

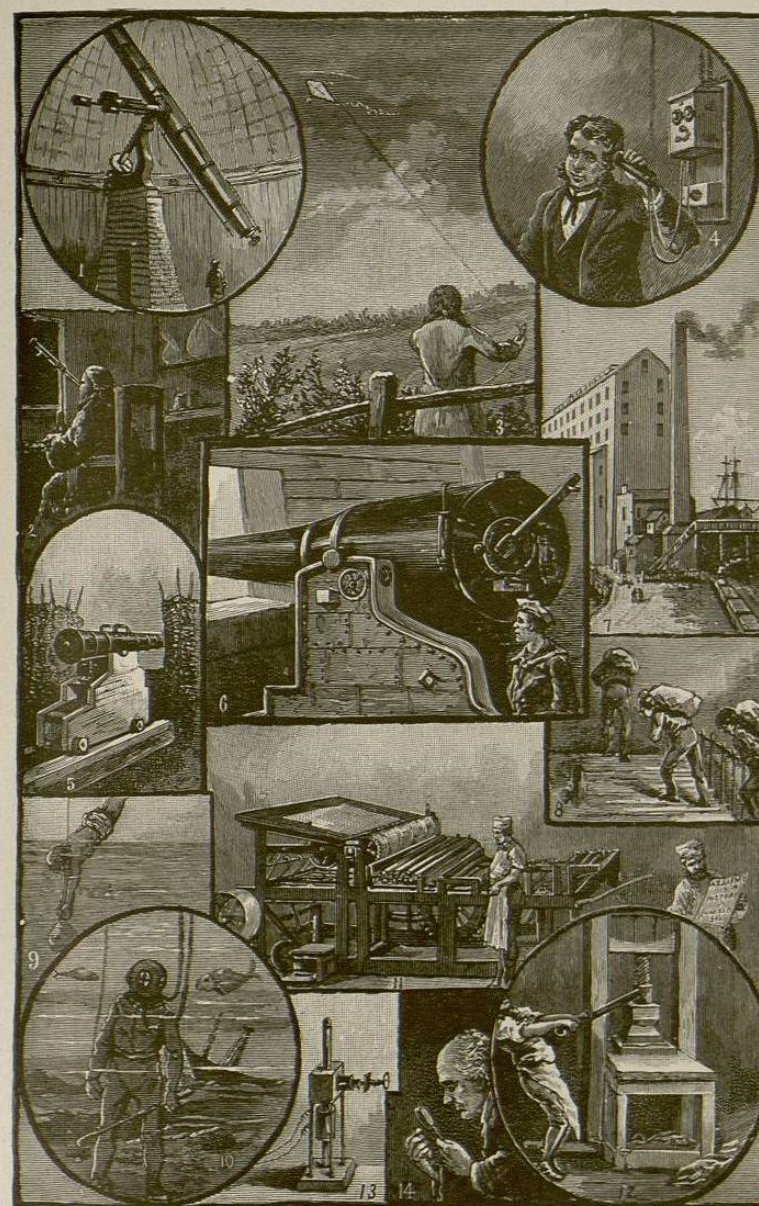
With freedom came such a marvelous development of the mechanic arts and manufactures as to make the word Yankee a synonym for ingenuity.

Cotton had been grown only in the flower-garden. When eight bags of this staple arrived at Liverpool in 1784, the custom-house officers seized it on the plea that so much could not have been raised in America. Only four years after the last British soldier left our shores, the first cotton-mill was set in motion at Beverly, Mass. (1787). In 1793, Whitney invented the cotton-gin for separating the seed from the fiber (p. 172).<sup>\*</sup> This rendered cotton-raising profitable, and it soon became, at the South, the leading crop. In 1880, over 14,000,000 acres were devoted to its culture, producing nearly 6,000,000 bales. The United States now controls the cotton supply of the world.

It is noted as a fact of special importance that when Washington delivered his first annual message to Congress (1790), he was clad in a full suit of broadcloth manufactured at Hartford, Conn. In the year 1880, \$160,000,000 worth of woolen goods were manufactured in this country.

When the Declaration of Independence was signed, there were probably not more than two steam-engines in the Thirteen Colonies—one at Passaic, and the other in Philadelphia. Yet within five years after the Evacuation of New York, Fitch placed a trial steam-boat on the Delaware; in 1803-4, Evans built a steam-dredge at Philadelphia; in 1807, Fulton solved the problem of steam-navigation; in 1819, a steamer crossed the Atlantic; and in 1830, Peter Cooper made the first locomotive built in America for railroad purposes, and it drew a car of passengers upon the Baltimore and Ohio Railway. During that

<sup>\*</sup> Whitney invented this machine at the house of the widow of General Greene, of Revolutionary fame. To clean a pound of cotton by hand, was a day's labor.



Progress of Invention.

1. EQUATORIAL TELESCOPE. 2. GALILEO'S FIRST SPY-GLASS. 3. FRANKLIN'S EXPERIMENT. 4. THE TELEPHONE. 5. OLD-FASHIONED CANNON. 6. MODERN BREECH-LOADER. 7. MODERN GRAIN ELEVATOR. 8. OLD METHOD OF CARRYING GRAIN. 9. A DIVER. 10. DIVER, WITH MODERN APPARATUS. 11. STOP-CYLINDER PRESS. 12. AN EARLY PRINTING-PRESS. 13. PHOTO-ELECTRIC MICROSCOPE. 14. SIMPLE MAGNIFYING GLASS.



year, 23 miles of railroad were constructed in the United States; in 1883, nearly 8000 miles were laid, and in 1889, the total number in operation was 145,000 miles, at a cost in road and equipment of over \$9,000,000,000.

The first message ever sent by a recording telegraph was forwarded May, 1844, between Washington and Baltimore, in these sublime words: "What hath God wrought!" Only forty-six years later, and the aggregate mileage of telegraph lines open for business is reported at 776,000.

The printing press of a century ago would, at a great expense of labor, print, on one side, about 250 sheets per hour. A new steam "perfecting-press" will in the same time turn out 96,000 four-page newspapers folded, pasted, and printed on both sides of each page.

Among the many American inventions that have excited the admiration of the world are the sewing machine, the reaper, the mower, the horse-rake, the thresher, the safe, the breech-loading gun, the steam fire-engine, the drawing-room vestibule and sleeping-cars, the elevator, the type-writer, the telephone, the phonograph, and the electric light. These, as well as a thousand common devices, minister to our comfort and the world's progress. The skill of the American mechanic has improved almost every implement of both peace and war, from the cannon to the telescope. The records of the Patent Office show over 21,500 patents issued in 1889.\*

**Education.**—The idea of popular education was brought to the new world by our forefathers. Even in the wilderness, while the wolf prowled about the log-house, and the cry of the wild-cat was still heard, the school, and even the college, were established. The Revolution left all the insti-

\* Edison's patents alone fill one large volume. See "Talks with Edison," Harper's Magazine, February, 1890.



tutions of learning paralyzed. But in less than a month after Washington resigned his commission, Gov. George Clinton's message to the Legislature of New York contained these memorable words: "Perhaps there is scarce any thing more worthy your attention than the revival and encouragement of seminaries of learning, and nothing by which we can more satisfactorily express our gratitude to the Supreme Being for His past favors, since purity and virtue are generally the offspring of an enlightened understanding." The State was poor, and savages occupied a large part of the region west of Albany; yet the Legislature rose to the grandeur of the conception, and at once established a Board of Regents to superintend the interests of higher education. Within a month after its organization, this Board authorized the "purchase of such a philosophical apparatus for Columbia College, as Dr. Franklin, Mr. Adams, and Mr. Jefferson (then representatives at the French Court) should advise".

From the first, New England believed that it is the duty of the State to teach its children. The idea of educating all classes of society was then a new and surprising one, scarcely heard of outside of Prussia and Saxony. In 1795, Gov. Clinton first suggested and established the common-school system of New York; it was refounded and more liberally provided for in 1812, in the darkest hour of gloom and disaster, at the opening of the Second War with Great Britain.

A part of the public lands of the United States has, from the beginning, been set aside for purposes of education (p. 194). The ordinance of 1787 for the government of the North-western Territory (p. 194), devoted "section sixteen of every township" for maintaining public schools; and in making this generous provision, stipulated that

"religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." In 1848, when Oregon was organized as a Territory (p. 209), the "thirty-sixth section" was also set apart for schools; and since then, each new State has received both sections for educational purposes. "At various times, also, other lands have been given, so that in all about 140,000,000 acres have been devoted to the States for the support of common schools." So general and absorbing has been this feeling on the part of our legislators that, in the midst of the Civil War, when the national Government was straining every nerve to raise and equip armies to preserve its very existence, Congress took time to consider and pass a bill (1862) granting 30,000 acres of public lands for every Senator and Representative in Congress, in order to maintain, in each State, what has since been known as an "Agricultural College".

In consequence of these and equally liberal provisions on the part of State governments, the progress of education in the United States has been marvelous. Instead of nine colleges, as in pre-Revolutionary times, we have four hundred and fifty. The common school is fostered in every part of the country. The daily free-school bell now calls together (1889), in the 48 States and Territories of the Union, over 11,500,000 children, who are being educated at an annual expense of over \$122,000,000.

**Literature.**—In the Colonial times, there were few American books, and those chiefly upon THEOLOGY.

During the agitation that finally ended in the separation from the mother-country, POLITICS became the universal theme of discussion. The contest was decided by the pen quite as certainly as by the sword. Patrick



Henry, Otis, the elder Adams, Franklin, Dickinson, Freneau, Trumbull,\* and Hopkinson aroused their countrymen, first to attempt, and then to endure, while, at the same time, they sought to enlist in their cause the sympathies of mankind.

After the war had decided the issue, and it came to building up a united nation out of a loose confederation of States, Jay, Hamilton, Madison,† Jefferson, John Adams, Washington, Fisher Ames, and others were most efficient in organizing and shaping the policy of the new Government. As the Declaration of Independence was chiefly the work of Jefferson, so the Constitution of the United States was that of Hamilton and Madison.

In all history, an era of strife has been followed by one of marked mental vigor. Thus, as one would expect, the generation that directly followed the adoption of the Constitution, gave us the classics of American literature.

Irving was the first American author to secure general recognition at home and abroad. In 1809, appeared his inimitable Diedrich Knickerbocker's *History of New York*, and, about ten years later, his *Sketch Book*. The creatures of his fancy quickly passed into the life of the people. Even now, Ichabod Crane and Rip Van Winkle are as familiar to us as if we had lived in Sleepy Hollow and known them all our days. Bryant wrote his *Thanatopsis* in 1812, when he was only 18 years old. Cooper laid the foundation of American romance. His descriptions of American scenery, the Indian, and life at sea, were eagerly

\* Whipple says, "Trumbull's *McFingal* sent the rustic volunteers laughing into the ranks of Washington and Greene."

† Hamilton, Jay, and Madison wrote a series of powerful and convincing essays favoring the adoption of the Constitution. These were, at first, published as newspaper articles, but were afterward collected in a volume known as the *FEDERALIST*—the "political classic of the United States".

read on both sides of the Atlantic. Poe, the most imaginative of our poets, made himself famous by the Bells, and the Raven. Emerson's essays, by their original thought and brilliant style, caused at once a profound impression. Hawthorne's *Scarlet Letter*, *House of the Seven Gables*, and *Marble Faun*, ranked him with the great novelists of all time. Longfellow's poems touched the heart of the people, and quickly found their way into the reading-books of the schools; while the verses of Whittier, the Quaker Poet, have been repeated on almost every Academy stage in the land.

To chronicle the constantly-increasing list of our authors and their works would require a volume of itself. American authors are known and their writings read in all parts of the civilized world.

In journalism, our progress has been especially marked. At the opening of the Revolution, only 37 papers circulated in the colonies. There are now issued in the United States over 17,500 newspapers and periodicals. Popular education has made us a peculiarly enlightened nation, and statistics prove that "our people read as much as all the rest of the world who read at all".

**Philanthropic and Religious Institutions.**—In nothing do we see the ameliorating and elevating influences of our time more than in the generosity with which charitable institutions and philanthropic associations have, of late years, been founded and supported. As the country has grown in size, population, and wealth, relief has been more widely extended to human suffering, and efforts have been more urgently made to elevate the moral and religious condition of our race the world over.



## BLACKBOARD ANALYSIS.

EPOCH VI. RECONSTRUCTION AND PASSING EVENTS.	1. Johnson's Administration. (1865-'69.)	1. Disbanding of the Union Army.	
		2. Domestic Affairs.	1. <i>Reconstruction Policy of the President.</i> 2. <i>The Thirteenth Amendment.</i> 3. <i>Public Debt.</i> 4. <i>Reconstruction Policy of Congress.</i> 5. <i>The Seceded States Admitted.</i> 6. <i>Impeachment of the President.</i> 7. <i>The Fourteenth Amendment.</i> 8. <i>Fenian Excitement.</i>
		3. Foreign Affairs.	1. <i>Purchase of Alaska.</i> 2. <i>French in Mexico.</i> 3. <i>Laying of the Atlantic Cable.</i> 4. <i>Treaty with China.</i>
		4. Political Parties.	
	2. Grant's Administrations. (1869-'77.)	FIRST TERM.	1. Domestic Affairs. { 1. <i>Pacific Railroad.</i> 2. <i>The Fifteenth Amendment.</i> 3. <i>Prosperity of the Country.</i> 4. <i>Fires.</i>
			2. Foreign Affairs. { 1. <i>Treaty of Washington.</i> 2. <i>Proposed Annexation of San Domingo.</i>
		SECOND TERM.	3. Political Parties.
			1. Domestic Affairs. { 1. <i>The Modoc Indians.</i> 2. <i>Railroad Panic.</i> 3. <i>Centennial Anniversaries.</i> 4. <i>The Centennial Exhibition.</i> 5. <i>War with the Sioux.</i>
	3. Hayes' Administration. (1877-'81.)	1. Domestic Affairs.	1. <i>U. S. Troops at the South Withdrawn.</i> 2. <i>A Railroad Strike.</i> 3. <i>Changes in Currency.</i>
		2. Foreign Affairs.	1. <i>Fishery Award.</i> 2. <i>Treaties with China.</i>
		3. Political Parties.	
	4. Garfield and Arthur's Administration. (1881-'85).	1. Domestic Affairs.	1. <i>Assassination of President Garfield.</i> 2. <i>Accession of Arthur.</i> 3. <i>Civil Service Bill.</i> 4. <i>Letter Postage.</i> 5. <i>Alaska.</i>
		2. Political Parties.	
	5. Cleveland's First Administration. (1885-'89.)	1. Domestic Affairs.	1. <i>The Presidential Succession.</i> 2. <i>Strikes and Labor Disturbances.</i> 3. <i>Earthquakes.</i>
		2. Political Parties.	
	6. Harrison's Administration. (1889-'93.)	1. Domestic Affairs.	1. <i>The Johnstown Flood.</i> 2. <i>The Tariff.</i> 3. <i>Indian Troubles.</i> 4. <i>Ballot Reform.</i> 5. <i>Labor Troubles.</i>
		2. Foreign Affairs.	<i>International Copyright.</i>
		3. Political Parties.	
	7. Cleveland's Second Administration. (1893-'97.)	1. Domestic Affairs.	1. <i>World's Columbian Exposition.</i> 2. <i>Repeal of Silver Purchase Law.</i> 3. <i>The Tariff.</i>
		2. Political Parties.	
	8. States Admitted during this Epoch.		
	9. Progress in Civilization.		

## QUESTIONS FOR CLASS USE.

THESE questions are placed at the close of the work rather than at the foot of each page, in order to compel a more independent use of the book. As far as possible, topical recitations should be encouraged. On naming the subject of a paragraph, the pupil should be expected to tell all he knows about it. A little patience and practice in this method will achieve wonderful results. The following pages often present topical questions in the hope of gradually leading the pupil to this system of study. The figures refer to the pages of the book.

## INTRODUCTION.

9. From what continent did the first inhabitants of America probably come? How did they get here? (At that time it is probable that Bering Strait was not cut through, and the two continents were connected.) What remains of these people are found?

10. Where do they occur? What proof is there of their antiquity? Describe the ruins at Newark, Ohio. The mound at St. Louis. The embankment in Adams County, Ohio. Are earth-works permanent? Describe the ruins in South America. Who were the mound-builders?

11. What became of them? Who succeeded them? How did the Indians compare with them? What do you say of the number of the Indians? Where were they most numerous?

12, 13. Were there any blacksmiths, carpenters, etc., among them? Were they a progressive people? In what were they skilled? How did they regard labor? Describe the life of their women. Give an account of the Iroquois Confederacy. Who are the Pueblo Indians? Describe the Indian disposition. His power of endurance.

14-17. His religion. Did he have any idea of God? What policy should be pursued toward the Indian? Can you give any account, from your recent reading, of the efforts now making to educate the Indian? Who were the Northmen? What traditions about their having discovered and settled America? Are these stories credible? Are there any remains of this people now existing? Were their discoveries of any value? At what date does the history of this country begin? Name the subjects and limits of the six epochs into which this history is divided.

## FIRST EPOCH.

19. What was the state of geographical knowledge in Europe in the fifteenth century? Why could not sailors have crossed the ocean before as well as then? Why were books of travel more abundant then? Why were they so eagerly read?