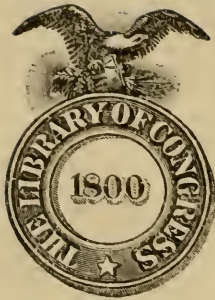


**AMERICAN HISTORY
NOTE BOOK**

RALPH R. PRICE

STATE OF KANSAS



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A NOTE BOOK

IN

AMERICAN HISTORY

FOR KANSAS SCHOOLS

BY

RALPH R. PRICE

PROFESSOR OF HISTORY AND CIVICS IN THE
KANSAS STATE AGRICULTURAL COLLEGE

FIFTH EDITION



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PREFACE

JOHN RICHARD GREEN says that "With the triumph of Wolfe on the heights of Abraham began the history of the United States." It is with this idea in mind that this note book is planned to begin fundamentally with the French and Indian War. In the introductory lessons and elsewhere, the essential institutions and foundation principles of our history are traced from their earlier origins.

One essential purpose of this note book is to acquaint the student with the bibliography of our history and institutions, to learn where to find what he wants to know, and to weigh authorities. Still another purpose is to train the student in historic-mindedness—to put himself in the other fellow's place; to understand why, as well as to know exactly what. The student must learn to express himself with accuracy, clearness, and definiteness. He must think for himself, and learn to work out the details and the relations of historic events. Hence, this note book is intended not so much as an easy path to information, but rather as a guide to earnest and scholarly work in the history of our nation and its government.

Geography and chronology are the two eyes of history. Hence, definite map work and the exact fixing of the important dates are required, in order that historic events may be seen in their proper perspective, and, therefore, understood and appreciated with interest.

In the preparation of this edition constant references are given to our State texts—Forman's Advanced American History, Foster's History of the United States, and Arnold's History of Kansas—and to such standard texts as those of Fite, West, Muzzey, Latane, Channing, McLaughlin, James and Sanford, Elson, Bassett, Hart's Formation of the Union, Wilson's Division and Reunion,

to MacDonald's Documentary Source Book of American History, and to the excellent volumes in the Hart's American Nation series, as well as to The Chronicles of America.

Special emphasis is given to the industrial phases of our national development. In this connection, Coman's Industrial History of the United States and Bogart's Economic History of the United States are to be carefully studied as constant references, together with other similar works when they are of special value. The preparation of this after-the-war edition has given the author an opportunity to make a number of changes and improvements. Several lessons have been recast, and the reference lists are better as to content and arrangement. More attention is now given to our diplomatic history, especially with reference to our relation with Great Britain, and to our agricultural history, especially with reference to the Far West and the New South.

The asterisk (*) is used for the purpose of calling the student's special attention to certain authors, works or pages that should be particularly studied. All references marked with the double asterisk (**) should be thoroughly mastered. Not all of the best books are so marked. The student should strive to determine for himself which are the best references for each subject.

Finally, the author will be grateful for any corrections or suggestions looking to improvements in future editions. He will, in turn, be pleased to answer to the best of his ability any specific questions raised by the use of this note book. He will also welcome teachers in his summer school classes, where this book is made the basis for his courses in American history.

RALPH R. PRICE.

KANSAS STATE AGRICULTURAL COLLEGE,
MANHATTAN, KANSAS.
MAY, 1921.

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REFERENCE BOOK LIST

A FINDING list of some books referred to in the following lessons simply by author—as, Hart—or by catchword of title—as, Source Book.

When name of author alone is given in the reference list, the first book listed below under that author's name is intended.

A second title in the same line following a semicolon (;) means another work by the same author. For example, Hart; Essentials; Contemporaries. All three of these works are by Hart. Similarly, Channing; III:1-10, means Channing's Students' History, and volume III of his larger work, respectively.

Note that the references to Channing are to paragraphs, and all other references are to pages unless otherwise designated.

The name of publisher is sometimes abbreviated, as A. B. C. for American Book Company, A. & B. for Allyn and Bacon, Hou. for Houghton Mifflin, and Mac. for Macmillan.

- Adams, E. D., The Power of Ideals in American History. Yale.
 Adams, Henry, History of the United States, 1801-1817. 8 vols. Scribners.
 Adams and Trent, History of the United States. A. & B.
 American Immortals, Eggleston. Putnams.
 American Orations, Johnston and Woodburn. 4 vols. Putnams.
 Ames, State Documents on Federal Relations. Univ. of Pa.
 Andrews, The Colonial Period. Holt. Excellent.
 Andrews, New Manual of the Constitution. A. B. C.
 Andrews, Gambrill and Tall, A Bibliography of History. Longmans. An excellent manual for evaluation of books.
 Annual Report of the American Historical Association.
 Appleton's Cyclopaedia of American Biography. 6 vols.

- Ashley, American History; also, Federal State. Mac.
- Atkinson-Mentzer Historical Maps, U. S.
- Babcock, Rise of American Nationality. Harpers.
- Bailey, Cyclopedia of American Agriculture. 4 vols. Mac.
- Bassett, Short History of the United States. 1492-1920. Mac.
Good college text.
- Bassett, The Federalist System. Harpers.
- Beacon Lights of History, John Lord. Clarke.
- Beard, American Government and Politics. Rev. 1920. Mac.
- Beard, Contemporary American History. Mac.
- B. & B., Beard and Bagley, The History of the American People.
Mac. For junior high school. Good.
- Becker, Beginnings of the American People. Hou. Excellent.
- Benton, Thirty Years' View in the U. S. Senate. 2 vols. Appletons.
- Bishop, Our Political Drama. Putnams.
- Bishop, Presidential Nominations and Elections. Scribners. Car-
toons.
- Blaine, Twenty Years of Congress. 2 vols.
- Bogart, Economic History of the United States. 3d ed. Longmans.
- Bolton and Marshall, Colonization of North America, 1492-1783.
Mac.
- Boyd, Cases on Constitutional Law. Callaghan.
- Brigham, Geographic Influences in American History. Ginn.
- British-American Discords and Concords. Putnams. Good. Whole-
some.
- Brooks, Men of Achievement. Statesmen. Scribners.
- Brown, The Lower South in American History. Mac.
- Bruce, The Romance of Expansion. Moffat, Yard & Co.
- Bryant and Gay, Popular History of the United States. 4 vols.
Scribners.
- Bryce, American Commonwealth. 2 vols. Rev. 1910. Mac.
- Burgess, The Middle Period. Scribners. Excellent.
- Caldwell and Persinger, Source History of the United States.
Ainsworth.
- Callender, Economic History of the United States. Ginn.
- Cambridge Modern History. References are to vol. 7. Mac.
- Carver, Principles of Rural Economics. Ginn. Economics.
- Carver, Readings in Rural Economics. Ginn.
- Chadwick, United States and Spain: Diplomacy. Scribners.
- Chadwick, Causes of the Civil War. Harpers.

- Channing, Students' History of the United States. Mac. Excellent.
 Several editions. References to paragraphs, for these are practically the same for all editions.
- Channing, The United States of America, 1765-1865. Mac.
- Channing, History of the United States. 8 vols.; 4 published. Mac.
- Channing, The Jeffersonian System. Harpers.
- Channing, Hart and Turner, Guide to the Study and Reading of American History. Ginn.
- Charters—MacDonald, Select Charters, 1606-1775. Mac.
- Cheyney, Short History of England. Ginn. Very good.
- Collections of the Kansas State Historical Society.
- Coman, Industrial History of the United States. Rev. 1910. Mac.
- Coman, Industrial Beginnings of the Far West. 2 vols. Mac.
- Coman and Kendall, History of England. Mac.
- Commons, Phillips, etc., eds., Documentary History of American Industrial Society. 10 vols. History of Labor. Clark.
- Conference of Governors, 1908 and 1910.
- Connelley, Kansas and Kansans. 5 vols. Lewis.
- Connelley, Territorial Governors. Crane.
- Contemporaries—Hart, American History Told by Contemporaries. 4 vols. Mac.
- Coolidge, The United States as a World Power. Mac.
- Critical Period—Fiske, The Critical Period of American History. Hou.
- Cross, A Shorter History of England and Greater Britain. Mac.
- Curtis, The United States and Foreign Powers. Scribners.
- Davidson, History of the United States. Old State text. Scott.
- Davis, Rise and Fall of Confederate Government. 2 vols. Appleton.
- Dewey, Financial History of the United States. Longmans.
- Dewey, National Problems. Harpers.
- Documents—MacDonald's Select Documents, 1776-1861. Mac.
- Dodd, Statesmen of the Old South. Mac. Excellent.
- Dodd, Expansion and Conflict. Hou.
- Dole, Spirit of Democracy.
- Dunning, Reconstruction, Political and Economic. Harpers.
- Dunning, British Empire and United States. Scribners.
- Earle, Alice Morse, Child Life in Colonial Days, Home Life in Colonial Days, and Customs and Fashions in Old New England.
- Eggleston, Beginners of a Nation. Appleton.
- Eggleston, Transit of Civilization. Appleton.

- Elliott, Biographical Story of the Constitution. Putnams.
Elson, History of the United States. Mac. Good.
Elson, Side Lights on American History. 2 vols. in 1. Mac.
Essentials—Hart, Essentials in American History. A. B. C.
Expansion—Sparks, Expansion of the American People. Scott, F.
Fairchild, Immigration. Mac.
Farrand, Development of the United States. Hou. Suggestive.
Fish, Development of American Nationality. A. B. C.
Fish, American Diplomacy. Holt.
Fisher, True History of the American Revolution. Lippincott.
Fiske, Essays Historical and Literary. 2 vols. in 1. Mac. See,
also, his Critical Period, American Revolution.
Fite, History of the United States. Ed. 1919. Holt.
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War. Mac. Excellent.
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text.
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- Hazen, Modern European History. Holt.
- Herbert, The Abolition Crusade and Its Consequences. Scribners.
- Hero Tales—Roosevelt and Lodge. Century.
- Herrick, A History of Commerce and Labor. Mac.
- Higginson, Larger History of the United States. Harpers.
- Hill, Liberty Documents. Longmans.
- Hinsdale, American Government. 4th ed. A. B. C.
- Historians' History of the World. References to vol. 23. Mac.
- Hodder, Civic History of Kansas. Eldredge.
- Hodder, Outline Maps for an Historical Atlas of the United States. Ginn. Best outline maps available.
- Howard, Preliminaries of the Revolution. Harpers. Excellent.
- Hulbert, Pilots of the Republic. McClung.
- Hunt, John C. Calhoun. Jacobs.
- Ingalls, Writings. Hudson-Kimberly. K. C.
- J. & S., James and Sanford, American History. Scribners.
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- Johnson, Readings in American Constitutional History. Hou.
- Johnson, Stephen A. Douglas. Mac. Excellent.
- Johnston, American Politics. Many editions. Holt. Good.
- Johnston-Woodburn, American Political History, 1763-1876. 2 vols. Put.
- Kansas Historical Collections. State Historical Society, Topeka.
- Kimball, National Government of the United States. Ginn.
- La Follette, editor, The Making of America. 10 vols.
- Lalor, Cyclopedia of Political Science, Political Economy, and Political History of the United States. 3 vols. Maynard.
- Larned, History for Ready Reference, etc. 5 plus 2 vols. Nichols.
- Larned, Literature of American History. Valuable comments.
- Latané, History of the United States. A. & B. Good on diplomatic history.

- Latané, From Isolation to Leadership. Doubleday. Splendid.
- Latané, America as a World Power. Harpers.
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- Lincoln—The Writings of Abraham Lincoln. Ed. by Lapsley.
8 vols. Lamb, N. Y.
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- Low, The American People. 2 vols. Hou.
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- MacDonald, J. to L., From Jefferson to Lincoln. Holt.
- MacDonald, Charters, Documents, Statutes, Source Book. Mac.
- McClure, Our Presidents and How We Make Them. Harpers.
- McKee, National Conventions and Platforms. Friedenwald.
- McLaughlin, History of the American Nation. 1918. Appleton.
- McLaughlin, The Confederacy and the Constitution. Harpers.
- McLaughlin and Hart, Cyclopedia of American Government. 3
vols. Appletons. See, also, Source Problems.
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Revolution to the Civil War. 8 vols. Appleton.
- McMaster. With the Fathers. Appleton.
- Mace, Method in History. Rev. ed., 1914. Rand.
- Macy, Political Parties in the United States. Mac.
- Men—Sparks, Men Who Made the Nation. Mac.
- Merriam, The Negro and the Nation. Holt.
- Moore, Industrial History of the American People. Mac.
- Moore, American Eloquence. 2 vols.
- Moran, American Presidents: Their Individualities. Crowell.
- Munro, the Government of the United States. Mac. Good.
- Muzzey, American History. Ginn. Interesting. Also, Readings.
- Nicholay, Our Nation in the Building, Century. Literary.
- Ostrogorski, Democracy and the Party System. Mac.
- Parkman, The Struggle for a Continent. Little, Brown & Co.
- Pathfinder in American History, Gordy and Twitchell. Lee.
- Paxson, The New Nation. Harpers.
- Paxson, The Civil War. Holt.
- Paxson, The Last American Frontier. Mac.
- Peck, The Jacksonian Epoch. Harpers.
- Peck, Twenty Years of the Republic, 1885-1905. Dodd.

- Powell, Nullification and Secession in the United States. Putnams.
 Powers, America and Britain. Mac. Good, suggestive.
 Proceedings of the American Political Science Association, 1904—.
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 Ray, The Repeal of the Missouri Compromise. Clark.
 Reed, The Brothers' War. Little, Brown & Co.
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 Richardson, Messages and Papers of the Presidents. 10 vols. Govt.
 Robinson, History of Western Europe. Ginn.
 Robinson and Beard, Outlines of European History, Part II. Ginn.
 Rodrigues, The People of Action. Scribners. Interesting.
 Sanford, Story of Agriculture in the United States. Heath. Good.
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 S. B. N., The South in the Building of the Nation. 13 vols.
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 Side Lights—Elson, Side Lights on American History. 2 vols. in 1.
 Mac.
 Simons, Social Forces in American History. Mac. Socialist.
 Sloane, The French War and the Revolution. Scribners.
 Smith, The Spirit of American Government. Mac.
 Smith, The Wars between England and America. Holt.
 Source Book—MacDonald, Documentary Source Book of American
 History. Mac. Invaluable. See Charters, Documents, Statutes.
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 Jernegan, Scott. Harpers. Valuable exercises.
 Sparks, United States. 2 vols. Putnams. Also, Men, Expansion,
 etc.
 Spring, Kansas. Hou.
 Stanwood, History of the Presidency. Hou. 2d vol., 1897-1909.
 Stevenson, Poems of American History. Hou.
 Taussig, Tariff History of the United States. 5th ed. Putnams.

- Thompson, History of the United States—Political, Industrial, Social. Sanborn.
- Thorpe, Charters and Constitutions. 7 vols. Govt.
- Thwaites, The Colonies. Longmans.
- Treaties and Conventions. 2 vols. Ed. of 1910. Govt.
- Trent, Southern Statesmen of the Old Régime. Crowell.
- Turner, Rise of the New West. Harpers.
- Tyler, Literary History of the American Revolution. 2 vols. Putnam's.
- Usher, The Rise of the American People: A Philosophical Interpretation of American History. Century.
- Van Tyne, The American Revolution. Harpers.
- Von Holst, Constitutional History of the United States.
- Walker, The Making of the Nation. Scribners.
- West, American History and Government. A. & B.
- West, History of the American People. A. & B. Newer.
- White, Money and Banking. 5th ed. Ginn.
- Willoughby, The American Constitutional System. Century.
- Wilson, Division and Reunion. Rev. ed., 1909. Longmans.
- Wilson, History of the American People. 5 vols. Harpers.
- Wilson, Presidents of the United States. Appletons. Also, 4 vols. Scribners.
- Winsor, Narrative and Critical History of America. 8 vols.
- Woodburn, Political Parties in the United States.
- Woodburn and Moran, American History and Government. Longmans.
- Wright, The Industrial Evolution of the United States. Scribners.

A BIBLIOGRAPHICAL EXERCISE

Be prepared to describe and characterize each of the following:

- Epochs of American History.
The American History Series.
The Riverside History of the United States.
The American Nation: A History by Associated Scholars.
The Chronicles of America.
Home University Library: Five volumes on American History.
The Cambridge Modern History.
Historians' History of the World.
Larned's History for Ready Reference.
McLaughlin and Hart's Cyclopedia of American Government.
Lalor's Cyclopedia of Political History of the United States, etc.
The South in the Building of the Nation.
Lecky's American Revolution.
Fiske, The Critical Period of American History.
Haworth, George Washington, Farmer.
Mac Donald, Documentary Source Book of American History.
Richardson, Messages and Papers of the Presidents.
Channing, Schouler, McMaster, Rhodes.
Bogart, Coman, Moore, Sanford, Callender, Simons, Forman.
West, Latane, Fite, Muzzey, Elson, Bassett, Hart, Wilson.
Source Book; Turner Essays; Men; Expansion; Hall of Fame.
Adams, Andrews, Beard, Becker, Dodd, Farrand, Foster, Greeley, Guitteau, Haworth, Hodder, Howard, James and Sanford, Johnson, Johnston, Lingley, Lippincott, McLaughlin, Munro, Powers, Richardson, Goldwin Smith, Stanwood, Turner.
Wilder's Annals of Kansas, Collections (Kansas Historical Society), Contemporaries (Hart), Great Epochs in American History (Halsey), Charters and Constitutions (Thorpe), Treaties and Conventions (Govt.).

STUDENT'S CRITICISM ON BOOKS READ

A careful description of ten books from which you have studied, as to name of author, exact title of book, number of volumes if part of set, period covered if less than the whole, specific character of contents, and especially what you personally think of each book.

HALL OF FAME, New York University.

CANDIDATE	Vote received in—				
	1900	1905	1910	1915	1920
Adams, John	62				
Adams, John Quincy	48	60			
Adams, Samuel	33	26	41	37	42
Benton, Thomas Hart	16	12	15	1	1
Blaine, James G.		12	14	0	2
Boone, Daniel	35	36	42	52	
Brown, John	17	7	16	9	21
Calhoun, John Caldwell	49	46	42	22	18
Clark, George Rogers	19	20	25	21	23
Clay, Henry	74				
Cleveland, Grover					35
Farragut, David Glascoe	79				
Franklin, Benjamin	94				
Fremont, John C.	17	7	13	2	1
Garrison, William Lloyd	19	20	35	14	11
Grant, Ulysses Simpson	93				
Greeley, Horace	45	35	30	14	7
Hamilton, Alexander		(88)		70	
Hancock, John	12	13	31	4	6
Henry, Patrick	39	46	44	47	57
Howe, Elias	47	29	28	61	
Jackson, Andrew	48	46	53		
Jay, John	35	26	36	30	33
Jefferson, Thomas	91				
Jones, John Paul		(55)		26	44
Lee, Robert E.	68				
Lincoln, Abraham	96				
McCormick, Cyrus Hall	25	20	16	28	43
Madison, James	49	56			
Marshall, John	91				
Monroe, James	19	24	27	6	6
Perry, Oliver Hazard	26	13	20	9	5
Phillips, Wendell	19	17	20	5	8
Sheridan, Philip H.	23	18	33	24	52
Sherman, William Tecumseh		58			
Stowe, Harriet Beecher			74		
Sumner, Charles	26	28	24	7	4
Taney, Roger B.	17	13	13	6	5
Washington, George	97				
Webster, Daniel	96				
Whitney, Eli	69				
Williams, Roger		46	(64)	26	66

PART I

BEGINNINGS OF THE AMERICAN NATION

(To the close of the War of 1812)

(21)

LESSON I

*Introductory—Old World Background of New World
History and Institutions.*

What the Colonists Brought to America. Modern, Western Civilization, and its Spirit.

- a* First steps in the long story of human progress.
- b* Egyptian and Babylonian beginnings, and earlier.
- c* Phœnician merchant-missionaries of civilization.
- d* Greek culture. Roman law, government, and peace?
- e* The Christian religion. The Hebrew religion.
- f* The Teutonic invasions. The dark ages.
Romance nationalities. English institutions.
- g* Medieval religion and learning. Cathedrals.
The Roman Catholic Church. The monasteries.
- h* The Crusades—Intellectual and commercial results.
The wanderlust. The castles. Luxuries.
- i* The Renaissance, and the Reformation.
The printing press. Protestant state churches.
- k* Feudalism versus commerce, and
The new national governments; *e. g.*, Henry VII.
Law and order. Money and taxes.
Gunpowder, and the king's army.
Nationalism and democracy. Monarchy.
Self-sufficing versus interdependent.
Means of communication. Pirates. Robbers.
- l* Europe in the fifteenth century—Population,
government, agriculture, industries.

West, *Modern World*, *a-f* 1-52*, 83*, *g* 131-142, 251-266, *h* (214-)
230-233*, *i* 310-318, 325-337; *Progress*, 1-36, 54-72, 92-4, 128-152.
Robinson and Breasted, *Outlines*, Part I, esp. 387-393, *h* 472-474**;
Anct. and Med., *h* 402, 410-412.

- Robinson and Beard, *Outlines*, Part II, 1-30*. Forman, *l* 1-7.
Simons, *Social Forces in American History*, 1-11.
Adams, *Civilization during the Middle Ages*, Chapters XVIII,
b-g I-III, *f* IV-V, *g* VI, *h* XI, *i* XV XVII*, *k* IX, XII*. Excellent.
Becker, *Beginnings of the American People*, V-XIII*, 1-29, *k* 48-9,
81-2. Green, *Short Hist. of Eng.*, *i* 303-20, 349-60.
Cheyney, *European Background of American History*, *e* 99**,
i 168-178. Read the Introductions.
History Teacher's Magazine, III:207-208*, VIII:260-261*.
Herrick, *History of Commerce and Industry*, *h* 122-127*.
Mace and Tanner, *Story of Old Europe and Young America*.
Atkinson, *European Beginnings of American History*.
Nida, *Dawn of American History in Europe*.
Gordy, *American Beginnings in Europe*. B. & B., 1-19.
Ashley, *Early European Civilization*, esp. 1-8*, 441-452*, *i* 535-
594, 570-576*.

LESSON II

The Age of Discovery and Invention.

Conditions Leading to the Discovery of America.

- a* Medieval geography. Trade routes. Turks. 1453. Merchants, and the new standard of living. Spices. The mariner's compass, and the astrolabe. Charts.
- b* Europe changing front. The western nations. Would these have sought Indies without Turks? Italian sailors, Italian cities, and the Atlantic.
- c* Eastward—Portugal. Cabral and Brazil, 1500. Diaz and Da Gama around Africa to India, 1498.
- d* Westward—Spain. West Indies, 1492. Philippines, 1521. Most of America? Columbus, and the route to "The riches of India." Americus Vesputius, and "A New World." 1501. Magellan, and "The world is round." Pacific. Spanish supremacy in the sixteenth century.
- e* France—The St. Lawrence and the Mississippi. Vast, interior, inaccessible? domain. French supremacy in the seventeenth century.
- f* England—Cabots and Drake. Raleigh and Gilbert. The Armada, 1588, and, therefore, Jamestown, 1607. England's supremacy in the eighteenth century.
- g* Holland—Hudson, and the New Netherlands. The northwest passage. Her government.

Forman, 1-15*, *f* 34-39*, *g* 53-5, 91-4.

Foster, 13-39.

James and Sanford, 1-36.

Channing, 10-34; I:7-58.

McLaughlin, 1-22, 97-102.

Muzzey, 3-26.

Halsey, I:1-63.

Latané, 1-17.

Guitteau, 1-41.

Fite, 1-21.

Elson, Introduction and 1-26. Good library volume.

Bassett, Short Hist. of U. S., 23-40. College text.

Coman, 1-21*. Industrial emphasis. Good review.

Usher, 1-30. Suggestive interpretation.

Farrand, Development of the United States, 1-2*.

- History Teacher's Magazine, III:207 20^{**}, VIII:260-261.
 Becker, V-XIII*, 1-29*, *f* 39, 44*. A splendid volume.
 Cheyney, European Background of Amer. Hist., 3-122.
 Bourne, Spain in America. Excellent. P. & P., 20-37.
 West, *g* 138-9*; Amer. People, 7-13*, *g* 135-6*. W. & M., 1-28.
 West, Mod. Progress, 217-228*; Mod. World, 318-24, *a* 305-9.
 Green, Short Hist. Eng., *f* 405-420.
 Cambridge, Modern History, I:7-36. Very good.
 Bolton and Marshall, The Colonization of North America.
 Turner, Europe, 22-39. Includes a preview.
 Nida, Dawn of American History in Europe.
 Herrick, History of Commerce, (129-) 172-271.
 Robinson and Beard, Outlines, Part II:1-30.
 Fiske, Discovery of America, I:270-320.
 Sparks, Expansion of Amer. People, 14-35.
 Sanford's Maps, I, II, III. Foster, Maps, 1-4.
 Shepherd, Historical Atlas, 107-110, 128. Harper's Atlas, 1-3.

LESSON III

Causes of Colonization—Expulsion from Europe.

Life in Europe at the Time of American Colonization.

a Economic—Food and fuel. Wool growing. Wars.

b Social—Classes. Landless, paupers, “criminals.”

c Religious—English Puritans. German Palatines.

Scotch-Irish Presbyterians. French Huguenots.

The Jesuit Fathers, and their work. Toleration?

d Political and governmental. 1628-1640. 1649-1660.

1848. Patriotism as a motive.

e Colonial rivalry of European nations. Then and now.

f A new era in English colonization after 1660.

g The difficulty and the cost of migrating from the old home to the New World.

Forman, 1-7 117-123, *a* 42-3**, *c* 117-119**, *c-d* 62-5*.

Simons, 12-20**, 108-119. Latané, *c* 62-3*, *e* 19*, 31, *f* 46**.

Fairchild, 1-25, 26-53**. Colonists and Immigrants.

Adams, *The Power of Ideals in American History*, Introduction**.

Becker, 66-67**, 69-70*, 74*, 86-97, 176-180*. Moore, 1-13.

Cheyney, *England*, 338*, 368*, 404-405*. Sanford, *b* 20**.

Cheyney, *European Background*, 168-170**, 179-199, 224-9, 236-9.

West, 15-21*, 50-55; *Amer. People*, 15-22*, *c* 142-145***, *g* 23-28.

West, *Mod. Progress*, 165, 172, 174-8, 181-206, 222-228.

Eggleston, *Beginners of a Nation*, 1-4, 57, 73-91*, *c* 117-125, 141,

144, 159-178, 189-215, 236, 242.

B. & B., 38-76.

Tyler, *England in America*, 3-17.

Greene, 228-248*.

Farrand, 1-18, 25-26.

Fite, *c* 449-451.

Hayes, *Modern Europe*, *a* II:31-32.

Usher, 18-30.

Hazen, *Mod. Eur. Hist.*, *b-d* 430-435. Conditions fifty years later.

Robinson and Beard, II:394-405. *England in nineteenth century.*

Bolton and Marshall, *The Colonization of North America.*

Andrews, *The Fathers of New England*, *c*.

Miss. Valley Historical Rev., VII:187-205.

Ashley, *Early European Civilization*, 469, 566-7, 618-656.

Ashley, *Modern European Civilization*, 1-25.

Ford, *Scotch-Irish in America*. Faust, *German Element in the U. S.*

Green, *Short Hist. of Eng.*, *c* 460-466.

Bassett, *f* 80-98.

LESSON IV

Colonizing the New World—Attractions to America.

What the Colonists Found in America.

- a* Opportune position. Between Europe that is, and Asia that shall be.
And see South America, its relation to North America and to Africa.
Narrow Atlantic. Commercial opportunity of Pacific. Protection. Peace. Army, and navy.
- b* Physical geography—Climate, rainfall, temperature. Variety of products and of interests. Kansas. Coasts. Lakes. Rivers. Mountains. Water power. Compare U. S. and all Europe as to area, etc.
- c* Fish—Food for England and America. Fish days. Ships and sailors. England's navy. The West Indies and sugar—By-products and money. The triangular trade: its importance. Rum and—Discoveries and explorations. International conflicts.
- d* Forests—Fuel, homes, lumber, ships, tar. Implements and furniture. Barrel staves. Wild game.
- e* Furs—French and Indians. Explore, not colonize.
- f* Corn—Native food that saved man and beast. Wheat. Fruits. Pumpkins. Beans.
- g* Cotton—Not important till cotton gin, 1793.
- h* Tobacco—Plantations, and slavery. Va. and Md. A medium of exchange and an export commodity. Rice. Indigo. Potato, sweet and "Irish."
- i* Turkey. Deer. Bear. Buffalo. Horses and cattle. Coal and iron. Gold and silver. Salt. Oil?
- j* Abundant, near free, rich land, and British credit.

k The American Indian—Number, tribes, religion.
 His influence—Compact settlement.
 Frontier fighters. Trails. Corn. Furs. Enslaved?
 Economically and industrially inefficient. Occupation.

Forman, 16-33, 42-57, 82, 105-9, 152-3, *c* 29**, 34-35**, *e* 52, *h* 49, 79.
 Simons, Social Forces in Amer. Hist., 21-29**, 30-54.
 Bogart, 1-34**, 68, *c-e* 53-8, 91, *h* 43-45**.
 Moore, *c* 14-32**, *d* 33-60**, *e* 61-106**, *f-h* 131-162**. Required.
 West, 1-21*, 143*; Amer. People, 1-6*, 171-2*, *b* 354-6, *k* 10-12.
 Bassett, 1-11**, *k* 11-21. Usher, 25-44. Includes a preview.
 Coman, 18-32, 48-63, *a-b* 3-8**, *h* 56-7. A very good book.
 Fite, 22-28, *k* 449-451*. Bowman, Corn, 1-3*.
 Latané, 64-6*, *b*, *k* 14-17*, *h* 47*, 57*, 64**. A good, new text.
 J. & S., 37-84, *k* 20*, 98-102. Foster, 41-48.
 Andrews, Colonial Period, 1-61. Elson, *k* 27-39.
 Channing, 1-9; II:401-422*. Thwaites, 1-19.
 Sanford, 20, *f-k* 1-17, 24-6, 124, 266*. Expansion, 36-47.
 Brigham, Geographic Influences in American History, 311-331**.
 Semple, American History and Its Geographic Conditions, 1-51.
 Farrand, Basis of American History, XIII-XVIII, 1-69, *k* 70-270.
 History Teacher's Magazine, *a* VIII:219-222, 249-253, 317*.
 Sherrill, Modernizing the Monroe Doctrine, *a* 1-27*.
 Bartholomew, Economic Atlas, *a* 45-6, 52-60.
 Brooks, Story of Cotton, *g* 1-108*. Scherer, *g* 141-172.
 South in Building of Nation, vol. V.
 Shaler, The United States of America.
 Bruce, Economic Hist. of Va. in Seventeenth Century.
 Harper's Atlas, 6, 11.

LESSON V

Life in the Colonies—The Transit of Civilization.

Compare Conditions of Life in 1776 with the Present.

- a* Colonial industries. Jamestown—Who? Why?
 No gold; therefore, work out their own salvation.
 No help from home after 1624; hence, walk alone.
 Compare the English with the Spanish and with the French. A "Haven of refuge."
 Amphibious New England. Jack-of-all-trades.
 Plantation life of the South. Division of labor.
 "Yankee thrift." "Southern hospitality." Culture.
 Town versus county governments. Why? Results.
 Manufactures—Handwork of families in the homes.
- b* Agriculture. Soil areas. Experimentation.
 Piedmont versus tidewater. Land tenure.
1. Agriculture in England, esp. 1607-1776.
 England's indebtedness to the New World.
 2. Indian agriculture and its importance.
 3. Beginnings of American agriculture.
 George Washington, farmer. The plantation.
 Jefferson the agriculturist. Scientific?
 4. Agricultural implements. Live stock.
 Manual labor versus "horse power."
- c* The labor systems—Free, slave, indentured servants.
 The need of labor, and the difficulty of retaining laborers; therefore, slaves in the new America.
- d* Colonial homes, and home life. Community life.
 Light, heat, clothing, shoes, furniture. What and how?
 Indian blankets?
- e* Education, and culture. Classes in America.

- f* The colonial church. Religious and moral standards.
 1. Beginnings of religious toleration in the world.
 Compare Mass. with Md., Pa., and R. I.
- g* Colonial commerce—With each other, with England,
 and with the West Indies.
 Means of communication—Roads, bridges, postal
 system.
 Seventeenth century ships and sailing vessels.
- h* The leading church, nationality, and industry in each
 colony.

Forman, 102-114*, 114-124, *a*, *b* 5*, 144-159, *h* 77, 85, 88-9.
 J. & S., 85-103, *b* 2 20. Foster, 119-134. Simons, 30-54**.
 Bassett, 134-158**, *e* 476, *f* 352-5. Howard, 3-21.
 West, 21-142, 142-154*, 154-171**, *a* 94*. Van Tyne, 3-24.
 West, Amer. People, 12-13*, 73-7, 359-367, *a* 38-9*, 64**, 91-5,
 132-4**, 171-7*, *c* 168-77*, *e* 84**, 162-7*, 90-1, *f* 96-103**,
 119-20*, 156-62**, *f* 1 44-9, 48-9**, *h* 142-3*, 167-8. Fish. 1-15.
 Bogart, *a* 53-63**, *b* 36-51**, *c* 65-75*, *c*, *g* 76-89. Coman, 32-88.
 Carver, Rural Economics, *b* 1 48-63***, *b* 3 63-73**. Required.
 Bailey, Cyclop. Amer. Agr., IV:*b* 2 23-38*, *b* 3 39-50**.
 Moore, *a* 158**, *b* 131-62**, *c* 107-130**, *g* 163-208. Muzzey, 67-79.
 Sanford, Agriculture, 1-100, 144*, *a-b* 57-69**, *b* 47-56**, *b* 2 1-11,
b 3 17-19, 76-91**, 92-9, 266, *c* 82-4, *h* 12-46.
 Eggleston, The Transit of Civilization, *b-c* 273-307*, *e* 1-48, 48-96*,
 96-140**, *f* 141-194*. Rhodes, *c* I:3-12*.
 Latané, 61-71*, *e-h* 68-70, *f* 1 30-31**, *h* 28-41. Fisher, 17-32.
 Usher, *a* 11-26, 45-50, *c* 35-6, *g* 37-44. Elson, 197-216.
 Channing, 108-112; IV:1-28*, II: *a*, *g* 491-526, *c* 367-422, *e* 456-490,
f 423-455. Fite, 98-116.
 Hart, 1-21*; Essentials, 91-119**; Source Book, 74-95, 108-136.
 Thwaites, 19, 96-111, 178-94, 218-32, 165-84*. Davidson, 123-163*.
 Ingalls, Writings, 167-177**. Rhetorical. Expansion, 48-68.
 Becker, *a*, *c* 71-74*, *e* 166-72, *f* 100-107, 181-91. Ashley, 104-24.
 Andrews, Col. Per., 62-106; Col. Self. Govt., 283-336.
 Haworth, George Washington, Farmer. Very interesting.
 Fiske, War of Ind., 1-25. Beard & Bagley, 98-118.
 Curtler, Short Hist. of Eng. Agr., *b* 1 104-228. W. & M., 81-89.
 Amer. Hist. Rev., *g* XXII:272-282*. Callender, 1-9.
 Lodge, Cols., *e* 464-6, *f* 429-38. Farrand, *h* 12-15*.
 Cheyney, European Background, *f* 1 200-215. Catholics in Eng.
 Tyler, Eng. in Amer., 318-327. Herrick, 271-293 (-310).
 Greene, *a* 270-282, *e-f* 301-324, *g* 238-300.
 Earle, Home Life in Colonial Days. Dexter, Education, (1-) 73-89.

- Beacon Lights of History, XI:23-52.
Stannard, Colonial Virginia: Its People and Customs.
Fisher, Men, Women and Manners in Col. Times.
South in Building of Nation, vol. V.
Ashley, Early European Civilization, b1 469, 566-567**, 625.
Ashley, Modern European Civilization, 1-25, b1 222-244*.
Bolton and Marshall, 329-342.
Guitteau, U. S., 42-110, 126-141.
Cambridge Modern History, VII:53-60.
Harper's Atlas, 124-133.

LESSON VI

The Struggle for a Continent.

- a* The first three intercolonial wars.
 Why King William's, Queen Anne's, King George's?
 1. The corresponding European wars.
 Louis XIV and the Palatinate. Spanish succession. Austrian succession.
 2. The Treaty of Utrecht, 1713.
 Changes of territory in America. Slave trade.
- b* The French and Indian War, 1754-1763. Our first Treaty of Paris, 1763.
 What fundamental difference between this and above wars?
 1. Causes—The Ohio, colonial rivalry and fur trade.
 2. The Seven Years' War in Europe. A world war?
 3. Results—Changes of territory, war debts, etc.
- c* Events of the wars—Louisburg, Quebec, Evangeline.
- d* Compare the French and the English in America in 1754—Location, number, wealth, church, government, relation with the Indians, and motive of each in coming to America.
- e* The Albany Congress of 1754.
 1. The call. 2. The purpose. 3. Franklin's plan.
 4. Discuss the desirability and the rejection of the plan. Who wanted it? Who did not? Why? Jealousy of each other as well as of England.
 5. Compare the New England Confederation of 1643-1689.

Forman, 125-141*, *d* 52, *e4* 134-135.

Muzzey, 81-104*.

Bassett, 111-132*.

Fite, 79-98, *d* 84-5.

Foster, 80, 100-118.

J. & S., 98-127.

Elson, 162-196*.

- Latané, 72-91**, *a2* 65, 77**, *e5* 42-3, *f* 18*. Usher, *e* 69-72*.
 Channing, 103-107; II:527-599. McLaughlin, 97-111 maps.
 Beard and Bagley, 77-97. A review. Simons, *a2* 56*, *b1* 65*.
 Cheyney, *a* 520-2, 529-535**, 558-559**, *b* 560-572.
 Becker, 141-2, 152-160. Cambridge Modern History, VII:114-143.
 History Teacher's Magazine, IV:51-52, *d* X:489-496.
 West, 1-21, 146-7; American People, 142-7, *d* 7-22.
 West, Mod. Progress, 210, 222-234, 240-7; Mod. World, 405-410.
 Robinson, Western Europe, *a1*, *b2* 501-507, 518-520, 530.
 Robinson and Beard, Pt. II, 72-85, *a1* 62-65*, *b* 72-78*; Development
 of Mod. Europe, I:*a* 28-49*, 60-68*, *b* 111-116, *b2* 68-71.
 Wrong, The Conquest of New France. W. & M., 90-112.
 Munro, Crusaders of New France. Johnston-Woodburn, I:1-7, 31-2.
 Parkman, Struggle for a Continent, 1-5, 125-9, 254-64, 301-313.
 Parkman, Montcalm and Wolfe; Pioneers of France; etc.
 Lavell and Payne, Imperial England, 57-82, 109-114, etc.
 Bradley, Canada, 34-65, *c* 163-170.
 Bourinot, Canada, *b* 221-266, *d* 110-128.
 Douglas, New England and New France, *d* 1-32*, etc.
 Fiske, New France and New England; Essays, II:*b* 109, 112-122,
d 71-105.
 Fiske, War of Independence, 26-38; American Revolution, *e* I:1-11.
 Hart, 22-41; Essentials, 122-134; Contemporaries.
 Ashley, Early European Civilization, *a1* 660-672; Modern, 85-105
 (-115).
 Hayes, Political and Social History Mod. Europe, I:299-321**.
 Source Book, *a2* 93-95*, *b3* 109-112; Charters, *e* 253-257.
 Lalor, Art., French and Indian Wars. Also, Art., Wars I*.
 Lalor, Art., Albany Plan of Union. Rhodes, *a2* I:7*.
 Coman, *d* 19-20*. Sloane, 1-115. Moore, *d* 70-74*.
 Thwaites, Colonies, 246-257*. Caldwell, 123-146.
 Hinsdale, *d* 29, 45, 49-51, *e* 70, 435-439**. Ashley, 86-101, 92-96*.
 Davidson, 104-122. Larned, 366-378, 2393-2395, 3174-3178.
 Stoddard, Lectures, Canada, *c* 98-107, Evangeline.
 Green, Short Hist. of Eng., 754-764*. Adams and Trent, 73-86.
 Thwaites, France in America, *a* 26-33, (89-)104-123, *b*, *c* 157-266,
esp. 184-188, 191-194, 198, 205-207, 215-223, 263-265, *d* 34-37,
 41-43, 124-142 (-156), *e* 170-172.
 Bolton and Marshall, Colonization of N. America, 257-274, 359-383.
 Guitteau, Our U. S., 20-40, 111-125, 128.
 Halsey, III:1-65, *c* 51-7, *e* 15-24. B & B., 77-97.

LESSON VII

Seeing History: Geography, Where? Chronology, When?

- a* Extent of Spanish territory in America, and basis of the claim. 1754. New Spain and Florida.
1. Spanish gold seekers. Spain's great century.
- b* Extent of English territory in America, and basis of the claim. 1754. New England and Virginia.
1. English home seekers. English sea dogs.
- c* Extent of French territory in America, and basis of the claim. 1754. New France and Louisiana.
1. French fur traders. Builders of empire.
- d* Define the boundary between Spanish Florida and French Louisiana, and between Spanish Mexico and French Louisiana. 1754.
- e* Treaty of peace, 1763, especially as to boundaries. State definitely all changes of territory in America.
- f* Proclamations of 1763 and 1764, especially as to the southern boundary of Quebec, and northern boundary of Florida. By whom? Why?
1. The Indian Territory. Cause and effects.
- g* England in the eighteenth century supersedes France of the seventeenth century, as France had superseded Spain of the sixteenth century. See America in the nineteenth.

Forman, 25-43, *b-c* 51-3, 125-135, *e-f* 139-142**. Burgess, 21-22**.
J. & S., 17-36, 104-127. Becker, *f* 1 209-212**.

Foster, 24-30, 100-110, 115, 291; Maps on U. S. Hist., 1-4, 7*,
11, 12, 13.

Latané, 72-91*, 92 map, 219. Fite, 82-86, *e* 96, *f* map 126, 133*.

West. Amer. People, 1-13, *f* 1 244; Mod. World, 399-404.

History Teacher's Mag., VII:185-9*.

Bogart, 17-35.

Roosevelt, *Winning West*, I:1-27, 36-7.

Lalor, III:989-1007.

Hinsdale, *Old N. W.*, I:6-70, 55-70*.

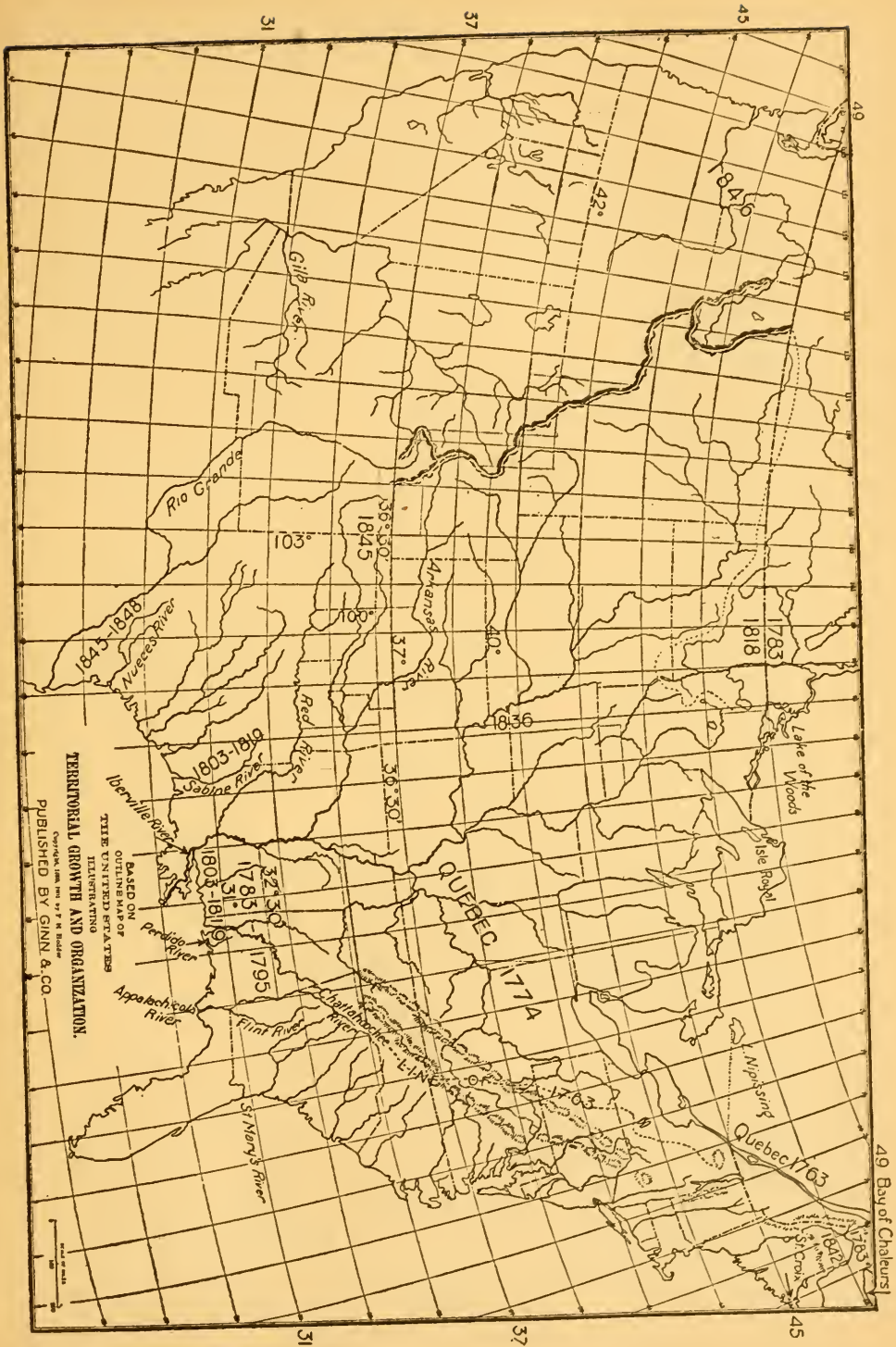
Beard & Bagley, 77-97.

- Source Book, *e* 109-112**, *f* 113-116**, or Charters, *e* 261-6, *f* 267-71.
 Ogg, The Old Northwest, *e-f* 1-40. Thompson, *f* 102-103.
 Amer. Hist. Rev., *f* X:782-91. Moore, 84-89*.
 Bolton and Marshall, 382, 395, 403-421.
 Channing, 103-106**: *c*1 1:100-110, *e-f* III:19-24*, 115-120, 124.
 Elson, *a* 15, 40-3, 51-4, *b* 23, *c* 160-162, *e* 193, and maps, 196.
 Hart, *a-c* 23-8, *e* 34-41; Essentials, 120-34, map 131*.
 Howard, 3-21, *f* 224-236**, 4 map**. Coman, 8-21.
 Bourne, Spain in America. McLaughlin, 1-22, 97-111.
 Tyler, England in America, 3-17*. Muzzey, *f* 144*.
 Thwaites, France in America, *b-c* 36, 154-6, 246-57, *e* 266-80.
 Thwaites, Colonies, *a-c* 20-44, 246-57, 277-84.
 Greene, *a-c* map 168. Ashley, map 100.
 Sparks, Expansion, *a-c* 25-35. Shepherd, Atlas, 190-4.
 Bassett, *a-c* 23-39, 111-132. Larned, *c* 2898, *f* 2377-8.
 Chadwick, Diplomacy, *e* 13-15*.
 Fiske, New France and New England, 14, 42, 74, 89-91, 104-7,
 118, 131, and 233, 258-61, 268-80, 302, 315, 349-59.
 Alvord, *iss.* Valley in Brit. Politics, I: *e* 45-77, *f* 157-210.
 Shepherd, Historical Atlas, 128, 136, 190-1* 198, *f* 194*.
 Harper's Atlas, 3, 5, 12-14, 16*, 112-123, 134-139.
 MacCoun, Map II, II. Sanford, Map V, VI.
 Atkinson, Map IV, V, VI.

MAP.—Illustrate clearly all of topics *d-f*, including Bay of Chaleurs.

Mark Iberville and Perdido rivers, and the date when each was important.

Show northern and western boundaries of west La., in 1754.



TERRITORIAL GROWTH AND ORGANIZATION.

BASED ON
 OUTLINE MAP OF
 THE UNITED STATES
 ILLUSTRATING
 THE TERRITORY OF THE
 PROVINCE OF QUEBEC
 AS IT WAS IN 1763
 PUBLISHED BY GINN & CO.



31

37

45

49

49 Bay of Chaleur

31

37

45

LESSON VIII

The English Background of American History.

- a English constitutional history to 1760, esp. 1603-1760.
Note esp. 1215, 1265, 1628, 1629-40, 1649-60, 1689.
- b Changes in the English government, 1760—George III.
- c Parliamentary reform in England, 1832.
1. See, also, 1867, 1884, 1911 and 1918.
- d English political parties, 1776.
1. Attitude of English people toward the American colonies and colonial questions.
- e Compare English and American ideas of "No taxation without representation," in 1776.
- f The two Great Migrations to America—Puritan and Cavalier. Who? When? Where? Why? Characterize each. Old landlords. New merchants.
1. French Huguenots.
2. Scotch-Irish Presbyterians.
3. Germans.
- g Fortunate that America was colonized from seventeenth century England. Elizabethan England—Shakespeare. Puritan England—Milton, Cromwell. Republican England—The Commonwealth. The King James version of the Bible.

Forman, 34-41, 77-80, *d*1 166*, *f* 56-66, *f*2 118-119**.

J. & S., *f* 50-67**.

Foster, *a*, *f* 7-9, 62-7.

Channing, 78-9, 97-9, 113-14, *c*, *e* 122-3, *f* 46, 59-0.

Elson, *b* 231-3, *f* 69-70, 103-6, *f*1 176*.

Ashley, 127-39.

Thwaites, *f* 65, 76, 115, 126-7.

Hart, 1-21.

West, *e* 185-6*, *f* 41, 70-75**, 131**.

Bassett, *a* 96, *f* 63-4.

Robinson and Beard, *c* 381-410**.

Excellent. Read this now.

Coman, *f* 15-16.

Simons, *f* 36, 45-6*.

Howard, *a-b* 22-32, *c-e* 33-8.

Hinsdale, *a* 55-7*, *f* 33.

Van Tyne, *b* 234-5, *d* 227-32, *e-f* 3-24*.

Prather, *f* 1:216-20.

Tyler, England in America, *f* 182-209(-265), esp. 194, 205, 209.

- Eggleston, *Beginners of a Nation*, *f* 188-215*, 314.
- Channing, *b* III:29-31**, *c-e* III:67-76, *f* I:322-51*, (351-411), 334-5*, 485-99*.
- Fiske, *Essays*, II:163-95, 173-80*, *d* 178-9*, *f* 1 79-81.
- Fiske, *Amer. Rev.*, I:32-45; *Beginnings of New England*, *f* 98-104*.
- Robinson, 475-94, 523-36. Schevill, 231-73, 323-40, 480-6.
- Judson, *Europe in the Nineteenth Century*, *c* 204-214**.
- Ogg and Beard, *National Govts.*, *a* 165-80*, *c* 208-24, 225-244**.
- Geizer, *Democracy versus Autocracy*, *c* 8-15, 12**.
- Hazen, *Mod. Europ. Hist.*, *c* 428-41*, 451-2*, 465-6**.
- Latané, *b* 93**, *f* 31-36**, 43-5*. Usher, *c* 88-90**.
- West, *Amer. People*, *b-e* 191**, *e* 39, 81, *e* 1 23-42, 32-42*, 78-92*, 105-108*, *f* 66-73**, 126-7*, (53-65); *Mod. World*, *a* 368-398.
- West, *Modern Progress*, 56-9, 76-85, 105-113, 153-165, 181-216**.
- Cheyney, *Short History of England*, *b* 576-8, *c* 525-6, 541, 546-49**, 576-602**, 606, 624-631*, 656-663**, 690-701*, *e* 585-588.
- Altschul, *The American Revolution in Our School Textbooks* esp. 35-49, 97-110, 116-118. Required. See also, *Amer. Hist. Rev.*, 23:403-404. Carver, *g* 48-57.
- Andrews, *Col. Per.*, *c* 149*, *f* 24-6, *g* 60. Moore, *f* 169-70.
- Cheyney, *Background*, *a* 240-60 (-315), *f* 168-78, 196, 216-39, 225-31**.
- Becker, *f* 69, 81-2**, 86-97. The Industrialist, 32:280-5.
- Hist. Teacher's Mag., VIII:260-1, 291-2, IX:6-9.
- Green, *Short Hist. of Eng.*, 757-86, *a-c* 127-8, 158, 231-3, 514, *b* 761**, *f* 460-7, 505-514. A classic.
- Lavell and Payne, *Imperial England*. Readable.
- Adams, *Civilization*, *a* 97-101, 187-191, 339-56.
- Coman and Kendall, *Hist. Eng.*, *a-b* 286-405, *c* 420-5, *f* 297-306, 320-30. Amer. Pol. Sc. Rev., *c* XI:861-3*.
- Fairchild, *f* 46*. Fite, *a* 79*, *e* 120-2.
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- Seymour and Frary, *How the World Votes*, I:39-180, *c* 113-145*, 163-180**, for reform of 1918.
- Ashley, *Early Europ. Civ.*, *a* 493-6, 638-657; *Modern*, *a* 31-63.
- Ogg, *Governments of Europe*, *a* 1-111, *c* 112-139**.
- Hayes, *Mod. Europe*, I:261-341*, *c* I:430-440, II:102-115.
- Rodrigues, *The People of Action*.

LESSON IX

Imperial Government, and, therefore, Colonial Resistance.

The Colonies had "Flourished in Neglect," to 1763.

- a* The three forms of colonial governments, in 1776.
1. The colonial governor in each form, versus
 2. The colonial legislature, and the purse.
Therefore, practical self-government in each.
- b* English colonial policy before and after 1760.
1. Compare other nations at that time.
Compare U. S. before and after 1898.
 2. The mercantile system—In England; in America.
 3. The English industrial revolution. Date. Effects.
- c* England's factory acts. Sale of wool and hats restricted, 1699 and 1732. Manufacture of iron prohibited, 1750. See Ireland, and compare Philippines.
- d* England's navigation acts—1651, 1660, 1663, etc.
Provisions—Ships, monopoly. Objects. Bounties.
1. Smuggling in America and in England.
 2. Writs of assistance, James Otis, of Mass., 1761.
 3. Compare Patrick Henry, of Virginia, in 1763.
- e* Effects of the French and Indian wars—
1. On America—Patriotism or independence?
 2. On England—Debts. New colonies. Army and navy.
 3. On France—Revenge. 4. On the Indians—Pontiac's war.
- f* The Molasses Act of 1733 (prohibitive), and the Sugar Act of 1764 (revenue). Cause or object. Effects.
- g* The Stamp Act of 1765. By the English Parliament.
1. Its nature. 2. Its justification. 3. Its passage.
 4. The Stamp Act Congress of 1765, at New York.
 5. The repeal by the English Parliament. When? Why? The Declaratory Act. Nonimportation.

- h* Were any stamps sold? Was resistance anticipated?
i Why did America resist? Was this nullification?
 1. Discuss payment in specie. Why soldiers in America?
k Did the colonists want representation in the British Parliament?
l Were the navigation acts injurious or beneficial to the colonists? Compare theory, fear and fact.

Forman, 77-8, 81, 94, 107-13, 118, 152-3, 159-165**, 247, *e4* 141-3*.
 J. & S., 23-5**, 85-6**, 125, 133-5*, 142-8**. Foster, 136-42.
 Channing, 113-26; III:*d2* 1-10**, *e-g* 29-80, 62**, *k* 147**, II: *b-d* 1-13*, *f* 515-21; U. S. A., 26-56. Van Tyne, 3-17**.
 West, 38*, 172-82**, *b-d* 119-23**, 146-53*, *e-l* 47-9, 172-200**.
 West, Amer. People, *a* 149-54**, 502-3, *a-b* 139-41*, *a-d* 114-26**, *c-d* 147-9**, *c-e* 178-92**, *g* 184, 196-9*.
 Bogart, *a* 21-6, *b1* 20-1**, 26-8*, *b2* 62-3, *b3* 149-52, *b-f* 90-106**, *c-d* 61, 91, 94-103*, *f* 105, 111, *i* 110-11*, *k* 98-9*, *l* 95**, 115-16.
 Coman, 19, 90*, *b* 62-88, *c-d* 59, 62-94, esp. 66-73, 77-85, 99, 263, *e* 89-92, *f* 92-4**, *g* 95-8, *l* 133-4.
 Becker, 125*, *a* 161-6**, *b* 50-4*, *b-f* 136-40, 145*, 147-52**, *e* 191-3, 205*, *e-g* 215-24**, *f* 207-8**, *g* 212-14**.
 Becker, The Eve of the Revolution. S. B. N., IV:42-51.
 Hart, 5-21, 38-53, 100-104. Elson, 162, 210-31.
 Andrews, Colonial Period, 128-54*, 155-85**, *a* 105, 168-72, *c-d* 107-23, 145, 152-3, 163*, 186-204. *d1* 194-200, *f* 36**, *g* 129, 229-52. Munro, 1-13.
 Andrews, Colonial Self Govt., *b-d* 5-10**, 11-40*.
 Farrand, 1-31, *a* 35, *f* 26-7*, *b-d* 22-25*. Callender, *b* 85-121*.
 Moore, 182-8*, 23**, *b* 144, *d2* 150-4**, *f* 44*, 196-202, *g* 202-4, *i* 27*.
 Simons, *a* 67-8*, *c* 18**, 36-7, 61-3. W. & M., 113-133.
 American Orations, *d2* I:11-17. Thompson, 102-108.
 Bassett, *a* 134-6, 155-7, *b-d* 76-81**, 92-110, 99-103*, 141-5, 161-169*.
 Cheyney, *b* 585-8, *b3* 578-80, *c-d* 456-7, 478-9, 537-9**, 593-4, 606-8.
 Lecky's American Revolution, *e-k* 1-100*. Beard, *a* 1-20.
 Goldwin Smith, 57-82*. Green, Short Hist., 757-86*.
 Howard, *b* 42-67, *c-d* 22-3, 50-67, *d1* 70-2, *d2* 73-83 is Otis, and 90-101 is Henry, *e* 3-21, *g* 102-73, *g5* 162-72*, 185, 305.
 Usher, 61-72, *a* 45-50, *a1* 79*, *d-f* 38-44, 81-85**, *e* 74-77, *i* 84-91**.
 Some errors, but new and suggestive.
 Greene, 3-82, esp. 77-82*, 166-89, 174*, *b* 11-13, 62, 67, 73, 166-90, *c-d* 35-8, 178-80, 277-81, 289, 293-5, and read 184-204, 295-9.
 Greene, The Provincial Governor, *a* 1-22*, etc. Good.
 Latané, 92-102** *a* 59-61* map*, *d* 43, 46-47**, *f* 66-7.
 Latané, America as a World Power, *b* 133-174.

- McLaughlin, 87-94, 133-153*; Source Problems, 57-122.
 History Teacher's Magazine, VI:281-286**, VIII:292-294**, b3
 IV:132-4*, c, d, f IV:123-127**, b X:489-496*.
 American Hist. Rev., d XX:43-63**, f XXII:272-287, XVII:563-
 586. Guitteau, Our U. S., 143-159.
 Miss. Valley Hist. Rev., f V:238-240. Hill, 155-165.
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 Schlesinger, The Colonial Merchant and the Revolution.
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 Alvord, Mississippi Valley in British Politics, 1763-1774.
 Beer, British Colonial Policy, 31-51, 162-192, a 9-10, 161-165**,
 d1 72-131, d2 183-186.
 Source Book, f 117, g 122-131, g4 136-140. Sparks, Men, 17-32.
 Charters, c-d 212-17, 248-51, d2 258-61, 272, g 281-305, g4 313-17.
 Tyler, Patrick Henry, d3 32-49, g 60-68.
 Hosmer, S. Adams, g 78-88.
 Fisher, True Hist. Amer. Rev., 17-80. Muzzey, 107-126.
 Hazen, Mod. Eur. Hist.; b 491-498*, 505, c 455-9.
 Caldwell, 146-176*. Fite, 107-9, 117-122*, a 80-2, f 132-3.
 U. S. Const., d2 Amend. IV*.
 Cheyney, Eur. Background, 112-114*, 123-67; Indust. Eng., b3
 199-239.
 Tilby, British North Amer., e-k 1-26. Bradley, Canada, 64-65*.
 Hinsdale, b 28-9, 40-1, 53-63, 70, 259, g4 440-441**.
 Willoughby, Territories, b Introduction, 8-20*.
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 Fiske, Essays, II:82-7, 111, 163-195*, b 73, 84-5, d2 1:26.
 Lalor, Arts., Stamp Act, Navigation Act and Laws, Revolution.
 Larned, 3168-3173, 3179-3203. Includes Burke's Speech.
 Dickinson, American Colonial Government.
 Turner, Europe, 22-38*, b3 109-118.
 Reed, Form and Function of Amer. Govt., a 11-23*.
 Scherer, b3 51-83. Ogg, The Old Northwest, c4 1-40.
 Ashley, Modern Europ. Civ., b 222-244.
 Bolton and Marshall, b, d 152-3, 180, 343-357, e1 425-438.

LESSON X.

Events Leading Immediately to the Revolution.

- a* The Townshend Acts, 1767.
1. Reason, or justification, for each provision.
 2. Compare with the Stamp Act.
 3. The resistance—Cause. John Dickinson.
Samuel Adams.
 4. Discuss nonimportation, and its effects.
 5. Date and provisions of the repeal. Tea?
 6. Discuss the seizure of the "Liberty." Soldiers.
- b* The Boston "Massacre," 1770. Why so named?
- c* The Boston Tea Party, 1773. Why at Boston?
- d* Repressive acts of 1774. "The five intolerable acts."
1. The Quebec Act. Illustrate boundaries on map.
- e* Town meetings—Regular. "Massacre." Tea Party.
- f* Committees of Correspondence, from 1772.
The Gaspee.
Their use, value, or importance.
- g* The First Continental Congress, 1774. All but Georgia.
- h* Episcopacy and the revolution. Who wanted it? Why?
1. Presbyterians, Congregationalists, and others.
- i* Paper money—1690, 1751, 1763. Why? By whom?
Effects. Where did colonists get coined money?
- k* Compare our government of territories. Colonies?

Forman, 165-73, *i* 109*, 152-3. Bassett, 169-180*, *h* 165*, *i* 157-8*.
 J. & S., 148-154. Foster, 142-150, *i* 131-2*.
 Bogart, 63*, 105-118**, *i* 83-85**. W. & M., 123-133.
 Becker, *a-d* 224-239**, *g* 249-51, *h* 193-200, *i* 208-9.
 Becker, The Eve of the Revolution. Fite, 122-8*, *k* 481-4**.
 Beard, Contemporary History, *k* 218-223**. Simons, 39, 60-69*.
 Coman, *a-c* 97-105**, *i* 46-7, 85-8. White, *i* 79-89*.
 West, 182, 200-212**; Amer. People, *c-g* 202-10, *h* 185-6, *i* 120, 173-4.
 Van Tyne, 3-24**, esp. 17-24. Ashley, State, 68-87.

- Lecky's American Revolution, 100-180**. Fine. English author.
 Beard, *f-g* 22-4, *k* 417-427**. Smith, Wars, 50-58.
 Fiske, War of Ind., 78-108. Men, 47-78.
 Hazen, *h* 432, 435 for Eng. to 1829. Larned, 3203-3217.
 Usher, 73-91, 85-91**. Fisher, *a* 81, *c* 102, *g* 182.
 Moore, *c* 200**, *i* 188-96. Bryce, *k* I:585-595*. Dewey, *i* 18-30.
 Channing, 127-138, *h* 111; III:81-154, *c* 129-33**, *d* 134-42, *f* 124-8,
h 13**. Muzzey, 116-25.
 Andrews, Colonial Period, *a*1 171-4. Sloane, 142-78.
 Amer. Hist. Rev., *h* XIX:44-64*, XX:64-85, XXIV:734*.
 Beer, British Colonial Policy, *a* 188-92, *i* 179-87.
 Elson, 229-37, *i* 164. Hart, 53-68, *d* 59-60, *f* 57.
 Goldwin Smith, 67-83. Van Tyne, 3-24**, esp. 17-24.
 Hinsdale, *g* 440-51**, 71, *k* 195-6.
 Source Book, *a* 139, 143-6, *d* 150-62, *g* 162-71. Caldwell, 176-94.
 Willoughby, *k* 205-240; Territories, 20, 79, 171. Greene, 83-105.
 Howard, 174-205, *a*2 183-4, *a*3, *b* 192-5, 202-5, *c-d* 266-79, *e* 186,
f 242-58, *g* 280-295, *k* 206-221.
 Callender, chapter IV. Economic Aspects of the Revolution.
 Fiske, Essays, I:5, 12, 18-20, 23-4, 26-30, 33, 36-40, II:180-95.
 Fiske, Amer. Rev., I: *a* 28-32, 47-50, *b* 66-72, *c* 82-93, *d* 93-7, *e* 77-80.
 Schlesinger, The Colonial Merchants and the Revolution.
 Latané, 102-127*, *h-i* 66-9; America as a World Power, 133-174.
 Tilby, Brit. N. Amer., 27-46. English. S. B. N., IV:52-64.
 Hosmer, S. Adams, *a* 145, *c* 243, *e* 352, *f* 196, *g* 289, 351.
 Amer. Pol. Sci. Rev., *k* XIII:415-428.
 Rauschenbusch, Christianizing the Social Order, *h* 37**.
 Bolton and Marshall, 438-457, *i* 431-432.
 MAP, Show Quebec boundary on map, page 43.

LESSON XI

The War of American Independence.

- a* Lexington, Concord, Bunker Hill, April 19, 1775, etc.
b Second Continental Congress—Date, place, acts.
c Events leading immediately to the Declaration of Independence.
d Why was there an American War of Independence?
e Was it a war of secession? Was it fortunate for the world? Why?
 See the British Empire—and Canada, a world power. See, also, the World war, or World peace.
f Was it revolutionary? Was it a war of expansion?
g Was it a civil war? Why did England hire Hessians?
h Were the Loyalists or the Patriots in the majority in America? In England? Characterize each.
i Why did not Canada and Florida, also, rebel against England? Canada invited in Arts. of Confed.
k Suppose France had conquered the English colonies in 1763, would they, then, have rebelled?
l Legend and myth versus truth as to the Revolution.
m Results in England of the American Revolution.

Forman, 159, 173-81, 203, *c* 179**, *d* 73-4*, *h* 165-6, 175. See map 486.

J. & S., 154-160**. Rhodes, *d* I:11**. Bogart, *d* 110-111**.

Channing, *a-b* 138-43, *c* 144-7***, *d* 123, 162; III: *a* 155-181, *b* 142-153. Munro, *f* 1-2.

Becker, *d* 235-242**, 244, 248-9, *g* 266-7; *Eve of the Revolution*.

Farrand, 33-51. Readable review. Moore, *d* 149**.

Powers, *America and Britian*, *d* 1-13. Suggestive.

British American, *Discords and Concords*, 1-19, 63-9. Required.

West, *d* 182-196; *Amer. People*, 230-243, *d* 140-1, 184-192**, *c* 192-5**, *f* 230, *h* 211*, 237-9**, *m* 243.

Altschul, *Amer. Rev. in Our School Textbooks*. Examine this.

- Hist. Teacher's Mag., *l* IV:63-71*, VI:281-6*, VIII:292-4*, *i* X:485-96.
- Coman, *d* 19**, 105-6**, *f* 123-7**. Davidson, *a* 171-6*.
- McLaughlin, Source Problems in U. S. Hist., *a* 3-54*. A good exercise.
- McLaughlin, America and Britian, 37-62, 56**.
- McLaughlin, 151-156; Confed. and Const., *d-h* 35-43.
- Lingley, Since the Civil War, *f* map 10*.
- Andrews, Colonial Period, *d* 155-162. Adams and Trent, 103-121.
- Latané, 103-4, 117-128, *f* 80*, 152-3. Adams, Studies, *o* 1-21.
- Fite, 128-138, *g* 152-154**, *h* 161-4. Larned, 3218-3232.
- Ogg, The Old Northwest, 1-75. Callender, 122-179, 122-125*.
- Upton, Military Policy of the U. S., *a* 1-2, 66-7.
- Usher, *d* 31-37**, 57, 73-91, 84*, *f* 44.
- Elson, 238-52, *d* 220-2, *h* 266, 315*, *i* 163.
- Hart, 63-77, *b* 73-7, *d* 5-9, 65-7*, *h* 64-5*, 71.
- Howard, 296-302, *a*, *b* 302-12, *c* 296-8, *d* XV, 44-6, *d*, *h* 313-26.
- Van Tyne, *a*, *b* 25-37, *c* 34-44, 50-78*, 96-101, 108-9, *d* 3-24**, *h* 248-268.
- Hinsdale, *b* 74, *c* 71-77, *d* 51-63, esp. 54-5, *i* 51.
- Sloane, 179-226. Caldwell, 194-203; Surveys, *d* 47-68.
- Goldwin Smith, 84-94, *f* 283, 287. Bourinot, Canada, *i* 280-290.
- Smith, Wars, *a* 61-62**. Proceedings, *i* VI:100-108.
- Bassett, 180-7, *h* 174, 192-3. Fisher, 155-181, 224-238.
- Muzzey, *a* 123-5, *d* 127-32, *f* 328, 437n2, *g* 144-149**.
- Beer, *d* 160-192. McLaughlin, Washington to Lincoln, *d* 42-82*.
- Beard, *b* 21-6, *c-d* 17-19, 28-33, *f* 1-3*. Trevelyan, Rev., *d* I:28-99.
- Simons, *b* 86, *d* 60-69, *f* 70, *h* 71-5(-83). Winsor, VI:231-252.
- Bolton and Marshall, 425-7, 458-81.
- Lecky's American Revolution, 180-246.
- Hertz, Old Colonial System, esp. *d* 37-69. Scott, 43-80.
- Tyler, *c* I:452-94, *h* I:293-316, esp. 300.
- Essentials, 149-164; Contemporaries, *a* II:546-554.
- Thwaites, *f* How George Rogers Clark Won the Northwest.
- Historians' History, XXIII:242-256, *d* Introd. 27-35*, *i* XXII:321-348.
- Low, *d* I:13, II:24-9. See chapters 8, 9, and 10.
- Stevenson, 144, 147, 154*, 158, 161*, 192, 209, 213, 351*.
- Lovell and Payne, Imperial England, 109-136.
- Sanford's Map, *f* VIII.

LESSON XII

The Declaration of Independence.

- a* Full discussion of steps and exact dates of Lee's Resolutions, and of the adoption and signing of the Declaration.
1. The committee. 2. The document. 3. The vote.
- b* A study of its contents.
1. One nation or thirteen? State sovereignty?
- c* What was the American theory of the relation of the colonies to the English King and Parliament, respectively, as revealed in the Declaration of Independence?
1. Note the transference of power from the King to the Parliament in the eighteenth century.
- d* Does the Declaration of Independence set forth French philosophical theories or English constitutional precedents? Or both? Or neither?
- Are its statements strictly true?
- e* Compare the American War of Independence (1776) with the English Civil War (1642), and with the French Revolution (1789), as to cause and results. Conditions. Compare Russia, 1917.

J. & S., 156-160*. Channing, *a* 148***, *b* I-IV; III:182-209. Hill, Liberty Documents, (166-)182-203, esp. 188-196. Grand. Van Tyne**, 3-7, 11-13, 17, 25-7, 37-40, 50-54, 71-2, 79-88, 95. Webster's Great Speeches, 156-177. Excellent. Read it now. Pennsylvania Magazine of History, XXXI:257-303*. Excellent for *b*. See, also, I:73-80, XIII:385-429, XV:1-25, XXXI:30-42, esp. *a* 38-39, XXXII:129-148. Good.

Library of the World's Best Orations, 10:3853-6. W. & M., 134-141. West, 211-225, *b*1 278-282**, 371*; Amer. People, *a* 215-22, *b*1 271-4, *f* 189-91.

Muzzey, 127-135; Thos. Jefferson, 26-54. Bassett, 186-8. Hart, 77-80; Source Book, 137-60, 147-9**; Contemporaries, II: ch. 30.

- Fite, 135-41, *c*1 79-81*. Becker, *a* 251-2*. Sanford, *a*1 97*.
 Source Book, *a-b* 190-194**. La Follette, *a* II:10-25.
 Elson, 250-254. McLaughlin, 158-162.
 Hinsdale, 53-8, 65, 68-9, 450-3. Benton, I:87-8*, 476-7*.
 Forman, 179-181, *b* 616-619. Usher, *c* 86-91**.
 Morse, J. Adams, 104-129*. T. Jefferson, 28-35*.
 Schouler, Jefferson, 71-89*. McMaster, Webster, 142-145.
 Lodge, One Hundred Years of Peace, 1-19. Sloane, 224-231*.
 Andrews, Col. Per., 121*, 129*. Side Lights, 1-23.
 Adams and Trent, 121-6. Bolton and Marshall, 476-481.
 Library of Original Sources, VII:209-45. Elliott, *b* 273-8.
 Michael, The Story of the Declaration of Independence.
 Goodrich, Lives of the Signers of the Declaration of Independence.
 Eggleston*, American Immortals, 3, 23, 43, 66.
 Goldwin Smith, 57-115, esp. 57-63. Entertaining.
 Fiske, Amer. Rev., I:191-197; Civil Government, 154-9(-180).
 Fiske, Essays, I:145-81, esp. 145-57, *e* 153, II:170.
 Men, 113-118. Hosmer, S. Adams, 332-52, 104-29, 124-8*.
 The Hall of Fame, 50, 89-102; Report upon the Fifth Quinquennial
 Election, 1920***. See this Note Book, page 20**.
 Magazine of History, XXIV:55, for motto on Liberty Bell.
 Friedenwald, The Declaration of Independence.
 McLaughlin, America and Britain, 177-221.
 Tilby, Brit. North America, 103-118. English. Higginson, 241-282.
 Michael, The Declaration of Independence**.
 Rodrigues, The People of Action.
 Lalor, Arts., Decl. of Ind., and Revolution.

LESSON XIII

The Treaties of 1778 and 1783.

- a The French alliance, 1778. Terms and reasons for it.
1. English plans of reconciliation.
- b Saratoga, 1777; Valley Forge, 1777-8; Yorktown, 1781.
What was the English plan of campaign?
- c Peace negotiations—1763, 1774, 1782, Clark.
1. The American commissioners.
- d The treaty of peace, September 3, 1783. Contents,
including boundaries. Explain disputed areas.
- e The American navy in the Revolutionary War.
- f Finances of the Revolution—Taxes, bonds, gifts,
money—paper and coin. By states or nation?
- g The Loyalists, during and after the war.
Effects of their leaving America.
- h Could America have won independence without the aid
of Washington? Franklin? Robert Morris? John
Paul Jones? Howe? France? Spain? Holland?
The Irish? The English?
- i What was the matter with Benedict Arnold? 1780.
- k Results in England of the American Revolution.

Forman, 183-198, a 189-91*, g 175, 205.

J. & S., 161-181.

Beard & Bagley, 136-163.

Latane, 121-174 (a full account), a 146-9, 201, b 137-144, c, h 154-6**,
161**.

Bassett, 188-225, a 193-9, 266, d 214-16, e 204-6**, f 222-5, g 230-
231*.

Bolton and Marshall, 482-553, g 459, 471-5, 512-15, 536-8, 421**,
h 505-523*.

Elson, 243-317, 361-2.

Channing, 149-165, esp. a 152, c-f 162-5, 170, d 175, 204*, 255*,
297*, e 158, f 159, 161, h 141, i 155: III:346-387.

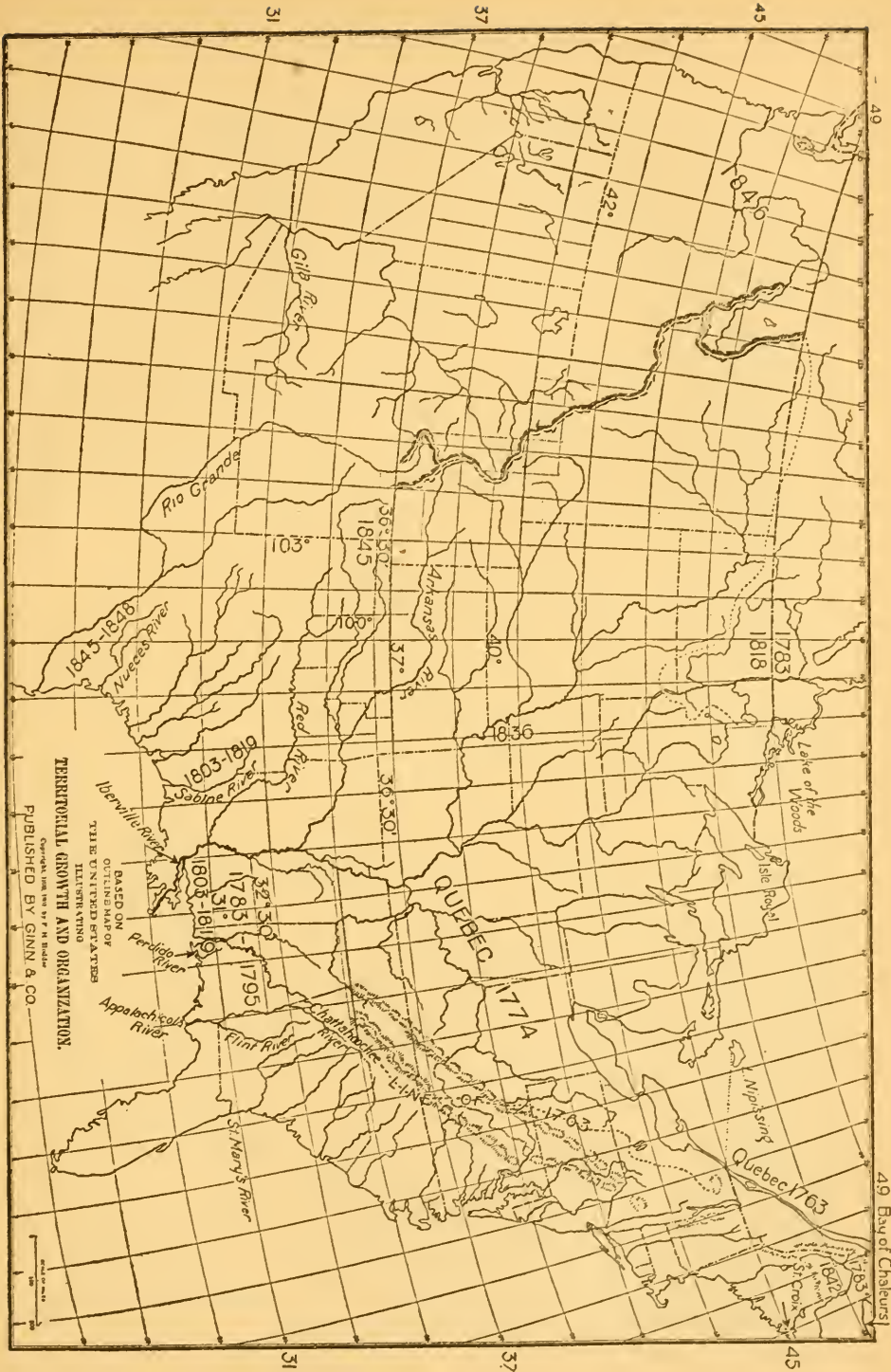
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 Hart, 95-99, *a1* 86-7, *d* 137*, *f* 89-93*, *h* 70-3, 88, 103; Epoch map, V.
 Howard, *c* maps 224, 298, *g* 313-326. Callender, 122 79, 168-79*.
 Van Tyne, *a* 203-26, *a*, *e-h* 289-308, *c-d* 269-71, 280-88, *c-h* 309-33,
e 69, 190-1, 252, 289-91, *f* 236-44, *g* 28-9, 122-32, 153-5, 248-68,
h 228 map, *i* 116-18, 160-74, 229-306.
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 Foster, 136-89, *c* 175-6, *d* 186-9, 290-1*, *e* 178-9.
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MAP.—State fully below and illustrate clearly on the map the boundaries of the original United States as given in the treaty of 1783.

Mark definitely and explain the disputed areas.



49 Bay of Chaleurs

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LESSON XIV

The Articles of Confederation.

The "League of Friendship." State Sovereignty.

- a* Date and method of adoption. John Dickinson, statesman.
- b* Contents—Full title of document. Memorize Article II. See III. Executive. Judicial. The Congress—Number of members, term, salary, election and recall. Taxes. Currency. Commerce. Amendment.
- c* Five specific reasons why they failed.
- d* Why so little power to the central government?
Jealousy of a nation and of each other.
- e* Benefits of the Articles of Confederation.
1. One nation instead of three or more.
 2. Needed experience developed a better nation.
- f* Baleful effects, especially abroad.
- g* Compare the League of Nations.

A careful study of the Articles of Confederation is required. Found in Source Book, 195-204. Or Documents, 6-11. Or Hill, 204-226. Or Preston, 218-231. Forman, 201-2.

J. & S., 183-5, *b* 194-195**; Govt., 97-104. Beard, *c* 36-41.

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 Von Holst, Const. Hist. of the U. S., I:1-34.
 Caldwell, 233-9. Ashley, Federal State, 80-87.
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 Story on Const., 162-93. Sparks, U. S., I:1-23, esp. 1-4.
 McLaughlin, 169, 180-4. Munro, (9-)13-25.

LESSON XV

Our Public Domain—The Ordinance of 1787.

- a* The public domain—Origin, extent, importance.
- b* Our public land system, and policy.
1. The Land Ordinance of 1785. Author.
 2. The rectangular survey, and description.
 3. Terms of sale. Ownership. Title and transfer.
Grants to railroads. Internal improvements. Parks.
 4. The Northwest Territory: A national domain.
Compare the Southwest: A self-developed section.
 5. The Ordinance of 1784.
- c* The Ordinance of 1787. Dane. Cutler.
1. By whom adopted. The Ohio Company. Marietta.
 2. Importance—Great Charter for American colonies.
 3. Contents—Frame of government. Statehood. Slavery. Taxed by Congress. Education and religion. Property. Qualifications of voters.
 4. Compare with the government of the Thirteen Colonies, and of our territories.
- d* History and importance of land grants for education.

A careful study of the Ordinance is required. Found in Source Book, 209-16**. Or Documents, 21-29. Or Hinsdale 327-32. Or Hill, 227-43. Or Preston, 240-50.

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 Lator, Art., Territories, esp. III:919-920.

LESSON XVI

*Period of the Confederation, 1781-1789—
The Constitutional Convention.*

- a* Relation with Spain.
1. West India trade, Mississippi, and secession.
 2. History of the Florida boundary.
- b* Relation with England. Treaty. Minister.
- c* Commerce. Manufactures. Currency.
- Debts—National (foreign and domestic), State (North and South), and private (to English merchants, to American creditors, and the courts).
1. Later history of West India trade.
- d* Absence of efficient national or state government.
- Conflicts between states. Disorders in states.
- Spirits of anarchy. "No government." Shay's rebellion.
- e* Genesis of the Constitutional Convention, 1785, 1786.
- f* The Constitutional Convention, May 25 to September 17, 1787.
1. The personnel, and the absentees.
 2. The plans. Which was followed? Its authorship.
 3. The compromises, justification and importance.
- g* The "Critical Period" of American history.
- h* America in 1789—Ideals, education, agriculture, commerce, and manufactures.

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- Carson, *Hundredth Anniversary of the Constitution*, I:1-260.
- Latané, *f* 175-190*. General view. Moran, *Presidents*, *e-f* 37-44.
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- Muzzey, 163-170, *h* 184**.
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- Elson, 318-334*, 453. Larned, 2908*, 3244-5, 3289-92.
- Hart, *a-c* 115-19*, 137, *c* 89-93, 103-4, *d* 109-13, *e-g* 117-23, *f* 3 126-7.
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- Max Farrand, *The Framing of the Constitution***, *e* 1-12, *f* 54-67, *f* 1 14-41, *f* 2 68-90, 225-32, *f* 3 91-112; *Const. Conv.*, 3 vols.
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LESSON XVII

The Constitution of the United States of America.

- a* Written and unwritten. The supreme law of the land.
Has worked better than necessary.
- b* The Federal principle. Dual government. New?
- c* Powers of Congress.
1. Enumerated but plenary. Presumption.
Compare Amend. X with Art. II of the Confed.
 2. Reaches the individual.
- d* State's rights. Compare state sovereignty.
- e* The Federal judiciary. Presumption.
1. Its power includes a new principle of government.
Not expressly stated in the constitution.
Compare nullification.
 2. Broad construction the rule. Growth of power.
- f* The executive. "Checks and balances."
1. Power and personality of the President.
- g* Amendment—Too difficult? The Amendments.
- h* Was the constitution a new invention of genius, theoretically ideal, or was it a skillful adaptation from practical experience?
- i* The first state constitutions. Method of adoption.
1. The franchise. Legislative versus executive.
- j* Is our national government "by the people?" Is it "for property?"

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LESSON XVIII

Ratifying the New Constitution.

- a* Ratification of the constitution. The method.
1. Explain Madison's Journal, and The Federalist.
 2. Was the adoption of the constitution revolutionary?
 3. By majority or by minority? Why at all?
 4. Compare the method of adopting the first state constitutions, and of recent Southern constitutions.
- b* Origin and basis of political parties in America.
- c* Explain the attitude of Washington, Hamilton, Madison, Jefferson, Patrick Henry, Samuel Adams, Edmund Randolph, Richard Henry Lee, John Hancock, John Dickinson, Mason, Gerry, and Monroe, respectively, toward the constitution.
- d* Did the people of 1789 think they were ratifying the constitution by states or by the people?

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LESSON XIX

Organizing the New National Government—Precedents.

- a* The legislative department—Election, number, organization, and importance. Committees.
- b* The executive Department: 1. The first and second presidential elections. 2. Washington's Cabinets. 3. The Cabinet and Congress. 4. The President's messages to Congress. Veto. Special sessions.
- c* The Judicial Department: 1. Ellsworth. 2. Jay. 3. The eleventh amendment. 4. Constitutionality of proposed statutes. "Presumption."
- d* Congress and Slavery: 1. In the states. 2. In the territories. 3. The fugitive slave law of 1793. 4. The slave trade. 5. Cotton and slavery, 1793.
- e* The admission of new states. Nationality and democracy.
- f* George Washington and first improvements in agriculture.
- g* Members of the Constitutional Convention as national office holders under the new constitution.

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LESSON XX

Establishing a National Government.

- a* Hamilton's debt policy.
1. The foreign debt.
 2. The domestic debt. Discuss Madison's plan.
 3. Assumption of the state debts. Objects. Jefferson and the national capital. Logrolling. Cabinet and Congress. Importance of a national debt.
- b* Hamilton's revenue policy.
1. The tariff. For revenue or for protection? Date?
 2. The excise and the whisky rebellion, 1791-4.
- c* Hamilton's national bank policy, 1791.
1. Discussion of its nature and constitutionality.
 2. Political parties—Origin, basis, importance.
 3. Regulation of the currency. Coinage act.
- d* Did Hamilton or Jefferson win? Was it fortunate or unfortunate for the United States?
- e* Name the trio that founded our nation, and discuss the work of each. The quartet, the quintet, the sextet.

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- Hinsdale, *b* 82, 197, *c* 207-11, 233-5; 82-197 is a good review.
- Channing, *a* 195-6, *b-c* 194, 198-99, *c* 2 192; IV:60-89, *a* 2 69, *a* 3 77-9, *b* 1 60-64**, *b* 2 138-40, *c* 83-7*; 90-115 is speculators.
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- Gay's Madison, 128-192. Sparks, U. S., I:146-201.
- Morse's Jefferson, 87-106. Trent, 3-88.
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LESSON XXI

Foreign Relations of the New Nation.

- a* Washington's Neutrality Proclamation, April 22, 1793.
- b* Our relations with England, 1783-1794—Old, new.
- c* Jay's Treaty, 1794. (Ratified June 24, 1795.)
1. Causes or conditions, and results or effects.
 2. The treatment of Washington and of Jay. Their patriotism.
 3. Attitude of France. Insult added to injury.
- d* May the Senate amend a treaty? Has the House of Representatives a right to any control over the making of a treaty? Speech of Fisher Ames. Appropriation, May 8, 1796.
- e* Our relations with Spain, 1783-1795. Thos. Pinckney.
1. Florida boundary. Review the history of Florida.
 2. Place of deposit. What and why?
 3. Threats of secession by the West.
- f* Our relations with France, 1778, 1783, 1793, 1794, 1797.
1. "Citizen Genet." April 8, 1793. 2. C. C. Pinckney.
 3. Compare Jacobin Clubs and our I. W. W., Reds, etc.
- g* European questions in American politics, 1793-1815.
- h* Washington's farewell address, September 17, 1796.
1. Biography and character of Washington.
- i* Review the subject of commerce between the Thirteen Colonies and the United States on the one hand and the West Indies on the other hand.
- j* Our coastwise and foreign commerce.

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John Adams' Administration, 1797-1801.

- a* Election of John Adams, 1796. (The Vice President.)
b His biography and character.
c Breach with France. The X. Y. Z. Mission, April, 1798.
d War with France: 1. The Naturalization Act.
 2. The Sedition Act. 3. The Alien Act.
 4. The Alien Enemies Act. 5. Direct tax.
 6. Compare these with acts of 1917 to 1919.
e The Kentucky and Virginia Resolutions, 1798 and 1799.
 1. Authors. 2. Cause. 3. Contents. 4. Purpose.
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g The Judiciary Act, and the midnight appointments.
 1. Reason or justification. John Marshall?
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 2. The inauguration. First at Washington. Address.
 3. Why did the Federalists lose?
- b* Biography, character, and ideals of Jefferson.
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- c* America in 1800—Political, social, and industrial.
- d* The civil service: 1. The Cabinet. 2. The judiciary—
- (*a*) The Repeal Act, March, 1802.
 - (*b*) Sessions postponed, 1801-1803—by Congress.
 - (*c*) Impeachments. (*d*) New appointments.
 - (*e*) Marbury vs. Madison, 1803.
- e* The Twelfth Amendment to the U. S. Constitution.
- f* Financial policy of the Jeffersonian party.
1. The army and navy.
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 4. Internal improvements?
- g* The "third term" tradition.

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LESSON XXIV

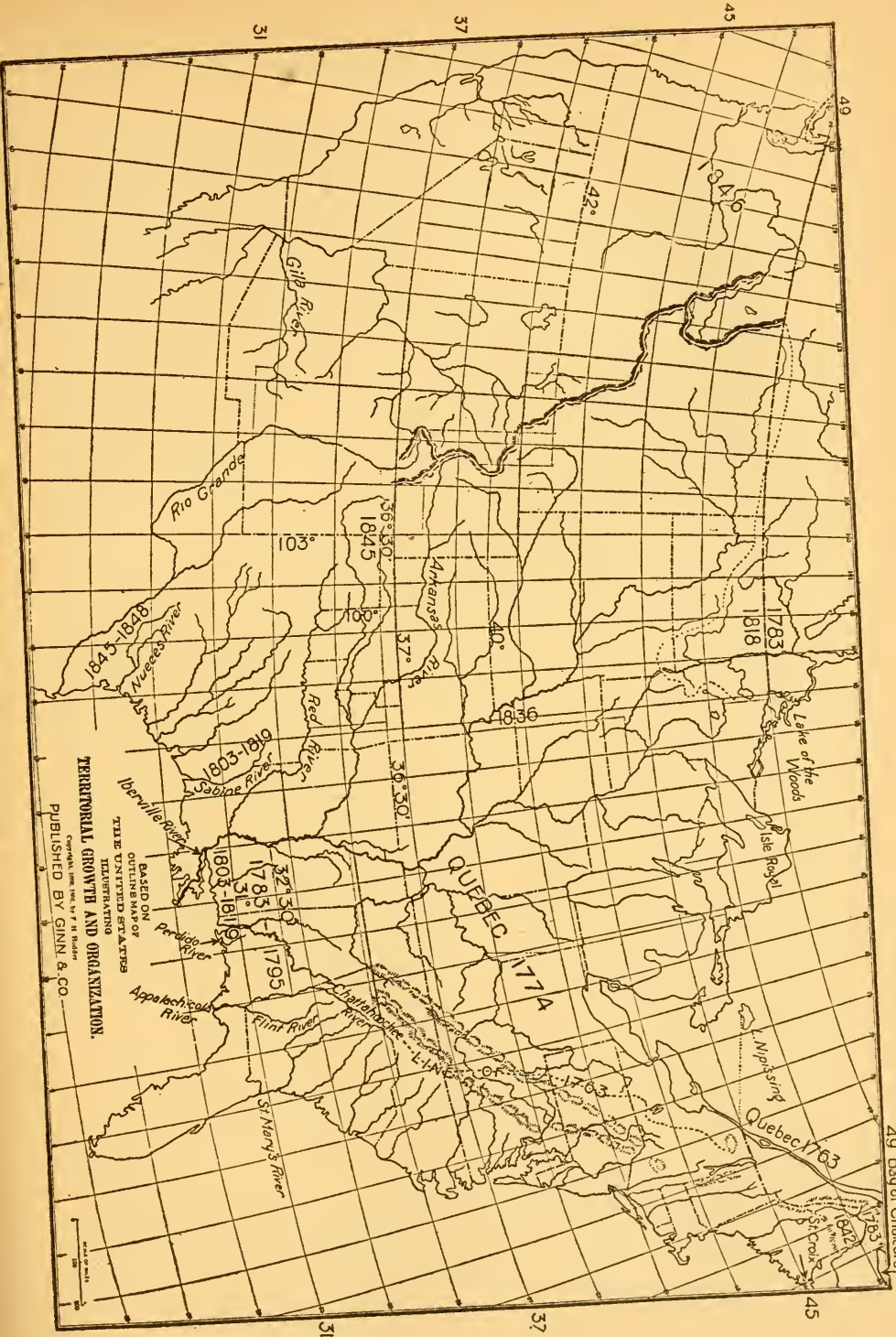
The Louisiana Purchase, 1803.

- a Jefferson's reasons for purchasing.
 1. The part played by Livingston and Monroe.
 2. Value and importance of the purchase. Its cost.
- b Napoleon's reasons for selling to the United States.
- c History of Louisiana, including 1497, 1541, and 1542, 1673-82, 1685, 1754, 1762, 1763, 1783, 1800, 1803, 1812, 1818, and 1819. (Compare history of Florida.)
- d Full discussion of area and boundary. Disputed areas.
- e Constitutionality. (e) "Consent of the governed."
- f Government. (f) Slavery.
- g Attitude and theory of the Federalists. Secession.
- h Why did Spain sell Louisiana to France? Conditions.
- i The Lewis and Clark Expedition, 1804-1806. Pike, 1806.
- k Burr's conspiracy, 1806. Biography and character.
 1. Was General Wilkinson as blameworthy as Burr?
- l Rivalry of Hamilton and Burr. Who won? 1804.
- m Biography of John Randolph, of Roanoke.

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MAP.—State, explain, and illustrate on map boundaries, disputed areas, and later changes in boundaries of the Louisiana Purchase. Include dates.



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 THE MAPS OF
 THE UNITED STATES
 ILLUSTRATING
TERRITORIAL GROWTH AND ORGANIZATION.
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49 Bay of Chaleurs

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LESSON XXV

France versus England—Neutrality—Embargo.

- a* Napoleon Bonaparte vs. England, 1803, to Waterloo, 1815. (See 1793 and 1802; also, Leipsic, 1813.)
- b* Attacks on neutral trade. (American commerce, and agriculture, flourished to 1807.) Compare 1914-1917.
1. Rule of 1756. Contraband of war. Blockade.
 2. The European situation, 1806. Trafalgar, 1805.
 3. Napoleon's decrees, and
 4. England's orders in council, 1806-1810.
 5. Compare with our troubles with England and Germany from 1914 to 1917.
- c* The impressment controversy with England, 1793-1815. Deserters.
1. Expatriation—Its American origin. Eng., 1870.
 2. The Chesapeake-Leopard affair, 1807.
- d* Jefferson's embargo policy, beginning in 1807. Non-intercourse, 1809. Macon's Bill, No. 2, 1810.
1. Objects. 2. Precedents. 3. Constitutionality.
 4. Difficulty of enforcement. 5. Effects on England; on France; in America—Commerce, agriculture, manufactures.
- e* See Jefferson's rejection of the treaty of 1806.
- f* Political dissensions and factions. The Federalists.
1. Admission of Louisiana to statehood, 1812.
- g* Later history of claims against France.

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LESSON XXVI

*The War of 1812—“Second War of American Independence,”
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- a* Causes. New men. “Mr. Madison’s war”—The exponent of his party. War declared by Congress.
- b* Plans and preparation for war—Army, navy, finances.
- c* Events on land—“We’ll take Canada from England.”
1. Tippecanoe, 1811, and settlement of the West.
 2. The Star Spangled Banner. Capture Washington?
 3. The state militia question. See our later wars.
 4. Dissensions.
 5. Why did we fail?
- d* Events on sea. The navy. Perry. MacDonough. Duels.
1. Compare privateers and volunteers. See 1914-1918.
- e* The Peace of Ghent, 1814. (Dec. 24.)
1. Why at that time? Russia. What of Napoleon?
- f* Results and effects of the war.
- g* Finances of the war period: Taxes. Loans. Currency.
- h* The Hartford Convention: What? When? Why? Acts. Effects.
1. Compare with 1798 and 1799.
- i* Was it fortunate or unfortunate that the Battle of New Orleans was fought? (Jan. 8, 1815.)
- k* Who was the real enemy? Who won? Why?
- l* Did we, single-handed, defeat England in the War of 1812? In the Revolutionary war?
- m* Disarmament on the Great Lakes. Forts on border?

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PART II

WESTWARD EXPANSION AND SECTIONALISM

(From the War of 1812 to the Civil War.)

(111)

LESSON XXVII

New Statesmen of the Middle Period, 1812-1850.

- a* Henry Clay, of Kentucky. (Va.?)
b Daniel Webster, of Massachusetts. (N. H.?)
c John C. Calhoun, of South Carolina. (Always?)
d Thomas Hart Benton, of Missouri. (N. C.? Tenn.?)
e John Quincy Adams, of Massachusetts.
f Andrew Jackson, of Tennessee. (S. C.?)

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LESSON XXVIII

Nationalism, Sectionalism—Especially the West.

- a* New England. Manufactures replace commerce.
- b* The South. Grow and export cotton. Buy food.
First, the leaders in nationalism. Calhoun.
Later, a permanent minority; hence, sectional.
- c* The West. Nationalism. Democracy. The frontier.
Faith and hope. Laborer. Cosmopolitan. American.
1. Provincialism. Materialism idealized. Food.
2. Hard times and westward migration. Wanderlust.
- d* Immigration—To North and West, after Tippecanoe
and Waterloo. Causes—In America, in Europe.
1. Compare emigration from the South.
- e* Our public land policy, 1785, 1800, 1820, 1841, 1862.
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Railroads. National parks. Forests. Good roads?
- f* National developments in agriculture.
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1. Plow. 2. Reaper. 3. Thresher. 4. Markets.
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- g* Commercial relations—New England to the West.
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- h* Religious development. New churches.

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LESSON XXIX

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- a* The protective tariff of 1816. (See 1789 and 1812.)
1. Attitude of leading statesmen at this time.
 2. Arguments for and against protective tariff.
 3. Constitutionality and permanency of the policy.
 4. Ad valorem. Specific. The minimum principle.
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 6. Capital versus labor. Labor unions. Reforms.
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- b* Internal improvements. Westward migration.
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- c* The national bank rechartered, 1816, for twenty years.
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- d* Supreme court decisions. John Marshall, statesman.
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LESSON XXX

The Annexation of Florida, and the Monroe Doctrine.

Territorial Expansion and World Power.

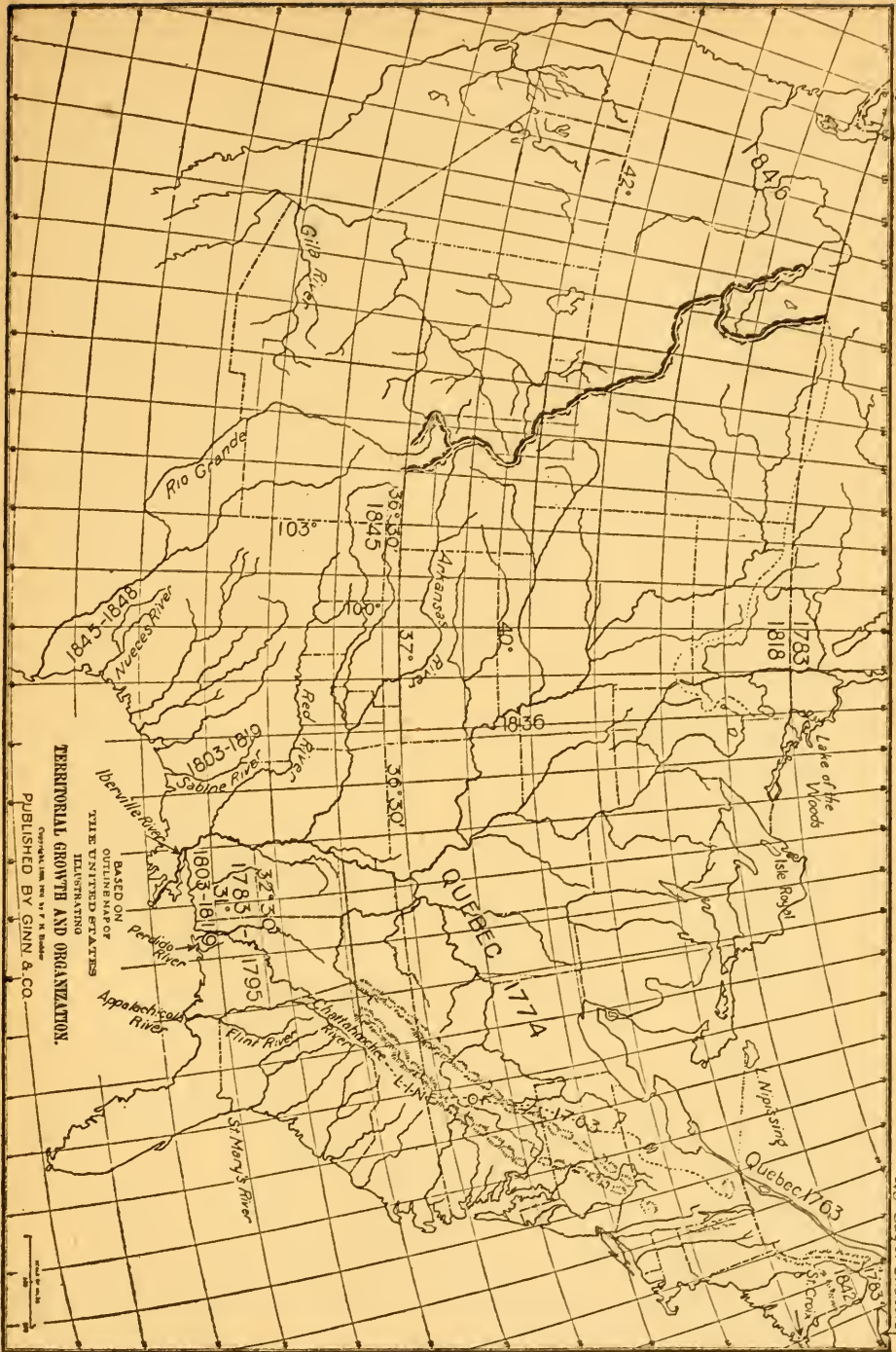
- a* The Seminole War, 1818.
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- b* The Florida Treaty, 1819. Note the boundaries.
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- c* History of the Spanish-American colonies.
- d* The Monroe Doctrine, 1823—The American doctrine.
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 8. The League of Nations, and the Monroe Doctrine.
- e* The Russian Treaty of 1824. Locate 54° 40'.
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- f* Relations with England. Treaty of 1818.
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- g* Biography of James Monroe.
- h* Monroe's Cabinet.

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MAP.—Illustrate clearly on map the line of 1818, the line of 1819, the Iberville river and the Perdido river.



BASED ON
 OUTLINES OF
 THE UNITED STATES
 ILLUSTRATING
TERRITORIAL GROWTH AND ORGANIZATION.
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49 Bay of Chateaufort

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LESSON XXXI

Slavery and the Missouri Compromise, of 1820.

- a* Slavery in America before 1820. (*a*) In England.
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 3. In 1787. 4. In 1793. 5. In 1808. 6. In 1820.
- b* Exact provisions and real significance of the Compromise. The original Mason and Dixon line.
- c* Representatives Tallmadge and Taylor, of New York, and proposed restrictions on the State of Missouri. Senator Thomas, of Illinois, and the Compromise. Speaker Clay's part in the Compromise. The H. of R.
- d* The second Missouri Compromise, 1821.
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- e* Constitutionality of the compromises.
- f* Boundary of Missouri, especially south and northwest.
- g* Threats of secession, North and South.
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- h* Southern victory and control. Apparent. Ultimate?
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- i* Sectional balance of power in the U. S. Senate.
- j* Six states in six years. No more states for fifteen years.

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LESSON XXXII

Era of Good Feeling—Political Methods—Election of 1824.

- a* The "Era of good feeling." When? What? Why?
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 2. Presidential journeys through the nation.
 3. Biography and character of James Monroe.
- b* Methods of nominating candidates for President, 1789 to 1832. Compare 1912. Caucus. Convention. Nominations by primary elections.
1. Political platforms—By caucus, convention, or primaries?
- c* Methods of choosing presidential electors. Fair?
- d* Qualifications for voters. Open ballot. "Australian."
- e* Candidates for President in 1824. Political party?
- f* Election of 1824—99, 84, 41, and 37 electoral votes.
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- g* Note the succession of Secretary of State to Presidency.

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LESSON XXXIII

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f The supreme court and Georgia.
g Civilization of the Creek and Cherokee Indians.
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LESSON XXXIV

The West and the Political Revolution of 1828.

The Jacksonian Era, or Epoch, 1828-1841.

- a* The campaign and election of 1828. (1830 in Europe.)
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1. The inauguration. 2. The reception. Why?
- b* Compare Jeffersonian Republicanism and Jacksonian Democracy. Compare twentieth century democracy with that of Washington's day.
- c* Andrew Jackson: 1. The man. 2. His biography. Was he married?
3. His policy. Was it his? 4. His "Kitchen Cabinet"
—Postmaster-General, Mrs. Eaton, Van Buren, and Calhoun.
- d* The civil service and spoils of office. Cp. Jefferson.
1. The party machine, and rotation in office.
- e* Political, economic and social conditions in 1828.
1. Labor unions. Reforms. Public education.

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The Tariff—Sectionalism—Nullification—Secession?

- a* Early tariff measures—1789, 1812, 1816, 1824, and
b The “Tariff of Abominations,” 1828. Politics.
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c A permanent protective tariff policy, 1832.
d South Carolina nullification, 1832. Real? Other cases?
 1. President Jackson’s attitude and acts. Why?
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e Attitude of (1) Calhoun, (2) Webster, and (3) Clay on
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f Compare Vice President Calhoun, in 1828, and Vice
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g When and why did Calhoun and South Carolina change
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LESSON XXXVI

The Great Debate of Our History and Government.

- a* Nullification and secession in American history.
- b* Webster and Hayne in the United States Senate, January 18-27, 1830. Significance or importance.
1. Immediate occasion. Foote's resolution. Wages.
 2. Real cause and object of Hayne's attack.
 3. Reason for South's decline. Tariff. Slavery.
 4. Contents of the speeches. Justification, from history, from the constitution, and from facts.
- c* Jackson and Vice President Calhoun.
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LESSON XXXVII

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- a* Antislavery societies, North and South.
- b* The abolition movement—What and how?
1. William Lloyd Garrison and "The Liberator," 1831.
 2. Wendell Phillips, Whittier, Lowell, Channing.
 3. Nat Turner Insurrection. British West Indies.
 4. Attitude of the North toward abolitionism.
 5. Effect of abolitionism on the South.
- c* Antislavery petitions in Congress. Gag rule, 1836-44. John Quincy Adams, "The Old Man Eloquent."
1. See, also, the use of the United States mail.
- d* Colonization. Liberia and Monrovia. Sierra Leone.
- e* The northwest corner of Missouri changed, 1836.
- f* Attitude of the South toward slavery before and after 1831.
- g* Why was slavery injurious to the South?
- h* Labor unions and reforms. Social reformers.
- i* Compare the abolition and prohibition movements.

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LESSON XXXVIII

"*The Reign of Andrew Jackson,*" 1829-1837.

- a* Election of 1832. Candidates and platforms.
 1. The first national nominating convention.
- b* The national bank—1791-1811, and 1816-1836.
 1. Reasons, right, and wisdom of the veto, 1832.
 2. Constitutionality of the bank. Who decides?
 3. Compare this "Bank of the United States" with our present national banking system.
 4. Clay's attitude toward the bank in 1811 and in 1832.
- c* Withdrawal, or removal, of the deposits, 1833.
 1. Roger B. Taney, of Maryland. His biography. Secretaries McLane and Duane removed.
 2. The Senate vote of censure. Vote expunged.
 3. "The pet banks." What? Where? Why? Results.
- d* Distribution of the surplus, 1836-1837. Why?
 1. The national debt, and the compromise tariff.
- e* The Specie Circular, July 11, 1836. State bank money.
- f* Jacksonian construction of the constitution.
 1. His conception of the presidency.
- g* Jackson's Farewell Address. Compare Washington.
- h* Relative power of the departments.

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LESSON XXXIX

Van Buren's Administration, 1837-1841.

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- a* Nominations, selection, and election of 1836.
1. Note this election of the Vice President.
- b* Biography, policy, and character of Van Buren.
1. His relations with Jackson, and with Calhoun.
 2. Madison with Jefferson. Taft with Roosevelt.
- c* The panic of 1837. Caused by "good times"?
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LESSON XL

The Log Cabin Campaign of 1840.

- a* Nominations, campaign, and election of 1840.
1. Candidates and platforms.
 2. Overwhelming victory of Tippecanoe and Tyler, too.
- b* Harrison, the man and his biography.
1. Spoils of office.
- c* Tyler, the man, his biography, and his politics.
- d* Harrison and Tyler's administration, 1841-1845.
1. The national bank. 2. The tariff of 1842.
 3. The Webster-Ashburton Treaty, 1842.
- (*a*) Extradition.
- e* Why was neither Webster, Clay nor Calhoun ever elected President? See Vice Presidency in 1840 and 1848. Compare Roosevelt, 1900.

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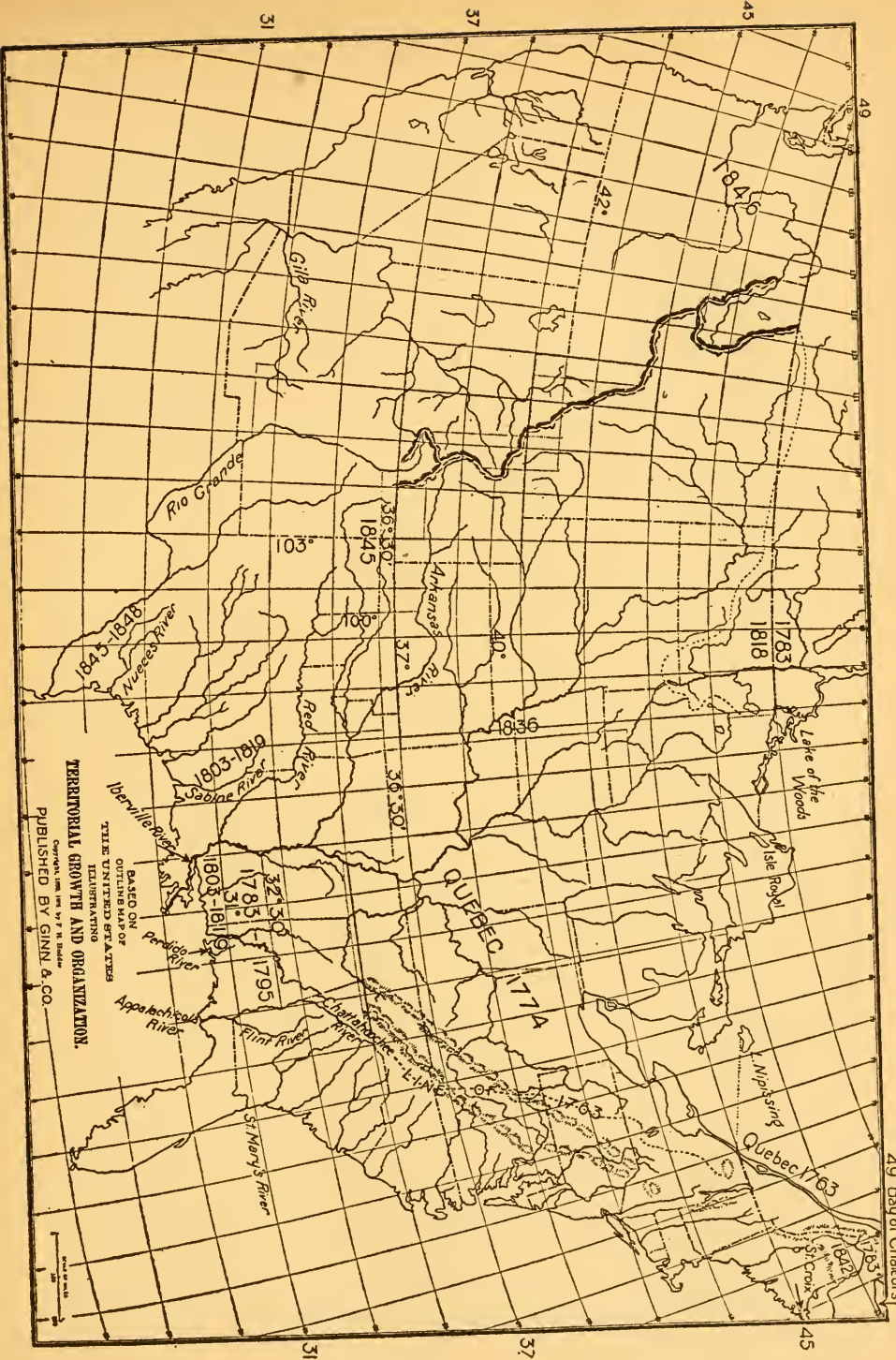
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The Annexation of Texas, 1845—"The Lone Star State."

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- b* History of Texas, especially 1497, 1528-1536, 1541, and
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- c* Sam Houston, Austin, Jackson, Van Buren, Benton,
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- d* Method of annexation: 1. Discuss the method.
 2. Compare Hawaii. 3. Constitutionality of method.
 4. Terms or contents of the joint resolution: Bound-
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- e* Reasons for and against—Commercial and political.
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- f* Explain "Reoccupation of Oregon, and Reannexation
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- g* Threats of secession. Balance of power in Senate.

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BASED ON
 OUTLINE MAP OF
 THE UNITED STATES
 ILLUSTRATING
TERRITORIAL GROWTH AND ORGANIZATION
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49 Bay of Chateaufort

LESSON XLII

Westward Expansion, and Slavery in the Territories.

- a* "Fifty-four Forty or Fight."
1. Origin and reason for the phrase.
 2. Original establishment of this line. Its location.
- b* The Oregon Treaty of 1846.
1. Our claim to Oregon—1791, 1806, 1818, 1819, 1824, Marcus Whitman.
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 2. The Oregon Trail. The Old Santa Fe Trail.
 3. The Canadian insurrection of 1837-1838.
- c* The Mexican War, 1846-1848.
1. Trace the causes, remote and proximate. Was the Mexican War justifiable?
Lincoln's "Spot resolution."
 2. Chief events of the war.
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 3. Discuss fully all the results of the war.
(*a*) Contents of treaty. (*b*) Area. (*c*) To the Pacific.
(*d*) Slavery in the territories, and civil war.
- d* The Wilmot Proviso, 1846. Secession. Rider.
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 2. Did the South want popular sovereignty?
 3. Did westward expansion cause the Civil War?
- e* Election of 1848. The candidates. The platforms.
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- f* California and "The Forty-niners."
- g* The Gadsden Purchase, 1853. Why? Cost?

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LESSON XLIII

*The Compromise of 1850: Who Seemed to Win?
Who Did Win?*

Contents: Popular sovereignty. Fugitive slaves. Boundaries.

“The Great Triumvirate” of middle period in Senate.
New men of the war period—More radical.

a Clay’s speech of February 5 and 6. Also, July 22.
“Sentiment” must yield to “Interest.”

Carry House for slavery. Victory for South?

b Calhoun’s farewell speech of March 4.

Equilibrium of the sections. U. S. Senate.

“Tyranny of the majority.” A Southern President?

Compare “a dominant minority” in the South.

c Webster’s famous “Seventh of March” speech.

Eliminate abolitionism to save the Union.

d Seward’s “Higher Law” speech of March 11.

North disregard constitutional rights of South?

e Stephen A. Douglas, of Illinois, and the Compromise.

f Attitude of Benton on the Compromise. See 1854.

g Conditions in California and in Utah in 1850.

h The Compromise as law—In practical operation.

i The fugitive slave laws of 1793 and 1850. See 1787.

1. The case of *Prigg* versus Pennsylvania, 1842.

2. The law nullified? Resisted. Results.

3. Was the law constitutional? Was it fortunate?

k The underground railroad. Justification. Results.

l Personal liberty laws by ten states. Effects.

m Was the Compromise fortunate or unfortunate?

1. Was there real danger of secession?

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LESSON XLIV

The Kansas-Nebraska Bill, Jan. 4, Jan. 23, May 30, 1854.

- a* Contents. Exact words of the slavery clause.
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- b* Origin, authorship and reasons for the bill.
Pacific railroad. Jefferson Davis. Senator Atchison.
- c* Judge Stephen Arnold Douglas—Little Giant of Ill.
A New Englander by birth, a Westerner by education,
and a Southerner by annexation. Presidential candidate?
- d* Was the South entitled to Kansas? Their last chance.
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- e* The balance of power in the U. S. Senate. See table.
- f* The Anti-Nebraska men. The Republican party.
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BALANCE OF POWER IN THE UNITED STATES SENATE
BETWEEN THE FREE AND THE SLAVE STATES.

<i>Free</i>	<i>Slave</i>		
Pennsylvania, 2d	Delaware, 1st	The original thirteen States in the order in which they ratified the Constitution.	
New Jersey, 3d	Georgia, 4th		
Connecticut, 5th	Maryland, 7th		
Massachusetts, 6th	South Carolina, 8th		
New Hampshire, 9th	Virginia, 10th		
New York, 11th	North Carolina, 12th		
Rhode Island, 13th			
<hr/>			
7	6	Free States always equal or in the majority till the Missouri Compromise.	
Vermont, 1791	Kentucky, 1792		
	Tennessee, 1796		
Ohio, 1802	Louisiana, 1812		
Indiana, 1816	Mississippi, 1817	The Missouri Compromise, 1820.	
Illinois, 1818	Alabama, 1819		
<hr/>			
11	11	Then Slave States always equal or in the majority till the Compromise of 1850.	
Maine, 1820	Missouri, 1821		
	Arkansas, 1836	Annexation contest results in a Slave State majority of two. But Texas is the last Slave State ever admitted.	
<hr/>			
12	13		
Michigan, 1837	Florida, 1845	Annexation contest results in a Slave State majority of two. But Texas is the last Slave State ever admitted.	
	Texas, 1845		
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13	15	Annexation contest results in a Slave State majority of two. But Texas is the last Slave State ever admitted.	
Iowa, 1846			
Wisconsin, 1848		Compromise of 1850. Slave power has lost unless they can gain Kansas, which is the last real chance for the South to regain control of the government.	
<hr/>			
15	15		
California, 1850		Compromise of 1850. Slave power has lost unless they can gain Kansas, which is the last real chance for the South to regain control of the government.	
<hr/>			
16	15		
Minnesota, 1858	Nebraska-Kansas Bill, 1854	Election of 1860, the South has lost, therefore Secession, then Kansas and the Civil War.	
Oregon, 1859			
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18	15	Election of 1860, the South has lost, therefore Secession, then Kansas and the Civil War.	
Kansas, 1861.			
Nebraska not admitted till 1867.			
New Mexico not admitted till 1912.			

LESSON XLV

*Beginnings of Kansas History—Under Six Flags.
Popular Sovereignty Dishonored.*

- a* Early Kansas history—1492, 1497, 1541, 1542, 1682, 1762, 1800, 1803, 1819, 1820, 1821, 1836, 1845 (-1848), 1850, 1854.
1. Physical geography, products and resources.
 2. The exact boundaries, 1854 and 1861. The south-west corner.
 3. Indians removed to and from Kansas.
 4. Indian missions. Location and importance.
 5. Indian wars. See Governor Crawford.
- b* Territorial government. Its form.
1. The six territorial governors. Their ability. Did their experience in Kansas make these governors more proslavery or more free-state?
 2. The first three legislatures. Free or slave? Fraud?
 3. Congressional delegate, judges, secretaries, etc.
- c* Fraudulent election of delegate to Congress, November 29, 1854. The vote.
1. Excuse or justification. New England voters.
 2. Effects.
 3. The second election, October 1 and 9, 1855. The votes. Free or slave majority? Fraudulent?
- d* Census of February, 1855. Number from each state, and section. Would all from South vote for slavery?
1. Compare census of 1860. Number from each state and from each section. Number of slaves.
- e* Fraudulent election of first territorial legislature, March 30, 1855. Free-state members? The exact vote.

1. Importance of the first legislature.
 2. The "bogus laws." Compare with Missouri.
 3. Could popular sovereignty exclude slavery from a territory? See Calhoun's theory. See, also, Freeport doctrine and Dred Scott decision.
Could Congress, even by positive laws, have made Kansas really a slave state or territory?
- f* Locating the capital. Leavenworth, Pawnee, Shawnee Mission, Lecompton, Topeka, and Minneola. See Lawrence, Franklin, Manhattan, Wabaunsee, Atchison, and your home town.
- g* The New England Emigrant Aid Company, 1854.
1. Eli Thayer. 2. Amos A. Lawrence.
- h* Economic reasons for Missouri opposing free Kansas.
1. Organized southern activities against Kansas.
2. Did Missouri join the Confederacy later? Why?

Arnold, *a* 6-62**, *a2* 25, 46-54, 60, 117-18, *a4* 217, *b1* 227, *b-f* 73-8, *f* 215**, 100, *g* 62-72.

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LESSON XLVI

Kansas—Her Four Constitutions. Enabling Act?

- a* Regular method of admitting a state into the Union.
- b* The Topeka Constitution, November 11, 1855—?
1. Reasons and precedent for it.
 2. Leaders. Biography and character of Dr. Charles Robinson, and Gen. James H. Lane.
 3. Vote on it—In Kansas, and in Congress.
 4. The legislature under it—History, importance.
- c* The Lecompton Constitution, November 7, 1857 - August 2, 1858. See law calling this convention.
1. The three votes on it:
December 21, 1857, called by the old legislature.
January 4, 1858, called by the new legislature.
August 2, 1858, required by the U. S. Congress.
Was the "English Bill" either threat or bribe?
 2. President Buchanan's attitude, and why? February, 1858.
 3. Attitude of Douglas, and effects.
 4. History of popular vote on new state constitutions.
- d* The Minneola-Leavenworth Constitution, 1858.
1. Object of this move. Why at Minneola?
 2. Vote on it—In Kansas, and in Congress.
- e* The Wyandotte Constitution, July, 1859 - January 29, 1861.
1. Its final passage through the U. S. Senate.
 2. Governor Charles Robinson, and successors.
 3. Senator James H. Lane, and his successors.
 4. Senator S. C. Pomeroy, and his successors.
- f* Motto and great seal of the state of Kansas.
1. John James Ingalls—Senator, and statue.
 2. George W. Glick—Governor, and statue.
- g* History of public land grants to new states.

- Connelley, Kansas and Kansans, II:925-952**.
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 Burgess, 407-449, 460-474. Wilder's Annals of Kansas***.
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 J. & S., 346-352, *c* 360-361. Foster, 322-329.
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LESSON XLVII

*Kansas—Violence, War, and Peace—“Bleeding Kansas”
and “Sunny Kansas.”*

- a* Electing a Speaker of the U. S. House of Representatives, December 3, 1855-February 2, 1856. Violence in Congress.
- b* Sumner's "Crime against Kansas" speech, May 20, 1856. And Brooks' assault, May 22, 1856.
- c* The sack of Lawrence, May 21, 1856.
(See Quantrill's Raid, August 21, 1863.)
1. Murder of Charles Dow, November 21, 1855.
 2. Sheriff Jones, of Douglas county (Mo.).
 3. Senator David R. Atchison, of Missouri.
 4. Robinson and other Free-state leaders imprisoned at LeCompton for "treason." Lane, Reeder, and others, escape from Kansas.
- d* Pottawatomie creek, or Dutch Henry's crossing, May 24, 1856.
(See the Marais des Cygnes, May 19, 1858.)
- e* John Brown, "of Kansas." Biography and character.
1. In Kansas: When? Where? Why? Acts.
 2. At Harper's Ferry, October 16-December 2, 1859.
 3. Effects—On the South, and on the North.
 4. Memorials: What? Where? Why?
- f* Abraham Lincoln and Kansas.
1. Visits Kansas. Cooper Institute speech?
 2. Thirty-fourth star on the flag.
 3. Contribution to Baker University.
- g* Kansas in the Civil War.
1. Effects on Kansas—Population, industries.

h Kansas since 1865.

1. The soldier state. 2. Homesteads. 3. Railroads and advertised. 4. Industrial development and present status. Booms and drouths. Wheat, corn, alfalfa, live stock, dairy products, salt, manufactures, oil, gas, etc.

i Compare old New England and new Kansas (via Ohio, Pennsylvania, etc.).

1. Nationality. 2. Religion.
3. Education. 4. Census of 1860.

j Kansas and the Kansans—A select people. The Kansas spirit. Jayhawkers.

Forman, 393-9, 405.

Hodder, *c* 14-16, *d-e* 16-18.

J. & S., *e* 363-4.

Spring, *b* 128-9, *c* 118-28, 286-96, *d-e* 137-62*, *j* 168-328, 306-17**.

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- Stanley, Order Number Eleven. Southern view.
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Blackmar, Kansas. Andreas, Kansas.
Rhodes, II: *a* 108-118**, *b* (118-) 131-152**, *c-e* 153-168, *e* 385-417.

LESSON XLVIII

Outspoken Differences Grow Toward War.

- a* Campaign and election of 1856. Threats of secession.
1. Parties, candidates, platforms, results. Kansas.
- b* James Buchanan, and his administration, 1857-1861.
1. His annual message to Congress, December, 1860.
- c* The Dred Scott "decision," March 6, 1857. Opinion?
1. Nullified by the North? 2. Effects.
- d* The Lincoln-Douglas debates, 1858. The occasion.
1. Lincoln's "House Divided" speech. Nomination.
Its justification and its effects. Wisdom?
2. "The Freeport doctrine," or "The Crisis." Explain
how the "Freeport doctrine" was "the crisis"
in the career of Lincoln, and especially of Douglas.
- e* Seward's "Irrepressible Conflict" speech, 1858.
- f* The Jeff. Davis resolutions of February 2, 1860.
1. Compare Calhoun. See Kansas. Campaign.
- g* Lincoln's Cooper Institute speech, February 27, 1860.
- h* Helper's "Impending Crisis," 1857, and
- i* The nonslaveholding whites in the South.
- j* Effects of increasing value of slaves and cotton.
- k* Review the history of political parties in the United States, including dates, leaders, and the principles for which each stood.
- l* Note one characteristic fact concerning each presidential election from 1816 to 1860, inclusive.

Forman, *a-d* 394-405, *i* 369-371**, *j* 372-378.

Beard and Bagley, 364-389. A real review.

J. & S., *a* 352-3*, *c-e* 359-63*, *h-i* 341*.

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Foster, 322-39.

McLaughlin, 363-70.

Fish, 342-51.

- Greeley, *c* I:251-64*.
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- Mace, Lincoln, *d* 110-127**.
- Burgess, *c* 449-60**, Civil War, *b1* I:82-8**. Johnson, Douglas, *d* 348-92.
- Elson, 595-603, *a* 582-6. West, 565-70. Usher, 269-81*.
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- Curtis, Lincoln, *a* 149, *d* 100-128**. Moore, *h* 118-119.
- Wilson, *a* 190-2, *a1*, 188, *c* 197, *d* 201. Side Lights, *d* 310-36, *k* 337-59.
- Source Book, *c* 405-20; Documents, 416-35. Hill, *c* 340-57.
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- Fite, Presidential Campaign of 1860, *h* (1-)33-46*. McKee, 87-105.
- Smith, Parties and Slavery, *a* 161-73, *c* 190-208, *d* 223-48.
- Chadwick, *b* 151-65, *i* 23-4, 31-4. Larned, 3392-3, 3399-3402.
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- Coman, *d* 209-12, *i* 235-6. Merriam, *c* 147-57, *h* 92-111.
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- Amer. Orations, III: *c* 129-97, *d* 168-93, *d1* 168-87**, *e* 195-207.
- Lincoln, Noted Speeches, *d* 63-110, *f* 1-34. W. & M., 367-376.
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- Johnston-Woodburn, *c* II:169-77, *k* 1:203-51, II:178-274.
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- Men, 358-77; U. S., II:205-36. Ashley, Federal State, *k* 438-55.
- Brown, Stephen A. Douglas, 104, 112-41, 124*.
- Essentials, *a* 384-9, *c* 390-1; Contemp., IV: *c* 122-35, *d* 372-8.
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- Macy, *a* ch. XV, *c* ch. XVI. See chaps. V, VII, and XIV.
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- Macy, The Antislavery Crusade, *c* 191-202, *h* 131-143**.
- George, 64-73. Southern view. 74-88 is John Brown in Va.
- S. B. N., IV:382-421, esp. 410-421, *c* 442-471-486.
- Lothrop, Seward, 181-186. Latané, 323-338.
- Gordon, Jefferson Davis, 91-107. Howland, Douglas.
- Johnston, 171-2, *c* 179-182, *h* 188. Excellent for *k* and *l*.
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- Scherer, 228-243, *h* 231-234**. Carver, *i* 85-86.
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LESSON XLIX

Secession Follows the Election of 1860.

- a* Nominating conventions, campaign and election of 1860. Most important in our history.
1. Parties. 2. Candidates. 3. Platforms. Results.
 4. Presidential vote—Electoral, and popular, especially in the South. 5. Congress.
- b* Abraham Lincoln—Biography, character, policy.
- c* Lincoln and his cabinet. "Lincoln, Master of Men."
- d* Lincoln's first inaugural address, March 4, 1861.
- e* Jefferson Davis' inaugural address, February 18, 1861.
1. His biography, character, and policy.
 2. Alexander H. Stephens. His "Corner Stone" speech. Was he a secessionist?
- f* Did results of election justify secession? Or did it just furnish the desired excuse?
1. Minnesota, 1858. Oregon, 1859. John Brown, 1859. And Republican leaders of new sectional party. "Higher Law." "House Divided."
 2. Did the South in 1860 have as many and as real grievances as the colonists had in 1776? Or was it fear of what might happen? Is the "fear of what might happen" a frequent cause of war?
- g* Who wanted to secede? Object? Did they expect war?
1. Previous threats of secession in American history.
 2. On what did the South base expectation of success?
- h* Apathy of the North, and blunders of the South.
1. Attempted compromises, and reasons for their failure. Lincoln's attitude.
 2. Suppose United States had let "Erring sisters go in peace?"

3. Suppose Congress had guaranteed slavery in all the territories, would any be slave?
- i* What should President Buchanan have done differently, and wisely? His annual message, 1860.
 1. Compare President Jackson, in 1832.
- j* Secession of seven cotton states before March 4, 1861. Industrial, social, religious, political, governmental.
 1. Theory, method, and process of secession in each state.
 2. Farewell speeches in the U. S. Senate. January, 1861.
- k* Secession of four slave states later. Why?
 1. Virginia, and Robert E. Lee. 2. West Virginia.
- l* What slave states did not secede? Why? Their fate.
- m* Constitution of the Confederate States of America.
 1. Date and method of adoption. 2. Contents.
 3. State sovereignty—In theory, and in practice.

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- Macy, ch. 8, Causes of Civil War; 13, Rise of Republican Party; 19, Republican Party Revived; 20, Brown at Harper's Ferry; 21, Campaign of 1860; 22, Drifting into War.
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- Rothschild, Lincoln: Master of Men.
- Nicolay and Hay, Abraham Lincoln.
- Lothrop, Seward, *a* 209-19, *d* 142-61, *f* 231-3, 246-52.
- Lalor, Arts., Republican Party. Democratic-Republican Party, V., Secession, Treason, Confederate States, Border States, West Virginia, Rebellion, Insurrection, and State Sovereignty.
- Curtis, True Lincoln, 149-228, *b* 370-96.
- Woodburn, Stevens, 152-67*.
- Schouler, 386-90, *b* 398-408; *a* V:423-8, *b* VI:1-25, 622-33, *c* VI:1-11, 153-63, 287-9, 468, 525-7, 568, *f* V:464-6, *j* III:192-356, V:464-507. *k-l* III:383-94, VI:36-42, 46, 92-105, *k2* VI:281, *l* V:47-50, *g* III:123-381, 404, *h* III:125-92, VI:26-36, *m* VI:50-67, 87, 166.
- Chadwick, 3-184, *i* 265-77. Coman, *j* 214, 236.
- Illustrate clearly on the map—
1. The first seven states to secede.
 2. The four states that seceded later.
 3. The slave states that did not secede.
 4. The free states.
- Helpful material may be found in—
- Sanford, Maps, XXVI*; MacCoun, Maps, XIX; Foster, Maps, XXXV. Harper's Atlas, 52, 54.

LESSON L

American Prosperity Preceding the Civil War.

Compare New England, South, and Northwest, 1816-1860.

a The "Walker tariff" of 1846, and prosperity to 1857.
"Not free trade, but fraudulent trade."

Ad valorem—Where? National revenue.

1. The history of protective tariff, to 1861.
2. The panic of 1857—Cause; effects, North and South.

b The West, and good crops. California gold. 1848.

1. Compare the South, and its cotton. Texas, War, etc.

c Transformation in American agriculture, and farm life.

1. Development of farm implements in America.

Man power. Horse power. Tractor age.

2. Production greater than consumption.

In America, low cost of living. Civilization.

In Europe, detrimental to peasant? Emigration.

d American shipping. English corn laws repealed, 1846.

1. Travel and freight on western rivers. Steamboats.
2. Steamships versus wooden sailing vessels.
3. Boom in railroad building, North and South.
4. Atlantic Cable, 1858, 1865. Japan, 1844. China, 1854. Mexican War, and the Pacific.

e Inventions of the age transform living.

f Growth of the factory system. South, then and now.

g Immigration—Periods, causes, number, nationality, quality, Regulation? effects.

1. The Native American, or "Know Nothing" party.
2. Compare the foreign born and slaves as to location,

number, character, and effects.

h Labor—Hours, wages, unions; reforms, and reformers.

- i* American literature: 1. Poets. 2. Essayists. 3. Historians. 4. Magazines. 5. Newspapers.
6. The secessionists.
- j* Education—Public schools, academies, high schools, seminaries, colleges, universities, public lecturers.
- k* Was it fortunate or unfortunate that the war was postponed from 1850 to 1861?

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PART III
THE NEW INDUSTRIAL AGE

(Beginning with the Civil War.)

(197)

LESSON LI

*Industrial, Social, and Economic Conditions,
North and South.*

- (1) *Before the War.* (2) *During the War, and especially*
 (3) *Effects of the War (to 1876).* Compare 1914-1921.

- a* Population—A careful comparison of numbers.
 1. Compare slaves with immigrants of 1850 to 1860.
- b* Wealth—Organization and character, North and South.
 1. Panics. 2. Corporations. Combination and consolidation. Monopoly. Profiteering. Millionaires.
 3. Luxuries and amusements. Social events. Sports. “The newly rich.” “Get-rich-quick.” “Shoddy.”
 4. Mines: When? Where? Kinds. Effects.
 5. Petroleum—Production, refining, uses.
- c* Commercial life—Big business, and government.
 1. Banks—National, state, and private. Savings.
 2. Greenbacks. Postal notes. Shinplasters.
 3. Insurance—Life, accident, fire. 4. Post office.
 5. The telegraph company. 6. Express companies.
- d* Manufactures: The “interests” established. Capitalists. Patents on labor-saving machinery. Wool and clothing. Cotton. Shoddy. Leather and shoes. Iron and steel for war, railroads, farm machinery, and factories. Meat packing. Petroleum and sugar refining. Whisky, and corruption.
 1. Compare the cotton shortage in the North with the cotton shortage in England. Cause and effects.

- e* Labor—Conditions before and after the war.
1. Paper money. 2. Wages, nominal and real.
 3. Hours. 4. Labor unions, and strikes.
 5. Labor-saving machinery—Its popularity and its effects.
 6. Women, children, immigrants. 7. Quality of labor.
- See, also, in this connection, Topic *p*.
- f* Immigration—Number, cause, character, regulation, effects.
- Commissioner of Immigration. Compare World War.
- g* Agriculture—Especially Northwest and South.
1. The Old South. Its relation with the Northwest.
 2. "Cotton is king." "Food will win the war."
 3. "The westward march of wheat," and the prairies.
 4. Export of food products: Why? Where? How? Effects. Slaughtering and meat packing?
 5. American agricultural machinery: Why? Effects.
 6. Hogs, cattle, sheep: Where? How? Why?
 7. The Homestead Act, 1862: Provisions. Effects—Wages, immigration, development of Northwest. Commissioner of Agriculture.
 8. Cotton in Kansas? Sugar, and sorghum.
- h* Railroads:
1. Cause and importance of trunk lines to the East.
 2. Government aid in the West.
 3. Destruction in the South. 4. Canals. 5. Rates.
 6. Union stockyards. 7. Grain elevators.
 8. Sleepers? Diners? Refrigerators?
- i* Rapid growth of cities—Cause, effects, government.
- k* Education: Rural schools, high schools, colleges.
1. Military academies. Normal schools. Ladies' seminaries. New schools. Endowments. Attendance.

2. Teachers—Women replace men. Salaries.
 3. Literature. Libraries. Lectures. War songs.
- l* Land-grant colleges of agriculture and mechanic arts.
1. The First Morrill Act, 1862, and K. S. A. C.
The Second Morrill Act, 1890.
The Nelson Amendment, and teachers of agriculture, 1907.
The Hatch Act of 1887 and the Adams Act of 1906, for experiment stations.
The Lever Bill of 1914, for extension work.
The Smith-Hughes Act of 1917, and vocational education.
 2. National control of public education. Influence.
 3. History and importance of land grants for education.
- m* Financial measures during the war. Effects.
1. Protective tariff. 2. Internal revenue.
 3. Other taxes. 4. Government bonds.
 5. Legal tender paper money, or Greenbacks.
 6. The national banking system, for bonds and currency. State bank notes. 7. Reciprocity.
- n* Charity—Regular and special. Freedmen.
Soldiers' families—Bounties, pensions, homes.
Sanitary Commission. Compare Red Cross.
Christian Commission. Compare Y. M. C. A.
- o* Conscription, North and South. (Draft riot.)
Exemptions and substitutes. Substitute brokers.
Bounties and pensions. Bounty-jumping.
Compare the select draft, "conscientious objectors," insurance, vocational education, bonuses, 1917-1921.
- p* The return of the soldiers to the industrial world.
- q* Why was the South defeated?
- r* The Old South and the New.

- Forman, 333-336, 409-422, 433-5, 465-475, *m* 467-9, *o* 465-467**.
- Fite, (2) 385-391**, (3) 393-410*, *a* 381*, *b* 342-3, *b5* 339, *h* 337, *n* 385-6, *o* 369, *c2* 427-8.
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- Dodd, E. & C., 309-328, *r* 132-146**; The Cotton Kingdom for *r***.
- Paxson, New Nation, 1-18***, *h* 20-26, 142-148*, *m* 5-10*.
- Bogart, *c*, *h* 223-236*, 348-361*, *e* 251-262**, *g* 306-326**, *g1* 290-303**, *g5* 277-289**.
- Coman, 279-312, *c* 242-3, *d* 239-241, 260**, *e* 304-9, *g* 236-9, 294-297*, *g5* 260-262**, *h* 297-301, *m* 279-288.
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- Channing, 319-325**, 338-44, 350, 374-377**; U. S. A., 291-300.
- Wilson, 163-4, 220-2, 228-9, 232-3, 239, 244-52, 280-1.
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LESSON LII

Military and Naval Operations—Election of 1864.

- a* Naval operations of the war.
1. Importance of the southern blockade, beginning April 19, 1861. Running the blockade, Doctrine of "Continuous voyage." Cp. Eng., 1914-1917.
 2. Farragut at New Orleans, May 1, 1862, and at Mobile, August 5, 1864. The submarine?
 3. The Merrimac and Monitor, March 9, 1862.
 4. The western rivers, especially 1862 and 1863.
 5. Southern navy. 6. Privateers.
 7. Merchant marine.
- b* 1861: Lincoln's inaugural. Spirit of the North. The significance, or importance—
1. Of Sumter, April 12, and
 2. Of Bull Run, July 21.
- c* 1862:
1. McClellan fails in the Peninsular campaign.
 2. Lee repulsed at Antietam, September 17. Effects.
 3. Grant victorious in the West.
- d* 1863: Vicksburg and Gettysburg. July 4. Results and importance of each of these. Decide war?
- e* 1864: Grant starts hammering for Richmond. Sheridan devastates the Shenandoah valley. The purpose and the significance of Sherman's march from Atlanta to the sea, 1864-1865. Destruction?
- f* 1865: Lee surrenders to Grant at Appomattox Court House, April 9. Conditions, or terms of the armistice. Johnston to Sherman, April 26.
- g* Exchange of prisoners of war. Why not?
- h* Negro soldiers—North and South.

- i* Why was the South defeated?
- k* The presidential election of 1864.
 1. Candidates. Platforms. Parties.
 2. The real importance of the results.
- l* Assassination of President Lincoln, April 14, 1865.
- m* Lincoln's Gettysburg address—Occasion and content.
- n* Lincoln's second inaugural address—Its content.
- o* The cost of the Civil War—North and South.
 1. Financial: War debt, pensions—North and South.
 2. Loss of life and health. Compare the World War.
 3. Destruction of property—North or South?
 4. Its effects—Political, constitutional, industrial.
- p* Women's work in the Civil War.
 1. Compare their work during the World War.

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l V:139-157, *m* IV:297, *n* V:83.
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 589-610, *g* 407-414, *k* 463-477, 519-526, *l* 609-616, 622-633.
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LESSON LIII

Foreign Relations and Slavery during the War.

- a* The attitude of England. Reasons. Importance.
The English and the Southern aristocracy versus our Northern democracy.
The commercial interests—Cotton, and the tariff.
The English people—Opposed slavery of the South, and needed food from the North.
1. Belligerency, May 13, 1861.
 2. The Trent affair, November 8, 1861. Mason and Slidell.
 3. The Alabama, 1862-1864, and her work.
The Treaty of Washington, 1871, and the Geneva arbitration.
 4. Charles Francis Adams and his work. See Beecher.
 5. Queen Victoria and her husband. Cobden and Bright. Gladstone.
 6. The European situation, 1864, 1866, 1870-1871.
- b* The attitude of France toward the United States.
1. The French in Mexico, 1861-1867. Maximilian.
- c* The attitude of Russia. Purchase of Alaska, 1867.
1. History of relations between U. S. and Russia.
- d* Attitude of S. American nations toward U. S.
- e* Slavery and the war. Cause of war? Influence.
Should Lincoln have abolished slavery in 1861? Why not?
1. Proposed compromises. 2. Border states.
 3. District of Columbia, April, 1862. Compensated.
 4. Territories, June, 1862. Abolished.
 5. "Contraband of war." "Confiscation," July, 1862.
 6. Compensated emancipation, and colonization?

- f* The Emancipation Proclamation. Content. Object. Effects—In the North, in the South, in England? September 22, 1862. January 1, 1863. Battle of Antietam.
1. Lincoln's answer to Greeley's "Prayer of Twenty Millions," August, 1862.
- g* The Thirteenth Amendment, January-December, 1865.
1. In Congress—Nevada. 2. Ratified by Southern States.
 3. See Kentucky and Delaware as to slavery.
 4. See increased representation in Congress from South.
- h* Northern opposition to the war, and to Lincoln. Vallandigham, "The Man without a Country." Milligan.
- i* Southern opposition to the war, and to Davis.
- j* What did the slave do to gain his freedom?
1. Negro soldiers—North and South.
- k* Therefore, attitude of former master and slave toward each other at the close of the war—Before reconstruction.

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LESSON LIV

“The Crime of Reconstruction”—Twelve Long Years.

Fears and Misunderstandings. Theory and Fact.

Political, Economic and Social, Constitutional and Legal.

Theory of the President, of Congress, of the Supreme Court, of Foreign Nations, and of the South, as to the Status of the Southern States (1) during the war, and (2) at the close of the war.

a President Lincoln’s theory and policy, 1861-1865.

1. Lincoln’s ten per cent proclamation, December 8, 1863. See his speech of April 11, 1865.

2. And the Wade-Davis Bill of July, 1864. Vetoed.

3. Tennessee, Arkansas and Louisiana in 1864.

b President Johnson’s theory and policy.

No meeting of Congress, April to December, 1865.

“Poor White” Johnson now over former slave aristocracy.

1. Johnson’s proclamation of May 29, 1865.

2. All but Texas restored (?) by December, 1865.

3. South ratified thirteenth amendment, 1865.

c The southern situation at the close of the war—Civil, political, economic, social, financial.

1. “The Prostrate South.” A land of no government.

2. The status of the negro, with his “freedom”—not to work (for white men).

d Attitude and acts of the South, 1865, and later.

1. Black codes, including: 2. Vagrancy; and

3. Apprenticeship. Justification. 4. The franchise.

5. Confederate generals to Congress. 6. Fourteenth Amendment rejected by ten states, October, 1866, to February, 1867. Why? Was Tennessee wiser?

7. The delusive hope of the South.

- e* Composition, political fears, temper, theories, and reconstruction acts of Congress, 1865-1871. Senator Charles Sumner and his "State Suicide" theory. Congressman Thad. Stevens and his "Conquered Provinces" theory. Their program of "Thorough." See, finally, the "Forfeited Rights" theory. Motives. Compare our fear of Germans after 1918.
1. Military reconstruction act of March 2, 1867. Later acts of March 23, July 19, etc.
 2. Seven states by June, 1868. All by January, 1871? When were their representatives readmitted?
- f* President Johnson versus Congress.
1. Speech of February 22, 1866, and later radical, foolish speeches.
 2. The elections of 1866.
 3. Veto of Freedmen's Bureau and Civil Rights bills.
- g* Impeachment of President Johnson, March to May, 1868. The charges, and the real reasons.
1. Biography and character. Work in Tennessee.
 2. Trial and results.
 3. The Kansas senators.
 4. Tenure of Office Act, 1867-1887. Stanton.
- h* The Freedmen's Bureau. Rights versus duties. Effects.
- i* "Carpetbagger" and "Scalawag" misgovernment. Their character, and their work. Results. Schools.
- k* The Fourteenth Amendment forced on the South, 1868. Restrictions on states. Citizens. Privileges, property, and due process of law. Representation and the franchise. Disqualify southern leaders. Debts—North and South.
1. Wisdom and history of Fifteenth Amendment, 1869.
 2. Negroes vote in only six states in 1865. Kansas?
 3. The later history of the XIV Amendment.
- l* The Ku Klux Klan, or Invisible Empire. Date, object, character, justification, suppression.
1. Compare "Union" or "Loyal Leagues."

m Effects of *h*, *i*, *k*, and *l* in the South.

Taught the negro that "freedom" means bad politics rather than industrial independence.

Engendered distrust, ill will and lawlessness between the whites and the blacks of the South.

n The "Solid South:" What? Why? When?

1. White supremacy regained—Intimidation, indifference, poll tax, educational and property qualification, "crimes," "the grandfather clause."

o The "Tidal Wave" election of 1874: What? Why?

p Supreme court decisions.

1. Texas vs. White. 2. Slaughter-house case.

3. Legal-tender cases. 4. Granger cases.

5. Income-tax case. 7. Grandfather clause.

Forman, 476-489, 499-502, 506, *a* 476-477**. B. & B., 430-441.

J. & S., 376, 415-435, 443-4, *i* 430, *k* 424*, *n* 461*. Foster, 397-407.

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LESSON LV

Political History of the Reconstruction Era.

- a* Review election of 1860 and of 1864.
1. Origin, composition, platforms of Republican party.
- b* Election of Gen. U. S. Grant, 1868, vs. Seymour.
1. Results—South Democratic, or no vote.
2. Biography of Grant. Qualifications for President.
- c* U. S. Grant vs. Horace Greeley, 1872. Cartoons.
Death of Greeley before electors voted.
1. New political parties—Their function, platforms.
 Liberal Republican. Prohibition. Labor Reform.
- d* Corrupt mixing of business and politics after 1865.
1. Executive demoralization, under Grant.
 The cabinet. The whisky ring. Star routes.
2. Questionable procedure and Congress.
 The "Credit Mobilier." Legislative scandals.
 The "Salary Grab," March 3, 1873. Effects.
 History of salaries—President, Congress, courts.
 The "tidal wave" election of 1874. Causes.
3. Tammany and the Tweed Ring, in New York.
 Thomas Nast and his pictures. Biography.
 Similar conditions in other cities.
 See Commission government, and City manager.
- e* The disputed election of 1876—Hayes vs. Tilden.
1. Nominations. Biographies. Character of each.
2. Issues—Blaine, and record of the Republican party
 versus the "Southern" Democracy.
3. Political conditions in the South.
- f* The Electoral Commission—Composition and work.
1. The decision, March 2, 185 to 184, by 8 to 7.
2. The Constitution. The Electoral Count Act of 1887.

- Forman, *a* 394-9, 405-6, 474, *b* 487, *c* 490, *c1* 452-3, 465-6, *d* 500-503, *f2* 525n.
- Fite, *a* 326-7, 343-6, 376-8, *b*, *c*, *e* 415-422, *d* 393-402, 400-401**, *f* 443. Muzzey, 385-7, 411-412, 460-2, 489-497, *d* 505-517*.
- J. & S., 467, *a* 351-2, 364-6, 407, *b* 429, *c* 433, *c1* 456-7, 479**, 510, *d-e* 445-9.
- Foster, *a* 329, 334-46, *b* 404, *c* 413, *e* 417-19. Farrand, 277-293.
- Johnston, *a* 169, 171, 176, 189-192, 205-206, *b* 217-219, *c* 228-233, *e* 242-8.
- Stanwood, *a* 258-312, *b* 313-332, *c* 333-355, *e* 356-393, *f* 452-456.
- McClure, *a* 154-201, *b-e* 202-269. McKee, *a* 106-130, *b-e* 131-181.
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- Elson, *a* 578-582, 608-614, 762-5, *b* 813-816, *c-d* 822-828, 833, *e* 832-841*, *f* 840, 864; Side Lights, II: *c* 239-259, *e* 260-284.
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- Channing, 326, 331, 375, 399-403, 414.
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- Wilson, *a* 187-188*, 204-8, 236-7, *b* 271-2, *c* 280-2, 315-17, *e* 275-6, 283-6, 290-2.
- Rhodes, *b* VI:158-168, 179, 192-201, 236-40, *c* VI:412-440, *d* VI:392-410, VII:1-19, *e* VII:175-291; Hayes to McKinley, *e* 1-12, *f2* 292-4.
- Dunning, *b* 124-135*, *c* 190-202, *e* 294-341.
- Beard, Contemporary Hist., *c1* 143-147*, 296-305*, *d* 27-33.
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- Burgess, Reconstruction, *e* 280-298.
- Fleming, The Sequel to Appomattox.
- Orth, The Boss and the Machine. Hayes, Third Party Movements.
- Ross, The Liberal Republican Movement.
- West, 572-5, 565-8, 626-634, *c1* 638-9, 648, 719-31, *d2* 340n3. See 671*.
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- Lalor, Arts., Credit Mobilier, Tammany Hall, Whisky Ring.
- Haworth, The Hayes-Tilden Disputed Election.
- Sanford, Maps, XXVI, XXIX.

LESSON LVI

Politics in the New Industrial Age of 1876-1898.

From Reconstruction to the Spanish-American War.

- a* Hayes, and the beginning of a new epoch.
1. The South enters a new era—Political, industrial.
 2. Centennial Industrial Exposition, Philadelphia, 1876.
 3. The Greenback party, 1876, and currency.
Explain demonitization of silver, 1873.
The Bland-Allison Silver Coinage Act, 1878 (-1890)
 4. Labor unrest. Railroad strike of 1877.
 5. Agrarian discontent. Granger legislation.
- b* Election of Garfield and Arthur, 1880, vs. Hancock.
The "General" candidates. The soldier vote.
1. Republican factions. "Sta warts" for Grant.
Third term.
Secretary of State Blaine. Senator Conkling of N.Y.
 2. Murder of Garfield, and civil-service reform, 1883.
See Hayes, Commissioner Roosevelt, and Cleveland.
 3. See the Presidential Succession Act of 1886.
Compare original law of 1792. Compare Kansas.
- c* The Democratic victory of 1884. The South.
Cleveland, of N. Y., defeats Blaine and Logan, in the
"Mugwump" campaign of personalities.
Brings Democrats to power after 24 years.
1. Biography and independent qualities of Grover Cleveland.
 2. Popularity, policies, and ill luck of James G. Blaine.
 3. St. John, of Kansas. Prohibition party, 1872-1920.
 4. Mrs. Belva Lockwood, and equal rights. 1884-1920.
 5. Presidential vetoes. Cleveland and civil service.

6. See the Interstate Commerce Act of 1887, the Dawes Indian Act of 1887, and the Dept. of Agr., 1889.
 7. Tariff message of 1887. Labor troubles of 1886.
- d* Benjamin Harrison defeats Cleveland, 1888.
Educational campaign on the tariff issue.
1. Union Labor Party appears—After troubles of 1886.
 2. Results—Electoral vs. popular. New York again. Republicans also control Congress. The rules. “Czar Reed,” “The Speaker from Maine.”
 3. The Sherman Antitrust Law, 1890.
 4. The Sherman Silver-purchase Treasury-note Law, 1890 (-1893).
 5. The McKinley High Protective Tariff Law of 1890. Bounties, Blaine, and reciprocity.
 6. The “Billion-dollar” Congress, and country. Pensions. Navy. River and harbor bills.
 7. Six new Western states admitted, 1889-1890.
Effects.
- e* Cleveland again, 1892, against Harrison. The tariff.
1. Populists and Democrats unite in South and West. See 1896.
Note the popular vote for Weaver, the Populist candidate.
Socialist-Labor party appears. Socialist since 1900.
 2. Second-term troubles—Labor strikes and the courts.
 3. Panic of 1893. Coxey’s army. Bond issues.
 4. The Venezuelan boundary dispute, 1895.
- f* McKinley elected in 1896. Bryan’s first race.
1. Selecting nominees and making platforms. Bryan’s “Cross of Gold” speech, and results.
 2. The Free Silver versus Gold Standard “campaign of education.”
Bryan’s active speaking campaign. His biography.
 3. The Spanish-American War. “Imperialism.”

- Forman, *a* 505-6, *b* 507-9, *c* 521-2*, 524-5, *d* 529-532, *e* 537-542, 533, *f* 542-545. Farrand, 277-293*, 295-319*.
- Fite, 429-436*, 441-442, *d* 445-448*, *e* 452-3, 459-64, *c4* 489, *f* 464-7*.
- Muzzey, *a* 515-517, *b-c* 520-535, *d* 543-549, *e* 555-567, *f* 567-572.
- J. & S., *b* 460-3, *c* 464-6, *d* 467-9, *e* 478-9*, *f* 482-5.
- Foster, *b* 422, *c* 428, *d* 432, *e* 435-6, *f* 440.
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- Bassett, *b* 701-5, *c* 716-19, *d* 722-4, *e* 748-53, *f* 758-62.
- Johnston, *b* 255-8, *c* 265-7, *d* 277-9, *e* 286-8, *f* 299-301.
- Stanwood, *b* 394-418, *b3* 450-6, *c* 419-449, *d* 457-485, *e* 486-518, *f* 519-569.
- McClure, *b* 270-87, *c* 288-315, *d* 316-36, *e* 337-60, *f* 361-94.
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- Sanford, *Maps*, XXIX.

LESSON LVII

Twentieth Century Elections and Administrations.

McKinley, Roosevelt, Taft, Wilson, and Harding.

a Easy victory of McKinley and Roosevelt, 1900.

First reëlection of a political party in twenty years.

Mark Hanna and "The full dinner pail"—1896 and 1900. Good times. Therefore, reëlect party.

1. Platforms: "Imperialism." Free silver. Bryan.

2. Biography of McKinley. His assassination.

b Biography, character, and activities of Theodore Roosevelt. Trusts. Reforms. Panama Canal.

"The Age of Roosevelt." "The Seer," who understood.

c Reëlection of Roosevelt, 1904, over Judge Parker, by the largest popular majority ever given any President.

1. The Socialist party again nominates Eugene V. Debs.

2. Power of the President. "T. R." See Wilson.

d Selection of William H. Taft, vs. Bryan. Large majority.

1. Similarity of platforms in 1908, etc.

2. The Independent party, and Hearst.

3. Joe Cannon. "Boss Busters," 1910. See Reed.

e Wilson defeats Taft and Roosevelt, divided, 1912.

1. The conventions. The Progressives. Bull Moose. Southern delegates in Republican conventions?

2. Delegates selected by primary elections?

3. Compare electoral and popular vote.

4. Wilson's inaugural address. His state papers.

f The "close shave" victory of Wilson, in South and West, over Judge Hughes, 1916. "He kept us out of war."

The woman vote. The German vote. The labor vote.

1. The Mexican situation. Huerta, Caranza, Villa.
2. America enters the Great World War, April, 1917.
3. The national government exercises new powers.

g Harding defeats Cox in 1920. Wilson's part.

1. Candidates—Three from Ohio. Debs in jail.
2. Issues—League of Nations, prohibition, suffrage?
3. Compare campaign methods of 1896.
4. Results—Electoral and popular. States. Women?
5. Are presidential primaries a failure?
6. President and Senate. Vice President and Cabinet.

h Review the record of political parties since 1860.

1. The North? and the Republican party—Origin, candidates, platforms, and outstanding achievements.
2. The South? and the Democratic party—In war, in reconstruction, and in power. Its function and its achievements. Platforms.
3. The West? and third parties—Names, dates, platforms, candidates, cause and effects. Their function.
4. Influence of the West on American history, government and politics.

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LESSON LVIII

Money, Tariff, Transportation, and the Trusts.

- a The money issue: Greenbacks. Free silver. Gold.
Review legal-tender and national-bank acts.
1. The legal-tender decisions. Resumption, 1879?
 2. "Demonitization," and the panic of 1873.
 3. The Greenback party, of 1876. Who and why?
 4. The Bland-Allison Silver Coinage Act, 1878 (-1890).
 5. The Sherman Silver Purchase Act, 1890 (-1893).
Compare these treasury notes with greenbacks, and with silver certificates.
 6. Panic of 1893—Cleveland, bonds, and the surplus.
 7. The free-silver campaign of 1896. W. J. Bryan.
 8. Gold Standard Act, 1900—Amends National Bank Law. Klondike, and gold supply after 1896.
 9. The financial panic of 1907.
 10. The postal savings banks, 1910.
 11. The Federal Reserve Bank Act, 1913.
Federal Reserve Bank notes. Quality. Quantity.
 12. The 50-cent dollar, and high cost of living.
Review the attitude of the Republican party on the money issue.
- b The protective tariff issue. Review early history.
1. War tariffs of 1861-1865 perpetuated (to 1890?).
 2. Tariff Commission of 1882 (and 1909).
"The mongrel tariff bill of 1883."
 3. Cleveland's tariff message of 1887. Mills, 1888.
 4. McKinley, 1890. Bounties, Blaine and reciprocity.
 5. Pensions, government buildings, river and harbor bills. Army and navy?
 6. "The billion-dollar Congress," 1889-1891.

7. Wilson-Gorman Act, 1894, and income tax.
President Cleveland's attitude toward this act.
This income tax declared unconstitutional. Why?
 8. The Dingley tariff of 1897—Upward.
 9. The Payne-Aldrich Act, 1909, and corporation tax.
 10. Canadian reciprocity attempted, 1911. Taft.
 11. Underwood tariff, and income tax, 1913, 1916.
Review the attitude of the Democratic party on the tariff issue.
- c* Transportation facilities. Railroads and "standard time."
1. At first railroads encouraged by gifts, and competition. Resulted in excessive building and abnormally low rates.
Later—Combines, pools, trusts, and unfair rates.
Therefore, regulated by states and nation.
 2. The Panama Canal, 1914. Enlarged Erie Canal.
History and importance of the canals. Tolls.
 3. Development of automobile trails and highways.
Compare automobile and railroad. Importance.
The Federal-aid Road Act, 1916. Compare 1816.
 4. Date and importance of electric street car and interurban. Effects—City and country life.
 5. Aëroplane mail and passenger service. War.
 6. Government control of railroads, 1918-1920.
 7. Rural free delivery, 1897. Parcels post, 1913.
- d* Big corporations, capitalists, and trusts, after the Civil War, and after the World War.
Billionaires. "Captains of industry:" Business in politics.
Textiles. Clothing and shoes. Iron and steel. Lumber.
Packing. Grain elevators and flour mills. Standard Oil.
Include railroads, money, tariff, public land, diplomacy.

1. The Granger legislation of the seventies.
At first upheld by the supreme court. Reversed in 1886.
2. The Interstate Commerce Law, and Commission, of 1887.
3. Strengthened by the Hepburn Rate Law of 1906.
And the Mann-Elkins Railway Rate Act of 1910.
4. The Sherman Antitrust Law of 1890. Labor unions.
Enforced by Presidents Roosevelt and Taft.
The Watch Trust case. U. S. Steel Corporation.
5. And the Clayton Antitrust Law of 1914 vs. monopoly.
6. The Trade Commission Act of 1914 vs. unfair trade.
7. The Pure Food Act of 1906, includes inspection.
8. The money trust and the Pujo Report, 1913.
9. The Great Eastern Life Insurance Company disclosures.
10. Era of the muckrakers: Justification. Effects.
11. New interpretation of Fourteenth Amendment.

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LESSON LIX

The New Industrial Nation, Especially the North.

“The New Frontier” in Industry and in Government.

- a* The new industrial, or business, era since 1876.
The people versus privilege. A “Business Age.”
Business men in office. Senate. U. S. courts.
- b* Fairs and expositions, national and international.
1. The Centennial Industrial Exposition, Philadelphia, 1876.
The importance of fairs and expositions.
 2. The World’s Columbian Exposition at Chicago, 1893.
World congresses. Export trade.
Newest inventions: Telephone, phonograph, wireless, electric light and power, anæthetics and X-ray, automobile, aëroplane, and the movies.
 3. The Pan-American Exposition at Buffalo, 1901.
Niagara. Thomas A. Edison. The age of electricity.
 4. The Louisiana Purchase Exposition, St. Louis, 1904.
The national (western) development since 1803.
 5. The Panama-Pacific Exposition, San Francisco, 1915.
Historical meetings. The Pacific ocean in history.
- c* Wealth and population. North, South, and West.
A “two-billion-dollar” country. Compare 1860, 1890, and 1920.
1. Growth of large cities in the age of steel and electricity, factories, mines, and transportation.
 2. The vital problem of city government.
 3. Effects of urban masses replacing rural population.
Wage-workers. Tenancy. Americanization.

4. Foreign trade—Imports, exports.
Insular possessions. South America. China.
Europe.
5. See admission of Western states since 1889.
6. The United States as a manufacturing nation.
Origin, 1812. Development, 1816-1861. Expansion 1861-1900. Boom, 1914-1919. Exporting.
- d* The new immigration, and emigration. Note 1914-1920.
 1. History and number, by periods.
Why they come. Their contribution, good or bad?
 2. Nationality and quality. Why changing?
Where they settle, and why. What they do. How treated.
 3. The Chinese and the Japanese—History, cause, and effects.
 4. Legislation and administration. Commissioner.
Census, since 1820. Restriction, since 1882. 1920?
 5. Naturalization. Americanization. The franchise.
 6. Deportation—History, justification, and effects.
- e* Industrial unrest. Labor unions, and strikes.
Effects of the Civil War and of the World War on labor.
 1. Railroad strike of 1877. Destruction of life and property.
History of labor unions. Compare earlier strikes.
 2. Chicago, 1886, Haymarket and Altgeld. Anarchists.
“The year of industrial disturbances,” 1886.
Cleveland’s labor message, of 1886.
 3. The Homestead strike of 1892. Carnegie Steel Company.
The Pinkerton detectives and this strike.
 4. The Populist movement. Panic of 1893. Coxey’s army.

5. Pullman (Chicago), 1894, and Governor Altgeld.
Eugene V. Debs and the American Railway Union.
 6. The regular army and government by injunction.
 7. Popular dissatisfaction with the President, the courts, and even with Congress during Cleveland's second term.
 8. Roosevelt and the anthracite coal strike of 1902.
John Mitchell and the United Mine Workers of America vs. the Coal Trust, and the railways.
The Molly Maguires in anthracite coal region, 1865-1875.
 9. Steel, coal, and many other strikes of 1919-1920.
 10. Arbitration, and the Industrial Court of Kansas, 1920.
The Allen-Gompers debate in N. Y., May 28, 1920.
 11. Samuel Gompers and American Federation of Labor, since 1881.
Preceded by Knights of Labor, led by T. V. Powderly, 1869-1886?
 12. Strength of labor unions after 1877, and since 1917.
What the unions have achieved. Benefits. Evils.
 13. Department of Commerce and Labor, 1903; of Labor, 1913.
- f* See agrarian unrest and Granger legislation of seventies.
- g* Women in industry, and in the professions.
- Forman, *a* 509, 512-14, *b*1 518, 523, 572-3, *d* 495-6, 518-520*, 527-9, 537n, 540, *d*8 559-560*, *d*13 558-559*.
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LESSON LX

The New Progressive West—Agriculture Since the Civil War.

- a* The frontier, the Far West, and the Indians.
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Aided by the Homestead Act. Morrill Act. Mines.
 2. Kansas: Boom, grasshoppers, drouth, and dry farming.
“The Kansas Spirit.” “The Price of the Prairie.”
 3. The opening of Oklahoma, April 23, 1889, 1891, 1893, 1907.
 4. A new Indian policy. Reservations under Grant. The Dawes Allotment Act of 1887.
Indian wars. Custer. Gov. Crawford, of Kansas.
- b* Admission of new states, 1889-90, 1896, 1907, 1912.
Six states in twelve months. Reasons. Effects.
Utah and Mormonism. Oklahoma, Indians, politics. Arizona, Taft, and judicial recall.
- c* The westward march of wheat. Kansas?
New farm implements. The age of machinery.
- d* Hard times and agrarian discontent.
- e* The Patrons of Husbandry, or the Grange, 1867-1920.
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- f* Range and ranch. “Finishing” in corn belt.
1. Beef packing. 2. Refrigeration cars. 3. The cowboy.
 4. Earlier buffalo herds and their importance.
- g* Animal husbandry and dairying. Renew the soil.
Improved breeds. Silos. Dairy products.

- h* Roosevelt, conservation, and reclamation.
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- i* The Department of Agriculture, 1889.
- j* The new era of scientific agriculture. South and West.
Agricultural Colleges, Farmers' Institutes, County
Agricultural Agents. "Agriculture" in all schools.
High cost of living replaces American abundance.
- k* The Federal Farm Loan Act, 1918, and land banks.
- l* The country school and the rural church.
- m* Alaska.
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LESSON LXI

The New South—Since the Civil War.

- a* Political and governmental conditions.
1. Reconstruction debts and corruption. Discouragements.
 2. Constitutional amendments—XIII to XV, and XVI to XIX.
 3. The "Solid South" versus the Negro. Why Democratic?
 4. White supremacy regained. Ku Klux Klan. The franchise. New Southern state constitutions.
- b* Social and educational changes from Old to New South.
1. Plantation "colonel" becomes "captain of industry."
 2. Poor whites: Are their conditions improved? How?
 3. Immigration and emigration before and after Civil War.
Number and character of population in the South.
 4. Public schools for two races. Compare before war. Aid from the national government—Its importance.
 5. Industrial education in schools and colleges of the South.
 6. Occupations, numbers, and wealth of the Negroes. Effects of education on the Negro. Compare North and South.
- c* The agricultural South, including live stock. Scientific?
1. Why revert to one crop—cotton—after Civil War?
 2. Why change to small farms? The labor problem.
The mortgage, or factorage, system—and poor cotton farmers.

3. Government aid—Loans, bureaus, agents, ownership.
4. Recent increased cotton crop: Scientific methods. Boll weevil. Varied crops. Improved soil.
5. By-products of cotton—Oil, meal, cake, etc.
6. Improved live stock. The need, including dairying.
7. Truck farms, vegetables, fruit, tobacco, nuts, melons.

Who, where and why? Improved transportation.
Cities.

d Manufactures, mines, and lumbering.

Cotton mills—Ownership and supervision. Strikes?
Women and children in these mills. Beneficial? Negroes?

Iron mining and manufacturing—Where and why?

Forests—Lumber, furniture, ships. Since 1900.

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LESSON LXII

William McKinley, the Spanish-American War, and Results.

- a* McKinley defeats Bryan and silver, 1896.
1. Secretary John Sherman. Senator "Mark" Hanna.
- b* Our fleet steams around the world, 1897, 1907.
1. The Oregon around South America, 1898.
2. Theodore Roosevelt prepares the navy.
- c* History of the Cuban question.
1. Before 1845. 2. From 1845 to 1865; Ostend Manifesto, 1854.
3. Rebellion of 1868-1878.
4. The insurrection of 1895. Conditions.
- d* The Spanish-American War, 1898.
1. Spanish cruelty. Reconcentration camps.
2. "Remember the Maine," February, 1898.
3. Message of April 11, and Resolution of April 19.
- e* Dewey, Manila, and the Philippines, May 1, 1898.
1. Attitude of Germany, and of England.
- f* Sampson and Schley, Santiago, July 3, 1898.
- g* Inefficiency of the War Department. Compare navy.
1. Lack of preparation. Equipment. Provisions. Sanitation. "Embalmed beef." "Round Robin."
- h* Wood, Roosevelt, and the "Rough Riders."
Shafter in Cuba. Miles in Porto Rico.
Funston and the Twentieth Kansas in Philippines.
- i* The terms of peace, December 10, 1898—Paris.
- j* Results or effects of the war. A world power.
1. Cuban independence. Platt Amendment. Government.
General Wood, sanitation and health.

2. Philippines. Insurrection. Funston.
Taft and civil government. Independence?
3. Porto Rico and citizenship. Improvements.
- k* The Supreme court and the insular cases.
- l* The annexation of Hawaii, July, 1898.
1. Method. 2. History. 3. Resources. 4. Value.
- m* See America, China, Japan, and world policies.

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LESSON LXIII

The Age of Roosevelt—An Era of Reform.

- a* Progressive democracy of the twentieth century.
An era of popular, high-school, and college education.
- b* The recent constitutional amendments and democracy.
XVI, Income Tax, 1913. XVII, Election of Senators, 1913.
XVIII, Prohibition, 1920. Why? XIX, Suffrage, 1920.
Compare England.
- c* Initiative and referendum. Recall. Direct primaries.
- d* Election reforms. Publicity of campaign funds.
1. The Australian ballot. 2. The short ballot.
- e* Serious and perplexing problems of rapidly growing cities. Success or failure of the Republic.
Commission form of government. The recall. City manager.
- f* Civil-service reform, including the states.
- g* A new era in education for a democracy.
Great increase in number and quality of high schools.
"Practical" and modern subjects in the curricula.
The national government's influence or control in education. Morrill Act. Smith-Hughes Act.
Junior colleges. Junior high schools.
- h* Newspapers and magazines. Rural free delivery.
The Associated Press. The rotary press and linotype.
- i* Recent American literature.
Historians, novelists, poets.
- j* Free public libraries. Carnegie.
- k* The Boy Scout organization and its value.
- l* Orientation and reconstruction after a World War.
- m* Boss Busters in Congress vs. Speaker Joe Cannon.

- n* Biography, character and activities of Theodore Roosevelt.
- o* Recreation, amusements, entertainments.
- p* The Child Labor Law of 1916.

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LESSON LXIV

Recent and Contemporary International Relations.

South America. Caribbean Area. Mexico.

The Pacific, and the Far East. Europe. England.

a The Pan-American congresses, 1889, 1901, 1906, 1910.
The Pan-American Union. Bureau of American Republics.

Blaine, Root, Knox and good will of Latin America.

b Our trouble with Chile, 1891.

c The Panama Canal. Independence of Panama.
Colombia.

Attitude of South American nations.

Clayton-Bulwer Treaty, 1850.

d Venezuelan boundary dispute, 1895. Cleveland.

e Venezuelan debts, European nations, and Roosevelt,
1902-1903.

f Roosevelt and Santo Domingo. "The big stick."

g Debts and the Monroe Doctrine. The Drago Doctrine,
1904.

The guardianship of the Caribbean.

h The Mexican situation. Revolt against Diaz, 1911.

Madero assassinated, 1913. Huerta overthrown by
Carranza, 1913-1917.

Wilson's policy of "watchful waiting."

Villa turns against Carranza, and invades U. S., 1916.

The American punitive expedition against Villa, 1916.

The A B C mediation. Carranza supersedes Huerta,
1917.

i Our relations with Cuba—Sanitation, and government.

j Purchase of the Danish West Indies, 1917.

- k* Trouble with Italy. Mafia. (Compare Canada, 1837.)
Our Federal government and foreign relations.
- l* Affairs in the Pacific.
1. The Samoan Islands, 1899, 1900.
 2. Canada and the seal fisheries in the Behring sea.
 3. Hawaiian Colonization, revolution, annexation, 1898.
 4. The island of Yap, 1921—U. S. and Japan.
- m* The Philippines. "Imperialism." World policies.
Porto Rico, Alaska, etc.
- n* Secretary Hay and the "open door" policy in China, 1899.
Territorial integrity of China. "Dollar diplomacy."
Japan.
Boxer insurrection, 1900. Indemnities, and Chinese students.
Chinese immigration. Japanese in California.
- o* England and Germany at Manila, in 1918.
Review the relations between England and U. S.
- p* America's part at the Hague conferences.
Court of Arbitration, and treaties by Taft and Wilson.
- r* The League of Nations, and the Monroe Doctrine.
- x* Review Alabama claims, French in Mexico, and purchase of Alaska.

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i 246-53, *l* 305-24, *m* 236-245*.
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LESSON LXV

The World War, 1914-1919.

(a) *For Democracy, and (b) for World Peace.*

Development of Democracy. Desire for Disarmament.
America Emerges from Isolation to Leadership.

a Preliminaries of war.

1. Rise of German Empire through war—1864, 1866, 1870-71. Frederick the Great. Kaiser William.
2. Germany's Prussianized government. The Junkers. Colonies. Commerce. Dream of world empire. Education. "Made in Germany." Berlin to Bagdad.
3. What did Germany believe as to war? Her "kultur." Survival of fittest. Might makes right. War is holy.
4. Germany's military preparedness. Its burden. Compare France and Russia, England and America. Germany forces militarism on the nations, 1913-14.
5. World desire for peace. The Hague peace conferences. Germany's attitude. Why?
6. The Triple Alliance and the Triple Entente.
7. The Balkan situation. Recent wars. Danger.

b The outbreak of the war. A European war? Causes.

1. Political murder of Archduke Francis Joseph, June 28, 1914, at Serajevo in Bosnia.
Was this the cause of war, or just an excuse?
2. The Potsdam Conference, July 5, dominated by the Kaiser, decided on date of war. "Der tag."
3. Austria's sudden forty-eight-hour ultimatum on Serbia, July 23.
Attempts of the nations to preserve peace.
Austria declares war on Serbia, July 28.
4. Russia, a Slavic power, mobilizes against Austria.

5. Germany declares war on Russia, August 1, and on France, August 3. Why? Plans?
 6. England enters the war against Germany after the Belgian invasion, August 4.
German surprise and anger at England's going to war over "a mere scrap of paper." Explain.
Attitude and activities of the British colonies.
Canada, Australia, New Zealand, South Africa, etc.
 7. Japan, ally of England, declares war August 22.
Why? Her part? Its importance? Her reward?
 8. Italy joins Allies against Germany's war of aggression, May, 1915. Motives? Effects.
 9. Turkey and Bulgaria controlled by Germany.
 10. Map of nations finally involved in this World War.
 11. What was Germany's excuse, or justification?
- c* The first year.
1. Germany's mistake in invading Belgium. Why?
No defenses? Valuable mines. Industrial center.
Importance of the Belgian resistance.
The "frightfulness" of the Hun. See China, 1900.
 2. First battle of the Marne, fifteen miles of Paris.
Then Germany retreats and "digs in." Trench war.
 3. Russia in east Prussia and in Austrian Galicia.
- d* The second and third years of European War.
England's navy and Germany's submarines.
- e* The U. S. as a neutral, 1914-1917. Public opinion.
1. Why did we remain neutral? Did we understand?
Our tradition of isolation.
Did it pay us, financially, to keep out of war?
Belligerents buy all we can produce at our own price. Billionaires. Profiteers?
German immigrants, the German vote, propaganda and spies.

2. Disputes with Great Britain. Technical. Money, not inhumanity.
Effectiveness of England's navy. Neutral commerce.
Questions of blockade. Why were blockade ships not stationary at blockaded ports?
Question of "continuous voyage," *e. g.*, Holland.
Precedents in Napoleonic wars, or War of 1812, and in our Civil War.
 3. Disputes with Germany.
First: The submarine: International law?
Inhuman practices. "Frightfulness" of the Hun.
The German war zone on the ocean.
The Lusitania outrage, May 7, 1915. Excuse.
Diplomatic notes.
The Sussex, March, 1916. Germany's promises, and why? Time to build submarines?
Unrestricted submarine policy, January 31, 1917.
U. S. lost 22 ships and 226 lives before declaring war.
Second: The trade in munitions of war.
Justification: (1) Legal, and (2) Moral.
Germany's practice.
- f* Reëlection of President Wilson (by a "close shave") over Justice Hughes, 1916, in the South and West. See Roosevelt and third term.
1. Did Senator Hiram Johnson, California, and the Progressives defeat Hughes for president?
 2. The woman vote. The German vote. Labor unions, and "Business" interests?
 3. "He kept us out of war." Mexico or Germany?

- g* Purchase of Danish West India Islands, in March, 1917, for \$25,000,000, or \$295 per acre—Justified by military and naval strategy.
- h* The year 1917-1918—Discouraging for the Allies.
1. The Russian revolution of March, 1917. Kerensky. Treaty of Brest-Litovsk. Russia out of the war. Bolshevism. Lenine and Trotsky.
 2. Roumania forced to a humiliating peace, 1917.
 3. Italy driven back to the Piave, 1917.
 4. General Foch in supreme command of the Allies. Germany's retreat to the Hindenburg line.
 5. England, under General Allenby, captures Jerusalem, December, 1917.
 6. Germany's great drives to the Marne in the spring of 1918.
- i* Isolation no longer possible for the United States.
1. Belgium, Lusitania, Sussex—Unrestricted submarine warfare.
 2. German treachery in the United States—Spies, strikes in war industries; explosions on ships, in munition factories, railway bridges, etc.
 3. Germany, Mexico, and Japan.
 4. German threats against the United States. What did the Kaiser think of America?
 5. The world now "a house divided against itself." "We must make the world safe for democracy." Compare with the Monroe Doctrine, in 1823. McKinley's "Nations linked together speech," September 5, 1901. Steam and electricity.
- k* The United States as a belligerent, 1917-1919.
1. Our expensive? unpreparedness in 1917.
 2. President Wilson's war message, April 2, 1917, and facts behind it.

3. Congress declares war on Germany, April 6, 1917.
4. Why did we enter the war? Was it our war from the beginning?
5. Chateau Thierry and Belleau Wood, July, 1918.
Americans start for Berlin. (At second battle of the Marne.)
The beginning of the end. "On to Berlin." We can't stop 'em.
St. Mihiel salient taken by Americans; Verdun, September 12.
The Argonne Forest, September 26 to November 6.
- l* The armistice, 11 a. m., November 11, 1918 (11-11-11).
 1. The terms of the armistice.
Munitions of war, navy, soldiers, prisoners.
Occupation of German territory to the Rhine.
Neutral zone east of the Rhine. Bridgeheads.
- m* The treaty of peace.
 1. Conference at Paris, January, 1919-1920.
 2. Signed by Germany, June 28, 1919. Just five years.
 3. President Wilson left U. S. for Conference.
 4. Alsace and Lorraine. Belgian and Italian boundaries. Schleswig, etc. Plebiscites.
 5. Reparation. Mineral deposits. The Saar valley.
 6. New states. Poland. Slavic states, etc. Austria.
 7. German indemnities. German government, etc.
- n* The League of Nations.
 1. The original members. Later members. How get in? Can a state get out, or be expelled?
 2. The Assembly—Representation, vote, powers.
 3. The Council—Members, how chosen; vote, powers.
 4. The Secretariat. Who selects? Duties. Place.
How are the expenses of the League met?

5. Armaments. Court of arbitration. Delay before beginning war. Economic boycott.
 6. A permanent court of international justice?
 7. Art. X, territorial integrity, and the Monroe Doctrine. Arts. XX and XXI.
 8. Mandatories for backward nations. Armenia?
 9. Amendments—How made.
 10. Compare League with Articles of Confederation and with U. S. Constitution.
Compare with the British Empire.
 11. First meeting of the Council and Assembly.
- o* Anglo-American Relations.
1. Celebration of July 4, 1918, at London.
 2. See England's attitude in Spanish-American War, 1898. "One hundred years of peace."
 3. English-French-American defens. agreement, 1919.
- p* New methods of warfare. Cost of unpreparedness.
1. Preparedness of men, and of war materials.
 2. Long-range guns, high explosives, poison gas and masks, airplanes and "aces," submarines and periscopes, motor tanks, hand grenades, helmets, continuous fighting in trench, camouflage, barrage, liquid fire.
 3. The battle deaths of the nations. (See Hayes, War, 389.) Russia, 1,700,000; Germany, 1,600,000; France, 1,305,000; Austria, 800,000; Italy, 460,000, America, 50,000.
Compare the American Civil War—360,000 on each side.
- r* Finances of the war. Cost the world \$197,000,000,000.
1. U. S. disbursed \$24,500,000,000, April 1, 1917, to December 31, 1918.

2. One-third of this loaned to the Allies.
 3. One-third raised by taxes—Income, amusements, luxuries, etc.
 4. Two-thirds secured by four Liberty Loan bond sales. Fourth Loan largest ever made by any nation. Fifth was Victory Loan. See W. S. S.
 5. Alien enemy's property confiscated. Ships.
 6. Growth of national banks, and their resources. The National Reserve Bank. State banks.
 7. H. C. L.—Prices doubled for 1913-1918. Continued rise in prices after the war, to 1920 and?
 8. Would the war have cost less if we had been prepared?
- s* The selective draft. Need of equipment.
1. R. O. T. C. and cantonments. Effects on colleges.
 2. Classification according to industrial needs.
 3. Foreigners in America, and the new Americanization.
- t* Medicine and surgery greatly developed and improved.
1. Influenza and pneumonia caused more deaths than battles.
 2. Physical defects exclude one-sixth from the army. Vital statistics and their value.
- u* The Red Cross, and the United War Workers. Y. M. C. A., Knights of Columbus, etc. Sustaining the morale of the army.
- x* New activities and powers assumed by the national government.
1. The War Risk Bureau, and government insurance vs. pensions. Rehabilitation and education for service.

2. Hoover and the Food Administration.
 "Food will win the war"—Justification or truth.
 Meatless and wheatless days. Sugar. Price and amount.
 American agricultural resources fed the world, 1918.
 "Produce more and save the waste."
 War-time prohibition—What and why?
 XVIII Amendment effective January, 1920.
3. Garfield and the Fuel Administration.
4. The War Industries Board.
5. War Trade Board. Embargo? Compare 1808.
6. The Shipping Board. Need and activities. 1,386 vessels? Graft? Present condition?
 Our new, government-owned merchant marine.
7. McAdoo and government control of railroads, telegraphs, telephones, cables, etc., to 1920.
 Wages of railroad men. Therefore, other wages?
8. Ex-President Taft, and the War Labor Board.

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