



West's

Story of Our Country

WEST, RUTH
revised by

WILLIAM E. GARDNER, Ph.D.



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ORIGINAL AUTHORS

WILLIS MASON WEST — Mr. West grew up in the vigorous Americanism of the early Northwest. Teacher, principal, superintendent of schools, college professor, and scholar extraordinary, he was always master of the "choice word and measured phrase." It was not surprising that he himself, reared in a frontier environment, should pioneer in the writing of America's history, with prophetic thoughts for America's future.

RUTH WEST — While a student at the University of Minnesota, where her father was head of the History Department, Miss West worked with him on several of his books. Then, during her own teaching days in three States — Minnesota, Illinois, and Washington, she learned at first hand the interests, needs, and varying abilities of America's youth. With this background, she collaborated with her father in writing *Story of Our Country*.

REVISING AUTHOR

WILLIAM EARL GARDNER — Dr. Gardner's contribution to the writing of *Story of Our Country* in this revised edition brings down to the present the story that has such deep roots in the beginnings of our country. Dr. Gardner has been a well-qualified teacher of junior high school, high school, and college students for several years; and he is presently teaching both at the University of Minnesota and the University High School. Fully understanding the interests and the varying abilities of today's American youth as well as their needs for tomorrow, Dr. Gardner has revised *Story of Our Country* in a way that guarantees its continuation as an outstanding American history text for junior high school students.

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Chapter 5

ENGLAND STARTS COLONIES IN AMERICA

Our country owes much to all the early settlers, but it owes most to the colonists from England. Their descendants make up nearly half our population today. It was the English who brought with them the idea of governing themselves. It was they, mainly, who succeeded in setting up an independent and united government, and who made our Constitution. For all of these reasons, we

shall give special attention to the English colonies.

In the year 1707 England and Scotland were joined by the Act of Union. From that time on, we usually speak of the *British*, rather than the *English* government or colonies. Since then, the name Great Britain, or United Kingdom, is used for the whole country. England refers only to the southern part of the Isle.

ENGLISHMEN SEE AMERICA AS A LAND OF OPPORTUNITY

Even the earliest settlers looked upon America as a "land of opportunity." If today we ask a group of foreigners newly arrived in the United States why they came, they will give many answers: "To make a living"; "To get an education"; "To have liberty"; "To worship God in our own way." To most people, America is the land where the poorest have a chance. Here they hope to make a suitable living so that they can educate their children and give them opportunities they themselves did not have. The earliest settlers, as we shall see, would have given

much the same reasons for coming to America.

Many English Seek Better Livings. Probably most men came, then as now, because they wished to make a better living. In England, the land still belonged to the rich landlords. But in America, even a poor man might get land of his own; for in the vast new continent across the sea, land could be had almost for the taking. It was a wilderness, to be sure, but who ever saw the wilderness that would not yield before two strong hands? One's children, at least, could have a farm and all of the privileges

Departure of Raleigh's Colonists. Sir Walter Raleigh backed the expedition which established England's first colony in the New World. The colony, however, was completely destroyed in an Indian raid.

Courtesy Raleigh Hotel, Washington, D.C.



that went with land ownership. Many a man had thoughts like this as he packed his small belongings together.

Many others came to America because of the high cost of living in the Old World. Prices were rising rapidly. People living on wages could hardly make both ends meet. In England, many laborers were out of work. The owners of big estates had found the growing of wool so profitable that they turned their farms into pastures. It took very little labor to care for large flocks of sheep. The men who had plowed

and harvested the old fields were then left without jobs. Many had no money with which to pay their way to the New World; but in order to go, they willingly sold their labor for a term of years in exchange for free passage. Men who were bound to a master in this way were called *bond servants* or *indentured servants*.

There was also another class of servants sent out from England. European laws in those days were so severe that men were put in prison for very small offenses. People were even kept in jail for being in debt.

Landing of the Pilgrims. After sixty-five days on the wintry Atlantic, the Pilgrims were very grateful to set foot on shore. They were the first colonists who came to America for the right to worship as they chose, and the first to form a democratic government.



Since English officials complained that the prisons were full, the government sometimes sent to the New World as bond servants many who had been convicted of petty crimes. After they had served some master the required length of time, these men were permitted to start anew.

Many Seek Religious or Political Freedom. Some men brought their families to face hardship in America because they wanted free government. England at that time was the only large country of Europe in which the people had a share in the government. For many years Englishmen had elected to Parliament representatives who made laws and laid taxes. Then, in 1603, James I of Scotland became King of England. He refused to recognize the rights his English subjects had so long enjoyed. As a result, many Englishmen came to America to try their own ideas of government. To them, America was the "Land of the Free."

Other settlers came because they wished to worship God in their own way. In the sixteenth century, all Englishmen were supposed to belong to the Church of England. But not all Englishmen agreed about religion. They divided into many new sects, such as Puritans (who wished

to "purify" the church worship), Quakers, Baptists, and Presbyterians. Neither these new sects nor the old Roman Catholics were allowed their own way of worship in England, so many of their followers came to America. Since most of the English colonies were among the few places in the world in the seventeenth century where a man could choose his own form of worship, men from France and from Germany also came to these colonies to have a chance at their own form of religion.

For all these reasons, men soon became enthusiastic about founding colonies. Some young men from wealthy families became colonists themselves. Such men went chiefly for love of adventure. In 1631 Captain John Smith, a leader in the Virginia colony, wrote what he thought were the best reasons for tempting men to the colonies. They are given here, with the spelling modernized:

"And truly, to a generous spirit, there is no pleasure comparable to good employment in noble actions . . . to see daily new countries, people, fashions, governments, stratagems; to relieve the oppressed, comfort his friends, subdue enemies, and adventure upon any danger for God and his Country."

ENGLISH MERCHANTS RISK MONEY TO FOUND COLONIES

As we shall see, most of the early English colonists were poor men. Someone else had to pay the cost of sending these settlers to the New World. In France and Spain the government paid the costs of the colonists. The English government,

however, had little money for such projects. Rich merchants and great lords took over the task of paying for new colonies.

Why should these men risk their money in the New World? Some were patriotic. They saw Spain's

War of Tripoli. One of the first conflicts to involve our Navy after its official creation during the time of trouble with France in 1798 was the war against the Barbary Pirates. When the Pasha of Tripoli demanded more tribute and attacked our shipping, President Jefferson dispatched a fleet to the Mediterranean. There victories by Stephen Decatur forced the pirates to give up their demands.

Brown Brothers



When Americans heard the report, they were furious. Congress began preparations for war. Washington was appointed Commander-in-Chief of the army. A Navy Department was created, and frigates (warships) were built. During the next few months, the French captured many American merchant vessels. American frigates, in turn, captured several French privateers and some French frigates which were found sailing alone on the high seas.

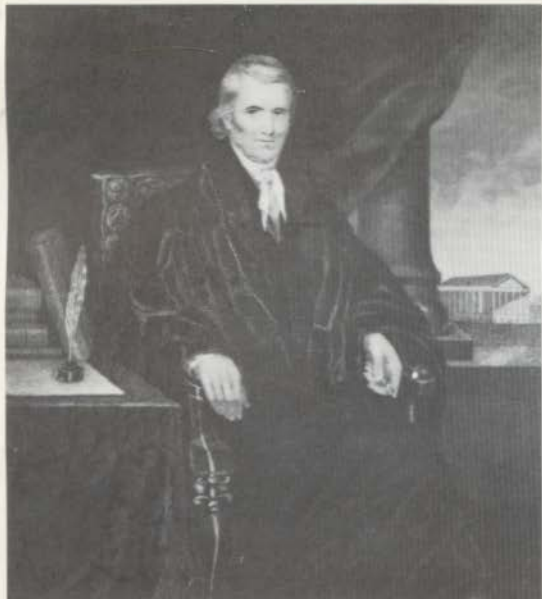
TROUBLE ABROAD BRINGS ILL FEELING AT HOME

The Alien and Sedition Acts. The worst result of this short war with France was bad feeling at home — a common result of war. The Federalists thought the Republicans dangerous because they had sympathized with the French Revolution. The Federalists got through Congress some laws known as the *Alien and Sedition Acts*. The Alien laws gave the President power to imprison or deport (send out of the country) any aliens (foreigners)

This naval war, however, did not last long, for a young general called Napoleon Bonaparte overthrew the French government and made himself master in France. Bonaparte who had great plans for conquering all Europe did not wish to keep up a petty war with the United States. Many Americans were so angry with France that they would have preferred to go on fighting, but Adams wisely took the first chance to make an honorable peace.

whom he considered dangerous. The Sedition law said newspapers or speakers who criticized the government or its officials were to be considered guilty of sedition (treason).

The Virginia and Kentucky Resolutions. Some Republican editors were imprisoned and fined for criticizing Adams. Then the legislatures of Virginia and Kentucky passed resolutions declaring that these laws were contrary to the Constitution. They pointed out that the Constitu-



Historical Pictures Service



Courtesy U.S.D.A. Photograph

John Marshall and the Supreme Court. In establishing the right of judicial review in the *Marbury versus Madison* case, Chief Justice Marshall established the power of the Court in our constitutional system of checks and balances.

tion guarantees jury trials and promises that Congress will not interfere with freedom of speech.

Although the laws were unpopular, the legislatures of other States did not join Virginia and Kentucky (the states in which the Democratic-Republican party was strongest). People began to see that if a State could say laws passed by Congress were not constitutional, there soon would be no central government.

However, there was a way to remedy things without destroying the government. An election was coming; the people could elect new men to carry out their wishes. The Federalists, who had passed the unpopular laws, were defeated in the election of 1800. Jefferson, leader of the Democratic-Republicans, was chosen as our third President.

John Marshall. Before leaving the capital, John Adams made an important appointment. He made John Marshall Chief Justice of the Supreme Court. Marshall remained Chief Justice for thirty-five years. During that time he had many important cases to decide.

Sometimes the judges of the Supreme Court have to decide whether a law is "constitutional." In such cases, Marshall often argued that the "necessary and proper" clause of the Constitution gave Congress power to do many things that were not stated in so many words. Although he had been too young to be a member of the Constitutional Convention, Marshall's decisions on constitutional issues gave him the right to be called one of the makers of the Constitution.

who needed them. Parks and playgrounds gave both children and grown-ups a chance to have healthful outdoor recreation. Better schools were built. Every city of any size had its art gallery, museum, and theaters.

Many times mistakes were made in the attempts to settle the problems of the new cities. Often the

money voted for improvements was wasted by dishonest or incompetent officials. The citizens did not always keep themselves informed on how the city was being run. There was much to learn, but more and more Americans came to see that their towns and cities must be well governed if they were to have healthful and happy homes.

AMERICA ATTRACTS IRISH AND GERMAN SETTLERS

The "Melting Pot." We Americans, even the Indians, are descended from immigrants or are immigrants ourselves. From all over the world our forefathers have poured into the United States, thus making this country the world's greatest "melting pot." The United States was like a huge magnet, pulling hundreds of thousands of people to its unplowed land and bustling cities.

Early in American history, most immigrants came from a few countries in Northern Europe. We have already read about English, Dutch, and German immigrants in colonial days. During the early years of the nineteenth century, the numbers increased steadily. Because of bad conditions at home, Irish and German immigrants made up a large share of the total number during those years.

The Potato Famine. In Ireland the people hated English rule. They wanted home rule — a government of their own. They wanted to own their little farms instead of paying rent to English landlords who demanded more money whenever a farmer improved his house or his

land. Besides, English laws kept them from doing much manufacturing.

Wheat did not grow well in Ireland, and the people did not try to raise much but potatoes. Then in 1846-1847 the potato crop failed. Since England had a tariff on wheat which made the price of bread too high for poor people to pay, there followed a dreadful famine. Hundreds of thousands of the Irish people died of hunger before England repealed the tariff on grain. All who could do so escaped to the United States where they had better chances to make a living and could have a voice in the government. More than a million people came from Ireland in the next ten years. Most of them settled in the cities and towns. Many helped to build our growing cities and the thousands of miles of our roads and railroads. Soon they began to furnish leaders in all fields of American life.

The Germans. The people of the little German states also had had several years of bad crops. They had long been oppressed by tyrannical rulers, and in 1848 they revolted and

tried to set up a united German republic. This revolt was crushed. Thousands of Germans then turned to America to find the freedom which they could not have in their own country. Many Germans were skilled workmen, much needed in the new factory towns. Many more took up land and became farmers in what we now call the Middle West.

These newcomers had much to contribute to America. The Germans brought with them a love of music, an interest in science, and enthusiasm for liberty. Many of them had been students at German universities which were far ahead of ours at that time. They were soon furnishing both scholars and statesmen to our lists of great American citizens.

AFTER 1860, IMMIGRANTS COME FROM OTHER PARTS OF EUROPE

The War Between the States slowed down the numbers of immigrants to the United States, but the flood of people increased rapidly after the war. In 1873, over 450,000 people came to this country, more than in any one year before the war.

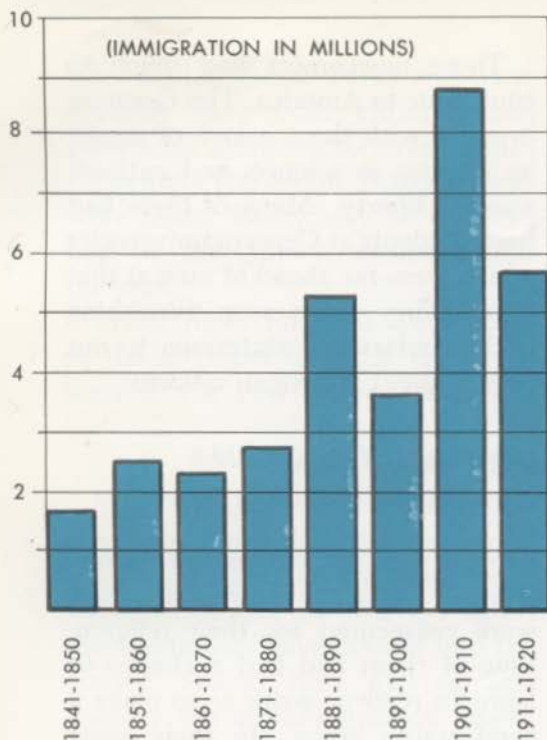
The Scandinavians. Many people still came from Germany and Ireland, but now Swedish and Norwegian farmers left their small mountain farms to find on our wide fertile prairies all the land they could use lying ready for the plow. These settlers went into the farm lands of Michigan, Wisconsin, and Minnesota. Honest, hard working, and thrifty, these Scandinavians made great contributions to the building of the Middle West.

The Immigrants of Southern and Eastern Europe. Before 1890, most immigrants came from the nations of Northern and Western Europe. After 1890 most of our immigrants came from lands in Southern and Eastern Europe — especially Italy, Austria, Poland, and Russia. Austria and Russia ruled over many subject

peoples who wanted more freedom. Some of them, like the Russian Jews, were persecuted for their religion. Few of them had had a chance to learn to read or write or to make a comfortable living. In their home land, they were given almost no share in governing themselves. All this made them want to come to America, but it also made it hard for them to fit themselves quickly for the duties of American citizens.

Older Americans complained that these new Americans were slow to become "Americanized." Since the chance to get a farm was now poor, the immigrant had to find a home in one of our large cities or in a mining town. There he often worked and lived side by side with men from his old European home. On his small pay, he had to live in some crowded tenement near his work where his neighbors knew no more of American ways than he. It took him a long time to learn the ways of his adopted country or to feel at home here.

People from these countries had had lives of hardship at home, and



Courtesy Philadelphia Museum of Art

Immigration 1840 to 1920. The graph shows the total immigration to our country during ten-year intervals. Because immigration was so great, accommodations on most ships were crowded and poor, but fares were low.

in the new land they were afraid to refuse a job, even though wages were very low. In every city, scores of greedy men lay in wait for the newcomer to take advantage of his ignorance of our language and our ways. The immigrant was often tricked into signing a contract by which he would be obliged to work for months, or even for years, at wages that would buy very little indeed, by American standards. Big firms even sent agents to Europe to

hire workers. The firm agreed to pay the passage money, and the immigrant agreed to work out the amount at a very low wage.

American workmen resented this, as it made it difficult for them to get the wages needed to pay for the things they considered necessary—neat homes, nourishing food, and advantages for their children. The labor unions finally succeeded in getting Congress to forbid this contract labor.

AMERICA TAKES STEPS TO LIMIT IMMIGRATION

Many Americans began to wonder if we had not been growing too fast. In 1890 the census reported

no more good farm land for homesteaders. It also reported large foreign quarters in big cities. In the

past we had been proud of our swift growth. We had wanted large armies of laborers for our expanding industries. Now that the frontier was disappearing, perhaps America should close its doors to newcomers from abroad. Immigration was becoming a problem.

Laws to Keep Out Undesirable Immigrants. After 1890 several laws were passed limiting immigration. They aimed at keeping out convicts, lunatics, idiots, paupers, and people with contagious diseases. Anarchists (people who believed all government wrong) were also forbidden to enter. Then in 1917 Congress made a law that every immigrant must pass a literacy test to show that he could read at least his own language. President Cleveland and President Taft had vetoed similar laws, and President Wilson vetoed this one. The three presidents thought that men of character and ability ought not to be kept out just because they had had no opportunity to go to school in their own country. Congress, however, passed the bill over Wilson's veto.

The Chinese Exclusion Act. One of the most difficult problems of immigration had to do with Oriental

labor. While white labor was still very scarce in our West, we welcomed Chinese workmen to do the heavy work in building our transcontinental railroads. After the railroads were built, white laborers became more plentiful. Trade unions objected to the Chinese on the West Coast because they "lowered the standard of living" for American labor. After 1882 Chinese workmen were no longer allowed to enter the United States.

The Gentleman's Agreement. Some years later, the Japanese began to come to the United States, and again white workmen objected. Misunderstandings arose which threatened to cause trouble with Japan. For many years the United States and Japan had a *gentleman's agreement*. Japan declared itself quite ready to keep its people away from places where they were not wanted, and it promised to keep its laborers from coming to the United States. This agreement worked very well, but Congress paid no attention to it in the new immigration law of 1924 which forbade all immigration from Japan. As a result, the Japanese felt that Americans were no longer their friends.

AMERICA IS STRONGER BECAUSE OF ITS IMMIGRANTS

The Immigrant — a Builder. Our America is what the immigrants from the seventeenth to the twentieth century have made it. In the years just after the War Between the States, the hundreds of thousands of Scandinavians and Germans helped to turn the waste places of our West

into thriving farms and prosperous towns. Later, immigrants from Europe and Asia did much of our hardest work — digging tunnels, grading railroad beds, and working in our mines and factories. Skilled workmen from other lands helped to put our growing industry in first place.

In 1890 an American writer described the immigrant as "the American man-of-all-work" — saying:

"I contribute eighty-five per cent of all the labor in the slaughtering and meat-packing industries;

I do seven-tenths of the bituminous coal mining;

I do seven-eighths of all the work in the woolen mills;

I contribute nine-tenths of all labor in the cotton mills;

I make nineteen-twentieths of all the clothing;

I manufacture more than half of the shoes;

I build four-fifths of all the furniture;

I make half of the collars, cuffs, and shirts;

I turn out four-fifths of all the leather;

I make half the gloves;

I refine nearly nineteen-twentieths of the sugar;

I make nearly half of the tobacco and cigars."

The Immigrant — a Contributor to Our Culture. But our foreign-born citizens brought much more than the work of their hands. They made our national life richer by contributing new ideas and customs. They furnished leaders in all lines — poets, artists, musicians, scholars, scientists, inventors, and statesmen. Most of them had firm faith in American ideals of liberty and democracy. Frederick Haskin already quoted on this page, also speaks for the immigrant in the following words:

"I looked toward the United States with eager eyes kindled by the fire of ambition and heart quickened with newborn hope.

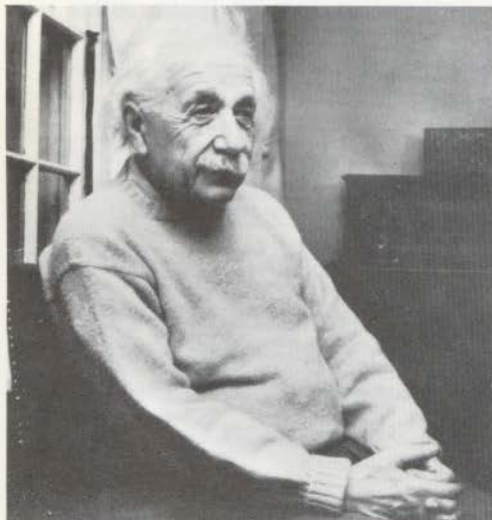
"I approach its gates with great expectation.

"I entered in with fine hope."

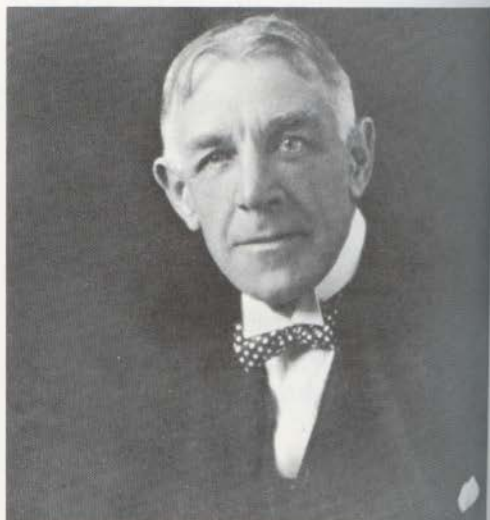
This "fine hope" was sometimes disappointed, when newcomers found themselves lonely and even, perhaps, rudely treated by Americans who had lived here longer. On the other hand, millions of people

The Immigrant — a Contributor. Albert Einstein (left), a German, advanced the theory of relativity, a basis for the later development of atomic energy. Edward Bok (right), a Dutchman, became an outstanding journalist and author.

Wide World Photo



Wide World Photo



Mass Naturalization. New citizens take the oath of allegiance at a ceremony held by courtesy of the court in a Washington, D. C., hotel as part of the final session of the 13th Annual National Conference on Citizenship. The right to become American citizens has long been a major reason for immigration to this country.

Courtesy Immigration and
Naturalization Service



have found in America a chance to live in freedom and happiness as they could not do in the lands from which they came.

The Immigrant — a Citizen. It is fairly easy for a newcomer to the United States to become an American citizen. Most cities have schools for the study of English and government. A man or woman who has lived in the United States for five years may apply for citizenship. He must have two sponsors to swear to his good character. The judge of the naturalization court asks him questions about American government, and if replies are satisfactory, he is then sworn in as a citizen.

Meantime his children learn American ways in a public school. His wife may not be able to take

time from her household tasks to go to evening classes, but she will manage it if she can, as she will not wish her husband and children to leave her behind in the job of becoming an American.

But what do our neighborhoods do? Do we children of earlier immigrants make it easy for strangers to feel at home? Do we see that they get fair treatment in the factory? Do we welcome them to the school, the church, and the neighborhood? Do we share the good things of our community with them and give ourselves a chance to enjoy the contributions to American life made by the newcomers? This is a challenge to each friendly American who believes in fair play, a basic ideal which characterizes the American.

OUR NEW CITIZENS STILL SEEK FREEDOM AND OPPORTUNITY

Before moving on to the next chapter, let's stop for just a moment to study two questions. Why did immigrants come to America? What reasons did they have for leaving home and families to seek a new and different life in a new land?

America — a "Land of Opportunity." Suppose it were possible to ask those questions of a German immigrant in 1690 and a newcomer from Russia in 1890. Their reasons would be much the same. Both might make statements such as:

"My father tilled soil belonging to other men all his life. When he died he had nothing to leave to his sons and daughters. I came because I want to own land of my own."

Lure of the West. American railroad companies urged Europeans to emigrate to Western farmlands in the late 1800's.

Courtesy The Baker Library, Harvard University

"Religion is an important part of my life. In the old country I was not able to worship God the way I pleased. I have heard that in America I shall have this right."

"I believe that people should have a voice in the government. In America, I shall have that right."

People of all times in our history came for these reasons. America was looked upon (and still is) as the "land of opportunity" for millions of oppressed people the world over.

America Seeks Immigration. America did not hesitate in inviting immigrants. Many States eager to develop their resources, advertised for new settlers by passing out posters and pamphlets in many foreign countries.

Railroad and steamship companies advertised, too. All over Europe their posters could be seen, urging families to come to the United States. Unfortunately, much of this advertising painted conditions in far too rosy colors; and newcomers often expected ease and comfort, different indeed from what they found.

Probably our best advertisers were the immigrants themselves. They wrote back to their old homes about the splendid chances they were finding in America. As a result, whole villages sometimes migrated from the Old World to the New. In 1905 more than a million Europeans came. By 1910 one-third of the total white population of the United States was either foreign-born or of foreign parents.

**EMIGRANTS
LOOK TO YOUR
INTEREST**

FARMS AT \$3. PER ACRE!
AND NOT A FOOT OF WASTE LAND.

FARMS ON TEN YEAR'S CREDIT!
And on purchase no portion of the principal required !!!

Lands not Taxable for Six Years!

**FARMING LANDS IN
EASTERN KANSAS**
BUT ONE HOUR'S RIDE FROM THE CITY OF ATCHISON AND THE MISSOURI RIVER. ARE OFFERED ON TERMS WHO GUARANTEE TO THE ACTUAL SETTLER LARGER BENEFITS THAN CAN BE SECURED UNDER THE HOMESTEAD ACT.

**THE CENTRAL BRANCH
UNION PACIFIC RAIL ROAD CO.,**

Offer for sale their lands in the celebrated
KICKAPOO INDIAN RESERVATION.
Situated in the western of Kansas, Brown and Jackson, to the State of Kansas and the Union Pacific Central Branch Union Pacific R.R. Co. The land is divided into tracts of 160 acres in width and contains

152,417 ACRES.

Eighteenth forbade the manufacture and sale of alcoholic beverages; the Nineteenth gave the vote to women. Both went into effect in 1920.

For the most part, the American people were not interested in carrying on the reforms of Teddy Roosevelt and Woodrow Wilson. "Good times" were returning. Soon, the people believed, everyone will be prosperous. The great war was over, and the world was safe for democracy. Now the time had come to have some fun.

Scandal in the Harding Administration. As we have seen, Warren G. Harding was elected President in 1920. During his administration Congress raised the tariff and cut taxes. After he died suddenly in 1923, the nation was shocked to learn of corruption in the government. People appointed by Harding to high positions had used their offices to line their own pockets, and those of their friends.

The worst case of corruption was that of Secretary Fall, of the Department of the Interior. He had allowed

big oil interests to get hold of *Teapot Dome* (a government oil reserve in Wyoming) and other government oil lands. In return he had accepted large amounts of money. The Federal government took back the oil lands, but not until 1931 was Fall convicted and sent to prison.

"Silent Cal," a Friend to Business. Vice-President Calvin Coolidge took Harding's place and carried on his policies. People liked Coolidge's policy of cutting government expenses and lowering taxes. The taxes on very large incomes were cut the most, for business leaders claimed this would make the whole country more prosperous. At the same time protective tariffs were raised again. In 1924, Coolidge was re-elected. This quiet New Englander had very little to say, but the people thought him honest and sensible.

Further Restrictions on Immigration. During World War I, the number of immigrants to the United States dropped drastically. After the war, many Americans did not want millions of new people arriving each



The Accuser. Many people believed that one of our nation's great mistakes was the refusal to join the League of Nations and the Senate's failure to ratify the Treaty of Versailles. This cartoonist pictured the Senate as an assassin. Do you agree with the opinion? Why?

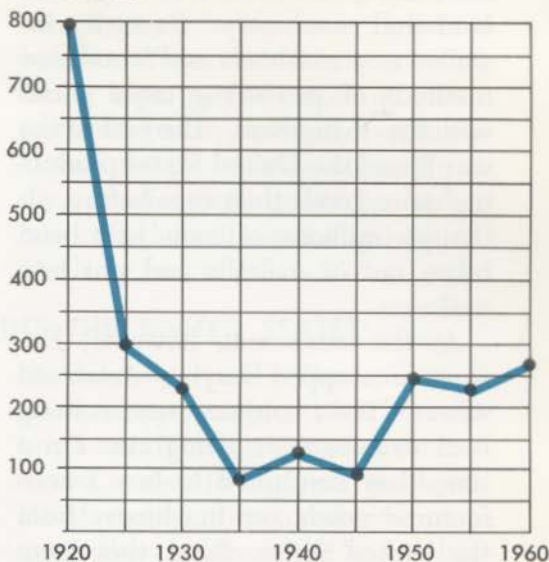
Rollin Kirby, Courtesy Boston Public Library

year. They claimed that immigrants from the war-torn nations of Europe would take jobs from American workers. In 1921, 1924, and 1929 Congress passed laws which put immigrants on a "quota system." This meant that each nation was given a quota — a certain number of people who could enter our country each year. At first the number which would be admitted under the quota system was about half a million annually. By 1930, however, this number was cut to 150,000.

Those same laws also forbade immigration from any country of Eastern Asia. President Coolidge warned that this was unwise, as our "gentlemen's agreement" with Japan had worked very well for nearly twenty years. Bitter feeling arose at once in Japan. The Japanese people felt insulted and hurt. They resented a law that seemed to declare Japanese inferior to Americans. They talked of boycotting American goods, and street riots broke out in Tokyo against Americans living there.

Another law said that Asiatics could not be naturalized, although their children born in this country are of course American citizens. Many Japanese residents, long loyal to America, thus became "enemy aliens" when war broke out in 1941. If they lived near the Pacific coast, they were sent to detention camps, even though their sons and brothers

THOUSANDS



IMMIGRATION, 1920-1960

were fighting with the American forces overseas in the European theater of the war.

These laws passed after 1920 changed the whole pattern of immigration to America. For several years after 1930, fewer than 100,000 immigrants came to our shores each year. In fact, more people left the country than came in. Refugees from religious and political persecution in Europe were no longer admitted unless they came "within the quota" of their country, no matter how small that quota. Some countries, like Great Britain, never filled their large quotas. After World War II, special rules were made for people fleeing from despotic governments.

THE 1920's ARE PROSPEROUS YEARS FOR MOST AMERICANS

During World War I, our chief jobs were to produce as rapidly as possible the things our Allies needed

and to find ways of getting goods to them. Farmers were urged to raise more grain, and many mortgaged

amounting to great losses of life and materials of war, sometimes as much as half a million tons a month.

The United States decided to speed up the delivery of goods by carrying them as far as Iceland in the North Atlantic. Iceland had just become an independent country and had invited the United States to help defend it against the Nazis. Denmark gave us permission to defend Greenland also. We "extended the Americas" to include these two northern countries. If Germany had seized them, the war would have come dangerously close to our shores.

The war was already too close for comfort. The President reported that American ships outside the war zone had been torpedoed by the Nazis. He asked Congress to permit our merchant ships to carry guns in self defense. By this time — November, 1941 — most Americans were no longer neutral in feeling. They approved the act which armed our ships and permitted them to enter the war zone. We were learning that no nation — least of all, a powerful one — can remain at peace in a war-torn world.

The Democracies Sign the Atlantic Charter. A few weeks earlier, President Roosevelt and Britain's Prime Minister Churchill met at sea near the coast of Iceland. There they drew up a set of "peace aims," known as the Atlantic Charter. It was a statement of what the United States and Britain hoped a democratic victory would bring — very different from the domination (rule) of the whole world by a master race.



United States Bases in British Possessions. How were these naval and airplane bases important to our defense of the Western Hemisphere?

They said their countries did not wish to conquer territory. They believed that all peoples should freely choose the form of government they wished. They said they would work for better trade relations so that all peoples might find it easier to get the things they need. They believed that aggressor nations (those who attacked their neighbors) should be disarmed as soon as they were defeated. They believed that as fast as possible "the crushing burden of armaments" should be lightened "for all peace-loving nations." They hoped war could be done away with. They hoped that some system could



Courtesy United Nations



Courtesy UNICEF Photo

Toward a Better Future. A UN expert explains machinist skills to a Pakistani (left). A UN nurse examines a painful boil of a young Turk (right). The work of the UN since World War II has aided greatly the improvement of living conditions in underdeveloped nations of the world.

everyone. To carry out these aims the UN has six main branches.

The General Assembly. The General Assembly is where all member nations are represented and where each nation has one vote. The Assembly meets once a year, and it takes several months to clear up all the fifty or sixty items of world business that are brought before it. It makes no laws, but it does make many recommendations to member countries.

For example, the Assembly recommended several times that member nations give homes to as many displaced persons as possible (people who were made homeless by the war). Some nations refused to admit any; some were very generous, like Norway who took in large numbers of blind children. The United States

had strict immigration laws, but it made special rules so that, for a few years, more displaced persons might come to our country than could have been admitted by our quota system.

The Assembly serves as a sort of international town hall. Any subject connected with the peace of the world may be discussed and acted on there, and every delegate has a chance to say what he thinks. Often there are arguments and disagreements. Sometimes countries like the USSR and the United States say extremely unpleasant things about each other. This may seem to be a waste of time, but on the other hand it may be a good thing to have a place where people can relieve their minds with words, instead of taking up guns to shoot each other. Meantime, many important decisions are