjoy every comfort and luxury that can be found in the most expensive homes or hotels. Every year travel by water becomes pleasanter, less expensive, and safer, and the speed of the great ocean steamships becomes greater. The Atlantic Ocean is now crossed in less than five days. These improvements have increased the travel and the commerce between the United States and foreign countries.

Commerce.—Railroads and steamships have built up an immense commerce in our country. Great trains run day and night carrying millions upon millions of tons of freight from one part of our country to another. Our merchants, manufacturers, and farmers buy and sell in every country in the world. Cotton picked by boys and girls on the farms of North Carolina, Georgia, Texas, and other Southern States is sent to the factories of England, Germany, Japan, China, and other countries. Wheat raised on our Western plains helps to feed the people of Europe and Asia. Clothes, machinery, tools, furniture, and other products of our factories are shipped to all parts of the world. From other countries we buy large quantities of dyes, drugs, coffee, sugar, rubber, silks, hides and skins, and of many other articles which they can raise or manufacture better than we. The trade which we carry on with foreign countries amounts to nearly five billion dollars a year.

The Public Schools.—The increase in our wealth has enabled us to make great progress in public education. The United States government supports schools for the Indians, for the people of Alaska, of Porto Rico, and our other colonies. But the greatest work for education is done by the States. Every State has a system of public schools free to all the children of school age. More than twenty million children attend these public schools. They require a force of six hundred thousand teachers and cost more than five hundred million dollars a year. The modern public school is equipped with comfortable desks; with blackboards, charts, maps and globes; with apparatus for teaching sciences; with pictures and books. In early times, as you have been told, reading, writing, and arithmetic were about all the subjects taught in American schools; now pupils study science, literature, cooking and sewing, drawing, wood-work, agriculture, and almost every subject they may desire.

Colleges and Universities.—In many of the States the public school system includes all grades of schools from the kindergarten to the University. About 1840, Massachusetts, led by Horace Mann, and Connecticut, led by Henry Barnard, established normal schools for the training of teachers. There are now more than two hundred and fifty normal schools in the United States. The work of the normal schools has resulted in better teachers and better methods of teaching in the public schools. In 1862, Congress set aside large tracts of public lands to encourage

the study of agriculture. Aided in this way, several States established agricultural colleges, which have done much for better methods of farming. In the early days of our history, as you have been told, the chief studies in our colleges were Latin, Greek, and Mathematics; and few students went to college unless they were going to be lawyers, doctors, or preachers. Now students in our colleges and universities can study any subject they wish to study and be trained for any business or profession they wish to follow. This change has resulted in greatly increasing the number of students who seek a college education.

Newspapers, Magazines and Libraries.—There are other ways of promoting education than through schools and colleges. People teach themselves by reading newspapers, magazines, and books. At the close of the Revolution, there were less than fifty newspapers in the United States; now there are more than twenty thousand. Some of our leading newspapers are probably read by more people than there were in all the colonies when the Declaration of Independence was adopted. Not only have our newspapers and magazines increased in number, but they have also been greatly improved. In them we read the essays, stories and poems of our best writers, and see pictures by our best artists. Better machinery for printing has cheapened the cost of books and magazines, and people can now buy the best works of the greatest writers for a few cents.

Libraries, containing hundreds of thousands of books free to all the people, have been established in

many towns and cities. The Library of Congress with nearly three million volumes is the third largest library in the world. The New York Public Library contains over two million volumes, and the Boston Public Library contains more than a million. There are nearly three thousand libraries in the United



LIBRARY OF CONGRESS

States which contain as many as five thousand volumes. Some of the States have free "travelling libraries," which are sent from place to place so people in any part of those States can easily secure good books. One thing that has helped in this work is the rural free delivery of mail. Since people anywhere in the United States can now get their mail

daily, thousands of them read good books, magazines and newspapers who never read anything before.

Literature.—American literature has kept progress with printing and education. Since the days of Irving and Cooper, of Longfellow and Emerson, many American writers have won fame. John Fiske wrote delightful histories of the American colonies. John B. McMaster wrote a history of the United States from the Revolution to the War between the States, and James Ford Rhodes wrote a history of our country during the War between the States. Woodrow Wilson won fame by his "History of the American People" before he became even more famous as President of the United States.

Sidney Lanier, James Whitcomb Riley, Walt Whitman, are among our leading poets. Lanier wrote poems of nature. "Corn," "Sunrise," "The Song of the Chattahoochee"—a river in Georgia—are among his best poems. Whitman's best known poem, "My Captain, O My Captain," was written upon the death of Lincoln.

The most famous American writers of our day are the story-tellers. Mark Twain, whose real name was Samuel L. Clemens, was our greatest fun-maker. Thousands of people have laughed over his stories of the adventures of Tom Sawyer and Huckleberry Finn. Brete Harte wrote stories of the "Forty-Niners" in California, and of the Western mining camps. Two men who won fame by their negro stories are Joel Chandler Harris and Thomas Nelson Page. Every boy and every girl should read the

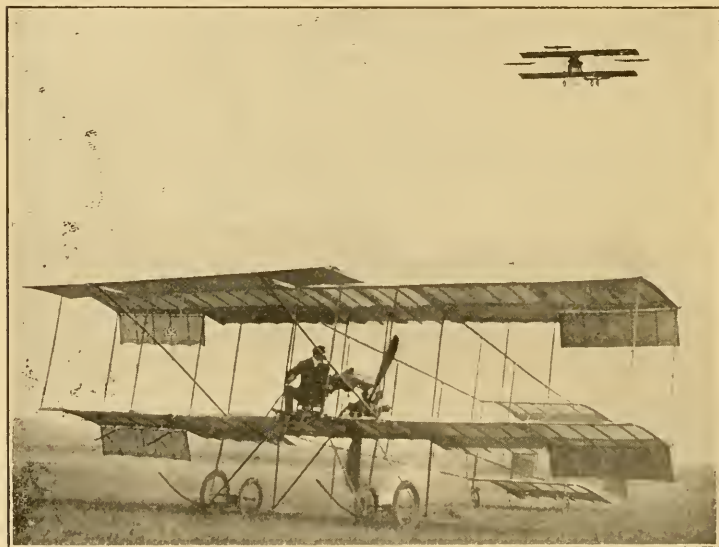
stories of "Brer Rabbit" and "Brer Fox," which "Uncle Remus" told Harris. Thomas Nelson Page wrote stories of plantation life in Virginia in slavery days. One of his books, "Two Little Confederates," tells the story of his boyhood days when the Union and the Confederate armies were fighting battles near his home. Winston Churchill has written several interesting novels which tell stories taken from the history of the United States. Life in New England of today is described in the novels of William Dean Howells. George W. Cable tells us stories of the old French and Spanish settlements in Louisiana. A famous short-story writer is O. Henry, whose real name was William Sidney Porter. His stories of life in New York and in the West are full of fun, humor, and pathos.

Inventions.—We live today in an age of inventions. Trolley-cars, electric lights, sewing machines, moving pictures, phonographs, automobiles have all become a part of our every-day life. We are so used to them that we scarcely realize how wonderful they are. We have already learned what great changes were made by the cotton-gin, the steam-boat, the locomotive engine, the telegraph, the steamplow, and the harvester. Modern inventions are making changes in our life just as great, but they come so gradually that we do not yet realize them.



THOMAS A. EDISON

Many of its most important inventions, the world owes to Thomas A. Edison. He is America's greatest inventor. To him we owe our modern telegraph system. He invented the modern electric light, the phonograph and the moving picture machine. Two other famous American inventors were Wilbur and



WRIGHT'S AEROPLANE

Orville Wright, the two brothers who made the first successful flying-machine, or aeroplane. It was the result of many years of study and experiment. Their first successful flight was made in 1901, at Kitty Hawk on the coast of North Carolina. Since then many improvements have been made in the aeroplane. Its chief use for the present is in war, but no one can

yet predict what wonderful uses it may have in the future.

The End.—We have now come to the end of this story of the United States. It has of course been impossible in such a little book to tell all the important and interesting things about our country. Still enough has been told for those who read it to learn much that every American ought to know. From it you have learned how Columbus led the way across the Sea of Darkness and how he was followed by other explorers who made known the New World to the people of Europe. You have learned how the English planted colonies in America and won this continent for civilization. You have learned how the American colonists secured their independence from Great Britain, and set up a free government in which the people govern themselves. You have learned how they cleared the forests, tilled the soil, built towns and cities, and by hard work, sacrifices and suffering changed a vast wilderness into a great civilized country.

All these great things were done by your forefathers, who willingly gave their lives and fortunes that you might enjoy prosperity, peace and happiness. The story that you have read is their story. Brave and noble men and women they were, and a good country they made for you. It is for you to see to it that in your turn you do something to make it a still better country for those who shall come after you.

REVIEW.

HISTORY.—1. What was the population of the United States in 1790? In 1910? 2. Describe the growth of American cities. 3. Give an account of the increase of the United States in territory. 4. How were our natural resources being wasted? 5. What is meant by “conservation?” 6. What are some of the ways in which the United States is conserving its wealth? 7. What work has been done to preserve the health of the people? 8. What rank does the United States hold in agriculture? 9. Describe the effect of improved machinery on farming? 10. In what way do the National and State governments aid agriculture? 11. What is said of manufacturing in colonial days? 12. Describe the progress since made in manufacturing. 13. Describe the progress made in railroads. 14. In steamboats. 15. How have improvements in railroads and steamboats affected commerce? 16. Describe the progress made in public education. 17. Who were Horace Mann and Henry Barnard? 18. Describe the progress made in college education. 19. What is said about the newspapers, magazines, and books of today? 20. What progress has been made in supplying the people with books? 21. Who are our leading historians of recent years? 22. Name three recent American poets. What is said of Lanier’s poetry? 23. Give an account of the writings of famous American story-tellers of our own day. 24. What are some of the greatest modern inventions? 25. How are they working changes in our life? 26. Who is Thomas A. Edison? Wilbur and Orville Wright?

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