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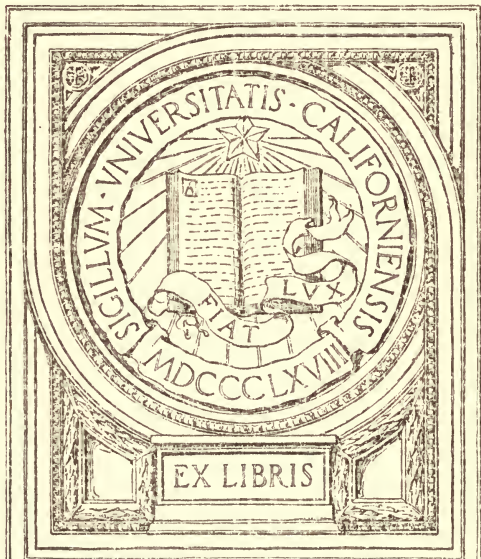
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Heath's Historical Series

STUDIES

IN

AMERICAN HISTORY

BY

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Teacher's Manual

BOSTON, U.S.A.

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## TABLE OF CONTENTS.



### PART I.—GENERAL CONSIDERATIONS AND DIRECTIONS:—

1. Aim and plan of <i>Studies of American History</i> . . . . .	1
2. Previous work in history . . . . .	3
3. The sources of history . . . . .	4
4. The narrative of history . . . . .	4
5. Patriotic and ethical aims in history . . . . .	6
6. The study of local history . . . . .	7
7. Management of recitation, based on studies from the sources .	13
8. Reading and library work . . . . .	15
9. The historical scrap-book . . . . .	17
10. Public exercises. . . . .	18
11. Sample lesson on Oregon question and Oregon Trail . . .	19
12. Teacher's bibliography . . . . .	23

### PART II.—SUMMARIES, SPECIAL NOTES AND SUGGESTIONS, AND BIBLIOGRAPHICAL AIDS FOR THE USE OF THE TEACHER IN CONNECTION WITH EACH LESSON.





# STUDIES IN AMERICAN HISTORY.



## 1. AIM AND PLAN OF STUDIES IN AMERICAN HISTORY.

THE distinction of this book is, that Columbus, Washington, Boone, and the other makers of America have been its chief authors, the editors having thrown in only such connections and made such omissions as were necessary to make a short, continuous, and intelligible narrative. The book is thus extracted from the very sources of history, and forms in itself a small collection of these sources.

These extracts from the sources are arranged in seven groups of lessons, each group dealing with one of the large aspects of our history. The first group is a mere introduction, teaching something of the history of geographical knowledge and discovery before the time of Columbus; the second is taken from the letters, journals, and stories of the men who discovered one or another part of our great continent; the third group is taken from the records of the days when Englishmen began to settle all along our Atlantic coast; the fourth tells us how it was that these Englishmen in America grew discontented with the rule of their king, fought against him, and finally won their total independence of England, becoming the United States of America; in the fifth group we see the territorial growth of our people westward from the Alleghanies to the Golden Gate, and their constitutional growth from the Confederation to the Union; the sixth group is taken from the records of our great civil strife; and the seventh and last from those of the completed Union. At the close of each group are placed reference maps and chronological lists in the period covered, by means of which the student can gain more general views than from the special studies

in the groups, and which he can use as references in his reading and study.

The particular lessons in each group are chosen with reference to bringing out into strong relief the salient points, ideas, and characters of each epoch; they present TYPES whose study will enable us to interpret and understand the historical whole. This historical whole, meanwhile, can be seen by the study of the lists and maps, which present, so to say, the historical background to which the types give a foreground of distinct form and color.

The pictures have been chosen with reference to the same principle, that in history we should press as close to the time and its actors as the veil of time permits; they have therefore been taken, like the text, in nearly every case, from the sources. The artist of an age should picture it for us as its writers and actors tell us its story, so that, by still another avenue, we may reach more nearly the point of view of those we study. The pictures are a part of the historical material, so that, in any historical text, the illustrations should be taken from photographs or sketches of places, relics, scenes, and monuments, and from engravings of authentic portraits and contemporary prints. The teacher in the class-room, of course, need not be so closely confined; he can use the artist's representations of historical scenes and characters just as he would use those of the poet. But the historian should confine himself strictly to what he knows, and not mix it with what he thinks or fancies or wishes.

Such is the first distinction of these *Studies*—the fact that they deal with historic records at first hand, as the geologist deals with fossils, the botanist with plants. Their second distinction is that they use these sources, not as interesting illustrations, but as a means of genuine historical study. In this work the studies are very simple, are directed by the questions given after each lesson, and may be made entirely from the material given, without recourse to libraries. It is believed that the work is of the simplest kind possible to real historic study. The questions given cannot be answered directly from the words of the text, but their answers are

involved in its contents. Thus, on page 6, Question 13, we ask: "About what countries did the Romans know that Herodotus did not?" This question can only be answered by comparing the countries put down in Ptolemy's map with the description of the world given from Herodotus. So with the first question asked on the same page: "How long ago did the men of Tyre and Sidon live?" The text says that they lived a thousand years before Christ, so that to answer this question the pupils must perform a simple addition, and must be perfectly sure that they know the foundation of their chronology. Of such style are the questions throughout the book. They demand of the pupil independent thought, feeling, and expression, instead of asking him to read and repeat the opinions, sentiments, and words of others.

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## 2. PREVIOUS WORK IN HISTORY.

These *Studies* do not necessarily imply any previous work in history. It would be desirable, perhaps, to have had them preceded by a series of disconnected oral lessons, biographical in their character, or by such supplementary reading as Nina Moore's *Pilgrims and Puritans*, Longfellow's *Hiawatha*, Hawthorne's various child's books founded on our colonial history. But set work out of books would be a positively injurious preparation. Before the child is ready to *study* history he should simply become familiar with its elements, in biographies, stories, pictures, and objects. He should not be forced to the *study* of these elements before he is mature enough to do real work with them. It is possible for quite young children to memorize the opening sentences of the Declaration of Independence; but it is very doubtful whether they derive any benefit from it before the time when they can understand the meaning of liberty, happiness, and government, as seen in actual concrete examples; and that is the only way in which any one ever comes to understand them.

### 3. THE SOURCES OF HISTORY.

What, then, are these sources or materials of history? They consist of monuments, relics, and records. The ruined brick church at Jamestown, the crumbling adobe at San Diego, the animal mounds of Wisconsin, the Old South Church in Boston, the graves at Gettysburg,—these are monumental sources; the old colonial uniform, the old Delft plate, the Indian tomahawk, the camp furniture of Washington, are what we might call bric-a-brac sources; while of records the world seems full when once you begin to see them,—old letters with strange old stamps, and broken seals of red; old sermons, their cramped handwriting crowding close to the margin of the paper; old charters of curling yellow parchment, with royal seals dangling at the end; old maps, out of all proportion and strangely scribbled over with uncouth names, but giving a vivid notion of the mysterious nature of the world in which their makers lived; new maps, crowded close with the names of a thousand cities, towns, and villages, and netted with railroads; endless newspapers and books in the great libraries; endless diaries and autobiographies: of soldiers, written in camp and field; of pioneers, written on the lonely, adventurous frontier; of statesmen, written after long days spent in Congress, convention, or committee; of women, written in long anxious hours, while men were fighting, or ploughing in the shadow of Indian-haunted woods. Such the sources; the list of four hundred and twenty-three books, papers, and magazines given at the close of the *Studies*, is but a scant, though suggestive bibliography of these materials.

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### 4. THE NARRATIVE OF HISTORY.

But how fares the narrative in this use of the sources? What narrative do you wish? The story of the Constitution? The story of the development of States? The story of our schools? Choose what you will, and then choose the sources in which your topic lies

enfolded. Is it the Constitution? Then you need the Constitution itself, the debates of the Constitutional Convention, the constitutions of the States, of the old Confederation, of the Southern Confederacy, of England,—so much at least. And what will tie them together? First, your choice of a topic gives them unity; then you must give them further unity by a chronological arrangement which will show development; lastly, you will give them a logical unity by a study which will reveal their inner relations of cause and effect. But when you have done all this, it is not a narrative that you have; it is a drama, the interaction of life in the deeds and words and passions of its various actors.

In this book, materials are given along three lines, giving the foundation for three distinct movements: first, along the line of development of the territory and its population; this story is based on the studies in the first two groups, on those of the third group except 7, 8, 11, on 13 and 15 of group four, on 6, 15–19 of group five, on 3 of group seven. The second line followed is that of the development of the Constitution, based on studies 7, 8, 11 in group three, on the whole of group four except 13, on 1–5 and 9–12 of group five, on the whole of group six except 5, and on scattered work in the last group; the third line followed is that of the material development of our country, treated definitely in the various lessons on Trade and Life. The extracts have been chosen with reference to these three lines of work, and with definite reference to giving material that will leave a continuous story of our development along these lines in the minds of the pupils; yet further, all these various movements combine like the acts of a play into the great continued drama of the United States, a drama whose characters are all the men, women, and children in the country, whose time extends over hundreds of years, whose theatre is a magnificent scene of river, mountain, ocean—whose interest centres about the growth of an empire and a character,—a land, a man, a state. This drama unfolds itself before us in never-ending play of action, whose meaning and relations we must interpret for ourselves as the drama plays along from act to act.

## 5. PATRIOTIC AND ETHICAL AIMS IN HISTORY.

It is no more the part of the severe muse of history to turn Sunday-school teacher than to turn clown. Her business is to tell the truth straight and fair. The teacher may indeed take the truth she tells and make it the basis of ethical instruction. Indeed, all sound ethical teaching must be based at last on fact, and history furnishes a rich mine of such facts for the preacher and teacher. But the business of the historian is to find out the fact, not to moralize upon it. For instance, it is not his business to prove that slavery was right or wrong. His business is to find out what were its causes, under what conditions it continued to exist, what were the causes of its downfall, what were its effects upon the slave and the slaveholder. The business of the statesman and the moralist is to pass judgment on these facts, and decide whether slavery is best or not.

We have dwelt upon this, because it is a common opinion that one great use of history is its ethical teaching. This is undoubtedly true; but its ethical teaching can only come safely from the concrete presentation of the historical facts. These facts contain, if it is anywhere to be found, the vision of justice and injustice, of oppression and liberty; and this vision it is on which we must depend to rouse the feelings of love and hate in the beholder. Not sermons, but parables, are the teachings of history.

So with the teaching of patriotism through history. We cannot teach children to be good patriots or citizens by telling them over and over to be such; but we must show them a country great and fair, with a thousand picturesque associations with the past, sacred to liberty and happiness, the home of heroes, and love for such a country will take care of itself. Such a love is not to be aroused in young minds by the bare study of abstractions such as constitutional history demands: the Indian, the soldier, the fur-trapper, the sailor, are the guides who must take him in hand at first, and attach his interest and his love to the mountains, plains, and lakes of his native land. Here lies the great use of the study

of wars, which shows us a people under the stress and strain of great and painful circumstance, acting together, enduring and daring for a common good. Wars thus become watchwords of heroism, banners of memory, bonds of blood-kinship to a people. In the study of the heroic deeds of peace and war you lay a concrete basis for patriotism, without saying a word about it. We love what is great and fair, in spite of ourselves. Do not tell us then to love, but show us what is great and fair.

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## 6. THE STUDY OF LOCAL HISTORY.

In local history alone can the teacher most nearly bring his pupil face to face with all the sources, and give him the best training that history has for him in accuracy, the nice weighing of evidence, the sympathetic interpretation of the past. In the second place, through local history the citizen finds a close and intimate connection with the great whole. The hills and valleys of his childhood take on the glamour of romance that always comes from the touch of a bygone life. Here the Indians smoked about their council-fires; here passed a Spanish knight, armed *cap-a-pie*; here a pioneer first broke the soil, and stood ready, gun in hand, to protect his home from all invaders, whether wild beasts or wild men; here men sprang armed to conflict; here they suffered and died for liberty, independence, or perchance for human freedom. Thoughts like these add beauty, pathos, and meaning to the poorest landscape, and give to common life the touch of poetry. The traveller in Europe realizes this, as he sees the pride and love with which the common people look upon their historic monuments. The great Cathedral of Siena, the exquisite bronzes of Florence, the memories of Tell among the Swiss mountains, of Napoleon and Louis the Great in Paris,—from these breathe poetry and wonder for the child, and an atmosphere of charm which always lingers in his mind and eye.

In America, our local history has not yet received its full development. We have been careless of our monuments and relics, which, to be sure, are of a different sort from those of Europe, though no less interesting and important to preserve; we have, as yet, no growth of song and story, clinging like green vines about the broken fragments of the past; worst of all, we do not know our local history. Now all this the teacher can do much to change.

First of all, let him ask himself: What are the connections of my city, town, or vicinity, with the general history of the country? Take, for instance, my own native place, Oswego, a dull little city on our northern frontier, lying asleep by the blue waters of Ontario. Commonplace enough it looks, and no great man and no great deed has signalized it; but let me tell you its connections. First of all, its Indians were the fierce Iroquois, best of all the fighting tribes; their songs and traditions still live among their descendants; their manners and customs, their village and forest life, are minutely described in the relations of the Jesuits; in the soil are still found their arrow-heads, — and on their reservations they still make their primitive wares and fabrics. In the Colonial period, we have connections with Champlain, the Jesuits, and the fur-traders; there was still a trace of the old French settlement left when I was a child; there are old maps to be seen, showing Oswego as a wild wilderness with a fort, a river, a few canoes and huts. In the French and Indian War, we were an important frontier post, for which the French and British fought back and forth. Of the old forts there still remain the well-authenticated sites. With the Revolution we had but little connection, but with its close the period of our growth began. We were in the current of the great commercial and industrial wave which came from the opening of the Welland and the Erie canals. The lake was white with sails, and every wind blew us in the lumber of Michigan and the wheat of Ohio and Illinois. In memory of this time, still stands our noble lighthouse and the long stone pier, badly fallen to ruin, the green grass springing up between the stones, and old wharves, grass-grown too, where idle boys fish long afternoons in the sun, while the tall elevators have one by one



been turned to other uses or have fallen to decay ; for our greatness and wealth passed away with the opening of the railroad, whose great line of the Central passed to the south of us ; our fine canal with its locks suffered decay as well, — and the old taverns with their wide piazzas were deserted and haunted places. Still, life went on in Oswego, and when the Civil War came, we sprang to arms with the North ; our fields were white with tents ; in a long shed on the lake shore our soldiers ate their rations ; along our streets they marched away with tears and loud huzzas. To many and many a house came back the stories of the heroes, freezing, fighting, starving, dying for what they deemed the right. We children picked lint for the hospitals ; one of our women marched away with her husband, and became a nurse, well remembered and much beloved ; a staunch old preacher, white-haired and ruddy-faced, almost worshipped by his people, prayed every Sunday to the God of battles to strengthen the hands and the hearts of the North.

But I need go no further, though this by no means tells the story of the dull little town. What I have said is to indicate the lines of enquiry ; the next thing is to see what the Oswego teacher will do with all this wealth at his command. We have already seen the value and the power of the source in history ; the Oswego teacher in Oswego can use this for all that it is worth. In the library he will find four great volumes of the documentary history of New York. In these volumes, the old maps, the old Jesuit relations, the lists of New York governors, the old military reports are all embodied. He will set the children hunting there ; ask one to find the first map which has Oswego placed upon it ; another to find who were the first people who came there, and what they came for ; suck these books dry of all they can tell about Oswego. He will go with his pupils to the county clerk's office and see what they can find there of the early government, of the first mayor, of the first common council, the first board of education ; above all, they will hunt up the old maps of the city. He will take his pupils to the fort, let them see why it is placed well for defence ; take them to the soldiers' graveyard, lying desolate on the hill, and let them wander among the graves and

read the old inscriptions; take them along the wharves and the pier, and setting them in the sun, let them write out, pencil and paper in hand, as well as they can, a description of how it looked in 1830; what features of the picture were emphasized then, and what have vanished; what have been added, or, perhaps, a contrast of 1830 with 1890. He will set them to ransacking their own homes for old letters, old newspapers, old relics, old bits of pottery, old costume, old weapons. He will ask some old soldier of the Civil War to come to the school and tell his story of the camp and the field.

This work with the sources must precede all else, and much of it is especially fitted to be the very first work done in history. Even young children will appreciate the expeditions to points of interest, and will get something of the feeling of history. The next work is for the teacher and his pupils to reconstruct the local history and give it its connections. Now the material is all gathered, comes the time to question it. Now is the time for essays, classified collections, public exercises, note-books, and all the rest of the paraphernalia of study.

The questions which should guide the study in the case of Oswego would be something as follows:—

First of all, What was the Indian population here? What were their manners and customs, their thoughts and beliefs? What was their welcome to the white man, and what has become of them now? Then, Who were the first explorers and settlers? Where did they come from, and why did they come? Why did they settle in this particular place? What was their character, their education, their ideals, their faith? How did they make a living in their new home? What were the routes by which they came and by which they were tied to the general net of civilization?

Had we any connection with any of the wars of the Republic? Were any of our people at Valley Forge, at Yorktown, at Lundy's Lane, at Gettysburg? Who were our heroes in these wars? Again, What connections have we had with the political, intellectual, and artistic world? Has there been a scholar, a statesman, a poet, who was born in Oswego, or who loved Oswego as a home?

I have been thus particular about questions which should be asked, because I could thus most easily reveal the wealth which this vein of local history may possess.

One important outcome of these local studies should be the formation of local historical collections. These should be the result of the joint labors of the pupils and teachers of the whole locality, working together in a club. This museum should gather to itself the visible remains of the whole history. It should contain Indian relics, pictures of native Indians, photographs of historic sites and buildings, all the historic maps of the locality, photographs or other pictures of citizens who have been prominent at critical periods, old costumes and uniforms, old dishes, utensils, and tools, coins, stamps, and portraits, — everything, in short, which serves as a material link between then and now. There, too, should be found the files of local newspapers, made as complete as possible, and as soon as possible firmly bound. Letters, diaries, manuscripts which have a local historic value should be collected and bound, or preserved in legible and authentic copies, the originals being preserved for the occasional reference of scholars. All the literature that has gathered about the place should also be gotten together, — any poems, novels, biographies, which celebrate the place or its citizens. The old people, the old soldiers, should write out or dictate their recollections, and these manuscripts be added to the local collections.

There is still another class of sources we should save from oblivion, — those of our foreign immigrants. In every town, in every place, there is a large body of European immigrants. Where did they come from? Have they any pictures of their old homes? Why did they select this for their new home? What differences do they find between the old and the new? Perhaps they were Irish driven out by famine, Germans driven out by the conscription, Italians by heavy taxes and an extreme of poverty of which we do not dream. In nine cases out of ten their stories will be found to have interest and meaning, and should find a niche of their own in the museum and library of local history.

But should we, in local history, deal with all the dull periods,

make it a point to know the history thoroughly year by year, or deal with the salient points, the vital connections? Are we to mention such details as smuggling a dozen China handkerchiefs or a bushel of salt, or the complaint of a citizen that his street is not kept in good order, or that there was a squabble in the court-room on such a day, or that a refractory mustang on a certain Californian journey tried to throw an imperial commissioner as he was crossing a stream, or that the said commissioner was sea-sick on his return, or that John Mulligan, a native of Tullybammen, Ireland, came to live in Syracuse?

As teachers, we must deal with salient points, with points of vital growth and large connection. But in order to gain these points, to make these connections, somebody must search through large masses of material that may seem of very little use, and may yield little of significance. But there lies the way. If we are to know that at a certain time, in a certain place, men lived without law and order until their misery and confusion drove them to some effective government, you can only reach this conclusion, if you are working with the sources, by reading in detail about this bushel of salt smuggled in, that fatal quarrel that ended with a shot, the disappearance of this herd of horses, rifling and murder on this or that lonely ranch. Or if you would know that the population of a certain place came mostly from Ireland or from Spain, how can you know it except from just such details as you may learn from the tombstone or the marriage record, — in short, from such details as that John Mulligan, native of Ireland, came to live in Syracuse? The pettiness disappears when the petty detail is one of a thousand strokes that paints a great and beautiful picture. Or supposing that the petty detail is essentially petty, has no significance in proportion to the general whole, is but a splash of paint on the wall, — is it not worth something to learn what to reject as well as what to accept? to know what has no worth as well as to know what has a story to tell, a place in a picture?

So local history has its place in study and teaching, a place which nothing else can fill. There lies finally the labor, the reality, the

very ground of history. There the citizen finds his home in the great world of time as well in the great world of space. There he learns how to interpret history through the toil and heroism of some few men whose works he has seen, whose words he has read, in whose footsteps he himself daily treads.

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## 7. MANAGEMENT OF RECITATION WHEN STUDIES FROM THE SOURCES ARE USED.

“Learning the lesson” consists in studying the text carefully in connection with the questions. The work of the recitation-room is to collect, discuss, criticise, and arrange the answers. The study should be as independent and solitary as possible, the recitation as free and talkative. The teacher must criticise closely enough to make the pupils as careful as their age allows, and not so much as to discourage the most absolute freedom and honesty in reporting the results of individual work. When the answers are all in, the next work is to place the leading points before the pupils in some simple tabular arrangement, striking to the eye, and easily kept in mind. These tabulated points are those on which reviews and examinations are to rest.

The quotation placed at the head of each study is intended to give the literary or poetic key of the whole lesson, and should be learned by heart and recited by some pupil who can do it with spirit, and at the very beginning of the recitation. In cases where the lessons are too long for the recitation-hour, some of the questions can be omitted, their answers being given by the teacher himself as supplementary. In cases where the work seems too long for the study-hour, a part only of the questions may be given out to all the pupils, the rest being divided among the various members of the class.

The teacher will find, too, that often many more questions are needed in order to bring out all the necessary points, and he must

always regard the work as suggestive, rather than as an absolute model.

In cases where the extracts are antique in form and spelling, a very good spelling and rhetoric exercise may be made of them by having them re-written in good modern English.

**The Chronological Lists.**—The lists to be found at the close of each group of studies serve two purposes: one is that of reference throughout the work and in any outside reading that the pupil may do; the other use is indicated by the studies set in connection with them; namely, their study enables the pupil to obtain the general view of the group which he has been studying, and to place the special studies in their relation to the sum total of the period. *The lists are in no case to be employed as memory-tasks; they are simply for reference and study, and to serve as a general background for the period.*

**Ready-Memory Work.**—Although the aim of this work is primarily to give our pupils the chance to think, yet the teacher must not ignore the time-honored custom of having the pupil tell a continued story sometimes from memory; so from time to time he should ask for a voluntary oral reproduction of some incident or story known to have been read within the last twenty-four hours; as, for instance, have some one tell all he can remember about Columbus. Let the recitation be made without interruption or comment, not until at its close asking for criticisms and additions by other members of the class. Since the work indicated by the questions calls for rather short and fragmentary recitations on the part of the pupils, it is particularly well that the teacher should have exercises from time to time that call for continuous and connected thought and expression, and concentration of the memory on one particular topic. This excellence, which was the great value of the old memorizing methods, should not be forgotten entirely in the novelty of making people think. The man who can tell a true, connected story has a valuable accomplishment.

**Map and Note-Book Work.**—The map and note-book work should be an important and prominent part of the work, since it embodies the results of the pupil's study in a form which should be permanent, easy of reference, and as handsome as may be. Each pupil, in beginning the study, should be provided with the materials for it. He should have four or five colors at his command, in the shape of colored crayons or pencils or water colors; red and black ink; outline maps of the number and kind indicated on page ten of the table of contents of the Studies; about fifty quarto sheets of

good paper, uniform in size, and a pair of portfolio covers to hold these and the maps neatly in place, but not so rigidly as a bound note-book would do. The portfolio note-book has many advantages over the bound note-book, the greatest being that its contents can be shifted and added to at will as one goes on with the work or has new and better plans for it. As long as things are alive they tend to change form. The getting of these materials should be a lesson in co-operative business, and should be done as much as possible by the children themselves. Each child should make his own covers, the absolutely essential thing being two pieces of pasteboard the right size, joined by a stout piece of cloth at the back, and tied together by two strings at the front. The pupils should make them rather than buy them, and should be encouraged to make them of materials, too, which he can find for himself, such as old pasteboard boxes, odd bits of tape, leather, linen, and ribbon. Their making should be allowed for as a part of the school-work, and those which are superior in ingenuity or style, but not in expense, should have especial attention called to them. They should be made so as to accommodate about fifty quarto sheets of paper, together with the outline maps, folded and trimmed to size. Outline maps ready made for the purpose can be bought of D. C. Heath & Co., of Boston, by the quantity.

All this suggestion may seem cumbrous, yet these are some of the ways in which the school may be made to have a vital relation with the lives of the pupils. As far as possible the school should be made into a workshop, a place where things are made and done.

This note-book and map work has for its aims in training, exactness, neatness, finish, and order; and for its aims in knowledge, the fixing of facts in large general relations of cause and effect, of time and space; and upon this work examinations, so far as they test knowledge, should be based.

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## 8. READING AND LIBRARY WORK.

The *Studies in General History* and the *Studies in American History* were made because no teacher who did not have access to large libraries could get much material for this method of study. They were primarily made to help such teachers, so that even the poorest little country school, without any pretense to a library, could get some "crumbs from the Master's table," some fragments from the

life-giving source. The authors were naturally, then, at first somewhat surprised to hear the question, "How can we use your books without a large library?" and replied, "They were made to help you just when you did not have a large library; to give you, as nearly as possible, just what you would like to have copied out from a large library for the use of your pupils; for even if you had unlimited libraries at your command, you could only use fragments in the time you have." But it has lately been borne in upon them that the use of this method makes one wish to see the wholes from which the fragments come, makes him wish to select his own fragments, makes him realize that in a library he must search for more specimens of the historical kind. Now, the need for these specimens is really greater when the teacher of history approaches his subject with a little narrative manual which apparently tells him all about it, than when he has even a small collection from the sources. Take a little book on botany which tells one all about plants in one hundred pages, and no one will feel the need of a plant collection; he knows all about it. Take a few plants, put them into the hands of the pupils, with directions how to study them, and the pupil at once comes to know that with plants alone he can learn to know plants. Plants are not really as necessary as they were in the first instance, for the book was dead and sealed up; whereas, by even a little study of plants, he has come into contact with plant-life, and has a method of work. So with history; after one has once worked with the sources, he has felt the touch of the life of men, and seeks for it again where first he felt it. But give him to understand that he has all the wisdom of all time in four hundred pages, and he at once sinks into stupid inactivity.

In the supplementary reading indicated at the end of each study, a few only of the best books have been named, and even these are too many for any ordinary pupil to read during the time when he is going to school; but they will not all be accessible to any one pupil at one time. It is not desirable to force the matter of reading. The text-book is so arranged as not to demand it, and if the studies are thoroughly done, there is little time for it. If, however, the



school has access to a library, the teacher may often send special pupils to special books, instead of having all the pupils use the extracts given in the text. For instance, if the lesson is upon Marco Polo, two or three of the pupils may be asked to read the whole chapters from which the given extracts are taken, and to report on what else they find in further illustration of the points asked in the questions. This is the sort of way in which a library may be made to extend the work on the sources. As for reading in authorities, such as Prescott and Parkman, such reading should always *follow* the class-room work on the sources. The tendency in history is always to read too much and study too little. Its first presentation should be simple, clear, and thorough, mastering the strong outlines; and these are obscured and weakened by too much reading.

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## 9. THE HISTORICAL SCRAP-BOOK.

Another sort of work may grow out of the reading of newspapers and magazines. There should be kept in every school where history is taught a historical scrap-book, which will in time become a source-book for current history. The teacher should delegate different children to look up historical material in the various papers they see at home, and, when possible, bring it to school for the scrap-book. For instance, to give an example interesting at the date of writing, the Chilian difficulty of 1891-92 should be looked up, extracts and articles that bear on it preserved, and pasted neatly into the scrap-book. Each extract should have attached to it the name and date of the paper or magazine from which it is taken, or it becomes useless. They should be pasted on one side of the page only. Pictures should be obtained from every possible source. Back numbers of the *Century*, *Harper's*, and *Scribner's* magazines can be obtained from any of the great second-hand dealers of the city for ten cents a number, and these files are particularly rich in pictures illustrative of American history. Often it will be well

worth while to make a little booklet of an entire article. In every case indicate the source in full, as, *Century Magazine*, April, 1887, p. 54. If illustrative maps cannot be obtained, they should be made or copied by the children, as well as a concise chronological list of the salient events connected with any topic.

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## 10. PUBLIC EXERCISES.

The experience of some years has convinced me that public exercises are much more interesting when those for a single day are all grouped about a single topic. I am also sure that very desirable developments may be made along the line of impromptu dramatic exercises; that is, let the pupils invent little dramatic scenes, tableaux, dialogues, along the line of their work; and no line of work can suggest more than history. No matter if costumes are rude and scenery none; you are probably no worse off than the world of Shakespeare's time; and you are dealing with imaginative beings, not yet highly cultured, who delight in suggestion and creation, and who are not so very many years away from the time when a spool stands for a man. Do not let the lack of a Dutch teapot stand in the way of having a Dutch tea-party. The play of imagination, the delight of *make-believe*, will go far towards binding the past to the present. The invention of dialogues and stories based on historical scenes and characters is as perfectly legitimate exercise in composition as the writing of essays, and possibly an exercise more native to many pupils' minds.

The following programme, founded on the subject of California, will illustrate the sort of exercises that I mean:—

### CALIFORNIA DAY.

*Music.*— Spanish Fandango (guitar, if possible).

*Essay.*— Journey of Father Junipero Serra to San Diego, by a companion.

*Reading.*— From Bret Harte.

*Music.* — Military March.

*Dialogue.* — Between two Forty-Niners. (Composed and acted by pupils.)

*Essay.* — Jessie Fremont.

*Recitation.* — From Joaquin Miller.

*Essay.* — Kit Carson.

*Scene.* — Up in the Gold Mines.

*Debate.* — Shall we let the Chinaman come?

The decorations for such a day should be of yellow, the color of California; the Stars and Stripes and the Bear-flag should appear among the draperies; pictures of California scenes should be used, if possible, and a very effective and pleasing decoration may be made by having a row of four costumed pupils sit at the back of the stage, one representing a Spanish cavalier, one a monk, one an American borderer and miner, and one a Chinaman.

Of course all this is pure suggestion, and the teacher will find, if once he adopts this plan of having all the exercises centre about a single topic, that the work will improve and grow in interest to himself and the pupils.

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## 11. SAMPLE LESSON.

### THE OREGON QUESTION AND THE OREGON TRAIL.

(Pp. 256-261 of the Studies.)

*Jamie (recites with spirit before the class).*

O you youths, Western youths,  
So impatient, full of action, full of manly pride and friendship.  
Plain I see you, Western youths, — see you tramping with the foremost;  
Pioneers! O pioneers!

*Teacher.* — Who had been the first Americans to enter the Oregon country, Margaret?

*Margaret.* — Lewis and Clarke went down to the mouth of the Columbia in 1806, and Captain Gray entered the river in 1792.

*T.* — And what Englishman had been there before?

*Edwin.* — Captain Cook, first of all, went along the coast, and Mackenzie had crossed the continent and had come out somewhere above the Columbia about the same time that Captain Gray entered its mouth.

*T.* — Who had settled there before 1840, Stanley?

*Stanley.* — The Hudson Bay Company and some American missionaries and traders.

*T.* — Who were the first American traders on the coast?

*Stanley.* — The men that John Jacob Astor sent out to Astoria.

*T.* — I can remember some that were up there before that.

*Jessie.* — Mackenzie, when he was up there in 1793, complains about the American adventurers along the coast.

*T.* — What does he say of them, and why does he complain of them?

*Jessie.* — He says that if the English can get possession of the Columbia, they can get “the entire command of the fur trade of North America,” as well as all the fishing, but that the coast is “at present left to American adventurers, who collect all the skins they can procure.”

*T.* — And what fault does he find with the Americans?

*Jessie.* — Well, I think he finds more fault with the English, because they let the Americans come in and get all the fish and furs.

*T.* — Let us see where we are in 1840. I will write down on the board a list of the settlers and explorers of the Oregon country before that date. First I will put down the general subject of our study: —

### **The Oregon Question and the Oregon Trail.**

Settlers and explorers of the Oregon country before 1840 :

Cook — 1779.

Mackenzie — 1789-1793.

Gray — 1792.

Lewis and Clarke — 1806.

Astoria settlement — 1810.

Hudson Bay Company.

Fort Vancouver — 1825. Fort Hall — 1832.

Dr. Whitman and other missionaries to the Indians.

N.B. — *These dates are not to be learned by heart.*

*T.* — Now, what claims had the British to this country, Jamie?

*Jamie.* — They might say that Cook and Mackenzie had discovered it first, and that when Lewis and Clarke went up there they found Hudson Bay Company traders there, and that the Hudson Bay Company had established posts there and held the country.

*T.* — And what could the Americans say to that, Stanley?

*Stanley.* — Why, that although Cook might have sailed by the coast first, yet Captain Gray was the first man who ever found the Columbia River; and that, though Mackenzie was the first white man to cross the continent, yet Lewis and Clarke were the first to explore the region of Oregon; and that though the Hudson Bay Company was settled in Oregon before 1835, that Astoria had been the very first settlement. And I thought of one more reason, too: there was the Louisiana purchase; they might say that they had bought Oregon in that.

*T.* — Now let us see where we are. I will write here,—

British claims to Oregon, founded on

Discoveries of Cook and Mackenzie.

Hudson Bay Company's possession.

American claims to Oregon, founded on

Discoveries of Gray, Lewis, and Clarke.

Founding of Astoria.

Louisiana Purchase?

Why do I put a question-mark after this Louisiana Purchase? [No one knows.] Turn to the map of the Louisiana Purchase on page 216, and see if you can tell; well, Margaret.

*Margaret.* — The Louisiana Purchase hasn't any boundary up in the northwest corner.

*T.* — That was just the fact. No one knew exactly how far the Louisiana Purchase went in that direction, though there were many who thought it took in the whole Oregon country, and some thought that it stopped at the Rocky Mountains altogether. Now, what were the reasons the British had for wanting the Oregon country? [After receiving the answers to this question and to its corresponding question as to the American reasons for wanting Oregon, the teacher tabulates as follows:—]

British reasons for wanting Oregon:

Fur-trade.

Fisheries.

American reasons for wanting Oregon:

Fur-trade.

Fisheries.

Road to India.

Settlement.

Now, why was Oregon the American road to India?

*Jessie.* — Why, if we had Oregon, we could build ships there, and go right across the Pacific to India and China; that would be the straight way.

*T.* — How long had people been hunting for the best way to India? [Various answers, but recall Columbus, De Soto, La Salle, Champlain, etc.] If we did not have Oregon, what would be our way to India?

*Stanley.* — By way of Cape Horn, or round by the Isthmus of Panama.

*T.* — And if we went to India by way of Oregon, how could we get to Oregon, Jennie?

*Jennie.* — By the Oregon Trail. [Teacher has all the maps shown, compared, and criticised.]

In a similar way the teacher will conduct the remainder of the recitation, discussing each point as fully as possible, and, after the discussion, writing down its results in a summary. The reader will notice that, in the above sketch, no question is asked which exactly repeats the questions of the book; although the teacher should not be bound by this rule, neither should he be bound by the questions of the book, which are given rather to direct home study than the class-room work. In the recitation, the teacher should be guided largely by circumstances as to the emphasis various points receive and the order in which they are considered, but should lead the work at last to an orderly summary.

The remaining points of this lesson may be summarized as follows: —

**Oregon Question — Who shall have the Oregon country?**

Parties to it:

Americans.

British.

Attempts at securing it:

By force — War of 1812.

By management — Hudson Bay Company.

By actual settlement — Americans.

By treaty — settled in 1846 for America.

**Oregon Trail.**

Its course. (See outline map.)

Its dangers and trials.

Its pleasures.

Time required — three months at least, sometimes six.

## GENERAL PUBLICATIONS CONTAINING SOURCES OF AMERICAN HISTORY.

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*Library of American Literature from the Earliest Settlement to the Present Time*, edited by Edmund Clarence Stedman and Ellen Mackay Hutchinson, published by subscription, in 10 vols., by Charles L. Webster & Co. \$3.00 a volume.

This work is in itself an invaluable library of historical sources. Although collected from the literary point of view, still our original literature, especially up to the close of the Civil War, was so perfectly the reflection and outcome of our history, that the latter could hardly be better illustrated by a collection made entirely from the historical point of view.

*Old South Leaflets*, edited by Edwin D. Mead, director of the Old South work. Price, 5 cents a leaflet, or \$3.00 a hundred. Heath & Co., Boston.

There are at present twenty-eight leaflets; others will rapidly follow. The following are the titles of those now ready:—

No. 1. The Constitution of the United States. 2. The Articles of Confederation. 3. The Declaration of Independence. 4. Washington's Farewell Address. 5. Magna Charta. 6. Vane's "Healing Question." 7. Charter of Massachusetts Bay, 1629. 8. Fundamental Orders of Connecticut, 1638. 9. Franklin's Plan of Union, 1754. 10. Washington's Inaugurals. 11. Lincoln's Inaugurals and Emancipation Proclamation. 12. The Federalist, Nos. 1 and 2. 13. The Ordinance of 1787. 14. The Constitution of Ohio.<sup>1</sup> 15. Washington's Circular Letter to the Governors of the States, 1783. 16. Washington's Letter to Benjamin Harrison, 1784. 17. Verrazzano's Voyage, 1524. 18. The Constitution of Switzerland.<sup>1</sup> 19. The Bill of Rights, 1689. 20. Coronado's Letter to Mendoza, 1540. 21. Eliot's Brief Narrative of the Progress of the Gospel among the Indians, 1670. 22. Wheelock's Narrative of the Rise of the Indian School at Lebanon, Conn., 1762. 23. The Petition of Rights, 1628. 24. The Grand Remonstrance. 25. The Scottish National Covenants. 26. The Agreement of the People. 27. The Instrument of Government. 28. Cromwell's First Speech to his Parliament.

<sup>1</sup> Double number, 10 cents.

Effingham Maynard's *Historical Classical Readings*. 12 cents a number. Effingham Maynard & Co., New York, 1890, etc.

Many of these are from authorities, rather than from sources, but they include Smith's account of the *Settlement of Virginia*, Bradford's *History of Plymouth Plantation*, and Governor Hutchinson's account of *King Philip's War, and Witchcraft in New England*.

*American History Leaflets*, colonial and constitutional, edited by Albert Bushnell Hart and Edward Channing of Harvard University. 5 cents apiece. A. Lovell & Co., New York. Published bi-monthly.

A series very similar to the *Old South Leaflets*, and just begun. The first number contains the complete letter of Columbus to Santangel, announcing his discovery of the New World.

Howard W. Preston, *Documents Illustrative of American History, 1606-1863*. \$2.50. G. P. Putnam's Sons, 27 and 29 West 23d St., New York City.

Contents: First Virginia Charter, 1606; Second Virginia Charter, 1609; Third Virginia Charter, 1612; Mayflower Compact, 1620; Ordinance for Virginia, 1621; Massachusetts Charter, 1629; Maryland Charter, 1639; Fundamental Orders of Connecticut, 1639; New England Confederation, 1643; Connecticut Charter, 1662; Rhode Island Charter, 1663; Pennsylvania Charter, 1681; Penn's Plan of Union, 1697; Georgia Charter, 1732; Franklin's Plan of Union, 1754; Declaration of Rights, 1765; Declaration of Rights, 1774; Non-Importation Agreement, 1774; Mecklenburgh Resolutions, 1775; Virginia Bill of Rights, 1776; Declaration of Independence, 1776; Articles of Confederation, 1776; Treaty of Peace, 1783; Constitution, 1787; Alien and Sedition Laws, 1798; Virginia Resolutions, 1798; Kentucky Resolutions, 1798; Kentucky Resolutions, 1799; Nullification Ordinance, 1832; Ordinance of Secession, 1860; South Carolina Declaration of Independence, 1860; Emancipation Proclamation, 1863.

*Masterpieces of American Eloquence and Illustrations of American History*. Putnam's. New York City. \$2.75, subscription.

For official statistics, figures, and facts, see

*The Statesmen's Year Book, Statistical and Historical Annual of the States of the World for the Year 1891*. Edited by T. Scott Keltie, Librarian to the Royal Geographical Society. Revised after official returns. London, Macmillan. Published annually since 1863.

*The Annual Statistician and Economist*. San Francisco and New York. L. P. McCarty. Published annually since 1889.



*American Almanac and Treasury of Facts*, Statistical, Financial, and Political, for the year 1889. Edited by Ainsworth R. Spofford, Librarian of Congress, New York and Washington. Published annually since 1878. The continuation of a similar publication begun in 1830, under the title of *American Almanac*; perhaps the most valuable single publication of this sort for the American teacher.

*Hazell's Annual for 1891*: A Cyclopædic Record of Men and Topics of the Day. Containing above 3500 concise and explanatory articles on every topic of current political, social, biographical, and general interest referred to by the press and in daily conversation. Edited by E. D. Price, F.G.S., assisted by a large number of contributors, and including some of the most eminent specialists of the day. Sixth year of issue. London, 1891.

All the above are collections or compilations, or selections from the sources. If the teacher would go back of these, let him see the various collections that have been made by the State historical societies, the Congressional Record, the documents published by the government from time to time, Poore's Charters (see No. 82 of Bibliography), the files of good newspapers, the memoirs and works of our great statesmen and leaders.

References to the especial sources valuable for each period will be given at the beginning of each group. See also Bibliography given at the close of the Studies.

**Bibliographies for Use in American History.**—The teacher will find at the close of Winsor's *History of America*, a hundred finely printed pages of descriptive bibliography of manuscript sources and printed authorities on United States history, the work of Justin Winsor himself, the librarian of Harvard College.

For the history of our Western States and Territories, the bibliographies which Herbert Howe Bancroft has inserted in the various volumes of his great history of the Pacific slope must be our guide.

J. T. Short, *Historical Reference Lists*. 40 cents.

Charles Kendall Adams, *Manual of Historical Literature*. Harper's, 1889. \$2.50.

This book contains an excellent description and critical bibliography of authorities in American history.

**Important Authorities for the General Study of United States History.**

George Bancroft, *History of the United States*. 1492-1789. Complete edition in 6 vols., \$15.00.

Democratic in tone.

R. Hildreth, *History of the United States*. 6 vols. (to 1820). H. \$12.00.

Sound and generally accurate; Federalistic in proclivities; excellent for reference.

James Schouler (Skool'er), *History of the United States from 1783 to 1861*. Dodd, Mead, & Co. 5 vols. \$11.25.

This work can be very highly recommended, and with either or both of those, first mentioned, will lay an excellent foundation for this part of a library of American history.

William C. Bryant and S. H. Gay, *Popular History of the United States*. 4 vols. Scribners. \$24.00.

Handsomely illustrated. The early parts are the best. The value of this history lies largely in its fine pictures, which are largely of an historical character. Written on the co-operative plan, with slight editorial care.

Justin Winsor, *Narrative and Critical History of America, 1492-1850*. Houghton & Mifflin. \$40.00.

The greatest excellence of this admirable work lies chiefly in the critical chapters, which contain accurate and full bibliographies and descriptions of sources, as well as many fac-similes of old maps, hand-bills, etc. Written on the co-operative plan, with great editorial care.

Herbert Howe Bancroft, *Works of. The Native Races of the Pacific Slope, Histories of California, Oregon, Texas, the Northwest Coast, Arizona and New Mexico, Utah, Central America, Columbia, Alaska*. San Francisco, 1883, etc.

This work presents in its bibliographies a very nearly complete view of the sources. It is at present the only general authority on the history of that part of our country west of the Mississippi. It has been written on the co-operative plan, and varies greatly as to the value of its different parts, but no intelligent criticism can be made of its quality until much more work has been done in this field.

J. J. Lalor, *Cyclopædia of Political Science*. 3 vols. published. Ch. Cary. Each, \$6.00.

The value of this work consists almost entirely in the work contributed to it by Alexander Johnston of Princeton on various topics connected with our constitutional history. The articles are signed, and have lately been published separately.

J. B. McMaster, *History of the People of the United States, 1783-1861*. To be in 5 vols. \$2.50 a vol. Appletons. 3 vols. now ready.

Contains many facts not to be found elsewhere, but inclined to be partisan.

John Fiske. Mr. Fiske's work is of a high order and may be relied upon. He has published already, *Washington and his Country*, Boston, 1887; *The Beginnings of New England*, Boston and New York, 1889; *The Critical Period of United States History, 1783-1789*, Boston, 1888; *The American Revolution*, Boston; *The Discovery of America*. Houghton, Mifflin, & Co.

Alexander Johnston, *History of American Politics*. Holt. \$1.00.

A valuable book on this subject. Covers the ground from 1783 to 1880.

H. Von Holst, *Constitutional History of the United States*.

Reference book for the most advanced students of this subject. For such work, too, see the series of monographs published under the title of Johns Hopkins University Studies. Only of use when the teacher is himself a special student.

Samuel Adams Drake, *The Making of the Great West*. New York, 1887.

This book is a short and well-written presentation of its subject, and almost alone in its field.

*Epochs of American History*, to be published in 3 vols., under the editorship of Albert Bushnell Hart, Assistant Professor of History at Harvard, has already made a promising beginning in *The Colonies*, by Reuben Goldthwaite. New York, 1891. \$1.00.

Of the smaller handbooks of our history, Johnston's and Eggleston's Histories of the United States are especially excellent.

#### **Books of Reference for American Biography.**

Appleton's *Cyclopædia of American Biography*, edited by James Grant Wilson and John Fiske. New York, 1889. 6 vols., \$30.00.

One of the most useful books of reference for a school library to possess,

*American Statesmen Series.* Published by Houghton, Mifflin, & Co. \$1.25 a vol.

Many of these are very valuable, like Tyler's *Patrick Henry* and Carl Schurz's *Henry Clay*.

See, too, the Series now being brought out by Dodd, Mead, & Co. of New York, entitled *The Makers of America*.

### **Books of Reference for Local History.**

*American Commonwealths*, edited by Horace E. Scudder. Each vol. \$1.25. Histories of States. Houghton, Mifflin, & Co., Boston, Mass.

### **Maps for Use in American History.**

Three sorts of maps are needed for use in history,—outline maps, to record and examine the results of study; reference maps, containing the data for study; and illustrative maps, which are diagrammatic in character, and which result from filling in an outline to illustrate a particular point. For example: an outline map for the thirteen English colonies should contain merely the coast outlines, the chief rivers and mountains, of the Atlantic seaboard. A reference map for them should contain all these, and besides, all the settlements and roads; it should contain exact and exhaustive information. A number of illustrative maps might be made for the thirteen colonies; for instance: a simple outline, colored red, over the territory possessed by the English, and marking in bold lines the charter-boundaries, would illustrate their territorial extent; another outline might indicate with various colors the race-elements entering into the settlement; another, the lines which settlement took from the seaboard to the interior. The maps here described are of all three kinds.

*Outline Maps of the United States*, edited by Professors Channing and Hart of Harvard. A large paper map in zone sections, with important towns indicated, but unnamed. \$3.00 complete and mounted; 15 cents per section, and 50 cents complete, unmounted; same in small size for pupils, 2 cents apiece, \$1.50 a hundred. Heath & Co., Boston,

*Heath's Intermediate Outline Map of the United States*, for historical and geographical study. Single sheet, large, paper, \$ . For class-room work, to be filled out with colored pencils. Heath & Co., Boston.

*Heath's Smaller Outline Maps* for the home and desk-use of pupils, to be used with colors and colored pencils. Paper, \$1.50 a hundred, or 2 cents apiece. Heath & Co., Boston.

For a wall reference map, see the *Practical School Maps*, by the same firm, 30 x 40, colored and lettered as usual. \$1.00.

*Johnston's Wall Maps*, 50 x 42 inches. \$4.00. Standard English map. Ginn, American agent. Reference map.

*Stanford's Large School Map of the United States*, 58 x 50. Educational Publishing Co., Boston and Chicago.

*Epoch Maps, illustrating American History*, by Albert Bushnell Hart, Assistant Professor of History in Harvard University. New York, Longmans, Green, & Co., 1891. 50 cents.

This is the most scholarly historical atlas that we have, and has been made carefully from original sources, texts of grants, charters, government instructions, etc. Reference maps.

A very excellent and handsome set of illustrative maps is that contained in Townsend MacCoun's *Historical Geography of the United States*. They are very clear and simple, so as to make vivid impressions on the mind. They are accompanied by a historical text. \$1.00.

MacCoun also publishes a set of unnamed historical class-room charts for use in American history, which have the same characteristics. \$10.00. Silver, Burdett, & Co., Boston.

## GENERAL REMARKS ON GROUP I.

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The first few lessons of this group are intended simply as a preparation for the period of discovery and to make a connection between that period and the general current of the world's history. When the idea of the book first arose, one of the gravest questions was, How can we connect the beginnings of American history with the general current of world-history? Little by little we saw that the connections were twofold, commercial and religious. The new world was discovered in the endeavor to extend the markets and the standing-places of the old; it was peopled partly for gold and partly for the love of God. It is rather the former connection which is here emphasized, as being simpler and as being first. From the day when men cared for gold and pearls, for silk and cotton, from that day they sought the East, — the way to India and Cathay, and, in due course of time, trying a westward instead of an eastward way, they found America. Even after that event, India was still their objective point, and for two hundred years a leading motive in seeking the new world was to find some way of getting around it or through it to wonderful lands of gold and the gardens of spice in the newly opened Asia. So came all the romance and tragedy of the Strait of Anian and the Northwest Passage. Through such efforts as these the consciousness of America itself grew into men's minds, and the knowledge that this new world had riches and treasure of its own. Nor did the connection of America with the way to India cease even then. One of the main arguments used for the first settlement of the Oregon country was that of Benton, who never ceased to iterate the words now placed under his statue in St. Louis: "There lies India, there lies the East!" And when, at last, the continent was spanned with iron, then through the Golden Gate we found at last the quickest way to India and Cathay.

The successive steps in the way to India are:—

1. The commerce of Tyre and Sidon.
2. The rumors brought to the West of the riches of India.
3. The conquests of Alexander the Great.
4. The conquests and commerce of Rome.
5. The Crusades.
6. The travels of Marco Polo and other Eastern travellers of the middle ages.
7. The discoveries of the Portuguese along the African coast.
8. The voyages of Columbus and of Cabot.
9. The voyage of Vasco da Gama.
10. The voyage of Magellan, which related all the others and gave them their true meaning.

For general subject, see first three chapters of Winsor's *Narrative and Critical History*, with special attention to the critical portions.

**Preliminary Talk.**—There are two things which the teacher must clear up by a preliminary talk with his pupils. One is the idea of what history is, and the other the idea of dates and their relation to the present time. The conversation may be something as follows, perhaps:—

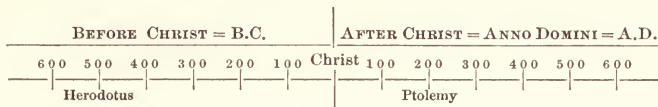
You children have all heard of Washington; how do you know that such a man ever lived? Your fathers have told you so, or you have read it in a book, you say; but how did your fathers know? or how did the man who wrote the book know? How do you know what kind of a looking man your great-grandfather was? Your father has told you that, too? And how did your father know? Because he used to see him. How could you find out when your grandfather married, and what his wife's name was, and how old he was when he was married? You can find that out in the big family Bible, you say? And why would you rather believe that than what anybody might tell you about it? Because your grandfather or some one who was at the wedding wrote it down, and the book never forgets. So you have two ways of finding out about your grandfather and great-grandfather: your father might tell you, or you might read something that was written down about them; and these things that were written and said about them

would make part of the history of your grandfather and your great-grandfather, or, at least, from these things you could find out what the history of these men was. Now we will go back to George Washington. How are you going to find out about when he was married, or when he was born, or how he acted? We must find some record, you say, or have somebody who knew him tell us. But all the people who knew him are dead now, so we will have to depend on records. But, you say, perhaps some of the people who knew George Washington told what they knew to children who remembered it, and who are now themselves old men, just as my grandfather might tell me something about his grandfather, and I might remember it. You are quite right; but supposing we had Washington's family Bible, and the letters that he wrote and that his friends wrote, which would we rather study to find out about Washington,—these, or what somebody remembered that his grandfather told him about Washington? And why do you choose the written records of the Bible and the letters? Because people sometimes forget exactly what is told them; but if a man writes a thing down the very day it happened, just after he himself had done it or seen it, then that record stays always just the same, and we can believe that it remembers to tell us the truth.

And now about time. What year is this? 1891. But what do you mean by that? Why the year 1891 instead of the year 2? Because Christ was born 1891 years ago. How old are you? Twelve? Then how many years after Christ was born were you born? and how many whole hundreds of years have there been since Christ was born? Eighteen hundreds of them, you say? So we are now going on into the nineteenth hundred of years since Christ was born: that's all we mean by saying that we are in the nineteenth century; century just means hundred. And what year will finish this nineteenth hundred of years, or century of years? The year 1900. And then what century will begin?

But now to go back again. Here I will put on the board a long line, and mark off nineteen places for the nineteen centuries or hundreds; and here I will write down the name of Christ. What about the time before Christ was born? Were there no years then? How are we going to say when King Solomon lived? He lived more than ten hundred years before Christ. And before he lived there were hundreds and hundreds of years, and thousands and thousands of them, away back to the time when the earth was made; but all this time was before Christ. At what place on this line will I put down Herodotus? Ptolemy? The sailors of Tyre and Sidon?





And now we are ready for our first lesson. For to-morrow read what the ancients knew about geography, and see how well you can answer the questions on p. 6.

I have thrown in this imaginary conversation as mere suggestion. Question and answer must vary and play about according to the nature of teacher and pupil and circumstance; the point to be reached must simply be kept firmly in mind,—to make sure that the pupils plainly understand the terms B.C. and A.D., as used in history and that they get a notion that the first sources of history are the reports of those who were actors or witnesses in the midst of the life that men lived once upon a time.

## STUDY 1. WHAT THE ANCIENTS KNEW ABOUT GEOGRAPHY.

**Summary.**—The points to be made may be summarized as follows:—

Knowledge of ancients about geography.

Parts of the world known to

Sailors of Tyre and Sidon. } Fill out sub-heads from

Herodotus. } answers given.

Ptolemy. }

Parts of the world unknown to

Herodotus. } Fill out as above.

Ptolemy. }

Productions of Asia known to the ancients.

Gold, silver, } India.

Cotton, honey, spices. }

Wool and precious woods.

Gems.

Sources of knowledge among the ancients.

“Diligent enquiry” from those who had seen } sailors.

Hearsay. } travellers.

SPECIAL NOTES. — *Questions 1 and 4.* Ask other questions similar to these, so as to make sure that the idea of the chronology is perfectly understood by your pupils.

*Question 10.* "Trees that bear wool." If the children have never seen cotton, they might be shown some incidentally, some days before, in connection, perhaps, with a geography or reading lesson; if they have seen cotton growing, or have already some idea of how it grows, no attention need be paid to the matter beforehand.

*Question 11.* The "Indians." It is probably not best at this point to make any connection between the sense in which Herodotus uses the word and its application afterward to the inhabitants of America. All the work along here is preparatory, and the children will derive more pleasure from their work, just in proportion as the history is allowed to unfold in all its freshness before their own minds and eyes at this time; simply be sure that they know how Herodotus used the word.

*Question 14.* "Land of Silk." This is the earliest name by which China was known to the ancients.

*Question 17.* If there is time, it will be well to expand this question somewhat with its answers, so as to bring out as clearly as possible the fact that the Phoenicians knew their geography by sailing it, that Herodotus and Ptolemy knew theirs partly by travel and partly by reports from those who had. Call attention especially to that last sentence quoted from Herodotus: "Though I have diligently enquired, I have never been able to hear from any man who has himself seen it, that there is a sea on that side of Europe." In this same connection note that Pomponius Mela's account is all hearsay.

GENERAL SUGGESTION. — If there is time, the teacher will find it interesting to read with his pupils still further extracts from Herodotus' account of the geography of the earth; and a charming hour might be spent in reading or telling the story of *Atlantis*, as told by Plato in his dialogue of the *Timæus* (Jowett's *Plato*, II. p. 520). A still more detailed description is given in the fragment of the *Critias*, in the same volume, p. 599. The teacher may also call

attention to the fact that the ancients knew that the world was round, but this had better not be done unless the children are bright and there is ample time.

TEACHER'S READING. — The best single authority for the teacher to consult on this study is the first chapter given in Justin Winsor's *Narrative and Critical History of America* on the geographical knowledge of the ancients. In the critical chapter a full bibliography of the subject will be found. But after this the most useful reading will be done in such sources as are accessible, such as Plato, Herodotus, etc., and a study of such old maps as may be found in any great city library in various editions of Ptolemy and in histories of geography. See, too, John Fiske's article in the *Atlantic* for September, 1891, on *Europe and Cathay*.

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## STUDY 2. SAGAS OF THE NORTH.

### Summary of points to be made.

The Vikings.

Sailors, warriors, and herdsmen.

Inhabited Norway, Iceland.

Discovered Greenland, America (Vinland).

Reasons for thinking Vinland to be America.

Lands southwest of Greenland.

Its days and nights more equal.

A land producing corn, grapes, fish, lumber, furs.

Inhabited by savages.

The land nearest to Greenland.

Sources of knowledge about Vinland and the Vikings.

The Sagas of Iceland.

SPECIAL NOTES. — *Question 6.* In dealing with this question avoid giving Vinland too local a habitation. Although all the best scholars now agree that Vinland was some part of the American coast, few of them venture to give it a definite locality. The most ingenious and thorough attempt at identification has been made by Professor Eben

Norton Horsford of Cambridge, who has devoted a number of years to this research, and who claims to have identified the Land-fall of Leif at the mouth of the Charles River, near Boston.

*Questions 11, 12, 14.* These questions review the work on sources, and should be emphasized in connection with this new application.

*Questions 15 and 16.* Questions similar to these should be asked from time to time, until the teacher feels sure that a certain sense of chronology is awakened.

*Skraelings.* No question has been set with regard to the Skraelings, for fear the pupils might gain a too definite idea in regard to them. It is impossible to say whether they were Indians or Eskimos. We simply know that they were North American savages of some sort.

GENERAL SUGGESTIONS.—A very excellent exercise in lessons like this, where there is a connected narrative, is to ask one or another pupil to tell the story from memory. This exercise should test the power of the child to recall connectedly and present in good form what is once heard or read. There should be no preparation for it. The first pupil called upon should be allowed to do the best he can without interruption,—a point to be insisted upon. When he is quite through, let the others in the class add and criticise as much as possible, the teacher reserving to himself the final word.

TEACHER'S READING.—The best single thing which the teacher can read in connection with this study are the chapters on pre-Columbian exploration in the first volume of Justin Winsor's *Narrative and Critical History of America*. The best monograph on the subject of this study is *The Finding of Vineland the Good*, by Arthur Middleton Reeves, a book which contains both the texts and translations of the Sagas. The book of De Costa, from which the translation in the *Studies* is taken, is also excellent and trustworthy. Benjamin F. De Costa, *Pre-Columbian Discovery of America by the Northmen*, Albany, 1890.

## STUDY 3. MARCO POLO.

**Summary of points to be made.**

Marco Polo.

Makes known to Europe, Japan, China, Siberia, Java, India.

Gains his knowledge from

His own travels.

Hearsay.

Productions of Asia described by Marco Polo.

Gold, silver, silk, in China (Cathay).

Gold and pearls, in Japan (Cipangu).

Spices, in Java.

Rubies, etc., in Ceylon (Seilan).

Diamonds and cottons, in India.

Furs in Siberia (Land of Darkness).

Difficulties in getting to Asia.

Long distance.

Deserts to cross.

Strange peoples and languages to meet.

No cars or steamboats, etc.

Sources of knowledge about Marco Polo's travels.

His own account.

**SPECIAL NOTES.** — *Question 11.* Note particularly that sugar was one of the Asiatic spices.

*Question 12.* In connection with this question, dwell upon the point that Asia was a very desirable place for the merchants of Europe to reach.

**GENERAL SUGGESTIONS.** — The connection of this study with the general work cannot be better shown than in the following extract from a letter of Justin Winsor to the *Nation* of April 9, 1891: —

“It could not be forgotten by any one who knew of that copy of Marco Polo which is preserved in Seville, and marked with annotations in manuscript ascribed to Columbus himself, that the strange marvels of the ‘Milione’ had had much to do with fostering the adventurous dreams of the Genoese navigator. . . . One sees to-day in the municipal palace at Genoa, . . . two superb specimens of the art of the mosaic-maker. One is a portrait of

Columbus and the other of Marco Polo. They were the gift of Venice to Genoa in commemoration of the union under which Victor Emmanuel and Cavour brought at last the native places of those two great discoverers. . . .”

TEACHER'S READING. — The teacher cannot apply his time better in connection with this study than in reading the prefaces in the latest edition of Yule's *Marco Polo*, London, 1875.

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## STUDIES ON LISTS OF IMPORTANT EVENTS CONNECTED WITH THE STUDY OF GEOGRAPHY.

### Summary of points to be made.

Geography before Columbus.

World of Herodotus.

Countries about the Mediterranean.

Addition made to this world by the Romans.

Western Europe.

Addition made by Northmen.

Greenland and America (soon unknown or forgotten).

Additions made by Marco Polo.

Japan, Java, Siberia.

More exact knowledge of China and India.

Additions made by the Portuguese.

Knowledge of the African coast.

The outline map, when finished by the pupils, will furnish an excellent and perhaps sufficient summary of these points.

Geography in 1492.

Parts of the world still unknown.

(Fill out from answers of pupils.)

Use of printing to geographical discovery.

Kept records of what men had found out.

Furnished cheaply to many people.

SPECIAL NOTES ON THE FIRST STUDY OF THE LIST. — *Question 1.*  
See p. 14, on outline map making.

*Question 2.* Must be answered from a study of the map made in answering Question 1.

*Questions 4 and 5.* Dwell at some length upon the answers of these questions, since the Portuguese discoveries were really of great importance, both as leading on to a discovery of the true water-way to India, and as inciting Columbus and other navigators of the time to greater activity. The picturesque figure of Prince Henry the Navigator will make an interesting addition to the work. For the best and fullest information in regard to him, see the volume of the Hakluyt Society entitled *Prince Henry the Navigator*, and edited by R. H. Major, London. This book is, like the other volumes of this series, invaluable as a finely edited source.

*Question 8.* The answer to this question really involves the point of all the work done by the pupil up to the present time.

For the exploration of the African coast, see Winsor, p. 35, Vol. I.

## GENERAL REMARKS ON GROUP II.

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The chief line of thought to be kept in mind throughout this group is that of the development of geographical knowledge through the great voyages and explorations of the period. Columbus, as he thinks, discovers India and Cathay to the westward. Vasco da Gama finds the way to India around the great African cape. The No-man's Land and sea between looms more and more clearly as a continent, and little by little wins for itself the name and place of America in the maps of the period.

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### STUDIES 1 AND 2. CHRISTOPHER COLUMBUS AND COLUMBUS'S GREAT DISCOVERY.

#### Summary of points to be made.

Life of Columbus before 1492.

Born in Genoa, 1455(?).

Educated.

By travel.

Reading Ptolemy, Marco Polo, and other geographers and travellers.

Study of astrology, geometry, arithmetic, and geography.

Attained idea of land to the westward from

Iceland(?). Justin Winsor does not countenance this idea.

Sailors' stories.

Toscanelli's chart.

His own studies of maps, books, etc.

Attempted to find help for voyage westward to India in Portugal, France, etc.

Spain, — Ferdinand and Isabella.



## Discouragements.

Refusal of help from Portugal, etc.

Opinion of the cosmographers.

Columbus's western voyage in 1492.

## Started

In three small ships.

From Palos, a walled town.

To find western way to India.

## Its dangers and trials.

Length of voyage, — more than two months.

Fears and discontents of the men, and their mutiny.

Small ships on a great ocean.

Storms.

An unknown way.

## Its result.

The DISCOVERY OF AMERICA, Oct. 12, 1492.

Opening of trade with the Indians for cotton, parrots, etc.

The granting of America to Spain by the Pope.

## Previous steps leading to this discovery.

Ptolemy.

Marco Polo.

Portuguese.

## Character of Columbus.

(To be filled in from the answers given.)

## Sources of our knowledge of Columbus.

His own letters and journals.

Accounts of his son and companions.

SPECIAL NOTES. — *Study 1. Question 1.* Call attention to Marco Polo by the question, What other famous discoverer was an Italian?

*Question 4.* Here is the place to refer to the use of the word *Indian* made by Herodotus.

*Question 5.* See printed books named in the list, p. 17, 1471-1492.

*Questions 10, 11, 16.* See list, p. 17.

*Study 2. Questions 1, 2, 3.* Must find their answer in the picture on p. 23, where the pupils will see that Palos was a walled town, and that the ships of Columbus were three small sailing vessels.

GENERAL SUGGESTION. — Here is another excellent place in which to introduce an exercise in continuous narrative, as in the case of the story of Lief. Ask some pupil to tell the story of Columbus, and afterward call for criticism and suggestions.

As to the Land-fall of Columbus, Winsor says, in his work on the great admiral, that there "is just enough uncertainty and contradiction respecting the data and arguments applied in the solution of the question to render it probable that men will never quite agree upon which of the Bahamas it was." Winsor himself thinks it was Watling's Island.

TEACHER'S READING. — A number of excellent books have lately appeared on Columbus; but still the teacher will find that Irving's classic work is by no means superseded. The most scholarly work on Columbus in English is probably that of Justin Winsor, *Christopher Columbus, and how he received and imparted the Spirit of Discovery*. Boston, 1891. \$4.00. See, too, his chapters on Columbus, in his *Narrative and Critical History*. An excellent monograph on Columbus, according to the *Literary World*, is the following: *The Life of Christopher Columbus*, by Francesco Tarducci. Translated from the Italian by Henry F. Brownson. Detroit, Mich. 2 vols. \$2.50. This book contains a good deal of documentary material. Also, in the series called *The Makers of America*, a book on Columbus is announced by Charles Kendall Adams. See, too, Charles P. MacKie's *With the Admiral on the Ocean Sea: a Narrative of the First Voyage to the Western World*. Chicago, 1891. This is founded upon and drawn mainly from the so-called *Journal of Columbus*, and enriched by extracts from other sources. See, too, John Fiske's new book on Columbus.

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### STUDY 3. THREE FAMOUS VOYAGES.

#### Summary of points to be made.

Three famous voyages.

That of John Cabot.

Discovering mainland of America.

Near Newfoundland.  
Thought to be Asia.  
For the king of England.

That of Vasco da Gama.

Discovering way to India.  
Around Cape of Good Hope.  
For king of Portugal.  
Bringing riches of India to Europe—gold, silk,  
jewels, spices.

Last voyage of Columbus.

Discovering mainland of North America.  
About Honduras.  
For the king of Spain.

Sources of knowledge of these voyages.

Records of voyagers.

SPECIAL NOTES. — *Question 2.* This question takes for granted that the children know that codfish are to be found at the mouth of the St. Lawrence. Also, the fact that Cabot steered directly west from England must be kept in mind.

*Question 3.* The teacher must spend a little time on this point, since it is one which the pupils will need to remember afterward in connection with conflicting claims of the European monarchs. The fact, too, that the English settlements and explorations started from a northern point, while those of the Spaniards started from the southern centre of the West Indies, is important in its bearing on the areas developed by those two peoples: the discovery of the Cabots was the shoot from which sprang the United States and Canada; that of Columbus, the shoot from which sprang the Spanish Dominion in Mexico, Central America, and the West Indies.

*Question 6.* The teacher must pause here to compare the actual productions of India with those before described as belonging to that country. It should probably be remembered also that this narrative, although related by a companion of Da Gama, may have some fancy touches in regard to such matters as the size of a diamond or the number of turns in a string of pearls.

*Questions 7, 8, 9.* These questions are not strictly historical in their character, and are inserted under some mental protest, in deference to the interest which will naturally be felt by the pupils in the final fate of Columbus, and the feeling which many teachers have, that with younger students history should be a sort of dependency of biography.

GENERAL SUGGESTION.—The teacher may wish to start a progressive or outline map with the pupils, but, for reasons given before, we have massed this map-work at the end of the group for the sake of the general view it then affords. This is, however, a matter of opinion and experience.

TEACHER'S READING.—See Winsor, chapters on Cabot and Columbus. The best monograph on Vasco da Gama is the preface of the volume of the Hakluyt Society containing his voyages, *The Three Voyages of Vasco da Gama*, by Gaspar Correa, Hakluyt Society, London, 1869.

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#### STUDY 4. SPANIARDS IN FLORIDA.

##### Summary of points to be made.

Spaniards in Florida.

Discovery of Florida made by  
Ponce de Leon.

Explorations made by  
Narvaez.

De Soto, through Florida, Georgia, Alabama, Mississippi,  
and westward, crossing the Mississippi.

Settlement made by  
Menendez.

At St. Augustine, 1565.

Displacing the French at Fort Caroline.

Expedition of De Soto and his knights.

Its objects.

Its incidents.

Start from San Lucar, April, 1538.

Arrival in Florida.

Enslaving of natives.

Wanderings westward.

Cross the great river.

Death of De Soto.

His followers reach Mexico, July, 1543.

Difficulties encountered.

(Fill out from answers of pupils.)

Character of De Soto.

(Fill out from answers of pupils.)

SPECIAL NOTES. — *Question 1.* The teacher will find, upon reading up the wanderings of De Soto, that it is not safe to make very definite statements in regard to them; those who study the subject most carefully lay out quite different routes. He was certainly in Florida and Georgia, Alabama and Mississippi; the weight of authority is of opinion that he crossed the Mississippi at the lower Chickasaw Bluff, towards the northern boundary of Mississippi; beyond the river no one knows what wanderings he, and after him his men, endured. Conjecture has followed him from the Missouri to the Red.

*Question 14.* Not only had Narvaez' men necessarily crossed the Mississippi, but in all probability a Spanish captain, named Pineda, had seen its mouth as early as 1579. (See Winsor, II. 237.)

*Question 15.* The fact that the Spaniards accepted the gift of the Indian house, and, in fact, made it the foundation of their own fort, argues a rather advanced state of semi-civilization among the Florida Indians.

*Question 17.* In that contest of the Spanish and the French in the swamps and woods of Florida, which resulted in the establishment of St. Augustine and of Spanish dominion in Florida, we see one of the first scenes of that drama in which the nations of Europe contended for the lands and the faith of the New World.

GENERAL SUGGESTION. — De Soto stands as the type of the Spanish explorer of the interior. Before we have dealt with sailors and captains; here we have a Spanish knight, armed *cap-a-pie*, conquering and enslaving as he goes, only to fall at last a victim to the endless toils and dangers involved in his adventures.

Florida was naturally the first part of the United States to be taken possession of by the Spaniards, lying near neighbor, as it did, to Mexico and the Spanish Indies; but note that by Florida the Spaniards meant indefinitely those southern portions of the continent through which Narvaez and De Soto had wandered.

The West Indies served as the centre and base of supplies for a whole new set of expeditions to South America, Mexico, and Florida. Notice, too, the personal connections that run along between the exploring groups; the follower in one becomes the leader of another. These connections may be taken advantage of to aid the memories of the children, both as to names and dates; thus De Soto was the companion of Pizarro in Peru, and in Peru, perhaps, had learned the lessons of cruelty towards timid and helpless natives. Las Casas was a companion of Columbus; and it was his friend, the viceroy of Mexico, who pushed exploration into New Mexico through Father Marco and Coronado.

TEACHER'S READING. — See Winsor's chapter on De Soto, Vol. II.

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## STUDY 5. SPANISH MONKS IN THE NEW WORLD.

### Summary of points to be made.

Spanish treatment of the Indians.

In general, enslaved them.

De Soto.

Spanish in West Indies.

Exceptions.

Las Casas.

Father Marco.

Father Marco's expedition.

(Objects.

! Settlement.

! Finding way to India.

! Learning productions of the country.

! Converting the Indians.

! Getting new lands for Spain.

## Results.

Discovery of Pueblo Indians in New Mexico.

Using	}	buffalo hides.
		woven cotton.
		irrigating trenches.

SPECIAL NOTES. — *Question 7.* Here is another of those personal connections noted in the last lesson. Both the expeditions of De Soto and of Father Marco are started off on account of reports made by survivors of the ill-fated attempt of Narvaez.

*Question 8.* An interesting comparison may be made between this and the map facing p. 20. The teacher himself will be interested in looking further at Joliet's map on p. 88, although the attention of the pupils had better not be called to this latter map until they come upon it in due course. In 1530 the men of Europe still fancied that America might be a vast outlying peninsula of Asia; in Joliet's time they had given up this idea, but were seeking some quick and easy water-way, either through or around the great continent, which would take them directly into the genial waters of the Vermilion or Indian Seas.

GENERAL SUGGESTION. — The increasing importance which the history of the Southwest is assuming through the work of Bandelier and others, seems to justify its presence in a school-text; and this expedition opens this story of our Spanish West, — a story whose continuation is traced in Lessons 16–19 in the fifth group. The history of the eastern coast has too long absorbed the historical attention of our people. But the great collections of Bancroft, as well as the patient toil of a host of scholars now at work on our varied and interesting local history, have revealed rich mines of fresh, picturesque, and important material lying unworked throughout our Western States and Territories. And it is not, perhaps, unimportant that the story of Father Marco and Coronado give to our Southwest that connection with the ages of chivalry which we gain in the East from Raleigh and De Soto.

TEACHER'S READING. — The teacher will find a full treatment of Las Casas and Father Marco in Winsor, Vol. II. For Father Marco

also see Bancroft. On the subject of the Pueblo Indians he will find a clear and scholarly statement in John T. Short's *North Americans of Antiquity*, New York, 1880. He will also do well to read the Cushing articles, to which the pupil is referred in the supplementary reading. See, too, Bancroft's *Native Races*.

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### STUDY 6. THREE ENGLISH CAPTAINS.

#### Summary of points to be made.

Sir Francis Drake.

Plunders the Spaniards for England.

Discovers New Albion, and claims it for Elizabeth.

Circumnavigates the world.

Sir Martin Frobisher.

Seeks northwest passage.

Seeks for gold.

Discovers and names Frobisher's Bay.

Sir Walter Raleigh.

Tries to found a colony.

History of this venture.

Charter granted by Elizabeth.

Kind reception by Indians.

Country discovered named Virginia.

Producing timber, grain, fish, vegetables.

Colony lost.

SPECIAL NOTES. — *Question 2.* Drake has been made such a hero that it may seem rather ungrateful to ask the children to name him a pirate; and it must be confessed, too, that it is not quite fair so to name him. It is undoubtedly true that, placed in the nineteenth century, he would be such; but in the sixteenth century the morality of navigation had not developed far enough to make any distinction between official and non-official war, between regular and irregular commerce. And it is not likely that Drake, in plundering the Spanish main, was looked on in any other light than that of a good English knight, bravely serving his country in foreign parts.



TEACHER'S READING. — See chapters of Bancroft and Winsor. For monographs with edited sources see *Sir Walter Raleigh and his Colony in America*, in Prince Society Publications, Boston, 1884; and for Drake and Frobisher, the volumes devoted to them in the publications of the Hakluyt Society.

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STUDY ON 7. LIST OF IMPORTANT VOYAGES AND ENTERPRISES,  
1492–1607.

For the recitation the teacher will review the work which the pupils have done at home with a wall or blackboard map, and call their attention to the general relation and position of the Spanish, French, and English discoveries. The pupils will readily see how Spanish America lies in a southern belt, with the West Indies as a starting-point; while the French lie in a northern belt, with the St. Lawrence as its centre; and the English lie scattered along the intermediate coasts, not so much in the character of interlopers as in that of would-be settlers.

The answers made to the questions on the map will summarize something as follows:—

Period of discovery, 1492–1604.

Discoveries made by

Italian sailors.

Spanish and Portuguese knights.

French sailors, merchants, and fishermen.

English knights and captains.

At expense of

Kings.

Nobles.

Adventurers.

Colonies founded

By Spaniards, at St. Augustine.

By French, at Port Royal in Nova Scotia, and on the  
Carolina and Florida coasts.

By English, at Roanoke.

Great achievements of period.

Columbus's voyages.

Voyages of the Cabots.

Circumnavigation of the world by Magellan and Drake.

Cartier's exploration of the St. Lawrence.

Coronado's entrance into New Mexico, etc.

Objects of discovery.

To find the way to India.

Directly westward, Columbus.

By northwest passage, Frobisher.

Around Cape of Good Hope, Vasco da Gama.

Through America, Marco and Coronado.

To find gold.

To settle.

To convert the heathen.

SPECIAL NOTES. — *Second Study. Question 1.* There is a certain pathos in the fact that Italians should lead the way in making the discoveries which were destined to ruin the supremacy of the Italian merchants; for, in the fifteenth century, Italy was the mart of Europe. The ships of Venice and Genoa met the caravans of Asia at the gates of Aleppo, Constantinople, and Alexandria, and through the hands of Italian merchants passed the silks, the wines, the spices, the jewels, the gold, and ivory for all the luxury of Europe. But when Columbus discovered America, and Vasco da Gama found the direct water-way to Calcutta, the marts of Europe shifted from the Mediterranean to the Atlantic, the palaces of Genoa and Venice began their decay, and the palaces of England and Spain began, in their turn, to gather treasures of wealth and art.

*Question 2.* The teacher may dwell upon the fact that these discoveries required great sums of money, to equip ships, furnish them with provisions, pay the men. Like the Arctic and African expeditions of our own day, they were works beyond the means of a private purse.

*Questions 3 and 4.* By 1513, the experience gained through the new commercial activity had bred up a set of Spanish and Portuguese captains, apt pupils of their Italian masters, ready to follow in their tracks, and make new tracks of their own.

*Question 5.* The English and the French were slower far to enter upon the routes of discovery. Only after the world began to talk of the new lands and markets of the West were England and France finally aroused, and even then their enterprises were timid, on a small scale, not carried on by government, but by private individuals of great wealth, or by companies of merchants, who were keenly alive to the pulse of the commercial world.

*Third Study. Questions 1 and 2.* These questions are most general in their character, and simply call attention to the fact that all Europe was Catholic when Columbus discovered America, but that during the period of discovery the Protestant churches had already sprung up. According to time, inclination, and circumstance, the teacher may pay more or less attention to this great fact, which had an important bearing on the history of many of the settlements.

## GENERAL REMARKS ON GROUP III.

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There is no one line of thought to be carried through this great group of studies on colonial times, for the simple reason that the real history consists of a great many detached elements and impulses, through which, little by little, decided tendencies show themselves. A little group of English settle in Virginia; a little group of French settle on the St. Lawrence; a little group of Dutch, at Manhattan; a group of Swedes build a fort on the Delaware; French Jesuits are at work on Lake Huron; English fur-traders are on the banks of Hudson's Bay; English Puritans are catching cod and building churches on the New England shore. That is the character of the period—a time of many and various beginnings by people of all creeds and nationalities, for all purposes. But, little by little, greater things shape themselves. The St. Lawrence leads the Frenchmen on to the Great Lakes and the Mississippi Valley, and a great embryo empire of a new France forms among the traders, Indians, and priests; the English settlements spread from Boston westward and southward, and from Jamestown northward, until manifest destiny obscures and finally obliterates the solitary posts of the Swedes and of the Dutch; and so another embryo empire of a new England forms itself along the Atlantic seaboard and about the shores of Hudson's Bay; while the stronger and older child of Spain has grown apace in the sun of the South. Soon these fast-growing children need more room, crowd and push one another in the Mississippi Valley and in the Canadian lakes and forests. So comes about the French and Indian War, and the definite mastership of the North American continent passes into the hands of England and Spain.

The studies of this group simply try to mirror as well as may be this very state of things. The important beginnings, with their

characteristic circumstances of government, religion, and never-ceasing Indian war, are given; while the final lessons of the series present the focus of the preceding work in the French and Indian War.

Meanwhile two other tendencies were growing during this period, — a tendency to the union of the English colonies, and a tendency to the formation of free and independent governments. These tendencies led the way to the Revolution and the formation of the United States of America. The lessons that bear on this development in the group are those on English colonial governments, King Philip's War and Bacon's Rebellion, the New England charters, and the lessons on the French and Indian War.

These four points, then, are to be held in mind throughout the work in this group: the fragmentary nature of the actual history; the formation of great colonial empires, which, crowding on each other, finally come to the grapple, which leaves England and Spain masters; the growth of union; and the development of free and independent governments among the English colonies.

#### General Sources for the Colonial Period.

The publications of the various State historical societies are the richest sources for the colonial period. See also Force's *American Archives*, and Ebenezer Hazard's *Historical Collections*. For New England, in addition to the publications of the various State historical societies, see Bradford's *History of the Plymouth Plantation*, and Young's *Chronicles of the Pilgrims*; in New York the documents relating to the colonial history of the State of New York, published by the State. For the French history see the publications of the State Historical Society of Louisiana, Wisconsin, Illinois, etc. The relations of the Jesuits are not translated into English, and even in French are not very accessible. The French reprint of Quebec, 1858, in three volumes, is, perhaps, the most accessible, though rare.

#### General Authorities for the Colonial Period.

E. D. Neill, *The English Colonization of America*. 14s.

Of especial value for the Middle States.

H. C. Lodge, *Short History of the English Colonies*. \$3.00.

An excellent compendium, arranged by colonies.

J. A. Doyle, *English Colonies in America*. Vol. I. Holt. \$3.50.

Vol. I. contains the Southern Colonies.

J. G. Palfrey, *History of New England*. 4 vols. \$14.50.

J. G. Shea, *Discovery and Exploration of the Mississippi Valley*. \$6.00.

F. Parkman, *France and England in North America*. 7 vols. Each, 2.50.

1. The Pioneers of France in the New World. 2. The Jesuits in North America. 3. The Discovery of the Great West. 4. The Old Regime in Canada. 5. Count Frontenac and New France. 6 and 7. The Conspiracy of Pontiac.

These works of Parkman are so faithfully worked out from the sources, and with such literary skill, as to become of high value.

See, too, the articles of Edward Eggleston in the *Century Magazine* during the years 1883-1888.

## STUDY 1.

### Summary of points to be made.

Sources of knowledge about Indians.

Columbus, De Soto, Raleigh, and other early explorers.

Biographies of Indians and their captives.

Collections of Indian relics at Washington and other places.

Our present Indian tribes.

Sources of knowledge about Mound-builders.

Things found in the mounds.

Indian life.

Its occupations.

Hunting,  
Killing of enemies, } young men.

Building lodges — men and women.

Making fences — women.

Getting mat-stuff — men and women.

Trading with wampum money.

Making wampum, baskets, cotton cloth, rude furniture,  
pottery, tools, etc.

Its ideal — the brave chief.

Its religion — belief in a Great Spirit.

Mound-builders.

Their occupations.

Hunting, making tools, mining or trading for copper.

Situation.

All through Mississippi Valley.

Territory of the United States at 1607.

Inhabited by

Indian tribes. (See map.)

Explored by

Spaniards from Florida to Arizona.

French along South Carolina and Florida.

English along North Carolina shores.

European settlements at

St. Augustine.

Nearest European settlements outside of present territory.

Spaniards in Mexico, New Mexico.

French in Nova Scotia.

Natural water-ways of the country.

Atlantic, for the people of the Atlantic seaboard.

Pacific, for the people of the Pacific seaboard.

St. Lawrence and Great Lakes, Mississippi and Ohio, for the Interior.

Fox and Wisconsin, Illinois, the Wabash, to connect lakes with Mississippi.

Natural products of the country.

(Filled out from answers.)

White men and Indians before 1607.

White men wished from Indians

Fur, land, gold, corn, copper, etc.

Indians wished from whites

Guns, cloth, etc.

First reception of white men by Indians.

Generally kind. See Columbus, De Soto, Marco, Raleigh.

SPECIAL NOTES.—*Study I. Question I.* The pupil may not think to employ the pictures of Indian remains as one of his sources of information, but the teacher had better not say anything about it

until the time of recitation, so as to give him the benefit of finding it out; and if he finds that, after all, they have been forgotten, let him simply remark, "There is one thing that can tell you about the Indians that you have all forgotten; see if you cannot find out more before to-morrow."

*Question 6.* It is interesting to note that, before the white men appeared upon the scene, death was the penalty for trespassing on the hunting-grounds of an Indian tribe.

*Question 10.* This question may seem insufficient, considering the amount that has been done and said in regard to the Mound-builders; and yet its answer contains nearly all that is really known about them. All the latest investigation goes to show that they were probably North American Indians of a rather advanced type.

*Second Study on 1. Question 1.* If there is a difficulty in answering this question, the teacher has simply to refer to the list on p. 49, where, at the dates 1603 and 1604, he will find the beginning of that enormous fur-trade, which was the first of the treasure-troves of America.

*Questions 8 and 9.* These questions are simply preparatory, and must not be made too much of or followed up for the present.

GENERAL SUGGESTION.—In nearly every part of our country a request from the teacher to the pupils that they should bring to the class on the day of this lesson any Indian relic, or anything made by the Indians, will produce a number of interesting objects. The teacher should ask the pupils to say what each of these objects can tell us of the Indians, and should use the list thus gained as far as possible in the summary.

TEACHER'S READING.—The bibliography of our native Indians is so extensive, and at the same time so special in its character, that it is hard to refer the teacher to any single excellent and scholarly work. The mass of facts is buried in a great number of government reports, in many books of travel and adventure, in the scarce biographies of pioneers, in journals of exploration, in books written to prove that the North American Indians are Jews, or Welshmen, or Chinese, in the relations of the Jesuits and other



missionaries; but a single excellent book, giving a trustworthy general view of the subject, does not as yet exist. In an article by Edward Eggleston, in the *Century Magazine* for May, 1883, there is such a view, accompanied by a map, showing distribution for many tribes; and in Bancroft's *Native Races* there is such a view for the Pacific coast. See also the Cyclopædias.

Special studies made on special tribes, together with beautiful illustrations of Indian work, may be found in the Smithsonian Publications of the Ethnological Bureau. For the Mound-builders, the most authoritative account is that given in the fifth volume of these publications for the years 1883 and 1884, in a paper prepared by Cyrus Thomas. The ruins of Casas Grandes, and the other remains in Arizona, are treated in two articles by Mr. Bandelier, in the *Nation* for Aug. 28 and Sept. 4, 1890. See also *Century*, March and April, 1890, for two articles descriptive of the remains in the Ohio Valley; and an article in October of the same year for one on the prehistoric cliff-dwellers.

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## STUDY 2. THE PLANTING OF JAMESTOWN, OR THE BEGINNING OF VIRGINIA.

### Summary of points to be made.

Settlement of Jamestown.

Colony sent out by  
London Company  
in 1607.

Rights of settlement founded on  
King James's charter.  
Cabot's discovery.

Objects.

To settle lands, get fish and other products.  
To search for mines.  
To find short way to India.

Founders.

English gentlemen.  
A few workmen and servants.

## Leaders.

John Smith and other councillors.

## Difficulties.

Troubles with the savages.

Hard work.

Few workmen.

Small provision.

Bad shelter.

Bad management, therefore starving time.

Sickness and death.

## Advantages of site.

On a river.

In the midst of a fertile land.

Good fishing and hunting.

Plenty of wood.

## Relations of white men and the Indians.

## Common buildings of the settlement.

Fort, supply store, church.

## Nearest white settlement.

St. Augustine.

## Virginia Indians.

Lived on game and fish; hunters and fishers.

Corn; cultivators.

Defended themselves with

Bows and arrows.

Lived in palisaded villages.

SPECIAL NOTES. — *Question 3.* The French might have disputed this right on account of Verrazano.

*Question 4.* It is important to note that the London Company seriously thought of Virginia as probably a narrow strip of land, or a great island lying between them and the Indian Sea.

*Question 9.* One of the most natural answers to this for one who had read the previous biography of John Smith would be to say his experience in adventure in half-civilized lands. But there is so much dispute among scholars as to John Smith's character and the facts of his biography, that it has seemed best to bring out only the most evident and salient fact that he naturally came to the front in such

affairs by his bold and sagacious character. His natural powers of observation were entirely above the average, as a study of the maps which he was the first to make for our new country will abundantly show.

*Question II.* Rations had to be dealt out from a common kettle until the colonists could by cultivation enter into a larger and a freer life, when each man could own and fill a kettle for himself. In all these colonial enterprises, the colonists at first had most things in common.

GENERAL SUGGESTION. — As has been said, the character of John Smith is regarded as questionable and some of his most famous deeds apocryphal. The famous story of Pocahontas is a case in point; some of our most careful students are inclined to reject it altogether. Edward Arber, the editor of the Arber Reprint, containing all the works of John Smith, still clings to what is a bit of delightful and picturesque romance; and it is certain that Pocahontas had an unusual friendliness toward the Virginia settlers.

TEACHER'S READING. — This period is well and thoroughly treated in all the histories covering this period. We would call attention to Moses Coit Tyler's *History of American Literature*, the opening chapters of which convey a vivid impression of the life and spirit of the Jamestown colony.

### STUDY 3. SAMUEL DE CHAMPLAIN, OR THE BEGINNINGS OF CANADA.

#### Summary of points.

Beginnings of Canada.

Quebec; trading-post; Champlain.

Huron missions; Le Caron.

Founding of Quebec.

(Summarize this under the same headings as those given for Jamestown.)

Huron missions begun.

By Father le Caron.

In 1615.

Near eastern shores of Lake Huron.

French explorations before 1620.

St. Lawrence — Cartier.

Lake Champlain — Champlain.

Lake Ontario — Champlain.

Lake Huron — Champlain and Le Caron.

Old French route west.

Ottawa River, Lake Nipissing, Huron, etc.

SPECIAL NOTES. — *Question 2.* It is interesting to see in the description of the first fort at Quebec an attempt at a rude mediæval fortress, with its moat.

*Question 4.* The teacher cannot emphasize too often the fact that the only easy means of communication open to our first settlers were the water-ways, — of sea, lake, and river; as a witty Frenchman has said, “Rivers are roads that run.”

*Question 5.* The difference between the French and English relations with the Indians is largely to be accounted for by the fact that the French were primarily traders, and expected to make their living by the Indian trade in furs; while the English were primarily settlers, and expected to make their living from the land and its products, so that while the French encouraged the hunting and fishing of the Indians, the English, from the very beginning, began to crowd them out from the lands where they made a living.

*Question 11.* See on map facing p. 100, Ottawa River and Lake Nipissing, with a portage between. This old Indian trail so set the path of the French that Lake Huron was earlier and better known than either Lakes Ontario or Erie. In fact, Lake Erie was the last of the Great Lakes to be discovered.

TEACHER'S READING. — See Winsor's chapter on Champlain, Vol. IV. For Champlain's own writings, see the volumes of the Prince Society Publications devoted to him.

## STUDY 4. THE PILGRIM FATHERS, OR THE BEGINNINGS OF NEW ENGLAND.

### Summary of the points to be made.

Beginnings of New England.

Early explorers of the New England coast.

Champlain, John Smith.

Founding of Plymouth.

(Fill out as with Jamestown and Quebec.)

Nearest white settlement, Quebec — French, Catholic.

Natural productions of the country.

Fish, furs, corn, game.

Founding of Salem and Boston, 1630, by the Puritans.

Residences of Pilgrims before 1620.

(Fill out from text.)

Character of Pilgrims.

(Fill out from answers of the pupils.)

**SPECIAL NOTES.** — *Question 1.* It is not best to trouble the pupils with any other names of early explorers of the New England coast than those given in the summary. It may be well, however, for the teacher to keep in mind that under the name of Norumbega, New England was known to the French from the time of Verrazano, while, from 1527 onward, its shore had been haunted by English sailors and adventurers, hunting fish and furs. A full list of these explorers, probable and historical, of whom John Smith may stand as type, is given in Winsor, III. 170.

The English were much more active than the French, though Verrazano had first seen and named the coast, and though Champlain had carefully explored as far south as Martha's Vineyard (see p. 49, 1605), entering in the course of that exploration this very harbor of Plymouth.

*Questions 2 and 3.* These questions are not so much for the sake of giving information as to bring home more keenly to the mind of the pupil the fact that these men were much in the same condition

as Robinson Crusoe, cast on the desert island, — their only markets the wild woods, and the ships from England.

TEACHER'S READING. — The subject of this lesson has been so thoroughly and so often explored that there is a wealth of reading from which to choose; still the teacher cannot do better, perhaps, for a beginning than to read Bancroft over this period, unless, indeed, Young's *Chronicles of the Pilgrims* and other sources are accessible to him. See, too, Eggleston's *Planting of New England*, in the *Century* for January, 1883.

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## STUDY 5. THE BEGINNINGS OF NEW YORK, RHODE ISLAND, AND MARYLAND.

**Summary.** — In this lesson the filling out of the tabulated summary is a part of the work called for from the pupils, and the form on p. 73, when completed, will summarize nearly all the necessary points. Add

Advantages of the site of New York.

Intolerance in colonies.

Virginia.

New England.

SPECIAL NOTES. — *Question 5.* The Pilgrims are not to be massed with the Puritans in the matter of intolerance. The serious cases of intolerance occurred among the Puritans of Salem, Boston, and Connecticut.

TEACHER'S READING. — For New York, see Bancroft; for Maryland, Scharf's *History of Maryland*, Baltimore, 1879; for Roger Williams, see Knowles's *Roger Williams*. An excellent defence of the Boston people is to be found in Dexter's *Congregationalism in New England*, a very fair and scholarly presentation of the whole religious aspect of the New England life. See, too, Ellis's *Religious Element in New England*.

## STUDY 6. THE OPENING OF THE REGION OF THE GREAT LAKES.

**Summary of points to be made.**

French explorations.

Made by

Cartier — St. Lawrence.

Champlain — Lake Champlain, Ontario, Huron.

Catholic missionaries, like Le Caron — Lakes Huron and Superior.

Fur traders, like Nicolet — Lakes Michigan, Huron, Superior.

Made in order to

Open a fur trade with the Indians — trading-posts.

Convert the Indians — missions.

The questions from 5 on do not need summarizing; they are intended to give shading to the points mentioned in the summary.

TEACHER'S READING. — Parkman's *Jesuits in North America*; Winsor's chapters in Vol. IV. on Discovery of the Great Lakes and on the Jesuits, the Recollects and the Indians.

## STUDY 7. ENGLISH COLONIAL GOVERNMENTS.

This lesson will be given out just like the others, beforehand, for individual study; but the recitation must be conducted on a somewhat different plan. Instead of asking the questions just as they stand in the pupils' text, the teacher should have placed on the board beforehand a tabular view like the following, which must be filled up during the recitation hour by children and teacher together: —

GOVERNMENT IN VIRGINIA, 1619: —

<i>Parts.</i>	{	1. Governor, chosen by company.					
		2. Council, chosen by company.					
		3. General Assembly.	<table> <tr> <td style="font-size: 2em; padding-right: 5px;">{</td> <td>Governor.</td> </tr> <tr> <td style="font-size: 2em; padding-right: 5px;">{</td> <td>Council.</td> </tr> <tr> <td style="font-size: 2em; padding-right: 5px;">{</td> <td>Burgesses, chosen by electors.</td> </tr> </table>	{	Governor.	{	Council.
{	Governor.						
{	Council.						
{	Burgesses, chosen by electors.						

*Duties.* { Governor calls General Assembly.  
 { General Assembly makes laws and judges.

*General Description.* — A proprietary and popular government, mixed.

A similar table may be made of Massachusetts in 1630, for Connecticut in 1639, and for Maryland in 1634; only these parts which are in italics should be put on the board beforehand. The two new terms here employed, *proprietary* and *popular*, must be given by the teacher, although the facts and ideas which underlie them have already been met by the pupil in his own study. It will not be wise, perhaps, to give in this lesson the terms *executive*, *judicial*, and *legislative*, although the facts are present.

SPECIAL NOTES. — *First Study. Question 2.* This question, if difficult, may be deferred until after Question 5, which is its real antecedent. After the pupils have noticed how many of the laws came necessarily out of the colonial life, they will then see very easily how it was that the colonists should get on better when they could attend to the making of their own laws.

*Question 7.* This early Virginia Assembly exercised judicial power in the cases of Captain Martin and the "treacherous servant."

SPECIAL NOTES. — *Second Study. Questions 2 and 3.* It is of interest to note that the first schools were started, not at all with the idea of intellectual growth or the acquisition of knowledge, but primarily to keep alive the knowledge of the Scriptures in every household.

*Question 4.* Any one who reads over any collection of old New England laws will be struck with the great number of what are called Sumptuary Laws, or laws which apply to personal matters, such as food and dress.

*Question 5.* The early colonists of our country, however, were rather ahead of their age than behind it in the matter of punishments.

*Question 7.* The teacher should not dwell on this question longer than to bring out the fact that with the New England Puritans no one was the head of the Church but Christ himself, while to the Virginians the king was the legal head of the earthly organization.



**GENERAL SUGGESTION.** — This study is the first of the series of elementary constitutional studies running through the book, and as such must be thoroughly mastered by the pupil. The ideas of government are in themselves more difficult than those of exploration and settlement; but teachers of United States History do not ordinarily hesitate to use the terms *constitution*, *executive*, *judicial*, *proprietary*, etc. The effort here made is to have the pupils understand in an elementary way the ideas underlying these terms. Every child knows what a rule is, knows what it is to be made to mind the rule, and to be judged for not minding it; these are the simple, fundamental ideas of government, and the teacher need not go far to find very simple comparisons which will bring the matter home; for instance, comparisons drawn from the playground.

**TEACHER'S READING.** — See general references for period.

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## STUDY 8. KING PHILIP'S WAR AND BACON'S REBELLION.

### Summary of points to be made.

#### King Philip's War.

##### Causes.

Christian Indians (disobedient to the Indian chiefs).

Loss of land by the Indians.

Drunken Indians.

Dislike of the colonists to heathen.

##### Peculiarities of Indian warfare.

Fight in ambush, — in swamps; in woods.

Fight unexpectedly.

Massacre at Mendham.

##### End of the war.

Destruction of the Narragansetts.

By sword, hunger, cold.

Death of Philip.

Quiet in New England.

#### Bacon's Rebellion.

##### Causes.

Trouble of Virginians with the Indians.

Delay of Governor Berkeley to help the colonists.

Therefore the colonists help themselves.

Therefore quarrel of Berkeley and the Virginians.

Leader, Nathaniel Bacon.

SPECIAL NOTES. — *Question 7.* It is hard, perhaps, to realize just the attitude of the sixteenth and seventeenth centuries toward the savages. This expression of the matter does not stand alone. We find in the French and Spanish writers of the age the same belief that the savages were in some peculiar way connected with the devil. There were not a few who hinted that they were his direct offspring; and there were many who believed that it was doing a righteous deed to take away the paradise of the New World from these infidels and heathen in behalf of the true children of the faith.

GENERAL SUGGESTIONS. — This study on King Philip's War is again the first lesson of a series of studies or parts of studies running through the book and dealing with Indian troubles. This series on the whole will show that our Indian troubles have been constant, springing always from similar causes, carried on by similar methods, and resulting always in the dominion of the whites.

In Bacon's Rebellion we have another sort of contest mixed up with an Indian war, the sort of contest which began as soon as the colonists became conscious of special needs for different laws from those of the mother country, a contest which ended in the Revolution. This, too, is the first lesson of a series, and in both parts of the study special attention should be given to those points which connect the special instance with the general course of events.

TEACHER'S READING. — For King Philip's War, the teacher cannot do better than to read the *Old South Leaflets* referred to in the supplementary reading. For Bacon's Rebellion, see the Library of American Literature, I. 465; see, too, *Century Magazine*, July, 1890, for good article by Eggleston on Nathaniel Bacon; for New England Confederacy, see Fiske's *Washington and his Country*, p. 37.

## STUDY 9. THE OPENING OF THE MISSISSIPPI VALLEY.

**Summary of points to be made.**

## French empire in America.

Events leading to the opening of the Mississippi Valley.

Spanish explorations about its mouth.

French explorations about the Great Lakes.

French explorations in the valley itself.

French settlements made for the holding of the valley.

Forts Niagara, etc., by La Salle.

New Orleans, by Bienville.

Objects of exploration.

Settlement.

Opening of route to China. (See Joliet's map.)

The fur trade.

Difficulties of exploration.

(Fill out from answers of pupils.)

Value of Mississippi Valley.

Route to Gulf of Mexico.

Fertile, well-watered territory.

French possessions in America in 1700.

Quebec, Lake Champlain.

Lakes Huron, Michigan, Ontario, Superior.

Mississippi Valley, Louisiana.

Territory of States entered by French before 1700.

New York, Michigan, Wisconsin, Minnesota.

Illinois, Arkansas, Mississippi, and Louisiana.

Character of La Salle.

(Fill out from answers of pupils.)

SPECIAL NOTES. — *Question 2.* See Joliet's map.

*Question 4.* Let pupils compare Joliet's map with that on p. 38. Ask what was learned about America between 1530 and 1673. What idea have the two maps in common?

*Question 12.* The teacher must keep ever in mind the fact that the right of discovery is considered to constitute a right of possession in regard to strange territories, although in ethics this position may be disputed.

*Question 13.* This question is important as having to do with the French and Indian War, the Louisiana Purchase, and the Oregon Question.

GENERAL SUGGESTION. — This lesson is the first of a series dealing with the development of the Mississippi Valley. The other lessons of the series are Numbers 12 and 15 of this same group, 13 of Group IV., 2, 6, 8, 13, and 14 of Group V., 5 of Group VI.

TEACHER'S READING. — See Parkman's Works. See also George Cable's articles on New Orleans and Louisiana, in the *Century Magazine* for 1883.

## STUDY 10. THE BEGINNINGS OF PENNSYLVANIA AND GEORGIA.

**Summary of points to be made.** Most of the points to be made will be covered by the filling out of the chart for Pennsylvania and Georgia.  
Add

Titles to land obtained

By royal charter.

By Indian purchase.

Colonists, poor and persecuted people, helped by

Penn and

Oglethorpe.

Character of founders.

Penn (fill out from answers of pupils).

Oglethorpe (fill out from answers of pupils).

Government — proprietary.

Conflicts.

Georgians against Spaniards.

No Indian troubles.

GENERAL SUGGESTION. — It is interesting to note how much freer the later than the earlier colonies are from the troubles of hunger and sickness. Experience seems to be of some use.

These two colonies founded by philanthropists, and especially for the persecuted and unfortunate, have relationships with various propositions before the public at present, as General Booth's Colonies, and will repay careful study from this point of view.

TEACHER'S READING. — See the general authorities for the period.

## STUDY 11. THE NEW ENGLAND CHARTERS.

**Summary of points to be made.**

Andros and the men of New England.

Course of events.

Loss of New England charters.

Sir Edmund Andros made governor of New England  
for the king.

Makes laws without consent of the people.

Forbids town meetings.

Disputes their title to the land.

Taxes the people without their consent.

People petition king against Andros.

People overthrow Andros.

Character shown by men of New England.

Love of liberty.

Love of their own laws.

Troubles in other colonies with royal governors. (See list.)

In North Carolina.

In South Carolina.

In New York, with Andros.

Troubles in England between the people and the king.

Sorts of government in the colonies.

Royal — New England, under Andros.

Proprietary — Maryland.

Charter — Massachusetts.

**SPECIAL NOTES.** — *Question 7.* "For divers weeks the Colony continued without any pretence to *Civil Government*; yet thro' the mercy of God, . . . every man gave himself the Laws of good Neighbourhood."

*Question 8.* This question is a very fundamental and important one in constitutional history, and the teacher must dwell upon it until he is sure that the pupils understand that by their *liberties* the men of New England meant the power of making and executing their own laws, and of saying how their own money should be spent in taxes, and, above all, that power of town meeting.

GENERAL SUGGESTIONS. — In this lesson the foundation must be laid for the ideas of taxation without representation, of liberty, of revolution.

TEACHER'S READING. — See general authorities for colonial period. See Palfrey, III., for popular accounts of the charter troubles in Connecticut and Rhode Island.

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## STUDY 12. THE ENGLISH ON THE ALLEGHANIES, OR THE CAUSES OF THE FRENCH AND INDIAN WAR.

### Summary of points to be made.

The lands westward of the English colonies.

Their occupants.

French — traders and trappers, wood-rangers.

Indians — natives.

English — traders and trappers, Hudson Bay Company, Ohio Company.

Claims of French to this land.

Discoveries of La Salle, the Jesuits, and traders.

Occupancy.

Claims of English to this land.

Royal charters.

Claims of Indians to this land.

Possession.

Causes of French and Indian War.

Disputed claims of  $\left\{ \begin{array}{l} \text{French.} \\ \text{English.} \\ \text{Indians.} \end{array} \right.$

Quarrels of French and English traders and trappers.

Means employed to get Indians on their side.

By the French,  $\left. \begin{array}{l} \\ \\ \end{array} \right\}$  Presents.  
By the English,  $\left. \begin{array}{l} \\ \\ \end{array} \right\}$

SPECIAL NOTES. — *Questions 1 and 2.* Not that *furs* were the first bait that drew white men in from the seacoast.

*Question 4.* The English might base a general claim to the whole

continent of North America on Cabot's discovery, as the French might on Verrazano's. But as time went on it naturally happened that these first claims rather retreated into the background before the energetic work of the various inland explorers, who might with more justice lay claim to the lands of the Mississippi than John Cabot, who touched, perhaps, on Newfoundland, and then sailed back again.

*Question 8.* Refer here to the kindly relations of the Jesuits, the fur-traders, and the Indians, besides the fact that the French were on the ground first.

*Question 10.* Gather these difficulties not only from this lesson, but from the lesson on La Salle.

TEACHER'S READING. — See general references for the period.

## STUDIES 13 AND 14. THE FRENCH AND INDIAN WAR.

### Summary of points to be made.

French and Indian War, 1754-1763.

Causes of the war.

(Fill out from review of Study 12.)

Reasons for colonial union.

Fear of common danger.

Wish for greatest possible strength.

Franklin's plan of union.

Its representatives.

President-general, representing king.

Grand Council, representing the colonists.

Powers of the representatives.

Raise money and soldiers.

Build forts.

Make laws.

Check each other.

Leading events of the war.

Braddock's defeat. (See special study.)

French driven from Acadia (go to Louisiana, etc.).

Fort Du Quesne, taken by the English, becomes Fort Pitt (Pittsburg).

Siege of Quebec. (See special study.)

(This list can be extended according to the teacher's judgment.)

Results of the war.

Pontiac's War.

Unsettled state of the frontier.

Colonial union strengthened.

English gain Canada and Eastern Louisiana.

Spanish gain Western Louisiana.

### **Special study of Braddock's defeat.**

Causes of the defeat.

Braddock's ignorance of the country.

His ignorance of Indian way of fighting.

Neglect of colonial advice.

Braddock's slow march, hindered by wagons.

Different modes of fighting of opponents.

Indians — in ambush, behind trees, etc.

British — in line and in open field.

Parties engaged.

British regulars and British colonists.

French troops and Indians.

Result of Braddock's defeat.

Cruel treatment of British prisoners by Indians.

Frontier left unprotected.

Indian murders of English pioneers.

### **Special study of the siege of Quebec.**

Importance of Quebec.

Gate of Canada.

Upper gate of Louisiana; lower gate, New Orleans.

Difficulties of siege.

On part of English.

Precipice-fort of Quebec.

Must take it in the enemy's country.

Slow communication with home.

On part of French.

Famine — lack of supplies.



## Leaders.

English — Wolfe.

French — Montcalm.

Result of siege of Quebec.

Final English success.

End of war.

SPECIAL NOTES. — *Study 13. Questions 1-7.* Are preparatory for the Revolution and the Union.

*Questions 8-10.* These questions refer back to Study 12 for their answers, which they find in the experiences of Gist and Washington.

*Question 19.* Is intended simply to emphasize the great importance of Fort Du Quesne, situated as it was at the head of the Ohio, and commanding all the easy approaches to the great new west. For special maps of Virginia and Pennsylvania around Fort Du Quesne, see Sparks' *Washington*, II. 38, 110.

*First Study on 14. Questions 1-5.* Here, as in all the colonial period, the importance of the river-road is emphatic. Quebec was the fortress and the gate of all the country above on the St. Lawrence and the Ottawa, the key of Canada.

*Question 7.* Here is a good place for introducing the term *stratagem*.

*Questions 12, 13, 14.* See list.

*Second Study on 14. Question 10.* See list, 1688-1714, 1744-1749. In these wars, the main issue, however, was in Europe; while in the French and Indian War, it was in America.

GENERAL SUGGESTION. — It is hoped that by this time the use of the *lists* as references is sufficiently clear. They are simply for reference and for text study, and should in no case be imposed as a task for memorizing.

TEACHER'S READING. — See Parkman.

See *Century Magazine*, October, 1882, on Gibraltar of America.

## STUDY 15. ON THE NEW FRONTIER.

**Summary of points to be made.**

The English half of the Mississippi Valley after the French and Indian War.

Its inhabitants.

French villagers, traders, trappers, boatmen.

English pioneers and traders.

Indian natives.

Its roads.

The Mississippi and Ohio and their branches; flat-boats.

Its imports.

All manufactured goods.

Coffee, sugar, etc.

Its exports and products.

Furs, cattle, hogs, game.

Its dangers and troubles.

Indians.

Distance from civilized men.

Nearest civilized place — New Orleans.

Its gateway — New Orleans.

SPECIAL NOTES. — *Question 1.* See also Study 12.

*Question 16.* If there is an old blockhouse or any kind of a fort near by, an excursion to see it will be very desirable. All these defensive buildings have certain points in common: they are all as closely and strongly built as possible, with as few openings as may be, and these as high as possible. In the blockhouse, its larger size in the second story, where the defenders had to fight, was a distinct gain, giving more room above, and less to defend below, as well as making any approach to fire the building much more dangerous.

*Question 17.* In Boone, we feel the genuine pioneer spirit, full of the love of adventure and of Nature in her untamed wildness, inviting man to that hand-to-hand conflict that tests and strains every native power of manhood. To men like Boone such a conflict is a joy.

GENERAL SUGGESTION. — This is the second in the series of lessons on the Mississippi Valley, and the teacher will do well to connect with it incidentally a review of Study 9 and such parts of 12 as are connected with it.

TEACHER'S READING. — If he can lay hands on it or its reprint, the teacher will find nothing so good in this picturesque phase of our colonial life as *Doddridge's Notes*, to the reprint of which a full reference is given in the Supplementary Reading. It is well arranged by topics, and was written by one who had lived the life as a boy. See, too, Theodore Roosevelt's *Winning of the West*.

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### STUDY 16. LIST OF IMPORTANT EVENTS DURING THE AGE OF PLANTATION.

The summaries here are best made in the way indicated in the questions, — by maps, lists, and tables. Still, if the teacher wish he may summarize something as follows: —

General view of the colonial period.

English foundations.

(Fill out for the thirteen colonies.)

French foundations.

(Fill out from list.)

Spanish foundations.

(Fill out from list.)

Causes leading to settlement.

(Fill out from studies and list.)

Nationalities furnishing colonists.

(Fill out from list.)

Colonial quarrels and wars.

Caused by

Troubles within colonies.

With Indians, — King Philip's War, Pequot War, etc.

With king's government — Andros and the charters.

Resulting in efforts at union.  
Beginnings of intellectual life.  
Literature.  
Science.  
Education.  
Colleges.  
Common schools.

Since such lessons as this require very little time in the recitation room, the teacher will find this an excellent time to read such vivid bits of historical narrative or such inspirations of poetry as have pleased him, and to show the class extra materials in the way of pictures or relics. Best of all, if there be any historical sites or remains in the neighborhood, or any local museum, he had better take the time in some field-expedition. There are few parts of our country that can boast no connection with this period of our history, either through the Spanish, French, Indians, or English.

*SPECIAL NOTES.* — *First Study on List. Questions 1 and 2.* When the pupils bring in their lists and maps, ask them in what part of our country the Spanish settlements were made, in what part the French, and where the English, so as to enable them to generalize their work.

*Question 3.* The teacher may be surprised at the small dose of dates, and may wish to add to it, but it is the opinion of the author that a few dates, thoroughly mastered, may always be kept in mind as nuclei for all historical reading and study. Three dates here, five in connection with the Revolution, six with Group V., five in the period of civil strife, and one in the period of discovery, give a list of twenty in all, which, perhaps, are as many as one can expect a pupil to know for his whole life, when they consider the mass of other facts of various kinds which he should reasonably be expected to acquire in his other studies. And when the teacher is conducting his pupils on a journey through the world, he must not linger too long on the banks of the Great Pedee.

*SPECIAL NOTES.* — *Third Study. Question 9.* Bering.  
*Question 10.* See 1638, 1643, 1676, 1754.

## GENERAL REMARKS ON GROUP IV.

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In this group of studies we have our first serious study of a great war. In this period, too, we enter upon a distinctly new phase of our history—the phase in which the colonies, from their nebulous condition of the preceding century, blaze out as a distinct constellation, with an orbit and name of its own. This is the point to be kept in mind throughout this group; in the preceding group we had to watch tendencies which were reflected by the light shed upon them by the course of later events; here is the light itself; we are swept into the strong current of fate, and borne along without question or choice. After the Revolution follows again a slack-water period, full of picturesque interest, full of eddying currents, some of which master our course; and this again is followed by another torrent sweeping us on through the inevitable plunge of the Civil War.

The teacher here, then, has little call to choose his way; it lies clear and swift through twenty great years. His only care must be to keep in the main current, to give himself up with ardor to its swing, and neither moderate nor belittle its power.

Two things happened during this period which dominate and decide nearly all minor events: one was the winning of American independence; the other, the formation of the American Union. Of prime importance after this comes the extension of colonial life and settlement into the rich lands of Ohio and the eastern half of the Mississippi valley; this is clinched by the heroic march of George Rogers Clark and his little band of Kentuckians into American possession of these rich lands at the close of the war.

It is to be remembered also that during this same period the Spanish west was growing from two new centres, in Arizona and California.

GENERAL REFERENCES FOR GROUP. — See Lossing's *Field-book of*

*the Revolution*, for many picturesque anecdotes and facts; \$14.00. See Justin Winsor's *Handbook of the American Revolution*, for its bibliography, Boston, \$1.25; Fiske's *American Revolution*, Boston; R. Frothingham's *Rise of the Republic*, \$3.50. For the most accessible collection of sources, see Frank Moore's *Diary of the American Revolution*. The works of Washington are of prime importance throughout the period.

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## STUDY I. COLONIAL MERCHANTS AND CAPTAINS.

### Summary of points to be made.

Colonial trade and life.

Colonial occupations.

In South.

Commerce with Europe and West Indies (Charleston).

Raising tobacco, grain, pork. } Virginians.  
Lumbering, mining iron. }

In Pennsylvania and New York.

Commerce with Europe, Spanish America, Africa.

Lumbering, mining.

Indian trade in furs.

Raising provisions of various sorts.

Manufacturing linen.

Beaver hats, etc.

Nails.

In New England.

Commerce with Europe, W. Indies, Africa (slaves).

Ship-building.

Fishing — whales (oil), codfish, etc.

Along banks of Newfoundland.

In all the seas of the world.

Colonial seaports.

Charleston, Philadelphia.

New York, Boston, Salem.

Colonial conditions and character.

Prosperous, as seen in houses and manner of life.

Good streets in cities.

Loyal, but impatient of restraint.

In constant danger of war.

Indian.

French or Spanish.

SPECIAL NOTES. — *First Study on I. Questions 1, 2, 3.* Even in the colonial period began that distinction between the colonies which afterwards led to such serious differences in institutions and interests. The south was already the land of great plantations, the middle colonies were beginning to develop along industrial lines, while the New Englanders were amphibious traders and fishers, making their way to every part of the world, the carriers and purveyors of the Atlantic seaboard. Some writers on our history, indeed, trace back to these differences based on the physical geography of our Atlantic coast, the beginning of our civil strife. Granted one people made up of small traders and adventurous merchants, with whom life is endlessly variable, and among whom there is an average of equality and intelligence, and granted another people, settled in the land in large estates, with whom life and property are stable, and who can use a large mass of unskilled labor, — great differences are likely to arise in society and education, and, say these writers, you necessarily find two unsympathetic and totally different societies springing up, whose interests will at least not be the same, and who may easily become antagonistic.

*Question 4.* This question should be partly answered from the pictures.

*Question 5.* This question is simply intended to emphasize the extent of the New England trade.

*Second Study on I. Questions 6 and 7.* The first note of revolution is sounded when the Virginians begin to be dissatisfied at not having unlimited trade, and the New Yorkers at being forbidden to make nails.

TEACHER'S READING. — If the teacher can get hold of the old original from which many of the extracts in this lesson are taken, *Burnaby's Travels through the Middle Settlements of North America in 1759-60*, London, 1798, he will find it the richest possible mine on

this topic. Failing that, let him spend what time he has on McMaster's *History of the American People*. For all this history of trade and life, J. Leander Bishop's *A History of American Manufactures from 1608-1860*, Phil., 1864, is of high value as a repository of statistics. See, too, the articles which have lately been appearing in the *Popular Science Monthly*, in the history of various industries.

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## STUDY 2. ENGLISH LAWS ON COLONIAL COMMERCE.

### Summary of points to be made.

#### Colonial trade.

##### Imports of

- Tea, etc., from Asia.
- Coffee, sugar, etc., from West Indies.
- Slaves from Africa.
- Tobacco, etc., from southern colonies.
- Dried fish, etc., from northern colonies.

##### Exports of

Furs, grain, lumber, tobacco, etc.

##### English laws about colonial commerce.

- To hinder French, Dutch, and Spaniards from trading with American colonies.
- To hinder them from trading with French, Dutch, and Spaniards.
- To hinder the colonists from manufacturing woollen cloth, beaver hats.
- To put duties on colonial exports.
- To see that these duties were enforced.

##### Results of these laws.

- Colonial smuggling; therefore
- Writs of assistance*; therefore
- Colonial indignation and anger—*James Otis*.
- English monopoly of colonial trade.
- English monopoly of various manufactures.

GENERAL SUGGESTION.—This lesson is one of the most difficult in the whole book, and requires great care and thoroughness in



handling. The teacher must be sure that the two main points are clear in his own mind, — the English desire for monopolies in trade and manufactures, and the colonial indignation thereat. The difficulty of the lesson lies in the rather large and complex form in which the idea of monopoly appears. The idea of monopoly is in itself sufficiently simple, in such applications as the desire of one child to have the whole apple, the best place, the prettiest dress, etc. Here the English merchants intended to get all the money that was to be made out of the colonies. But how were they to do it? By keeping other merchants out of the colonies; and these others kept out, they could, to a large extent, set their own price and so make even more money than the natural course of trade would have brought. If the teacher will only keep such simple forms of illustration and presentation as these in mind, and go straight for this point, he will find the lesson can be mastered; and mastered it must be because it is fundamental to the understanding of the Stamp Act and the Boston Port Bill in this same group, and to the troubles over the tariff in later periods of our history.

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### STUDY 3. THE STAMP ACT.

#### Summary of points to be made.

##### The Stamp Act.

##### Course of events.

Passage of act by Parliament.

Indignation of colonists.

Stamp Act (or American) Congress.

Repeal of Stamp Act.

##### Reasons for passing the Stamp Act.

Heavy debts of England.

Colonial share in French and Indian War.

##### Reasons for colonial indignation.

Not represented in Parliament, yet

Taxed by Parliament.

TAXATION WITHOUT REPRESENTATION.

Reasons for the Congress.

In union is strength.

Congress could represent them.

Reasons for the repeal.

English and American opposition to the king.

SPECIAL NOTES. — *Question 8.* Do not let this question pass without making the pupils understand that the provincial assemblies were the true representatives of the colonies.

#### STUDY 4. FROM THE STAMP ACT TO THE BOSTON TEA-PARTY.

**Summary of points to be made.**

From the Stamp Act to the Tea-Party.

English oppressions continued.

Tax on glass, paper, tea, etc.

Writs of assistance strengthened.

British troops sent to Boston.

Boston Massacre.

Tax on tea kept up.

Colonial resistance to English law.

Non-importation agreements.

“Boycotting” of merchants friendly to England.

Destruction or sending back of tea :

In Boston — Boston Tea-Party.

In Charleston, New York, Philadelphia, Rhode Island.

Town meetings in Boston.

Speeches and writings of

*Samuel Adams*, etc.

Effect of this oppression and resistance.

Constant growth of anger on part of  $\left\{ \begin{array}{l} \text{the king.} \\ \text{the colonists.} \end{array} \right.$

Growth of a feeling of union in colonies.

Leaders in colonial resistance.

James Otis,

Samuel Adams,

Josiah Quincy,

$\left. \begin{array}{l} \\ \\ \end{array} \right\} \text{Massachusetts.}$

Thomas Jefferson, }  
 Patrick Henry, } Virginia.  
*Boston town meetings.*

SPECIAL NOTES.—*First Study on 4. Question 5.* The boycott in so obvious a mode of peaceful warfare, that we find it recurring again and again in history.

*Second Study on 4. Question 8.* Note the difference between this question and Question 13, on p. 138.

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## STUDY 5. THE UNITED COLONIES.

### Summary of points to be made.

The union of the colonies.

Brought about by

Vexatious English laws.

(The teacher may fill this out as a review.)

Boston Port Bill.

Sympathy with Boston, expressed by

Money help.

Resolutions.

Resulting in

American non-importation associations.

FIRST CONTINENTAL CONGRESS.

Composed of delegates from all the colonies.

Meeting at Philadelphia (1774).

Trained to business in

Town meetings in New England.

County meetings in Virginia.

Colonial legislatures.

Declares and asks for American rights.

SPECIAL NOTES.—*Questions 4 and 5.* The New England town meeting and the Virginia county meeting are considered by the students of our institutional history to have laid the foundations of American liberty, and to have been the training-schools in which the great statesmen of the Revolution and the years which followed it

learned their lessons so well. If this be true, we may, perhaps, understand how it is that a certain deterioration has entered into the *personelle* of our political life. The town and county meetings of the colonial day were simple meetings of actual citizens, attached to their locality by work and residence, not too large to become unwieldy, well acquainted with their surroundings and each other. In other words, they had the elements of solid representation and of simplicity to a remarkable degree. Except with advanced classes, it will not be well to attempt any comparisons in so complex a subject. But in any case, the facts of the town and county meeting may be well understood. For this aspect of the subject, see the Johns Hopkins University Series of Monographs. The colonial legislatures had also done their share of this political training, although their influence was not so universal.

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## STUDY 6. LEXINGTON AND CONCORD.

### Summary of points to be made.

The beginning of the war.

Preparations for war.

British	{	collect troops.
	{	make new fortifications at Boston.
	{	send out spies among the colonists.
Colonists	{	collect powder and arms.
	{	train as soldiers — <i>Minute-men</i> .

Course of events.

British attempt to seize

Colonial stores of powder and arms.

John Hancock and Samuel Adams.

Colonists roused and meet to resist this attempt.

BATTLE OF LEXINGTON — first encounter.

Battle of Concord — second encounter.

Retreat of the British, harassed by Americans in Indian style.

Rousing of other colonies.

SPECIAL NOTES. — *Questions 4, 5, and 6.* These questions are

not of great importance, but are designed to bring out clearly the nature of the fight, and so to make the concrete picture more vivid.

*Questions 7 and 8.* The teacher will be struck with the fact that not only through our Revolution, but through all our wars, our constant Indian warfare has had a positive effect on our military modes of procedure.

*Questions 10 and 11.* If the teacher has time to attend to it, it will be well to give out these two characters beforehand as topics to different pupils, and to have a part of the recitation hour given up to topical recitations upon them. Putnam's romantic career gathers about it many years of important history.

TEACHER'S READING.—There is nothing finer to be read in connection with this lesson than Bancroft's chapters on its subject. The chapter on Lexington is one of the most eloquent and famous that our great historian ever penned.

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## STUDY 7. THE SIEGE OF BOSTON.

### Summary of points to be made.

First year of the war — April 19, 1775—March 17, 1776.

Course of events during first year.

Lexington and Concord — colonial victory.

Ticonderoga — colonial victory.

Arnold and Allen.

Second Continental Congress meets.

Colonial privateers sent out.

Siege of Boston — colonial victory — WASHINGTON, commander-in-chief.

Bunker Hill — British victory.

Attempt in Canada and Quebec — British victory.

Arnold, Montgomery, Schuyler.

British hire Hessians to help them.

Centres of war during first year.

Boston.

Lake Champlain.

Quebec.

Leaders during first year.

Of the colonists.

WASHINGTON.

Arnold.

Schuyler.

Montgomery, Putnam, Greene.

Of the British.

Gage, Howe.

### Special study of Bunker Hill.

Reason for wishing to get Bunker Hill.

It commanded Boston and harbor.

Disadvantages of colonists at this battle.

Inexperience.

Small numbers.

Small supply of powder.

Disadvantages of British.

No defence against shot.

Must advance up hill against intrenched colonists.

Must advance against sharpshooters.

Effect of battle.

To encourage the colonists.

To make British fear colonists.

TEACHER'S READING. — For a detailed account of the siege of Boston, see Richard Frothingham's *History of the Siege of Boston*, Boston, 1873. For Samuel Adams's share in the Revolution, see William V. Wells's *Life and Public Services of Samuel Adams*, Boston, 1865.

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## STUDY 8. THE DECLARATION OF INDEPENDENCE.

### Summary of points to be made.

The Declaration of Independence.

Reasons for wishing independence.

Quartering of troops among colonists.

Taxation without representation.

Commercial hindrances.

Tyranny of George the Third.

Steps leading to independence.

Formation of Continental Congress.

Battles of Lexington, etc.

John Adams's speeches.

Obstinacy of George the Third.

Sentiment in regard to independence.

Strong against it.

As shown in early treatment of Adams.

As shown in final vote in Congress.

Strong for it.

As shown in Mecklenburgh Declaration.

As shown in people's reception of Declaration.

Encouragement of independence.

Thomas Paine's pamphlet. (See list, 1776.)

Success of colonists in the Revolution.

Declaration made

July 4, 1776.

By thirteen colonies.

Of independence from Great Britain.

Results of Declaration.

The thirteen colonies =

THE UNITED STATES OF AMERICA, — a new nation.

The Revolution = war for independence.

SPECIAL NOTES. — *Questions 1, 11, and 12.* The fact about the feeling for independence at the beginning of the Revolution seems to have been that but few either favored it or seriously contemplated it. Among these few, Samuel and John Adams and Patrick Henry are probably to be counted; Samuel Adams certainly. But the logic of events drove men on, especially those who were actively engaged in the struggle, and at the time when the Declaration was made, it had a large popular backing. But in Congress, which had to bear the responsibility of the act, the full weight of opposition was felt, and manifested itself, as we have seen, in a heavy conservative vote.

## STUDY 9. THE TORIES.

**Summary of points to be made.**

Parties in the Revolution.

Tories — friends of the king and the English government.

Whigs — opposed to the king's mode of government.

This is probably as much of a summary as it will be useful to make in connection with this lesson. One might add, but, perhaps, without much profit: —

Conflict of parties in Revolution.

Tories help king's troops and injure Whigs.

Whigs persecute and drive away Tories.

End of Tories — mostly driven from the country.

SPECIAL NOTES. — *Question 3.* Some students of the Revolution lay great stress upon the fact that the ministers were, almost to a man, strong preaching Whigs. Undoubtedly they were one strong influence among the many of the time. Their relations had never been very friendly toward England, and they were within speaking distance of the men of their cloth and sect who had been driven out from their native land. Their whole attitude was one of independence, and their influence was, perhaps, the strongest single one their flocks could feel.

*Question 12.* The teacher will be surprised, if he has never had his attention directed to the facts, to learn how numerous the Tories were throughout the colonies. We meet them constantly in our study of Revolutionary sources. They are the dependence of Howe and Cornwallis in the Jerseys; they are thick in the Carolinas, and appear everywhere in the partisan warfare; they sustain Rivington's *Gazette* in New York; and, when peace is made, they are one of the most important elements to be considered; and, when all is at last settled, thousands of them leave the country for England and Canada. So important an element are they, that no fair history of the Revolution can afford to pass them by. It is a fact too often ignored



that the triumph of the Revolution was the triumph of a party, although a party strong enough to make a nation. This cannot better be illustrated than by the significant fact that even when triumphant, the Whigs did not dare to leave the Tories alone, but felt that they must cut their claws by confiscation or banish them altogether.

TEACHER'S READING.—The classic book on the subject of the Tories is Sabine's *History of the American Loyalists*.

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## STUDY 10. SECOND AND THIRD YEARS OF THE WAR.

### Summary of points to be made.

Second and third years of the war—March 17, 1776—January, 1778.

(Summarize as in first year of war, p. 64.)

### Special study on Washington in the Jerseys.

Washington's difficulties in the Jerseys.

Superior numbers of the British.

Great numbers of Tories.

Ice in the Delaware; winter storms.

Insufficient army supplies.

Food.

Soap.

Clothes, blankets, shoes.

Means by which Washington and his men met these difficulties.

Destroying bridges and boats.

Stratagem against Cornwallis; secrecy.

Daring and endurance.

### Special study on Articles of Confederation.

Reasons for union.

Greater strength for defence against British.

Things that united Americans.

Geographical position—close together on Atlantic seaboard.

Common danger—from British.

Common wish for independence.

Common representation in Congress.

Plan of the Confederation.

United States in Congress assembled, with equal powers,  
each State with one vote.

Separate independent States, each with its own govern-  
ment sovereignty.

The teacher probably cannot bring out all these points from his class, unless it be a very excellent one. But even from the poorest, he can elicit some reason as to why the States should wish for union, and even the poorest thinker will be able to think of some one thing that united them. The whole matter should be treated in a way for discussion, the teacher remembering that the work done here is really breaking ground for the study of the Constitution.

## STUDY 11. THE THIRD YEAR OF THE WAR. BURGOYNE'S INVASION.

**Summary of points to be made.**

Third year of the war.

(Summarize as in first year of the war, p. 88.)

**Special study on Burgoyne's invasion.**

Causes of American discouragement in 1777.

Philadelphia threatened.

Victorious advance of Burgoyne.

British successes near Philadelphia. { Brandywine.  
Germantown.

Retreat of Congress.

Parts of Burgoyne's army.

British regulars.

Tories.

Indians.

Hessians.

Object of the invasion.

To separate New England from the other States, so that  
she could not get

Money	}	from them.
Men		
Food		

Leading generals on American side.

Schuyler.

Gates, Herkimer.

Arnold, Stark.

Course of events.

Burgoyne's march from Quebec to Ticonderoga.

Burgoyne takes Ticonderoga.

Repulse of St. Leger at Fort Stanwix.

Burgoyne finds the roads obstructed by Schuyler;

Therefore no provision.

Repulse of the Hessians at Bennington.

Victories of Saratoga.

Result of invasion.

Higher opinion of Americans.

Americans greatly encouraged.

French decide to help America.

This last point must be added after the next study has been completed.

SPECIAL NOTES. — *Question 9.* It is in connection with this question that the point comes up as to the value of Schuyler's services. In such a slight sketch as can here be made the teacher had better not attempt anything further than to call attention to the fact that, thanks to Schuyler's skilful impeding of the roads, Burgoyne's men were repulsed at Bennington; moreover, the Americans had time to strengthen their position and get all their supplies, while Burgoyne's position became daily more difficult as the country about him grew more hostile, and was better protected by the army of Gates. Time was an important element of victory in this case, and time was what Schuyler gained for the Americans.

TEACHER'S READING. — For interesting sources for Burgoyne's invasion, see Riedesel's and Wilkinson's *Memoirs*; Thatcher's *Journal*.

## STUDY 12. FOREIGN RELATIONS. FRANKLIN. LAFAYETTE.

**Summary of points to be made.**

Foreign sympathizers with Revolution.

In France — LAFAYETTE, etc.

In England — Whigs.

In Ireland — Burke and Whigs.

Reasons for foreign sympathy.

In France :

French fear and hatred of England (French king).

Love of liberty and equality (Lafayette, etc.).

In England and Ireland :

Whig opposition to the king.

America the asylum for the persecuted English and Irish.

Reasons why Franklin was a good ambassador to France.

His learning.

His simplicity.

His Americanism.

Ways in which foreign sympathy was shown.

French alliance.

Foreign helpers in war. { Lafayette.  
Steuben.  
Pulaski and Kosciusko.

**SPECIAL NOTES.** — *Question 7.* At this place the teacher should have the pupils recall the various times at which America had proved a refuge; remind them of the Pilgrims, the French Huguenots, the German Protestants, the poor settlers of Pennsylvania and Georgia.

*Question 8.* The party aspects of our struggle are strongly insisted upon by Lecky in his history of England in the eighteenth century, as they are also in the chapter on the causes of the Revolution given in Winsor.

## STUDY 13. THE REVOLUTION IN THE WEST. BOONE AND CLARK.

### Summary of points to be made.

The Revolution in the West.

Parties engaged.

Indians and a few British.

American frontiersmen.

American leaders.

George Rogers Clark — Illinois and Indiana.

Boone — Kentucky.

Result of Western fighting in Revolution.

American conquest of

Illinois and Indiana.

Kentucky.

Cession of land west of Alleghanies to the Americans in 1783.

This last point cannot be added until the studies on 15 have been completed.

**SPECIAL NOTES.** — *Questions 6 and 7.* These questions call for a review of the previous work in the Mississippi Valley, going back to the explorations of La Salle, the condition of affairs at the opening of the French and Indian War, and the result of that war.

*Question 12.* We really know two things of Clark's education: one is, that of book education he had but little, as evidenced by his grammar and spelling; the other is, that he was well trained for frontier and Indian warfare, through his lifelong experience of the woods and the Indians.

**GENERAL SUGGESTION.** — This part of the Revolution west of the Alleghanies is generally neglected in our ordinary books, but such was the importance of its consequences in decidedly giving us our first Northwest Territory, that we are hardly justified in neglecting it. Besides, Boone and Clark are as true heroes of the Revolution as Putnam and Stark, while their relative importance, judged from

an impartial standpoint, would seem to be greater. They are the local heroes of Illinois, Indiana, and Kentucky, but worthy of more than local fame, since their actions were national in their results.

TEACHER'S READING. — On this topic nothing can be better than those chapters in Theodore Roosevelt's *Winning of the West*, which describe with picturesque energy and sympathy this story of the Revolution.

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#### STUDY 14. LAST YEARS OF THE WAR. ARNOLD. THE HEROES OF KING'S MOUNTAIN.

**Summary of points to be made.**

Last years of the war — 1778–September, 1780.

(Summarize as with first year of war, p. 64.)

**Special study on Arnold's treason.**

Arnold's services to his country.

Ticonderoga.

Quebec.

Yorktown.

Reasons for his treason.

Debts caused by extravagance.

Neglect of Congress, General Gates, etc.

Results of treason.

Grief of Washington.

Popular contempt and dislike of Arnold.

**Special study on King's Mountain.**

Parties engaged.

British.

Ferguson, with Tories and Regulars.

Americans.

Sevier, Shelby, etc., with colonial sharpshooters.

Character of fight.

Every man his own captain.

Determined bravery on both sides.

Indian character of fighting.

Strength of Ferguson.

Superior numbers.

Posted on top of King's Mountain.

SPECIAL NOTES. — *First Study. Question 10.* It is one of our regrets that space has not allowed us to devote one lesson to Paul Jones and the Americans on the sea. A careful study of the Revolution reveals the fact that our naval activities were not the least important nor the least damaging to the British. Our navy is at present so inconspicuous that we constantly forget that at one time we had one of the most famous and energetic navies in the world, that carried our flag with honor into every sea.

GENERAL SUGGESTION. — The study on Arnold is another concession to the popular demand for ethical and biographical study in connection with history. Arnold's treason is not a type, but an accident of the Revolution.

The study on King's Mountain, in direct contrast with that on Arnold, is distinctly a study on a type; it stands as an instance of that partisan warfare which was so exclusively the history of our Revolution on the South.

TEACHER'S READING. — For Arnold, see Isaac N. Arnold's *Life of Arnold*, a thorough examination of the subject from all possible accessible sources; Lossing's *Two Spies*, New York, 1886; Winthrop Sargent's *Life and Career of Major John Andre*, Boston, 1861; Sparks's *Life of Arnold*, in his *Library of American Biography*; John Fiske's article on *Benedict Arnold* in *Atlantic Monthly*, October, 1890.

For King's Mountain we can do no better than once more recommend Theodore Roosevelt's *Winning of the West*, in which King's Mountain is treated with a graphic and scholarly hand. All the sources for its study are to be found in Lyman C. Draper's *King's Mountain and its Heroes*, Cincinnati, 1881. See W. L. Stone's *Border Wars of the American Revolution*.

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## STUDY 15. YORKTOWN, AND PEACE.

### Summary of points to be made.

Last years of the war, continued — September, 1780—September, 1783.  
(Summarize as in first year of the war, p. 61.)

**Special study on Yorktown.**

Parties engaged.

British, under Cornwallis.

Americans, under Washington, Lafayette.

French, under Rochambeau.

Nature of fight — a siege.

Result of siege.

Capture of British.

Troops.

Provisions.

Cannon, etc.

Money.

Practical end of the war.

SPECIAL NOTES. — *Second Study on 15.* Questions 2-5 are not included in the summary here, since they more properly belong with the topic dealt with in the first study of the next group, the *Troubles of the Confederation*.

*Question 7.* The pupil will mark on his outline map in accordance with the general direction of the text, following on the north the Great Lakes and the boundary as on the map facing p. 199. The teacher can consult MacCoun's or Hart's atlases, if he wishes to see something quite exact.

TEACHER'S READING. — For the exact understanding of Yorktown the teacher is referred to Johnston's *Yorktown Campaign, 1883*, a centennial monograph. This monograph not only contains a careful detailed narrative of events, but in the appendix, generous extracts from the sources of our knowledge of Yorktown.

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## STUDY 16. LIST OF IMPORTANT EVENTS OF THE REVOLUTIONARY PERIOD, 1763-1783.

**Summary of points to be made.**

The Revolutionary period.

Results of the Revolution to the colonies.

Independence.

(Summarize as in first part of the war.)



An army, a navy, and a flag.

A land extending to the Mississippi. (See map.)

A free and representative government.

The title of nation.

The name of American.

Results of the Revolution to England.

Loss of her colonial revenue.

Loss of her American territory, except Canada.

Successive seats of the war.

Boston, New York, the Jerseys, the South, and the border.

Most important events of the war.

Lexington and Concord.

Bunker Hill and siege of Boston.

American loss of New York.

Trenton and Princeton.

British in Philadelphia.

Burgoyne's invasion. SARATOGA.

Conquest of the Illinois country.

Winning of the South.

YORKTOWN, and peace.

Other movements of the period.

Spanish settlements in the West—California, Arizona.

American settlements in the Mississippi Valley—Kentucky.

This period possesses great unity, and its leading events and results are few, definite, and great. The teacher should simply dwell upon these in this review study, and avoid discussion of details as much as may be. These should be attended to, as far as they are attended to, in connection with the particular studies.

## GENERAL REMARKS ON GROUP V.

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In this group we come once more upon a group of events and movements which are preparatory, and which must be read in the light of after-events, rather than in their own. Again, as in the colonial period, there are many centres of activity, and of many different sorts of activity; it is a period of many beginnings, warring against each other in the field of life, and waiting the verdict of time as to which shall conquer in the struggle for existence. At the close of the Revolution there was everything to be done, and each thing seemed necessary to be done at once. The credit of the country must be strengthened; before that, its material resources must be built up; and before that again, roads and canals must be made and improved. Some arrangements must be made with Spain about the Mississippi, and our western frontiers were crying out for relief from the agonies of Indian conflict; men's minds were all unsettled about the government, about the relations of the States, about schemes of taxation, about all the machinery of political life. And all these things needed immediate attention. No longer sheltered behind the breakwater of the British Empire, our thirteen little colonies had put out into the vasty deep, and had almost at once on their hands a French war, an Indian war, another English war, and worst of all, a threatened civil war, to say nothing of the thousands of Tories. Under any form of government it could but be a moment of great anxiety.

But looking back over it all in the light of the last half of the century, we can see pretty clearly the great continuous lines of development along which our country was moving during the first half of our century. Three things were evolving through all that wide chaos of political strife, of new settlement, and of new activi-

ties; the most prominent of the three, perhaps, to the eye of an outsider, was the growth of our territory, which by 1850 had extended to the Pacific and the Gila: to ourselves, the most prominent thing was the making of our present Constitution, and the formation of two great parties in regard to its interpretation. The third thing was the growing strife of North and South, about the tariff, the Constitution, and the status of the slave. In the midst of these, something more important and subtle, probably, than either of them was taking place, namely, the formation of the American type of character, and the fixing of the American ideal of manhood.

GENERAL SOURCES FOR GROUP V.—The works of Hamilton, Washington, Jefferson, Madison; Niles's *Register* from September, 1811, to July, 1849; lives and works of Clay, Calhoun, Webster; Benton's *Thirty Years' View*; *Annual Register* from 1809 onward.

AUTHORITIES FOR THIS PERIOD.—Schouler's *History* is remarkably good for the political history of the time; Henry Adams's *History of the United States*, in nine volumes, covers the administrations of Jefferson and Madison with such thoroughness and scholarship, that it must be the final work on this period for some time to come; see, too, Schurz's *Life of Clay* in the American Statesman Series; Greeley's *Great American Conflict* is rich in its use of sources. For political history, see Alexander Johnston's *History of Political Parties*, New York, 1887; also his articles in Lalor's *Cyclopedia*.

## STUDY 1. THE TROUBLES OF THE CONFEDERATION, 1783-1789.

### Summary of points to be made.

The Confederation.

Its troubles.

Debts.

To Revolutionary troops.

To France and Holland.

To American citizens.

The opening of the Mississippi (Spanish treaty).

Favored by South and West, because they wished an outlet for their goods.

Opposed by New Englanders, because they wanted Spanish trade in the East and Spanish market for their timber.

Threatened separation of Kentucky.

Inability to get money from States.

Shays' Rebellion.

(The teacher may also add the conflicts of the States over western lands.)

Government of Confederation.

Congress of delegates.

Reasons for suspecting Confederation.

Conflicting interests of States.

No strong union.

Different manners, churches, etc.

Reasons for believing in it.

A free government, based on will of the people.

SPECIAL NOTES. — *Questions 1 and 2* refer back to pp. 188, 189, for a part of their answers, recalling the very serious troubles that Washington met at the close of the war in his settlement with the soldiers. In fact, the trouble was older yet, and appeared at Valley Forge, to which the teacher may refer; and if he cares to seek further, he will find more than traces of it in many of the letters of Washington and Franklin, written during the Revolution.

*Question 3* will bear a little discussion. The teacher may ask how this Continental Congress would go to work to get money, for instance, from the States. A little thought will show that first there must be a debate about it, and then, when they had decided upon the tax, they could only ask for it, but had no way of making the people pay. As Randolph remarked, *it was a government by supplication*.

*Questions 4, 5, and 6.* The New England traders were so anxious for free trade with Spain, and the free navigation of the Mississippi was so essential to the life of the young West, that the latter might well consider itself sold if the former insisted on the treaty.

TEACHER'S READING. — John Fiske is the best single authority

on this period. See his book, *The Critical Period of American History, 1783-1789*, Boston, 1891; also a series of articles by him in the *Atlantic Monthly* for 1886; see, too, MacMaster for this period, and Poole's *Index* for special topics.

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## STUDY 2. THE NORTHWEST TERRITORY.

### Summary of points to be made.

#### The Northwest Territory.

Territory forming present States of Ohio, Indiana, Illinois, Wisconsin, and Michigan.

Obtained by cessions from

Virginia and New York — parts of Ohio, Indiana, Illinois, claimed by conquest of George Rogers Clark, and by Indian treaties.

Massachusetts and Connecticut — parts of Indiana, Illinois, and Michigan.

Great Britain.

Parts of Michigan and Wisconsin.

Governed by Ordinance of '87, providing for

Religious toleration.

Legal protection.

Education.

Indian relations.

Free navigation of Mississippi and St. Lawrence.

Formation of Republican States, without slavery.

Trials of Northwestern pioneers.

Distance from settlements.

Bad roads.

Indian troubles.

Rough, uncleared land.

Market of Northwest Territory.

New Orleans.

Reached by flat-boats by the Mississippi.

Training of pioneers for their work.

Revolutionary War.

General pioneer life of East in colonial period.

## STUDY 3. THE MAKING OF THE CONSTITUTION.

**Summary.**

## The Constitution.

## Steps in its making.

Discontent with Confederation.

Attempts at convention for changing it.

Calling of the Constitutional Convention, 1787.

Debates of the Constitutional Convention.

Completion of a new Constitution.

## Framed

By Madison, "Father of the Constitution," Washington,  
Franklin, Randolph, Gouverneur Morris, etc.

At Philadelphia.

In 1787.

## Its compromises.

Between large and small States, resulting in a different  
representation in Senate and in the House.

Between slave and free States, as to

Slave-vote.

Slave-trade and other sorts of trade.

## Its advantages to the country.

Firmer union.

SPECIAL NOTES. — *Questions 13-16* are only partially answered from the text, since the slave-trade compromise was connected with other great questions as to Congressional control of trade, — a control which the North wished to strengthen and which the South did not. But for pupils of the grade for whom this book is prepared, it was felt that the questions of the Navigation Act and the export tax, and the three-fifths vote, would make the matter too complex; and since a compromise on the slave-trade was an absolutely essential as well as an easily understood part of the bargain, it has been allowed to introduce and stand for the whole. But the teacher should make some general remarks to impress upon the minds of the pupils that this was only a part of the compromise, after all.

GENERAL SUGGESTION. — The teacher should not try to make this lesson too thorough, but should be satisfied if the more important points are clearly understood, as to the sort of representation appearing in the House and in the Senate, respectively, and as to the meaning of the terms *Compromise*, *Convention*, and *Constitution*.

TEACHER'S READING. — Nothing better than John Fiske's article on *The Federal Convention* in the *Atlantic* for February, 1887.

#### STUDY 4. THE NEW CONSTITUTION.

##### Summary of points to be made.

###### The Constitution.

Parts of the general government according to the Constitution.

Legislative — Congress.

Senate — for the States.

House of Representatives — for the people.

Executive — President.

Judicial — Supreme Court.

Business of general government.

Legislative — to make general laws; to tax, etc., according to Constitution.

Executive — to enforce them; commands army and navy.

Judicial — to pass judgment upon them.

Requirements for office.

American citizenship and residence.

New parts added to the government according to the Constitution.

Executive part.

House of Representatives.

Supreme Court.

Parties in regard to the Constitution.

Federalists, in its favor.

Washington, Hamilton.

Anti-federalists, opposed to it.

Patrick Henry, Jefferson.

Reasons for opposition.

Fear of President becoming a king.

Fear that the States would not be free enough.

Reasons for wishing it.

Weakness of Confederation.

“In union is strength.”

Check on the power of the general government.

Re-election and popular suffrage.

The above points are, perhaps, as many as the teacher should try to make clear; and probably they are enough for any pupils likely to study this book.

See *Old South Leaflets* for text of Constitution, with bibliography; also numbers of *Federalist*, etc. See, too, *Pamphlets on the Constitution of the United States, Published during its Discussion by the People, 1787-1788*. Edited by Paul Leicester Ford, Brooklyn, N.Y., 1888. Contains fourteen pamphlets; nine for the Constitution, and five against it.

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#### STUDY 5. OUR FIRST PRESIDENT, 1789-1797.

This lesson is very largely a review lesson, and should to a large extent be treated informally, the teacher bringing into the class such pictures and stories as are of interest in connection with Washington, and making the hour as freely conversational as possible; just at its close the questions can be quickly answered, as they are unusually easy, and before the time of the recitation have some pupil place on the board the leading events of Washington's life. During the answering of the questions the teacher can place on the board a short summary under the heading, *Opinions of Washington*.

TEACHER'S READING. — Aside from the references given under Supplementary Reading, the teacher will find good illustrative matter in Lossing's *Field-book of the Revolution*, II. 38, etc.; *Century Magazine*, November, 1887, article on *Home and Haunts of Washington*; and in the *Century Magazine* for May, 1890. If he lives anywhere in the vicinity of some of Washington's old headquarters, it will be well to make an excursion in connection with this lesson.



## STUDY 6. THE LOUISIANA PURCHASE.

**Summary of points to be made.**

Louisiana Purchase.

Made

- In 1803.
- By Jefferson.
- From Napoleon.

Including

- Land westward from Mississippi to Spanish America.
- Present States of —. (Fill out from answers.)
- Northern boundary uncertain.

Reasons for buying it.

- To obtain mouth of Mississippi.
- To obtain land for settlers.

Reasons for selling it.

- To strengthen America against England.
- To get \$15,000,000.

Explorations of it.

- Lewis and Clarke,
- General Zebulon Pike, } 1804-1806.

Its inhabitants.

- Indians.
- French and English fur-traders.
- Hudson's Bay Company.

Its condition.

- Uncultivated.
- Without roads.
- Unexplored.

Its previous history.

- Explored by La Salle.
- Taken possession of for France.
- Entered by missionaries.
- Granted to Spain in 1763.
- Given back to France in 1800.

## STUDIES 7 AND 8. TRADE AND LIFE IN THE DAYS OF WASHINGTON, ADAMS, JEFFERSON, AND MADISON.

### Summary of points to be made.

Trade and life in the days of the first Presidents.

Occupations of New England.

Whaling and other fishing.

Manufacturing — shoes, woollen and cotton goods.

Lumbering.

Trading.

Occupations of South.

Farming.

Lumbering.

Raising tobacco, rice, etc.

Home manufactures by slaves.

Occupations of Kentucky, Ohio, etc.

Settling and clearing the land.

Home manufactures of clothes, etc.

Occupations in Louisiana Purchase.

Fur trapping and trading.

Occupations on high seas.

Whaling.

Slave-trading.

Fur-trade of northwest coast to Canton.

Modes of travelling.

Stage-coaching.

Sailing-vessels.

Horseback.

Canoes.

Great inventions of time.

Steam-engine, cotton-gin, steamboat.

The above are probably as many points as it will be wise to embody in a summary of these two lessons; matter of this kind does not yield easily to a summary, since, after all, a picture is to be left in the mind rather than a logical course of events. As many illustrative pictures, incidents, and objects should be added to the material as possible: in almost any vicinity the teacher can find some remains of this period — old houses, old school-books, old pictures,

old bric-a-brac of one sort or another. Those questions whose answers are not indicated in the summary are intended chiefly for use in oral work.

SPECIAL NOTES. — *Study 7. Question 5.* The time indicated in the advertisement given, — of from two to three months.

*Questions 16 and 17* touch upon an aspect of our early life often forgotten, yet very important before the suppression of the slave-trade. This trade was a very lucrative one, chiefly carried on by New Englanders. Africa then, as always since the sixteenth century, was the mart for all this trade, and its effects upon Africa itself are only just beginning to be understood. The first slave-owners were the petty African kings themselves, who, like all primitive peoples, used their captives in war as slaves. The step from this to making such captives the objects of barter was easy here as elsewhere; then came the next step, of stirring up warfare on purpose for the plunder of slaves and other wealth; then came in the foreign trader, who was naturally paid in slaves and ivory and whatever other products seemed to him desirable, in return for his monopolies of civilization. So the slave-trade grew and thrived; and nothing could oppose it except a moral purpose.

*Study 8. Question 1.* See map facing p. 195. Like most of our new towns of this period, Maysville was placed on a river, and, in this case, on that which served as the main road to New Orleans. Maysville was also in direct communication with Lexington, through "the big road," which had been made from that town to Ohio.

*Question 13.* As always, the Indians are ready enough to welcome traders, who add to the convenience and luxuries of life, but not settlers, who crowd them out of their lands and who do not court their trade.

TEACHER'S READING. — See MacMaster. In addition to the illustrative material indicated in the supplementary reading, see articles on *Monticello*, in *Century* of September, 1887; and on *Whaling*, in *Century* of August, 1890. Call the attention of the pupils to the portraits of the first four Presidents. See *The American Inventors of the Telegraph*, in *Century*, April, 1888; and the *Century* for July of the same year, for the first important message ever sent.

STUDIES 9 AND 10. TROUBLES WITH ENGLAND. BEGINNING  
OF THE WAR OF 1812. WAR OF 1812 CONTINUED.

These two studies can be most profitably summarized in one view, although the teacher may find it better to make part of his summary one day and finish it the next, summarizing as he goes.

**Summary of points to be made.**

War of 1812.

Events leading up to it.

War of blockades.

Impressment of American sailors.

Attack of Leopard on Chesapeake.

Chief events of the war.

(Fill out from Study of List, and the maps called for by Questions 1 and 2 in Study 10.)

Seats of the war.

(Fill out from above sources.)

Famous captains and generals of this war.

(Fill out from above sources.)

Effect of the war.

English respect for American Republic.

The teacher should be careful that the study of the list and maps counteracts any impression that the pupils may gain from the *Studies* that the Americans were never beaten. While this war will always live in the popular memory as a great and unexpected assertion of our naval power, still historical justice demands that we remember that, as a war upon the land, it was anything but a success for our arms, in spite of Andrew Jackson.

SPECIAL NOTES. — *Study 9. Question 1.* There had been a series of petty but most annoying troubles between America and England ever since the days of the Revolution. The suspicions of foul play with the Indians of the western and frontier regions, the long retention of the western posts, the tone of British criticism, together with serious matters mentioned in the text, had done much to stir up readiness for war in young America. As will be seen in the next study, one part of our country was opposed to the war, and

was inclined to let time and treaties heal the wrongs from which they suffered.

*Questions 2-5.* These questions ought not to prove too hard, if the foundation for such work was well made in Studies 1 and 2 of the Revolutionary period. Even in that case the teacher will probably find it necessary to go over the work very carefully, and to imagine particular instances, as of a town in Maine, where all the men went out lumbering in the winter, and sold that lumber the next summer to France; and by supposing people in France who had been in the habit of getting all their lumber or all their whale-oil from New England captains. Question 4 is intrinsically more difficult, since, if England had already forbidden us all European harbors but her own, and if France had then forbidden us those of England, and each had power to enforce her laws, the Embargo Act appears a mere repetition of those of England and Napoleon; but at least one grave reason for the embargo is embodied in a hasty draft made by Jefferson for an embargo message. He says:—

“The whole world is thus laid under interdict by these two nations, and our vessels, their cargoes, and crews are to be taken by the one or the other. . . . If, therefore, on leaving our harbors, we are certainly to lose them, is it not better . . . to keep them at home?”<sup>1</sup>

In this way, too, in case of war, the resources of the country would be at hand for defence; while Europe would be shut off from the raw materials of America.

*Question 5.* They were the traders, and their occupation was taken away. As in the other cases, the teacher had better help the slower pupils by some concrete, imagined instance.

*Question 9.* The teacher may here dwell upon the fact that England had been the mistress of the seas, so that she could not imagine that any one could possibly overcome her, especially under the circumstances.

*Study 10. Question 5.* The frontier sharp-shooting element was a very important one in this war, and, in fact, in all our wars. While we have never had a large body of men carefully trained in

<sup>1</sup> Henry Adams, *History of the United States of America*. New York, 1890. II. 169.

naval and military schools, yet we have always had a large body of men trained in the severest of all schools, that of daily danger to life and limb, in the midst of shifting circumstances. With such a training nothing artificial can compete, since it rapidly eliminates all that is useless, and, in fact, only allows survival — a very stern sort of diploma — to those who are alert, unerring, ready in an emergency. So the American sharpshooter, trained by the Indians, and the American sailor, trained by whales and storms, all the world around, had no cause to fear even the harshly disciplined soldiers and sailors of His Britannic Majesty.

*Question 11.* The reading of the Treaty of Peace affords an outsider no light at all as to what the War of 1812 really accomplished. Only the observation of the greater respect which the American Republic at once inspired in all European nations, measured, in the case of England, by a total cessation of the custom of impressment of American seamen, tells the story. It also gave us confidence in ourselves, — a point of capital importance at that time, — and fed the spirit of nationality just then beginning to spring up, and needing such nourishment as the fact that America had beaten England on the seas, and that the American flag would carry around the world the names of Perry, Decatur, Bainbridge, as those of American heroes; just now, too, the American songs of the *Star Spangled Banner* and *Hail Columbia* began to be commonly sung. Through the War of 1812 America grew to be a name that stood for deeds and men and things, as well as for sentiments.

TEACHER'S READING. — The opening chapters of Benton's *Thirty Years' View* give a clear and excellent view of the causes and results of the War of 1812. The best naval history of the war is that of Theodore Roosevelt, *The Naval War of 1812*, New York, 1883. Lossing's *Pictorial Field-book of the War of 1812*, New York, 1869, like all Lossing's handbooks, is a perfect mine of picturesque, local, and personal incident. One good source for the War of 1812 is Niles's *Register*, in which one finds both the facts and the contemporary spirit of parties. See, too, the Journals of Congress, and Schurz's *Life of Henry Clay*.

## STUDY 11. THREATS TO THE UNION.

**Summary of points to be made.**

Threats to the Union.

New England Federalism, troubled on account of

The Embargo.

The War of 1812.

The rule of the Anti-federalists, notably of Jefferson.

Southern Nullification.

Roused by high protective tariffs.

Protecting manufacturers of New England.

Paid for by Southern and Western farmers, because

Making salt, cotton and woollen goods, etc., dearer.

Threatened with war by Andrew Jackson.

Compromised with by Henry Clay.

**SPECIAL NOTES.** — *Question 1.* The course of Jefferson in regard to the Louisiana Purchase had roused the fears of the New England Federalists much as to the lawless nature of Anti-federalism, since this act was done without the necessary constitutional forms; then the Mississippi question had been a positive one with many of the New England merchants; on top of that came the War of Blockades, the election of another Anti-federalist, the Embargo Act, the re-election of Madison; so that it is, perhaps, not to be wondered at that New England men of a violent temper, like Timothy Pickering, were in favor of separation, and that all the Federalists regarded the situation as a grave one, especially since the country was so new and the form of government so untried, that there was a doubt in many men's minds as to whether it could stand the stress of party strife.

*Question 4.* Follow out these instances, or others like them, with care, so as to be sure that the particular effect in each particular instance may be seen, but do not try to make any generalization.

*Question 5.* The readers of the Southern documents on this question will be surprised and interested to see how thoroughly the men of South Carolina seemed to feel that they were following the

precedents of the early days of the Revolution in resisting what was to them a partial tariff, assisting one part of the country at the expense of another. Here, as in the case of the New England Federalists, we must remember the youth of the country and the untried government.

GENERAL SUGGESTION. — This lesson is one of the most important foundation lessons of the book, and the teacher must see to it that it is thoroughly understood, since a failure to understand here involves an obscurity all along through the period of civil strife and through our own present time, when the tariff again threatens to become a living question.

The Hartford Convention consisted of twenty-six delegates from Massachusetts, Connecticut, Rhode Island, Vermont, and New Hampshire. Their resolves are given in Lossing's *Field-book of 1812*.

TEACHER'S READING. — The sources are chiefly Benton's *Thirty Years' View*, Niles's *Register*, the Journals of Congress, the *Life of Henry Clay*, and the Journals of John Quincy Adams. See, too, Henry Adams's *Documents relating to New England Federalism*.

The best authorities are, perhaps, Henry Adams's and Schouler's *Histories*.

## STUDY 12. THREATS TO THE UNION. THE SLAVERY QUESTION.

### Summary of points to be made.

#### Slavery.

Parties in regard to it.

Pro-slavery men, like Calhoun.

Abolitionists, like Garrison.

Compromisers, like Clay.

How compromised in 1820.

Slavery not allowed in Territories north of 36° 30' latitude.

(Teacher will note that Missouri itself is north of this line, and that slavery was only permitted south of this line by the vote of the inhabitants of any Territory. These are both compromise points.)



## Advantages of slavery.

To the African savage.

Civilization.

To the Southern slave-owner.

Cheap and steady labor, that could bear the climate.

Good crops of cotton, rice, sugar.

## Disadvantages of slavery.

To the African savage.

Separated him from his country and people.

Took away his liberty.

To the slave-owner.

(In regard to this last point, the pupils are not able at this point, and probably not at this age, to pass any judgment; yet, as a matter of fact, the disadvantages of slavery, both moral and industrial, probably outweighed the advantages.)

## Objections of South to Abolitionists.

Would take away their property and wealth.

Would make slaves discontented.

Would, perhaps, raise a slave war.

## States of the Union in 1820.

<i>Free.</i>	<i>Slave.</i>
Massachusetts.	Georgia.
New Hampshire.	South Carolina.
Pennsylvania.	North Carolina.
Rhode Island.	Virginia.
Connecticut.	Maryland.
New York.	Delaware.
New Jersey.	Kentucky. 1791
Vermont. 1791	Tennessee. 1796
Ohio. 1803	Louisiana. 1812
Indiana. 1816	Mississippi. 1817
Illinois. 1818	Alabama. 1819
Maine. 1820	

SPECIAL NOTES. — *Question 12.* If we read the speeches of the twenties and thirties in Congress, we come to feel that the fear of a

Michigan 1837

Arkansas 1836

slave insurrection in the South stirred up by the Abolitionists was a very real one, although the danger possibly was not very great.

*Questions 13, 14.* How savage were the ancestors of our slaves we never realize until we read the accounts given of them by missionaries, traders, and travellers. It is to be noted too, that it has been almost impossible to persuade negroes, even in slavery times, ever to return to Africa to live.

*Question 15.* The recent investigations of the slave-trade in Africa reveal the fact that the natives were and are in constant danger of slavery; and if they were not carried over seas, the alternative was subjection to the caprices of some savage African master. To be an African at all has often involved but a choice of evils.

TEACHER'S READING. — One of the best accounts of the Missouri Compromise is given by Schouler. For arguments on all sides, see the Congressional Globe. The bibliography of slavery is almost endless, but so controversial in its character that the world still awaits the great historical work on this subject. See Jefferson Davis's *Rise and Fall of the Southern Confederacy*, New York, 1881; Horace Greeley's *The American Conflict*, Hartford, 1864; for Garrison, the typical Abolitionist figure, see *William Lloyd Garrison: The Story of his Life, told by his Children*, New York, 1889. For the Southern view of the Missouri controversy, see Lucien Carr's *Missouri* in the Commonwealth Series; for the condition of the negro in Africa, see the various books that have lately appeared on Africa, notably those of Stanley; Buxton's *The African Slave-trade and its Remedy*, London, 1840, gives vivid pictures.

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## STUDIES 13 AND 14. TRADE AND LIFE FROM 1815 TO 1845.

### Summary of points to be made.

State of the country from 1815 to 1845.

Development of Mississippi Valley.

About centres of

Pittsburg.

Cincinnati.

Louisville.

- New States formed. (See list.)
  - Through occupations of
    - Agriculture — grain and stock raising.
    - Manufactures — iron, spirits.
    - Hunting — skins.
    - Mining — coal and iron.
  - Through trade with New Orleans.
- Development of Old Northwest Territories — Michigan and Wisconsin.
  - Through fur-trade, centred at Sault St. Marie and Detroit.
- Development of New England manufactures of cotton and woollen.
- Development of whole country.
  - Through immigration, chiefly from
    - British Isles.
    - Germany and Switzerland.
  - Through railroads and steamboats.
  - Through opening of Indian lands.
- Great inventions of period.
  - Transatlantic steamships, screw propeller — John Ericsson.
  - Gaslights begin to take place of oil-lamps and candles.
  - Railroads, railroad locomotives — George Stephenson.
  - Reaping machine.
  - Telegraph — Samuel F. B. Morse.
- Serious questions of period.
  - (See Threats to the Union.)
  - Pest of office-seekers.
  - What to do with the Indians.
- Wars and disturbances of period — 1812–1845.
  - War of 1812.
    - Creek War — Jackson.
    - Seminole War — Jackson.
  - Expulsion of Cherokees from Georgia.
  - Black Hawk War — Black Hawk.
  - Seminole War.
  - Slavery riots.
- Temperance question.

SPECIAL NOTES. — *Study 13. Question 1.* This question is a review question, taking the pupils back to the days of the French and Indian War.

*Question 3.* Note not only that it is the centre of rich mines, but also that it lies at the head of the Ohio, with New Orleans to open its European market and all the Mississippi Valley for its home market.

*Question 4.* Even before Cincinnati became a great manufacturing place it was a great market for the farmers of Ohio, as Louisville was for those of Kentucky. It is almost impossible for us to overestimate the importance of the mid-vein of the continent and its branching waterways, during the time when steamboats were just coming in, and railroads had not yet begun. It was the day of the canal, the river, and the lake, and of the greatness of towns that lay along their shores.

*Question 15.* British influence probably had much to do with this.

*Questions 18 and 19.* These questions are largely preparatory for the little study on Civil Service Reform on p. 400.

*First Study on 14. Question 9.* See p. 220.

*Second Study on 14.* This is the period of the second great group of Indian wars. The first group, with King Philip's War for a type and climax, were the wars of New England, resulting in the white conquest of New England territory. Those wars of the Mississippi Valley, occurring in the twenties and thirties, left us masters of nearly all the territory on this side of the Mississippi. Our next great period of Indian wars has been since the Civil War, resulting in the conquest of the lands west of the Mississippi. Although we often think of our Indian wars as petty, yet if we look at them attentively, we must confess that they have been almost continuous with periods of most serious conflict. We have really conquered our territory, almost State by State, from its first possessors, and some most heroic characters have appeared in the course of this conquest, both among the Indians and the whites.

GENERAL SUGGESTION. — Here, as in the former lessons on trade and life, enrich the topic as much as possible by outside reading and

illustration, and by visits to buildings and other remains of this period.

TEACHER'S READING. — See George Cable's *Great South Gate* in *Century* of June, 1883, and Kennedy's *Swallow-Barn*, which gives a beautiful contemporary picture of Virginia in the forties.

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### STUDY 15. THE OREGON QUESTION AND THE OREGON TRAIL.

For the general management of this lesson, with the summaries, see p. 19, where it occurs as a sample lesson.

TEACHER'S READING. — There is a chapter on the Hudson's Bay Company in the eighth volume of Winsor's *Narrative and Critical History*, giving its whole history. The prime authority for the whole subject at present is Hubert Howe Bancroft, Vols. XVIII., XXVII., and XXIX.; for map of Oregon Trail, see XXVII. 630. An admirable picture of the life at Fort Vancouver is given in Vol. XXIX. 7, etc.; see also XVIII. 526. For the account of Astoria, see Irving's work by that title, and as a corrective, Bancroft, XXVIII. In Vol. XXX. of the *Harper's Magazine* is a good article on *John Jacob Astor* by James Parton. For the congressional discussion of the whole question, see Benton's *Thirty Years' View*, Benton being almost the father of the Oregon Country as far as rousing sentiment and spreading knowledge in regard to it is concerned. He was the apostle of the Oregon Country at a time when it was to most of our people but the name of a barbarous No-man's Land. See, too, the Secretary of War's Report accompanying the President's message for 1843, and, as usual, the Congressional Record. For Dr. Whitman, see Bancroft, Vol. XXIX.

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### STUDY 16. THE SPANISH WEST.

**Summary of points to be made.**

The Spanish West.

Present States and Territories included in old Spanish West.

(Fill out from map on p. 216.)

Inhabitants of Spanish West in 1835.

Of California — Spaniards from Mexico, and Indians.

Of New Mexico and Arizona — Spaniards from Mexico,  
Indians.

Of Texas — Spaniards from Mexico, Indians, Americans.

Trade outlets of Spanish West.

Santa Fé Trail, eastward to the States. (See outline map.)

Harbors of California coast, to Mexico, the United  
States, and the world.

Trail southward from New to Old Mexico.

Occupations of the inhabitants.

(Fill out from text.)

First settlers of Spanish West.

Spanish missionaries.

First explorers.

Spanish priests and adventurers.

Relations of the Indians and the Spaniards — friendly.

Revolt of Texas from Spanish America.

Led by Sam Houston.

Caused by American wish for independence from Mexico and  
a troublesome government.

Chief events.

Battle of the Alamo.

Battle of San Jacinto.

Sam Houston against Santa Anna.

Result, the formation of the Texan Republic.

Sam Houston, president.

SPECIAL NOTES. — *Question 8.* Until a good deal more study has been put on the subject, it would be unsafe for the teacher to make any statement of the cause for the little trouble that the Spaniards had with the Indians. Part of it may have been due to the nature of the western Indian, part of it to the sparse and slow settlement of the country, and some would say that it was due to the early relations of the Indians and the Fathers in the old missions. Whatever the cause, it is certainly true that the Spaniards did have much trouble with the Indians in New Mexico and Arizona, and comparatively little with them in California.

*Question 12.* The fact is that emigration into our country has followed the latitude rather than the longitude; there was an approximation to this law also in the first approaches of Europe to our own country. Probably the great cause for this is the common desire of mankind to live as they are wont to live, and climate is the first great factor which enables them to do this.

*Questions 15 and 16.* These American Borderers have a character all their own, and while there is much about them which would make them unsuitable members of an orderly, civilized community, yet a keen appreciation of the necessities of the wild western life into which they were thrown, and the exigencies of the wild western country which they subdued, will convince us that the Republic owes as great a debt of gratitude to these rough and ready heroes as to Penn, Oglethorpe, Winslow, or Bradford. As for John Smith, he was of their kin. They drank, they gambled, they were coarse and rough, but they could starve, freeze, fight, and die. They had the faults and virtues of the Indians, in whose midst they lived. Generous, strong, always ready to die, they were our advance-guard westward, always fleeing from civilization, and always preparing its way.

TEACHER'S READING. — Hubert Howe Bancroft must still be the great work of reference. For the Santa Fé Trail, see Vol. XVII. 299; for map, see p. 331; the great classic on the old Santa Fé Trail is Gregg's *Commerce of the Prairies*, New York, 1844; for the old life in California, see Bancroft's *California*, Vol. I., and the articles in the *Century Magazine*, May, June, August, and December, 1883, and in December, 1890, and January, 1891; for Texas, see Bancroft, Vols. XV. and XVI., and Olmsted's *A Journey through Texas*, New York, 1859; for Sam Houston, see Cary's *Life*. But nothing can give one so good an idea of the spirit of the time as David Crockett's life, written by himself. It is a rare book, and has appeared in various fragments from time to time, but is always worth reading in any part.

## STUDIES 17 AND 18. THE MEXICAN WAR, 1846-1848.

## Summary of points to be made.

## The Mexican War — 1846-1848.

## Events leading on to this war.

Independence of Texas.

Its annexation to the United States.

Favored by South, as a balance to North.

Opposed by North, as extension of slavery.

Favored by Texas.

Opposed by Mexico.

Dispute as to western boundary of Texas.

Entrance of United States troops into disputed territory.

## Opposition to this war.

By Mexico.

By many Americans. { Clay.  
Webster.  
Adams.

## Campaigns and leaders of the war.

In New Mexico — Kearney.

In California — Fremont.

In North Mexico — Taylor.

In Central Mexico — Scott.

## Notable events of war.

- |       |   |                                                                                                 |
|-------|---|-------------------------------------------------------------------------------------------------|
| 1846. | } | Entrance of disputed territory — Taylor.                                                        |
|       |   | Invasion of Northern Mexico — Taylor.                                                           |
|       |   | Surrender of Santa Fé to Kearney; NEW MEXICO and ARIZONA taken possession of for United States. |
|       |   | Making of California trail through Arizona (Southern Pacific route).                            |
|       |   | Bear-Flag Revolt in California.                                                                 |
|       |   | Conquest of CALIFORNIA for United States.                                                       |
| 1847. | } | Fight at Monterey — American victory.                                                           |
|       |   | Battle of Buena Vista — American victory.                                                       |
|       |   | Scott's expedition to city of Mexico.                                                           |
|       |   | Taking of Vera Cruz.                                                                            |
|       |   | Taking of Mexican fortresses about Mexico.                                                      |
|       |   | Entrance into city of Mexico.                                                                   |



1848. — Peace made with Mexico.

Gain of war to United States.

Territory of Spanish West.

SPECIAL NOTES. — *First Study on 17. Question 4.* The teacher will refer the pupils here to the list of States, with their order of entrance, and to the fact that just in 1846 the people of the North were pressing into the Oregon Country.

*Question 7.* For the Texan side, see Carey's Life of Houston. We are too apt to forget this Texan side; it was scarcely in the nature of things that Texas, peopled as it was by thorough Americans, should have remained separate in the presence of so powerful a magnet as their native country.

*Questions 8 and 9.* This was an old quarrel between Texas and Mexico, and in annexing Texas we annexed the quarrel.

*Second Study on 17. Question 5.* We must not be too sure yet as to the cause of the Bear-Flag Revolt; the study of the sources leaves one's mind in a state of much uncertainty; perhaps we are not yet far enough away from the time when Fremont was to some an unprincipled adventurer, to others a bold and free-hearted hero.

*Study on 18. Question 2.* Their chief reason was to restore the spirit of the Americans, and turn the tide of battle back once more upon the Mexicans.

*Question 5.* See map, p. 50.

*Questions 10 and 11.* The pupils may need a little additional questioning before they understand the advantage which men in their own country have over its invaders. In the first place, the spirit of such a country is at its white heat; in the second place, its enemy neither knows its resources nor its roads as well as its defenders. The Americans hardly had any advantage but that of training.

*General Study. Questions 4 and 5.* There is no question about what the Mexicans were fighting for, since they were defending themselves against an armed invasion. As for what the Americans were fighting, the natural answer would seem to be conquest; the theoretical reason was, to assert that they were right as to what

the boundary of Texas should be; but after the skirmishes of Palo Alto and Resaca de la Palma things took an inevitable course.

*Questions 7 and 8.* Summarize as follows:—

Successive additions to the territory of the United States.

Territory gained by Revolution — by conquest and treaty.

Louisiana Purchase.

Spanish West — by conquest and treaty.

Gadsden Purchase.

It will be an excellent idea to have the pupils indicate these successive additions on an outline map, in different colors.

TEACHER'S READING.—See Schouler; Benton's *Thirty Years' View*; the biographies of Kearney, Scott, Fremont; Cooke's *Conquest of New Mexico and California*, New York, 1878; *Century* articles on California, 1891.

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## STUDY 19. GOLD IN CALIFORNIA.

### Summary of points to be made.

Gold discovered in California.

In 1848.

At Sacramento (Sutter's Fort).

Conditions in California in 1848.

Very little cultivated land near Sacramento.

No manufactures.

Few farmers, carpenters, etc.

Great distance from supplies of civilization.

Routes to California from New York.

Around Cape Horn in sailing vessels; four months.

Around by Panama, steamship; one month.

To Vera Cruz and through Mexico.

By the overland trails, railroad and wagon.

Results of the discovery and the conditions in California in 1848.

Great rush of people to California.

Few supplies for them.

Great suffering on the way.

Very high prices in California for the necessaries of life.

No settled law.

Great disorder.

California forced to make her own laws.

Rapid development of California.

SPECIAL NOTES. — *Question 2.* Pictures of the Rocky Mountains, and descriptions of their difficulties, will do much to make the pupils understand that for all practical purposes, Chili and Oregon were nearer to California than the other parts of the United States. By this time their work should have impressed upon them, too, that water-ways are the first easy ways of reaching a country.

*Question 5.* Of course, all men did not choose the luck of the mines, and some of the most solid fortunes of California were made by men who chose to supply the miners rather than to mine themselves; but since the mines offered the chance, with a good streak of luck, of becoming very rich, average human nature chose to mine, and run the risk of total failure, rather than to select an occupation which, although sure to enrich them, and enrich them rapidly, still involved steady attention to business and allowed no wonderful play of the imagination; for mining had all that adventurous charm which to many is a chief attraction of life.

*Question 7.* The answer to this question should be treated conversationally, since the list cannot be exhaustive, and since it is important only as giving a vivid impression of the conditions of the early life in California.

*Question 8.* The answer ordinarily given by the Forty-niners is that every one had plenty, there was no crowding upon the means of subsistence, and no great incentives to robbery and murder. With the sudden influx of great quantities of people of various nationalities, these conditions rapidly changed, and many found it still easier to gain their money by robbery and murder than by mining, especially when a particularly good new site was found.

*Questions 10, 11, 12.* The pupils should be made to see clearly that there had been no opportunity as yet for good law to enter into California. The Mexicans had just lost the country, and the Americans had not yet had time to establish firm government of

any sort; as a matter of fact, these new settlers found themselves in the same position as the early colonists in Plymouth or Jamestown, without even a charter to make a beginning with. Until they were under some sort of established government, it was absolutely necessary for the early immigrants to take matters into their own hands. The Sacramento mass-meeting only differs from the New England mass-meeting in that it was much more democratic, including, as it did, all the male inhabitants, — a mass of a very cosmopolitan sort.

*Question 12:* Here is a good place to make the pupil acquainted with the trial by jury, for here we see it in a very simple and primitive form, — twelve miners judging a miner.

TEACHER'S READING. — See Bancroft, Vols. XXIII. and XXXV., for an excellent picture of the early conditions; see Peter H. Burnett's *Recollections and Opinions of an Old Pioneer*, New York, 1880; the articles in the *Century Magazine* for 1891 and 1892 on California; and Bayard Taylor's *El Dorado*, 1850.

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## STUDY 20. LIST OF IMPORTANT EVENTS FROM 1783-1850.

**Summaries.** — The summary for this period may be presented on, at least, two different plans, and we present a sketch of each. The first plan is to summarize by topics, and the second, to summarize by administrations.

United States history from 1783-1850.

Additions to our territory made during this period.

Louisiana Purchase, — Louisiana, Missouri, etc.

The Spanish West. { Texas, California, New Mexico,  
Arizona, Nevada, Utah.

Governments of this period.

Confederation.

Constitutional government.

Under Federalists.

- Washington.

Adams.

Under Anti-federalists.

Jefferson, Madison.

Without distinction of parties.

Monroe, John Quincy Adams.

Under Democratic Party.

Andrew Jackson, Martin Van Buren.

Under Whigs.

Harrison and Tyler.

Under Democrats.

Polk.

Wars of the United States during this period.

Indian war in Ohio.

War with France.

War with Tripoli.

Indian war in Indiana.

War of 1812.

Creek War.

Seminole Wars.

Black Hawk War.

Mexican War.

} Indian Wars.

Civil dissensions.

Shays' Rebellion, — local in Massachusetts.

Whiskey Insurrection, — local in Western Pennsylvania.

Trouble over the Embargo Act.

Hartford Convention.

Nullification, — South Carolina.

Abolition movement, — North against South.

Famous literary men of the period.

Poets (fill up from the list).

Historians (fill up from the list).

Novelists (fill up from the list).

Essayists (fill up from the list).

Great inventions of the period.

(Fill up from list, and previous studies.)

The form of the other summary would simply run as follows: —

Leading events of the administrations, 1783-1850.

Confederation.

(Fill out from list as to wars, civil troubles, etc., of the period of the Confederation.)

Washington, 1789-1797.

(Fill out from list, under headings of leading events,  
great men, etc.)

And so on for each administration.

SPECIAL NOTES. — *First Study on the List and Maps.* Most of this is review work, but distinguished from the previous work on these points by being as full as possible, and completing the view for the whole period, and in presenting events in their broad relations.

*Second Study on List. Question 8.* These dates should be inserted in the summary in their right places, and either underlined, or written in red ink, or in some way distinguished.

*Third Study on List. Question 8.* Not only was this literature American by virtue of its authorship, but the teacher will notice that its subjects are chosen from American life, history, and sentiment.

*Questions 12 and 13.* Not only was the Constitution made and the government settled into running order during this period, but our territory reached its essential boundaries, and we were ready, with our machinery and our stage completed, to enter on our own American drama of history.

## GROUP VI.



### RECORDS OF CIVIL STRIFE.

Here again, as in the Revolution, we come on a period of great and striking unity, through which we are irresistibly carried, unquestioning of our course. Here, too, as in the Revolution, we have to do with a great moral movement, culminating in war, but a moral movement, fiercer and more intense, shaking to its foundation a people of more than thirty millions, instead of one of something like three millions. Nor is the moral movement simple in its character; as in the Revolution, there were two sides, each justified from its own point of view. To honor the king was, perhaps, as respectable a sentiment as the love of liberty; to believe that the highest mutual good of white and black was to be found in the institution of slavery, and that one group of States had no right to force its views upon another part, was, perhaps, as respectable as to believe that slavery was in no circumstance justified, or that the Union must be preserved at any cost; but in each instance, one sentiment and opinion was out of harmony with the movement of events and ideas, and had to yield before the irresistible destiny of progress.

If either the Revolution or the Civil War had turned differently from what either did, it is, perhaps, safe to say that this result would not have endured for a generation. The spirit of our people and our circumstances were not fitted to monarchy in the days of the Revolution; it could only find comfort and power in a new embodiment, and grew toward that as inevitably as the chrysalis shapes itself to the butterfly; in the days of the Civil War, modern society was shaping itself into a democratic mould in which there was no place for slavery, while our government, our commerce, our language, and our manners had welded our people into such a real

whole, that separation had already become almost a physical impossibility.

The period of the Civil War was foreshadowed almost from colonial periods by a growing separation of interests and sympathy between a section of large, rich planters in the South, and a section of traders and manufacturers in the North. The South was, on the whole, held by native Americans who owned large estates, worked by slave-labor, and producing the staples of cotton, sugar, rice, and tobacco; in such conditions, change is slow, and life tends to remain primitive. In the North was a large population of small traders and manufacturers, with a large inflowing supply of foreign labor, and slavery had rapidly given way to what was for the North undeniably more desirable,—free labor, which could be shifted, enlarged, and dismissed much more easily than slave-labor. Parallel with this separation of interests and sympathies was a separation of beliefs, a separation sharply defined in early days by the two parties, Federalists and Anti-federalists, the former party having its stronghold in New England, the latter in the South. There was logic in this parallelism. To the Southern planters, autonomy was more necessary; to the Northern cities, union was more desirable. These different interests and beliefs had already clashed in the Constitutional Convention, in the War of 1812, in the Tariff Conflict, in the Missouri Compromise, and the Abolition Riots and Debates. But with 1850, the word was spoken which sounded the tocsin for the period of Civil War, and that word was *secession*. Before that date, men in general had hoped for compromise; after that date, men in general feared war. From that date on, there came a series of ever-greatening conflicts between the slave and free States, the Compromise of 1850, the Kansas-Nebraska Bill, the struggle in Kansas itself, the Presidential campaign of 1860. These were the steps which led on to the first shot fired on Sumter. That opened war; but not even then were the parties to the conflict fully arrayed; many men believed that one part of the Union had no right to coerce another part to remain within it; and only when it was plainly seen that the North was determined to preserve the Union



even at the cost of war, was the second area of secession formed, which added Virginia, North Carolina, Tennessee, and Arkansas to the Confederacy. The war itself was noble on either side; nobly and wisely led, and manned with heroes, displaying the utmost of human endurance and courage.

These are the main lines that should guide the work through this period of civil conflict. No period of our history demands fairer and juster treatment, and no period will yield more in freeing the mind from prejudice, or in forming a noble conception of American heroism and character.

TEACHER'S READING FOR THE PERIOD. — See Horace Greeley's *Great American Conflict*, Hartford, 1864; Jefferson Davis's *Rise and Fall of the Confederacy*, New York, 1881; Alexander H. Stephens's *Constitutional View of the War between the States*, Phil., 1868; Nicolay and Hay, *Abraham Lincoln: A History*, New York, 1890; *Battles and Leaders of the Civil War*, New York, 1887; both the life of Lincoln and the *Battles and Leaders of the Civil War* were in the *Century Magazine* from 1885–1889. For a collection of original materials, very rich and full, see Frank Moore's *Rebellion Record*, New York, 1864, 1865, in eight volumes, a publication now very difficult to buy. It is a collection of documents, contemporary incidents, and newspaper clippings. Mrs. Mary A. Livermore's *My Story of the Civil War*, Hartford, 1889, presents many aspects of the war not usually thought of, aspects of camp, hospital, and home life. An excellent collection of war-poetry is Francis E. Browne's *Bugle-echoes*. Of capital importance are the lives of Seward, Grant, Lee, Sumner, and the other great figures of the war period. See, too, McPherson's *Political History of the United States during the Great Rebellion, 1860–1864*, Washington, 1864, — a treasury of documents and statistics.

## STUDY 1. THE FUGITIVE SLAVE LAW.

**Summary of points to be made.**

The Fugitive Slave Law, or the Compromise of 1850.

Between whom made.

The slave States of the South and the free States of the North.

By whom proposed and written, — Henry Clay.

By whom debated in the Senate.

Clay, Calhoun, Webster, and Davis for it.

Sumner, Seward, against it.

What it gave to the South.

The power to recover slaves escaped into the free States.

What it gave to the North.

The District of Columbia as free soil.

California as a free State by her own choice.

Arguments for it.

That it would preserve peace and the Union.

That it would preserve Southern property for its owners.

The safety of the slave States.

Arguments against it.

That men cannot be property.

That our country is the land of freedom.

Preceding compromises.

The Constitution of the United States.

The Missouri Compromise.

SPECIAL NOTES. — *Question 4.* See pp. 240, 242.

*Question 5.* See p. 243.

*Question 6.* See pp. 268, 287.

*Questions 7 and 8.* On the part of the South it was a question of life and property, on the side of the North a question of faith and honor.

See Article IV., Section 11, last paragraph, of the Constitution, which reads as follows:—

“No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or

regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due."

*Question 10.* The Abolitionists could only reply, as they did, that the Constitution was wrong.

*Question 13.* See p. 214.

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## STUDY 2. THE FUGITIVE SLAVE.

### Summary of points to be made.

The fugitive slave law at work.

Difficulties in the way of carrying it out.

The fact that slaves could run and hide.

The fact that slave States were bordered by free States.

The determination of Abolitionists to help slaves.

Popular sympathy with a runaway slave.

Reasons of Abolitionists for opposing this law.

The belief that slaves were men, and not property.

Reasons which made it hard for a slave to escape.

His color and his ignorance.

The law against him.

Lack of money.

Hard for him to get work, as a colored stranger.

No hearing in courts of law.

Safe refuges for the slave in Canada, Mexico, and Europe.

**SPECIAL NOTES.**—The Fugitive Slave Law to a certain extent defeated itself, since it made the Abolitionists more active than ever before, and organized them more completely into a working opposition; and the knowledge of this help ready to receive them greatly encouraged fugitives.

*Question 10.* The question touched upon here is one of the most difficult questions of practical ethics. It touches upon the "irrepressible conflict" which arises when a man finds the laws of his country opposed to the "higher law" of his own conscience: if he obey his own conscience, he acts the part of John Brown and the revolutionists of all time; if he obeys the laws of his country, and they

are in his belief really iniquitous, he wrongs his own soul. It is probably not best to bring the matter up in its profounder aspects, but to call attention to the easily understood fact that the Abolitionists did what they thought was right, and that in so doing they were breaking the laws of the country. In later years, this will serve as concrete material for thought upon the deeper problems of the ethics of the situation. Here we are concerned with making the facts clear in their relations.

*Questions 11 and 13.* Here the pupil is brought to realize what the force of public opinion means.

TEACHER'S READING. — There are several printed accounts of the escapes of fugitive slaves, but the most famous and most accessible is that of Frederick Douglass, as given in the various editions of his autobiography; for the abolitionist side of the question, see Samuel J. May's *Recollections of our Anti-slavery Conflict*, Boston, 1869; also the lives of Garrison, Wendell Phillips, and the other anti-slavery leaders; for the Southern side, see Reuben Davis's *Recollections of Mississippi and Mississippians*, Boston, 1888.

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### STUDY 3. THE STRUGGLE FOR KANSAS, 1854-1858.

#### Summary of points to be made.

The struggle for Kansas, 1854-1858.

Leading events in the struggle.

Entrance of Kansas and Nebraska by settlers.

Proposal of Kansas-Nebraska Bill by Stephen A. Douglas, or

The *Repeal of the Missouri Compromise*.

REPUBLICAN PARTY formed in opposition to the introduction of slavery into the Territories.

Free colonies sent from the North into Kansas.

*Massachusetts Emigrant Aid Company.*

Entrance of Missourians into Kansas to decide elections of 1855.

Kansas voted as a slave State.

Topeka convention of free settlers to dispute this result.  
Civil conflict in Kansas for three years, 1854-1858.  
Free State men conquer, and make a free constitution.  
Kansas admitted as a free State in 1860.  
Results following the passage of Kansas-Nebraska Bill.  
Formation of Republican Party.  
Settlement of Kansas.  
Civil conflict in Kansas.

SPECIAL NOTES. — *Questions 5 and 6.* Since Kansas bordered on slave territory already, the conflict naturally took place there, and not in Nebraska. It was particularly important to the South, not only to have more lands opened to her citizens, but also that this land should be continuous with that she already held, on account of the easy escape of fugitive slaves when there was a large exposed border of free State near. So as regards Kansas, Missouri was far more vitally concerned than any other part of the South.

*Question 7.* The evidence goes to show that the Missourians actually believed that Northerners were coming into Kansas in swarms, not as actual settlers, but merely as voters; in that case they thought "all fair in war" and resolved to meet fraud with fraud and force with force.

*Question 8.* The immigrants, for their part, knew that as actual settlers they had a right to the franchise which few Missourians possessed.

TEACHER'S READING. — The teacher will find no one piece of reading so instructive, nor, indeed, so interesting, as the *Report of the Special Committee Appointed to Investigate the Troubles in Kansas*, Washington, 1856, pub. doc.; see, too, Eli Thayer's *Kansas Crusade*, New York, 1889, and John H. Gihon's *Geary and Kansas*, Phil., 1857, and the general authorities for the period.

## STUDY 4. JOHN BROWN.

This study should be purely conversational and illustrated with readings, stories, and poems, which are everywhere accessible on this point. The study does not insist upon any fixed point of view for John Brown's raid, but simply tries to make clear that John Brown himself was an honest, earnest man, who believed that he was serving God and humanity. What we think of his act is quite another thing. We may think him a monomaniac, a fanatic, or an instrument of God's providence, and can justify either view by reasoning on the facts; we cannot well deny him the heart and bearing of a hero, and we cannot deny that he was lawless; beyond that lies the field of discussion.

TEACHER'S READING. — The two capital sources on John Brown are the special investigation of the Senate Committee on the raid, and F. B. Sanborn's *Life and Letters of John Brown*, Boston, 1885. See, too, the *Century* article for June, 1885, on *John Brown at Harper's Ferry*, and in the *Century* for July, 1883, are reminiscences, with a fine portrait.

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## STUDY 5. TRADE AND LIFE IN THE FIFTIES.

**Summary of points to be made.**

Trade and life in the fifties.

Parts of the country developing during the fifties.

The Far West, — California, Oregon, Nevada, Arizona, Colorado, Kansas, Nebraska.

The Mississippi Valley.

Causes for the development of the Far West.

The discovery of mines of gold, silver, etc., — Colorado, Nevada, Arizona, etc.

The slavery question, — in Kansas.

The overland routes to California through Colorado, Kansas, Nebraska, etc.

- Causes for the development of the Mississippi Valley.
  - Its fertility.
  - Development of the steamboat and the railroad.
  - Rapid immigration.
- Occupations of different parts of the country in 1860.
  - New England, — manufactures, — cotton, woollen, shoes, machinery.
  - New York and Pennsylvania, — manufactures, — iron, woollen, cotton, etc.
  - Mississippi Valley.
    - Agriculture, — stock and wheat raising.
    - Road-building.
    - Manufactures of flour, whiskey, machinery.
  - Far West, — mining.
  - South, — raising cotton.
    - For English and American markets.
- Character of life in the West in the fifties.
  - Very rough.
  - Very hurried and excited.
- What the South had that the North wanted in 1860.
  - Cotton.
- What the North had that the South wanted in 1860.
  - Cloth, shoes, corn, and wheat.

SPECIAL NOTES. — *First Study on 5. Question 1.* The map should be used with this question, so that the pupils can see how Chicago was connected with the water-ways east, north, south, and west, — an important position, taken in connection with the rapid development of steamboat lines, and the building of the Erie and Welland Canals.

*Questions 6–10.* Treat these questions conversationally.

*Question 11.* This Southern emigration during the fifties from the older States of the Atlantic seaboard to Louisiana, Texas, and Missouri is a fact not often thought of, since it was a movement within the country, and not connected with any striking question, such as those which made the same sort of emigration into Kansas and Oregon so noteworthy; yet this movement of the Southern slave-holder westward was going on all the time.

*Question 12.* This question must not be slurred over, as it is a preparation for the Civil War, and will come up again.

*Second Study on 5. Question 1.* See list, 1858.

*Question 2.* This is as good a question as I can suggest to call attention to the fact that in such a new, distant, and young community there was no law and order, and no power to enforce them.

TEACHER'S READING.—There are many books bearing on the subject of this lesson, of the character of those from which the extracts are taken, and of those referred to under supplementary reading. See, too, the files of *Harper's Magazine* and of *Harper's Weekly* during this decade. For the South, see further, Reuben Davis's *Recollections of Mississippi and Mississippians*. Boston, 1888 or 1889.

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## STUDY 6. ELECTION OF LINCOLN AND SECESSION OF SOUTH CAROLINA.

### Summary of points to be made.

#### Campaign of 1860.

Parties involved and principles represented.

Republican — no slavery in the Territories.

Democratic, Northern — local option in the Territories.

Democratic, Southern — slavery to be allowed in the Territories.

American National — Union, at all costs; compromise.

Leading candidates.

Republican — Abraham Lincoln.

Northern Democrat — Stephen A. Douglas.

Results of campaign.

Election of Lincoln.

Secession of South Carolina from the Union.

Causes for excitement in this campaign.

Kansas struggle.

John Brown's raid.

Threatened secession of some of the cotton States.

Previous threats of secession in our history.

Hartford Convention.

Nullification convention.



Compromises which had prevented it.

Missouri Compromise.

Tariff compromise.

Compromise of 1850.

SPECIAL NOTES. — *Questions 7 and 8.* The American party was the conservative party of the period, thinking to avert disunion and war by enforcing the fugitive slave law on one hand, and by pulling down secession on the other.

TEACHER'S READING. — Frank Moore's *Rebellion Record* is particularly full in material both for this and the following lesson.

## STUDY 7. THE QUESTION OF THE HOUR.

### Summary of points to be made.

The question of the hour — *Union or disunion.*

Parties in regard to it.

In South.

Secessionists, hoping for peaceable secession —

*Davis.*

State-loyalists, disapproving of secession, but feeling it their duty to go with their States —

*Lee.*

Unionists, hoping for compromise — *Houston.*

In border States, like Kentucky.

Unionists, hoping for compromise.

In North.

Unionists, but believing in right of secession.

Unionists, believing secession to be rebellion.

Lincoln's opinion.

That secession by a State's own action is impossible.

That the duty of the President was to hold to his oath.

SPECIAL NOTES. — *Questions 5 and 6.* The later course of events was so violent and passionate, that we are too often drawn on into the midst of the war-spirit on either side, without seeing what is very noticeable if we turn back to the records of the day; namely,

that in both North and South there was a strong current of opinion counter to that which finally led events. The question of coercion was almost as vital a one and divided parties almost as sharply as the question of secession itself. All those who believed our government a voluntary union of independent States, instead of a nation, believed, of course, in State sovereignty, and as a natural corollary, in the right of secession; and from this, again, followed the belief that if a State chose to secede, the other States had no right of *coercion* over her, to compel her to stay or return. There was a large body of men, North and South, who believed in the abstract right of secession, but thought it unwise and unjust in 1860; if it occurred, however, no one had any right to interfere with the seceders. These men in the South tried to preserve the Union, in the North they tried to avert war; their cry was peaceable secession. But they were overborne in the South by those who thought the time to secede had come, and in the North by those who were resolved to preserve the Union intact, even at the cost of war.

*Questions 9 and 10.* Houston, like many others South and North, felt that all that was necessary was to insist on the protection given to the slave-owner by the Constitution and the laws, and to make the demand effective through the set machinery of suffrage and debate.

*Questions 12 and 13.* Lincoln took the simple ground that secession was impossible, did not exist, and that his business was to go on seeing that the forts, custom-houses, post-offices, courts, etc., were run as usual by men loyal to the Union, and fit to do its business in their respective places.

TEACHER'S READING.—On State sovereignty, see especially Jefferson Davis's Senate speech of Dec. 10, 1860, given in his *Rise and Fall of the Confederacy*, I. 624. For the poor white's point of view, see Helper's *Impending Crisis*, a book published on the eve of the war, which roused a great amount of feeling.

## STUDY 8. THE FORMATION OF THE CONFEDERACY.

## Summary of points to be made.

Formation of the Confederacy, 1861.

Course of events.

Secession of the first group of States, — the *Cotton-belt*.

South Carolina, Mississippi,	} Dec., 1860 ;
Florida, Alabama, Georgia,	
Louisiana, Texas.	

Peace conference held at Washington.

Formation of Southern Confederacy, March, 1861.

President, Jefferson Davis.

Capital, Montgomery.

Refusal of the United States to treat with the Confederacy.

Attack on Sumter, April.

Secession of the second group of States.

Virginia.

North Carolina.

Tennessee, Arkansas.

Completion of the Southern Confederacy.

Capital moved to Richmond.

Constitution of Confederacy — like that of United States, except

Declares Sovereignty of each State.

Provides for full protection of slavery.

Provides for free trade.

Property of United States in the Confederacy.

Forts, custom-houses, light-houses, post-offices.

Attitude of Confederacy toward slavery.

Believed it right.

Believed negro naturally inferior to white man.

Believed slavery would civilize the negro.

SPECIAL NOTES. — *Question I.* For lack of space, the text has had to omit here the account of the successive seceding acts of the various States; their dates will be found on p. 372 of the list.

Although the attack on Sumter is treated in the next lesson, the teacher must insert it in the summary here, in order that the connection may be clearly seen between that event and the extension of the Confederacy. The first group went out because they judged the time had come for secession; the second group went out because they saw that force was to be used against the seceders; that is, they went out on the question of coercion.

TEACHER'S READING. — For a good short life of Mr. Davis, see *Nation*, Dec. 12, 1889.

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### STUDY 9. THE FIRST SHOT AND THE CALL TO ARMS.

#### Summary of points to be made.

The fall of Sumter.

Course of events.

Anderson moves from Fort Moultrie to Fort Sumter.

Fort Moultrie weak.

Fear of attack from Charleston.

No re-enforcement from government.

*Star of the West* driven back by Charleston.

Report of a Northern fleet sent to support Anderson.

Beauregard opens fire on Sumter.

Fall of Sumter into hands of Charleston.

Effect of fall of Sumter — CIVIL WAR begins.

Lincoln and Davis each call for troops.

Border States still hope for peace.

SPECIAL NOTES. — *Questions 6 and 7.* See map, p. 326, which makes it very clear that Sumter was really the key to the situation on account of its central location, and because it could hinder any exit from or entrance into Charleston Harbor.

The remainder of the questions should be treated conversationally.

## STUDY 10. THE FIRST YEAR OF THE WAR, 1861.

**Summary of points to be made.**

The first year of the war.

Leading events of the year.

Attack on and fall of Sumter.

Completion of Confederacy.

Proclamation of BLOCKADE by Lincoln.

Northern and Southern armies formed.

Confederate defences formed all along frontier of Confederacy.

Battle of BULL RUN — Confederate victory.

Centres of conflict, — along border of Confederacy.

Virginia, Kentucky, Tennessee, Missouri.

The Confederate coast.

Prominent leaders.

Of South — Beauregard.

Of North — McClellan.

Special study of Bull Run.

Parties engaged.

Northern army invading the Confederacy.

Southern army defending the Confederacy.

Result of the battle — defeat of the North.

Value of this battle.

To the South — encouragement.

To the North — knowledge that they must fight.

Special study of blockade.

Hindered England from getting cotton.

Hindered North from getting cotton.

Hindered South from getting shoes, cloth, guns, wheat, and corn (refer here to Study 5, p. 308).

## STUDY 11. THE SECOND YEAR OF THE WAR.

**Summary of points to be made.**

The second year of the war. (Fill out as under first year of the war from the list, being careful not to overload the summary with details. Perhaps the events given in heavy-faced letters in the

list are enough, but the teacher must act on his own best judgment, and according to his circumstances.)

Special study on *Merrimac* and *Monitor* fight.

At Hampton Roads.

In 1862.

. Between the iron-clad *Merrimac* and the first iron-clad *Monitor*.

Advantages of *Merrimac* over *Cumberland*, etc.

Iron-clad.

Proof against shot.

Could drive into wooden ships.

Advantages of *Monitor* over *Merrimac*.

Smaller size.

Less draught of water.

Revolving turret. (This point can best be explained by showing a picture of the *Monitor*, or, if that is not at hand, make a slight sketch on the board. Pictures are to be seen in the *Century* for April, 1885, and in the *Battles and Leaders of the Civil War*.)

Effect of *Monitor* fight.

Navies of the world change from wooden to iron-clad ships of *Monitor* type.

Inventor of *Monitor* — ERICSSON.

SPECIAL NOTE. — *Question 8*. This destruction of cotton acted in two ways. It destroyed the only available property of its owners, and it prevented the North from making any profit from it. The Southern armies had simply to choose between its destruction by fire and its confiscation by the Northern soldiers.

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## STUDY 12. THE WAR AND THE SLAVE.

**Summary of points to be made.**

The Emancipation Proclamation.

Condition of the slave before Emancipation.

In the South.

Still a slave.

- In the North.  
 Still a fugitive slave.
- In the Union army.  
 Contraband of war; that is, confiscated property.
- His condition after Emancipation during the war.  
 In the North, and in the Union army.  
 A freedman.  
 Often a soldier.
- In the Southern Confederacy.  
 Still held as a slave.
- His condition in case of Northern victory — freedom.
- His condition in case of Southern victory — slavery.
- How Emancipation Proclamation injured the South.  
 Made it impossible for them ever to recover fugitive slaves.  
 Made many slaves run away to Union army.
- How the slaves learned about Proclamation.  
 Their masters sometimes told them.  
 They told each other.
- Good qualities shown by negro during war.  
 In the South — often faithful to their old masters.  
 In the Northern army — brave soldiers.
- Difficulties in the way of a slave becoming an American citizen.  
 Ignorant of many kinds of work.  
 Unaccustomed to spending money.  
 Ignorant of reading and writing.  
 No money to start with.

**SPECIAL NOTES.** — *Question 1.* There were slaves still in Delaware, Maryland, West Virginia, Kentucky, Missouri, and the Indian Territory. These slaves were freed, some of them by State enactments, and all of them by the Constitutional Amendment of 1865, which abolished slavery totally and forever within the United States.

*Question 14.* The teacher can include here as much else as he thinks wise, but the four points referred to are the introduction of slaves into America, the protection of slavery by the Constitution, the Missouri Compromise, and the Emancipation Proclamation.

### STUDY 13. THE THIRD YEAR OF THE WAR; CHANCELLORSVILLE, GETTYSBURG, AND VICKSBURG.

#### Summary of points to be made.

Third year of the war. (Fill out as for first and second years of the war, avoiding too much detail, and using outline maps filled out by pupils as basis of the work.)

Note, in Gettysburg campaign, the connection of Morgan's raid with Lee's movements; if successful, Morgan intended to join Lee in Pennsylvania. See *Century Magazine*, January, 1891.

SPECIAL NOTES. — *Questions 1-8* inclusive are to be treated conversationally.

*Question 15.* See map between pp. 370 and 371.

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### STUDY 14. WAR PICTURES.

This lesson might be summarized, but it seems better to treat it conversationally, leaving a general impression of the spirit and circumstances of the times, rather than to make definite points to be learned by heart against the time of examination. Additional incidents should be sought out and the time spent in telling these rather than in examining the work done on the lesson. The whole lesson should appeal to the heart rather than the head.

In addition to references given in the *Studies*, see *The Cave-Dwellers of the Confederacy*, in *Atlantic*, October, 1891.

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### STUDIES 15 AND 16. THE LAST CAMPAIGNS OF THE WAR; SHERMAN'S MARCH; GRANT'S CAMPAIGNS AGAINST LEE.

#### Summary of points to be made.

Last years of the war — 1864-1865.

States of the Confederacy controlled by Union armies at beginning of 1864.

(Fill out from list.)



- Great leaders.  
 On side of South — Lee, Johnston.  
 On side of North — Grant, Sherman.
- Great campaigns.  
 Grant against Lee in Virginia.  
 Sherman against Hood and Johnston in Georgia, the Carolinas, and Virginia.
- Sufferings of Confederacy in last year of war.  
 From Sherman's devastations.  
 Destroyed food.  
 Destroyed cotton-gins and mills.  
 Destroyed cities and railroads.  
 Lack of men, money, food.
- Great events of last years.  
 Battles of Wilderness and Spottsylvania Court-house. } Virginia — *Grant v. Lee.*  
 Fall of Mobile — *Farragut.*  
 Fall of Atlanta, Savannah, Charleston, Wilmington — *Sherman.*  
 Fall of *Richmond.*  
 LEE'S SURRENDER.  
 Assassination of Lincoln.  
 Johnston's surrender.  
 Jefferson Davis captured.
- Result of last campaigns of war.  
 Fall of Confederacy.

SPECIAL NOTES. — *Study on 16. Question 7.* See pp. 274, 275, of the *Studies.*

### STUDY 17. ABRAHAM LINCOLN.

This lesson should be treated conversationally; similar lessons may be given on Grant, Lee, and on the local hero of each part of the country.

For a practical life of Lincoln, those recommended in the supplementary reading are better than the monumental work of Nicolay and Hay. They contain many valuable personal reminiscences, and

embody many of Lincoln's own words. See, too, Lowell's Lincoln, in *My Study Windows*, and Carl Schurz's fine essay in the *Atlantic Monthly* of June, 1891. For excellent portrait, with reminiscent article, see *Century*, November, 1890. Lincoln's Gettysburg speech with his inaugurals are published in the *Old South Leaflets*, and also in the *Riverside Literature Series*. A book entitled *Abraham Lincoln's Pen and Voice*, Cincinnati, published by Robert Clarke & Co., is an incomplete but convenient collection of letters and speeches.

*Study on 18.* This should be a general conversational review of the war, preparatory to the study on the list. Some time might be found here for the study of a local hero, or for a talk on the war by an old soldier.

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## STUDY 19.

### Summary of points to be made.

Period of civil strife and war, 1850-1865.

Causes of civil strife and war.

The slavery question.

The question of State rights — are the United States a nation or a league?

The question of free trade.

Old separation of sections — in interests and political beliefs.

Leading events of period, connected with civil strife and war.

Compromise of 1850.

Struggle for Kansas.

Formation of Republican party.

John Brown's raid.

Election of Lincoln.

Secession of South Carolina.

Formation of Confederacy.

Attack on Sumter.

Civil War — resulting in

Emancipation of slaves — LINCOLN.

Fall of Confederacy — GRANT and SHERMAN.

Chief seats of the Civil War. (Fill out from outline maps.)

Other notable events of period.

Admission of California, Minnesota, Oregon, and Kansas  
as free States.

Rounding out of United States Territory by Gadsden  
Purchase.

Development of mines in  
California.

Arizona.

Colorado.

Nevada.

Beginning of first Pacific railway.

## GROUP VII.

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Being still in the midst of Group VII., we can do little with regard to events but watch them. There are a number of directions in which they should be watched—for the development of our material civilization, with its resources and inventions,—for the list of our great men, with their notable achievements,—for the course of events along the lines of what are called popular questions, such as the labor question, the Chinese question, the various race problems. It is just here that the historical scrap-book must play the largest part, and should gather material from every available source, the teacher making sure that the source of each clipping and picture is given in full. The file of one of the leading New York papers, or of *Harper's Weekly*, will be a great desideratum. The teacher will find *Public Opinion*, the *North American Review* and the *Review of Reviews* of great assistance in this part of the work. See, too, the bibliography at the close of the studies for references.

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### STUDY 1. SETTLEMENT OF WAR QUESTIONS.

#### Summary of points to be made.

Reconstruction of the Union.

Preparation for it.

General proclamation of amnesty for those willing to support the Union and Emancipation.

Growth of Southern sentiment in favor of accepting Union.

Emancipation.

## Plans for reconstruction.

## Presidential plan.

Re-formation of Southern States by loyal white residents.

## Congressional plan.

Re-formation of Southern States, —

By exclusion of leading men of Civil War.

By help of negro suffrage.

By support of the Northern army.

## Course of events.

Partial trial of Presidential plan.

Thirteenth amendment to Constitution, ABOLISHING SLAVERY, adopted.

Adoption of Congressional plan.

Fourteenth amendment to Constitution, making negroes citizens, adopted.

Great disorder and misery and strife in South.

Withdrawal of troops and all seceding States readmitted to the Union.

Slow settlement of affairs by Southern whites.

## Difficulties in the way of negro suffrage.

Ignorance of negroes.

Interference of "carpet-baggers."

Negro majorities in many parts of the South, representing "carpet-baggers."

## Troubles of South during period of reconstruction.

Presence of Northern troops.

Great poverty.

No government.

Negro and "carpet-bagger" government.

No share in general government.

No post-offices.

## The Geneva Arbitration.

## Reasons for calling it.

Loss of American property by *Alabama*, etc.

Unwillingness of England to make the losses good.

Threatened war between England and America.

## Called

At Geneva, Switzerland.

In 1872.

By committee of five Arbitrators.

Named by

United States.

Great Britain.

Italy.

Switzerland.

Brazil.

Deciding in favor of United States.

GENERAL REMARKS.—The complete history of the period of reconstruction is yet to be written; the points of view in regard to it were as violent and as clashing as those on the eve of the war. To one class of men, the South seemed a conquered land to whom it was the right of the North to dictate laws and conditions; these men reasoned that, the war completed, it was now the duty of the fighters to secure the results of the war, and the great result of the war in their eyes was the freedom and enfranchisement of the slave; and if to secure this in its fullest measure, force was necessary, force must be used.

Another class of men felt that the results of the war were sufficiently guarded by their being accepted as a part of the Constitution, and they were willing to let the South work out its own salvation, on its pledge to maintain the amended Constitution. These men were indignant at the employment of force to make and uphold the new governments of the South. Said Seward, after the adoption of the Congressional plan:—

“All the representatives sent to Congress by the Rebel States in 1865 have been rejected without regard to their qualifications or their loyalty. All the loyal State governments formed in 1865 have been abrogated, without regard to their loyalty, with the exercise of military force. . . . Army officers have been placed by Congress in charge of the several States. Congress has enfranchised and disfranchised in these States, just as seemed best calculated to secure the acceptance of constitutions prescribed by itself through military

agents, in communities where no rebel force has been seen for nearly four years.”<sup>1</sup>

As for the Southerners themselves, they felt that no one else could understand their needs and difficulties as they themselves did, and that if there was any value in being Americans, that value consisted in self-government.

TEACHER'S READING. — Johnston's article on Reconstruction in Lalor's *Cyclopedia*; Edward McPherson's *History of the Reconstruction*, Washington, 1880, — a statistical and documentary source; the works of Seward, Chase, Davis, Stephens, etc., for this period are of prime value; *Atlantic Monthly*, XVI. 238, — XVII. 237, — XVIII. 761, and XXXVII. 21; see *Century*, July, 1884, on the Ku Klux Klan; Cox's *Eight Years in Congress*; Pollard's *Lost Cause Regained*; Pike's *The Prostrate State*; Hepworth Dixon, *White Conquest*.

On Alabama Claims, see Caleb Cushing, *The Treaty of Washington*, New York, 1873.

## STUDY 2. THE INDIAN QUESTION.

### Summary of points to be made.

The Indian Question — *What shall we do with the Indian?*

Kill him — answer by war.

Educate him — answer by schools at Hampton, etc.

Support and take care of him — answer by reservations.

Treat him like other people — answer by spirit of the Constitution.

Important Indian wars since 1865.

Modoc War.

Sioux War — Custer Massacre.

Apache War — General Crooks.

Nez-Percé War — Chief Joseph.

Causes of Indian wars since 1865.

Invasions or losses of reservation lands.

Indian interference with whites (Arizona).

<sup>1</sup> Works of William H. Seward, ed. by George E. Baker, Boston, 1884, V. 549.

GENERAL REMARKS. — This lesson should be largely conversational in character. In regard to the way in which the children should themselves be influenced to answer this question, perhaps we can only be sure of one answer being good; it is certainly worth while to civilize them as rapidly as possible and as far as possible. Until they are to a certain extent ready to enter into our life, it is possibly not quite right to throw them out into the general struggle for existence. Yet this might be the quickest way to force civilization upon them. It is probably also perfectly safe to maintain that political interference with Indian affairs has always been disastrous.

For the work at Hampton, see *Harper's Monthly*, Vol. XLVII. p. 672; for a reference map showing Indian Reservations, see Dunn's *Massacres of the Mountains*, Harper's, 1886, a valuable book on the Indian wars of the post-bellum period. See Poole's Index under appropriate headings; for Crook's campaigns, see Captain John G. Bourke's *On the Border with Crook*, New York, 1891.

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### STUDY 3. THE IMMIGRANT.

#### Summary of points to be made.

Immigration into United States.

Composed of.

(Fill up from lists brought in answer to Question 1.)

Causes of.

Poverty and misery at home.

Larger wages in United States.

More land in United States.

Reasons to oppose immigration of Chinese, etc.

Because they lower wages.

Because they bring in strange habits of living.

How to change immigrants into Americans.

Educate them.

Give them the chances of Americans.



GENERAL REMARKS. — In this, as well as in the following lessons, the method should be largely conversational. The teacher should try both in this lesson and in that on the Indian Question, to make the pupils feel that the subject *is* a question, whose answer is still uncertain.

TEACHER'S READING. — See References in List of Books at end of *Studies*, pp. 404–408. See, too, Poole's Index under headings of Immigration, Emigration and Chinese. See the *Forum*, October, 1890, for a particularly strong article against Chinese immigration.

*Studies 4 and 5.* The best work which the teacher can do here can be done conversationally. He and the pupils will doubtless be able to bring new material to enrich these lessons; with each new bit found, let the teacher ask, What does this tell us? The questions given are intended in an unusual degree as mere suggestions, and the teacher should by no means be confined by these.

SPECIAL NOTES. — *Study 5. Question 11.* There are essentially three Pacific roads in the United States — the Central, the Northern, and the Southern or Santa Fé. These are the great through lines.

TEACHER'S READING. — For the new South, nothing can be more inspiring, and put us more into sympathy with the condition of our new South, than Henry W. Grady's *New South*, New York, 1870; see Warner's *South Revisited* in *Harper's*, March, 1887; one of the best books is Susan Dabney Smede's *Memorials of a Southern Planter*.

For the Great West, see Supplementary Reading in *Studies*; also a series of articles on *The New Northwest* in the *Century Magazine* for 1882 and 1883; see same, March, 1887, for article on *Dakota*, and see March and May of 1888 for articles of Theodore Roosevelt on ranch-life; Theodore Roosevelt's *Hunting Trips of a Ranchman*, Putnams, 1886; for the opening of Oklahoma, see H. S. Wicks's article in *Cosmopolitan*, September, 1889.

*Study 6.* This study is a lesson in politics rather than history, and is intended as such, since it shows how history runs right into politics, and how history is only past politics. It brings the pupil face to face with the idea that as far as the questions of to-day are concerned, they can only be answered by the thought and actions of

to-day; that no book, that no man, can tell us surely how to answer, that we must answer for ourselves as best we can from looking at the facts of the case, and that we can give that answer, each man for himself, by the vote.

TEACHER'S READING. — See, in general, the files of the *North American Review* and the *New York Nation* over this period; see *Century* article of October, 1890, by H. C. Lodge, *Why Patronage in Office is Un-American*; on tariffs, trusts, and this class of subjects, see Putnam's catalogues, since this firm makes a specialty of such works; for full history of the ballot-reform, see *Nations*, June 6, and August 29, 1889, and November 20, 1890.

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## STUDY 7. LIST OF IMPORTANT EVENTS, 1865-1891.

### Summary of points to be made.

History of completed Union, 1865-1891.

Developing parts of country —

The "New South."

The States of the Rocky Mountain region.

Addition made to our territory — Alaska.

Quarrels and troubles of period.

Indian wars — see *Study 2*.

Reconstruction troubles in South — see *Study 1*.

Carpet-baggers.

Ku Klux Klan.

Threatened wars with England — settled by

Geneva Arbitration.

Behring Sea Conference.

Anti-Chinese crusade — Pacific Slope.

Troubles with Mormons — Utah.

Great labor strikes — Pittsburgh, New York, Chicago.

Socialist riot in Chicago.

Lynching-mobs — Cincinnati, New Orleans.

New parties in politics.

Prohibition party — Labor party.

Independents — *Mugwumps*.

Great enterprises and inventions of period.

Atlantic Ocean telegraph.

Building of Pacific railways — (Northwest Passage).

Developments of electricity.

(Fill out at pleasure.)

Political corruptions of period.

Credit Mobilier.

Whiskey Ring.

Corruption of the ballot.

Corruption of the civil service.

GENERAL SUGGESTION. — It would be well to have a manuscript continuation of this list kept in connection with the historical scrap-book. To aid in this, see Hazell's *Annual*, and the other annual publications of this sort. If there be time, an excellent character-study on this later period may be made of the life of President Garfield. See, for such a study, besides his life and works, the articles and portrait in *Century Magazines* of December, 1881, and January, 1884.

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If, at any time, any teacher would like to communicate with us personally, either for information, help, or to give us suggestions as to desirable alterations in the *Studies*, we will be very glad to reply. Address in the care of D. C. Heath, 5 Somerset St., Boston, Mass.





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