

THE HISTORY OF

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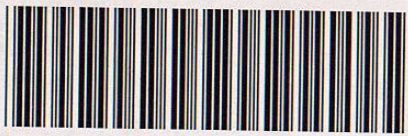
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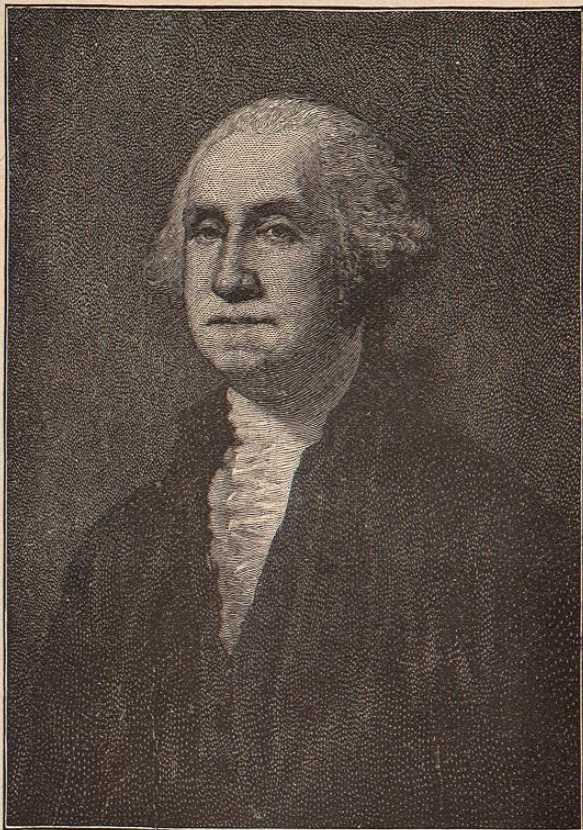


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*Reginald King*







GEORGE WASHINGTON.

# HISTORY OF OUR COUNTRY

A TEXT-BOOK FOR SCHOOLS

BY

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TEXAS EDITION

BOSTON, U.S.A.  
GINN & COMPANY, PUBLISHERS  
The Athenæum Press

1903

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PREFACE

THIS "History of Our Country" has been prepared in the belief that there is need of a text-book on the history of the United States which would present fairly and impartially all sections of the Union. The authors have endeavored to divest the narrative of all bias for or against the North or the South, the East or the West. The strife for sectional or partisan supremacy has often transcended the bounds of true patriotism, but it is believed that such strife has been inevitable, and that in the long run it has made our country stronger and richer in the nobler elements of national life. Love of country is greater than the love of party, and loyalty to the state is a permanent and indestructible element in loyalty to the nation. Our country is "an indestructible union of indestructible states." Our history should be so taught that the next generation will cherish the patriotism which conserves the rights of the states, and honor the patriotism which guards the supremacy of the Federal Union. If this book shall prove to be helpful to the great army of earnest and faithful teachers in making the story of our country's life, growth, and progress more real and interesting to their pupils, the hope of the authors will be amply fulfilled.

OSCAR H. COOPER.

GALVESTON, TEXAS, April 25, 1895.

## SUGGESTIONS TO THE TEACHER.

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In each lesson, the story of the text should in some way be connected with the every-day life and experience of the pupil. The outline and most of the events of our country's history may be readily grasped by minds of moderate maturity and experience; but in the life of an enlightened people like our own, there are necessarily subjects whose thorough comprehension requires considerable information and mental development. The wise teacher will note the intellectual strength of his class in relation to the deep places of the subject. Local surroundings, peculiarities of individual pupils will suggest plans to connect the known with the unknown, the present with the past, the near-at-hand with the far-away. An event or question beyond the mental horizon of an immature class should be touched upon lightly, or deferred for later study.

Each historical event should be associated in the learner's mind with other events. Isolated facts are soon forgotten. In the beginning of each recitation, call up the past events with which the lesson of the day is directly connected. Certain pupils may be appointed to investigate and report to the class special lines of review; as Relation of France to American History, Important American Inventions, Outline of Tariff Legislation, etc., etc.

Whenever practicable, present the story objectively or pictorially. The learner never gets too mature to be profited by the occasional use of simple devices that appeal to the sense of sight. The charts on pages 50 and 108 will suggest plans that may be worked out by teacher and class, and used to great advantage in reviews. It is needless to say that portraits, pictures, and historic relics have their value in this connection.

Maps are as indispensable to the teaching of history as of geography. While it is believed that the rich supply of maps in the "History of Our Country" is ample for the preparation of the lesson, yet for the recitation wall-maps are necessary. The question of expense need not enter here. A large map drawn on the blackboard in colored crayon by one of the pupils will answer all the purposes of the manufactured map, and possess the added interest of being "home-made."

A few minutes at the close of a recitation may frequently be profitably devoted to a "pre-view" of the succeeding lesson or subject. Recalling to the minds of the pupils some movement or event described in the lesson of the day, or in some preceding lesson, lead them by carefully prepared questions to suggest events that will in their judgment naturally result from the occurrences or policies already presented in the text. Under the guidance of the teacher a brief blackboard outline may then be constructed, giving a "bird's-eye view" of the important events about to be studied—something as the outline on page 152 presents a "pre-view" of an entire period. Supplement this with suggestions for study, references to books, magazines, or papers.

There should be a constant and earnest effort to awaken a spirit of historical investigation. Mere memory-training is the unpardonable sin of the history teacher. The "Thought Questions" in the text are an effort to lead the pupil to think for himself. It is hoped that they will suggest other means by which the imagination, the judgment, the reason, and the moral faculties of the pupils will be called into healthful exercise. Within the reach of every class there should be at least a few standard works of history and biography, by means of which the pupil's small store of knowledge may be increased, and the spirit of investigation encouraged.

The Topical Analyses will be found helpful to those teachers who prefer questions on the text to the topical method of recitation. They may be used to advantage in blackboard work; one pupil being required to write the topic headings of the lesson, another to add the topical analyses, others to expand into a written narrative. They will afford, moreover, a convenient basis for reviews.

Pupils may be referred to the Index for the pronunciation of difficult names.

H. F. E.

NOTE.—The following is suggested as an inexpensive but valuable reference library: From Riverside Literature Series, 15 cents each, Houghton, Mifflin & Co., Boston.—Longfellow's *Evangeline*; *Courtship of Miles Standish*; *Song of Hiawatha* (two parts); *Holmes's Grandmother's Story* and other Poems; *Hawthorne's Grandfather's Chair* (three parts); *Hawthorne's Biographical Stories*.

From Old South Leaflets, 5 cents each, D. C. Heath & Co., Boston.—*Voyages to Vinland, from the Saga of Eric the Red*; *Marco Polo's Account of Japan and Java*; *Americus Vesputius's Account of his First Voyage*; *Charter of Massachusetts Bay Colony*.

*Irving's Columbus*; *Fiske's Irving's Washington*; *Macy's Our Government*; *Parkman's The Jesuits in North America, and La Salle and the Discovery of the Great West*; *Drake's Making of New England, and Making of the Great West*; *Cooke's Virginia, and My Lady Pocahontas*; *Curry's The South in Relation to the Constitution and Union, and Civil History of the Confederate States*; *Higginson's Larger History of the United States*; *Coffin's Old Times in the Colonies*; *Lodge's Story of the Revolution*; *Fiske's Critical Period in American History*; *Schouler's History of the United States*; *American Statesmen Series*.



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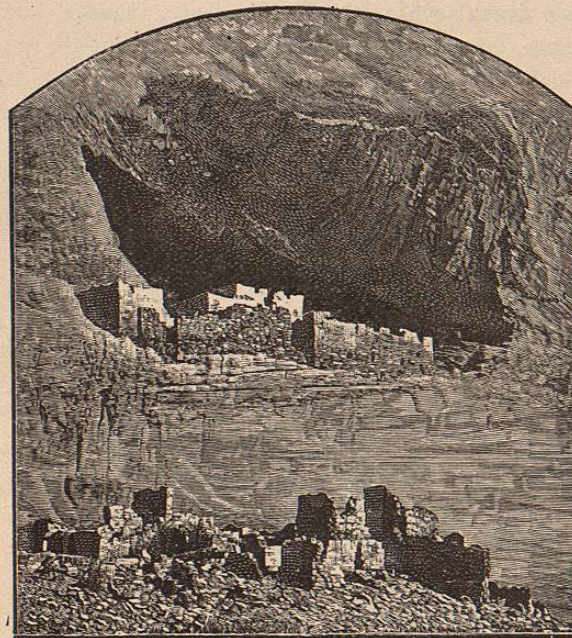
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## HISTORY OF OUR COUNTRY.

## INTRODUCTORY.

## AMERICA 400 YEARS AGO.

I. The North American Continent.—Four hundred years ago the eastern part of the North American continent, from



Ancient Cliff-Dwellings.

Hudson's Bay to the Gulf of Mexico, was a vast forest, broken here and there by small clearings which the savage natives had