



AMERICAN HISTORY

SECOND
BOOK

PERRY AND PRICE



Class E 178

Book 1 P 46

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“Patrick Henry cried, ‘We must fight’”

AMERICAN HISTORY

SECOND BOOK

(1763 TO THE PRESENT TIME)

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PREFACE

THE general practice of our elementary schools is to study the subject of American History in two cycles. This volume is the second of a two-book series intended to serve as textbooks for pupils in the first cycle of their study, and to cover two years' work. Each book, however, is so planned that it can be used independently of the other.

The books aim to introduce the pupil to the history of his country in accordance with accepted pedagogical method. It is not their purpose to give the student a detailed and comprehensive study of the philosophy of history, or to appeal especially to the judgment and those other faculties whose fuller development comes with adolescence. The books are deliberately organized, as regards both subject matter and vocabulary, on lines of adaptability to children of ten or twelve years of age.

The interest of the child must be aroused — and his interest at this age is not in the philosophy of cause and effect. His interest is in the drama of events rather than in their causal sequence: it is in adventure, not politics; in heroism, not statesmanship; in deeds, not philosophy; in people, not statistics. Later in his school career he may turn toward

the technical and philosophical phases of the subject; but to arouse his present enthusiasm we must appeal to his immediate interests, and these are elemental, simple, almost barbaric.

Hence these books attempt to enlist the interest of the pupil in the stirring narrative of our country's progress, and to give him such narrative in plenty. That the tastes of the pupil at this age are of an elemental quality is not a reason for reducing the subject matter in quantity. Therefore, it has not been the aim of the authors to write a "brief" book.

The arrangement of the subject matter is on a three-fold plan. Each chapter has a central thought about which important events are grouped in narrative form. Following the narrative there is a summary for careful study; and then comes a concise statement of the fact or facts that seem most vital. It is suggested that in using this volume as a textbook, the pupil *read* the narrative, *study* the summary, and *memorize* the facts.

For convenience in review study, the facts to be memorized are brought together in one series in an appendix. Whether the student is obliged to leave school without further formal study of history, or whether he is privileged to continue his schooling through the second-cycle study of the subject, this series of facts, thoroughly memorized, will serve as a background and setting for all his future study of history, civics, and politics. To this skeleton resumé

he may refer all the events of history, placing them properly both as to chronological order and as to causal relations.

Other appendixes contain reference material for the teacher's use. The pronunciation of difficult words is indicated in the Index.

The selection from "Uncle Remus," by Joel Chandler Harris, on page 140, is used by permission of the publishers, D. Appleton and Company.

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AMERICAN HISTORY

CHAPTER I

REBELLION

“THE people, I believe, are as truly loyal as any subjects the king has; but they are a people jealous of their liberties, who, if those liberties should ever be violated, will vindicate them to the last drop of their blood.”

English
colonies, 1763

Thus spoke a member of the British House of Commons during a heated discussion concerning the British colonies in North America.

For years England had possessed thirteen colonies stretching along the coast between Canada and Florida. In 1763, by the treaty that followed the French and Indian War, her sway had been extended over the greater part of North America. Though England was immensely proud of the large territory her colonists had helped her to win from the French, she used strange means of showing her gratitude. Like the other leading nations of Europe, she believed that colonies were particularly useful for trading purposes. One reason why England maintained colonies

was that she might sell goods to them at great profit. So her Parliament made many laws that benefited the English merchants.

For instance, if a prosperous Virginian wished to buy for his wife some shimmering silks from Paris, the law forbade him to send directly to France for them. He was allowed to purchase them only through English merchants, which added greatly to the cost. Again, although another country might be willing to pay him a better price for his tobacco and his rice, England was the only land to which he was allowed to send them. For these reasons, and many others, the colonists felt that they were being unfairly treated. Naturally they began to do what they could to secure better conditions.

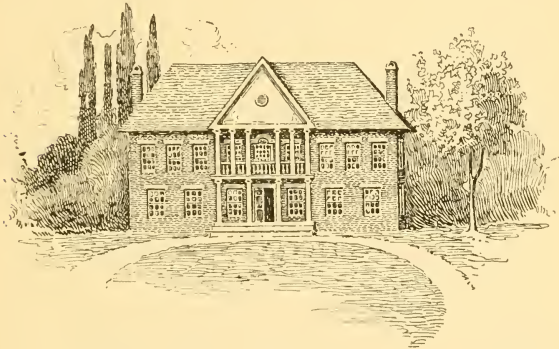
In fact, even as early as 1676 a spirit of rebellion had appeared in Virginia. A number of colonists had been killed by the Indians. Governor Berkeley was asked to take action, but he refused. It has been said that he was trading with these Indians and wished to keep on friendly terms with them. When they attacked the plantation of a young lawyer, Nathaniel Bacon, and killed his overseer, he asked the governor's permission to punish the red men. The governor again refused. Then Bacon, with a party of young men as bold and vigorous as himself, marched against the Indians and punished them so severely that they troubled the

Navigation
Acts

Bacon's
Rebellion

colonists no more. But, because Bacon and his men had acted without permission, the governor declared them outlaws.

Bacon, however, had the support of many of the people of the colony and the governor was afraid of his power. For some months the two men waged a contest for the control of the government. First one and then the other would gain possession of Jamestown. Finally, Bacon completely destroyed the village by fire, to make sure that it would not again shelter the governor. When rebuilding time came, a more healthful site was chosen. The new



House of Burgesses at Williamsburg, Virginia

capital was known as Williamsburg. Bacon's Rebellion was only one instance of trouble between the

colonists and their governors. There were many other cases of dispute, which, however, did not lead to open revolt.

By the year 1750 England had passed many laws to encourage trade with her colonies. Some of the laws forbade them to trade with other countries or even, in some cases, with one another. Had all these laws been rigidly carried out, the great Revolution might have come before it did. But they were not so enforced. The colonists were able to evade them in many ways. For example, they smuggled goods into the country and out, in violation of the laws. The royal governors made the best of it and pretended not to see what was going on. At the same time, they did many things that displeased the liberty-loving colonists. Sent over by the king, the governors felt and acted as though they had his power. But the colonists came to regard their Assemblies as having more authority than the governors. This, of course, angered the governors and the king.

While France was a power in America, England had seen that she must keep on good terms with her colonists, lest France step in and win them over to her side. Now that this danger was past, the English government thought it quite time to enforce the laws. It determined to stop the secret trading between the colonists and other countries. Customs officers were encouraged

Writs of
assistance

Smuggling

to search for smuggled goods. This they could do by using warrants known as "writs of assistance." Such a writ gave the officers the right to enter, in their search, any store or even any private residence. They could break down doors and open trunks, on the mere suspicion that goods had been smuggled. The colonists were indignant. James Otis, of Massachusetts, argued eloquently against these writs of assistance, but the courts decided that such writs were lawful.

The French and Indian War had given the colonists new confidence in themselves. Fighting side by side, they had learned to respect one another. They had discovered that their men were good fighters and that they had able leaders, such as Washington, Stark, and Putnam. They had lost both men and money in the war, but they gloried in the loss, because they were Englishmen fighting for England. We must not think of the colonists at that time as rebellious people, anxious to be rid of the mother country. Far from this, they were true patriots asking but for the rights of Englishmen.

Their anger was fanned to greater heat by England's next move. She decided to keep a standing army in the colonies for their protection, and to force the colonists to bear a part of its **Stamp Act** cost. To help raise the needed money the Stamp Act was passed. This law compelled the people to buy stamps that had to be placed upon business

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