

to cause others to be elected: whereby the Legislative flows
the dangers of invasion from without: and convulsions with
Foreigners, refusing to pass others to encourage their migration
ing his Alpen **FREMONT P. WIRTH** —
— He has erected a multitude of New Offices, and sent
nus, without the Consent of our Legislatures — He has
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protecting them by a mild trial from punishment for any
— For passing — For borrowing — For suspending
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's. Nor have we been wanting in attentions to our British
reminded them **AMERICAN BOOK COMPANY**
'to disavow these usurpations, which would inevitably in
ores, acquiesce in the necessity, which denounces our Separat

PREFACE

Professor of History, George Peabody College for Teachers, Nashville, Tennessee

History

REVISED EDITION

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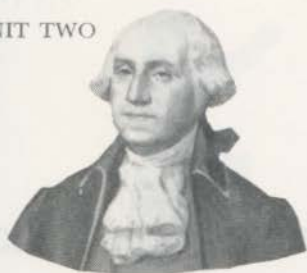
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Settlement of New Jersey. To the south of New York, settlements were made by the Dutch, Swedes, and Swiss in a small region now known as New Jersey. A group of Englishmen settled at Elizabethtown, which became the capital; and by 1702 this entire region was united into one province and became a colony of England.

Settlement of the Carolinas. Settlement of North Carolina began in 1653 when colonists from Virginia entered the region north of the Roanoke River and began what is known as the Albemarle Settlement. The territory known as the Carolinas was granted by King Charles II to some of his courtiers. One of the proprietors, Lord Shaftesbury, together with the English philosopher, John Locke, drew up the Grand Model, an elaborate plan for the government of the colonists. It provided that the settlers be divided into classes, such as nobles, great landowners, selectmen, and laborers. The Grand Model, however, proved a failure, because land was so plentiful in America that the settlers could become independent and refused to remain in distinct classes.

In 1660 a permanent settlement

named Charleston was made on the Ashley River. Ten years later it was moved to the peninsula between the Cooper and Ashley Rivers. In time it became the city of Charleston.

Oglethorpe settles Georgia. Georgia, the last of the original thirteen colonies, was settled in 1733. James Edward Oglethorpe, a philanthropist of great influence, made the settlement in an attempt to help worthy men who had been imprisoned for debt. The penal system of England at this time was exceedingly harsh. People were put in prison sometimes for life because they owed small debts. Oglethorpe worked out a plan of settling with the creditors of these men and then finding homes for them in the New World where they might make a fresh start. James Oglethorpe brought 120 men, women, and children to the New World, and early in 1733 a settlement was made at Savannah at the mouth of the Savannah River. Later a settlement was established at Augusta; and in 1743 a number of Germans, known as Salzburgers, came to Georgia and made a settlement at Ebenezer. The colony was named Georgia for King George.

MASTERY OF THE CHAPTER CONTENT

1. Why were the English the most successful of all the Old World nations in establishing permanent settlements in the New World?

2. Explain the purpose of the British colonial trading companies. Tell about some of the activities of the London and Plymouth companies.

3. Where was the first permanent settlement in New England? By whom and how was it established?

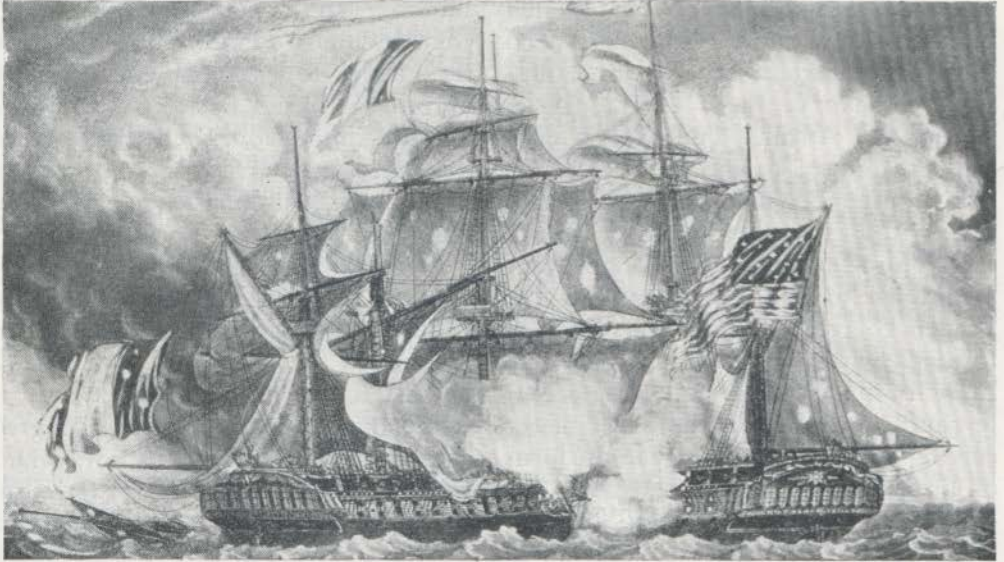
4. Compare the circumstances under which representative government was developed in Virginia and Massachusetts.

5. Explain the difference between Pilgrim and Puritan migrations to America.

6. Why did some settlers leave the Massachusetts Bay Colony for neighboring frontiers? Why did Roger Williams move out of Massachusetts?

7. What was the first permanent settlement in Virginia? How long afterwards was Georgia colonized? What was the first settlement in America?

8. What kind of hardships were undergone by the early colonists in North America? Were these sufferings endured voluntarily? If so, why?

*The Old Print Shop*

A scene during the Naval War of 1798. What nations fought in this undeclared war? How long did it last? These ships are frigates. What is a frigate?

1798, was brought to an end partly because the French general, Napoleon, was anxious to devote his entire energy to the war in Europe, and because France really did not want war with the United States. Napoleon gave us assurances that France was willing to receive a minister from the United States and was ready to respect him as a representative of a free nation.

On September 30, 1800, a new treaty was signed with France by which the United States was released from the old Alliance of 1778. In return, the United States gave up its claims for damages inflicted on our commerce as a result of the war.

The Alien and Sedition Laws. In the difficult negotiations which led to the XYZ Affair (see page 131), the French became unpopular, and the Federalists then in power passed the Alien and Sedition Laws, designed to curb liberalism and suppress any persons here whose sympathy for

France led them to oppose the Federalist program. A naturalization law was passed which made it more difficult for foreigners to become citizens, and an Alien Act gave the President the right to send out of the country any foreigners whom he considered dangerous to our peace and safety. A Sedition Act prescribed severe punishment for persons who unlawfully conspired for the purpose of opposing any measures of the government of the United States, and it forbade persons to "write, print, utter, or publish" any false, scandalous, or malicious writing or writings against the government of the United States or against either house of Congress or the President of the United States, with intent to defame.

The Virginia and Kentucky Resolutions. The Republicans bitterly denounced the Alien and Sedition Laws, which they considered unjust and directed against some of their party members. They felt, furthermore, that

the Alien and Sedition Acts attempted to abridge freedom of speech and press, and, above all, that they would interfere with Republican prospects for political success. Both Thomas Jefferson and James Madison prepared resolutions in opposition to the odious laws. Jefferson's protest was introduced into the Kentucky legislature by John Breckenridge and became known as the Kentucky Resolutions. Madison's resolutions, which were similar to Jefferson's in their statement of political theory, were adopted by the Virginia legislature. The Virginia Resolutions and the Kentucky Resolutions pointed to the danger of a highly centralized government which would interfere with the rights of the states and with the rights and liberties of the people.

The political revolution of 1800. As the next presidential election approached, the Republicans again nominated Thomas Jefferson of Virginia and Aaron Burr of New York, while the Federalists nominated John Adams of Massachusetts and Charles Cotesworth Pinckney of South Carolina. Alexander Hamilton's failure to support John Adams weakened the

Federalists, and the Republicans succeeded in electing 76 of the 141 electors. Each of the 76 Republican electors cast his votes for both Jefferson and Burr, and therefore the election resulted in a tie. The Republicans wanted Jefferson for President and Burr for Vice-President; but the Constitution provided that the person receiving the highest number of votes should be President if he had a majority, and the second highest, Vice-President. In this case neither had a majority; therefore, the election went to the House of Representatives, where each state was entitled to one vote regardless of the number of representatives. In the House, Jefferson received the majority of the votes and therefore became President, and Burr became Vice-President as the Republican Party had intended. This election demonstrated that a change in the electoral procedure was advisable, and the Twelfth Amendment to the Constitution was adopted. This amendment provided that distinct ballots should be cast for President and Vice-President, thus making it impossible for such a situation as arose in 1800 to occur again.

MASTERY OF THE CHAPTER CONTENT

1. Why is the political organization by means of which people are governed of great importance to them?

2. Why can we feel justly proud of our national framework of government? What type of democracy is it?

3. What are some important origins of our democratic way of life?

4. Name two documents which are regarded as fundamental contributions to our individual freedom.

5. Describe the organization of Washington's Cabinet. To what extent has the size of the Executive Cabinet changed

since 1790? Name the men selected by Washington to fill the new cabinet positions. How was each of these men well-qualified for the appointment?

6. What were some vital matters which confronted George Washington as the first President of the United States? What action did he take toward solving them?

7. What provisions were made for the formation of a judiciary branch of the Federal government? What is the meaning of the term *Federal*?

8. What was the reason for the first Tariff Act? What opposition to this Tariff



CHAPTER XIII

American Life, 1800-1865

America in the early nineteenth century. Most of the early American settlers came from the British Isles, and early American social life and customs were therefore similar to those of the English. Throughout the early years America continued to be largely an Anglo-Saxon country. Even in the early days, however, there were many settlers from other parts of Europe. Among the non-English settlers were French Huguenots, Germans, Swedes, and a considerable number of Scotch-Irish who came to Pennsylvania and moved down the Shenandoah Valley to the Piedmont and mountain regions of the South. America from its very beginning, therefore, was a land in-

habited by people of many nations, in spite of its predominant English strain. In the early nineteenth century foreigners continued to come from other parts of Europe. No accurate immigration figures are available for the period before 1820. Immigration in those early years was rarely greater than 10,000 a year, and those who came were easily assimilated by the population. Conditions in Europe were such as to encourage many foreigners of non-English stock to come to America in the period after 1830.

The Irish immigration. During the 1830's large numbers of Irish came because of overpopulation, famine, and political discontent in their own coun-

try. It is estimated that in the decade of the 1840's, 780,000 foreigners came to America, and the next ten years brought 914,000 more. Many of these were of the Irish peasant class who were accustomed to agricultural living; but only a few settled on farms. Most of them engaged in unskilled labor in the construction of canals and railroads, or settled in towns and worked in the mills.

Coming of the Germans. Another group which came in large numbers were the Germans. They came after 1830, following the unsuccessful political revolutions in their native country. An industrial revolution in Germany likewise displaced many, who then became anxious to leave their native country for America. Another series of political revolutions in Germany about 1848 failed in its objectives, and many other Germans left their country. It is estimated that by 1860 the German-born population of the United States amounted to more than 1,250,000.

Antiforeign feeling. Opposition to these foreigners because of the fear that they might compete with native-born labor soon appeared, and considerable antiforeign feeling developed in the 1830's and 1840's.

In 1847 a nativist party, usually known as the "Know Nothing" party because of the secrecy of its members, was organized. Its chief aim was the exclusion of foreigners from this country. In the campaigns of 1852 and 1856 it advocated measures of exclusion, but its strength in local and national politics was inadequate to secure the adoption of its policies.

Increase in population. In 1790, when the first United States census was taken, the population of the United States was only about 4,000,000. By

1820 the number had more than doubled to 9,632,403. In each succeeding decade it increased by about 33 per cent, until, in 1860, it reached 31,500,000, of whom nearly half a million were Negroes. This large increase was due largely to growth of the native population, though immigration had added about 5,500,000.

The westward expansion of America. With such a large increase in population came a rapid territorial growth of the United States, as the people moved westward in search of cheap land. After the War of 1812 westward migration increased rapidly. There were several important reasons for this expansion: (1) the Indians had been defeated, and treaties with them opened new lands for settlement; (2) following the War of 1812 a serious economic depression caused many in the East to seek new opportunities in the West; (3) the abundance of fertile land in the West attracted many farmers who were finding it more and more difficult to make a living in their own communities in the East.

During this westward movement vast numbers of people moved across the mountains. The center of population, which in 1790 had been twenty miles east of Baltimore, Maryland, had moved by 1860 to a point twenty miles south of Chillicothe, Ohio. By 1860 nearly half of the people of the United States lived west of the Appalachian Mountains.

The rise of the New West. The movement of population across the mountains pushed the American frontier westward. Near the beginning of the nineteenth century, the Ohio and the Mississippi valleys had been a frontier region. By 1830 they had become settled areas. More than 2,000,-



Courtesy Museum of Modern Art, New York

The Quilting Bee. If you study this scene closely you will see many interesting things. Notice the construction of the room, the decorations, the clothes, the children, the expressions and attitudes of the individuals shown here. What is a quilting bee? Are they held today?

000 people had moved into this region. So great was this migration to the West that an English traveler, Morris Birbeck, reported in 1817 that "Old America seems to be breaking up, and moving westward." Birbeck then described the migration through Pennsylvania into the new West. He wrote, "We are seldom out of sight, as we travel on this grand track, towards the Ohio, of family groups, behind and before us. . . . A small waggon (so light that you might almost carry it, yet strong enough to bear a good load of bedding, utensils and provisions, and a swarm of young citizens, — and to sustain marvellous shocks in its passage over these rocky heights) with two small horses; sometimes a cow or two, comprises their all; excepting a little store of hard-earned cash for the land office of the district; where they may obtain a title for as many acres as they possess half-dollars, being one fourth of

the purchase-money. The waggon had a tilt, or cover, made of a sheet, or perhaps a blanket. The family are seen before, behind, or within the vehicle, according to the road or the weather, or perhaps the spirits of the party. . . . A cart and single horse frequently affords the means of transfer, sometimes a horse and packsaddle. Often the back of the poor pilgrim bears all his effects, and his wife follows, naked-footed, bending under the hopes of the family."

Another observer of this same period was William Darby, an American geographer, who in 1817 wrote in his *The Immigrant's Guide*: "The stream of immigration moved southwest. The inhabitants of the New England states moved to Ohio; those of New York, New Jersey and Pennsylvania, to Ohio, Indiana, and Illinois; those of Maryland and Virginia to Tennessee and Missouri; and those of the Carolinas

A critical election. In the election that followed, Lincoln received 180 electoral votes against 123 for all his opponents. He was legally and constitutionally elected. His popular vote, however, was only 40 per cent of the total vote cast. Many people in the South now felt that the institution of slavery was in danger. They considered Lincoln a "Black Republican" who was bent on the destruction of slavery.

The South secedes. The governor of South Carolina had requested the legislature to remain in session until the results of the election were known. When the news of Lincoln's election came, the legislature called a state convention which passed the ordinance of secession. Within six weeks after the secession of South Carolina, Georgia and the five Gulf states also seceded. The political controversy between the North and the South had reached a breaking point. Southern leaders felt that with the election of Lincoln their cause was lost, that the political balance had now shifted in favor of the North, and that a government which was hostile to their interests would be in control. They now looked to "states'

rights," and argued, as before, that the Union was merely a compact of the states, that the states were sovereign and could secede at any time. They felt very strongly that there was no authority under the Constitution to force the states to remain within the Union. President Lincoln accepted the theory that the Union was perpetual and that the Constitution was not a compact of sovereign states.

The political argument concerning the nature of the Union reached its culmination with the secession of the Southern states. It was not the first occasion that a section of the country had vigorously opposed the actions of the Federal government. Kentucky and Virginia had expressed their opposition to the Alien and Sedition Acts; New England had resented Jefferson's purchase of Louisiana and had also refused to give wholehearted support to the government in the War of 1812; and South Carolina had threatened to withdraw from the Union in 1832 over the tariff question. The secession movement in 1861 was, however, of greater consequence, since it presented a more direct challenge to the preservation of the Union.

MASTERY OF THE CHAPTER CONTENT

1. Name three controversial topics which had caused sectional differences of opinion in the United States before 1815. What were the reasons behind these opinions? What reasons lay behind the slave controversy? How long did this issue agitate the nation?

2. Why had the institution of slavery developed so extensively in the South?

3. Contrast early labor conditions in the North with those in the South. Show climatic and geographic influences.

4. Name several causes for sectionalism disputes over slavery.

5. Trace the development of the institution of slavery in America from 1563 to 1820.

6. Describe the antebellum South.

7. Cite some early attempts in the South to restrict slavery. Why did some of these fail?

8. What provision was written into the national Constitution on the matter of slavery?



Brown Brothers

The first transcontinental railroad line is completed. Study the picture of the meeting of the two roads. Notice the type of engines, the workmen, and the costumes of the two men, probably officials of the roads, shaking hands in the center. Why was this an historic event of great portent?

by Sacramento merchants, and the Union Pacific by Chicago capitalists. Construction proceeded through the wide open spaces with great difficulty because the country was inhabited by hostile Indians and herds of roaming buffaloes. The labor supply for the Eastern company came chiefly from Irish workers and war veterans who were able to use the rifle as well as the pick and shovel. The Central Pacific had the difficult task of building across the Sierra Nevada Mountains. Most of the work on this road was done by Chinese coolies. The gigantic task was finally completed when the two companies met at Promontory, Utah, north of the Great Salt Lake. Here, on May 10, 1869, elaborate ceremonies were held. The locomotives coming from opposite directions faced each other and the "wedding of the rails" was celebrated. The driving of a golden spike with a silver-plated ham-

mer was part of the ceremony. The blows were recorded in Eastern cities by telegraph, and the Liberty Bell tolled again in Independence Hall.

The completion of the transcontinental railroad marked an important milestone in an era of unparalleled railroad construction. Enthusiasm for the construction of more railroads was unbounded, and Congress made additional land grants to other railroads, including the Northern Pacific for a road from Lake Superior to Puget Sound; the Southern Pacific for a road from New Orleans to San Francisco; and the Atchison, Topeka and Santa Fe, which was to run from Kansas southwestward to California. Throughout the years from 1862 to 1877 Congress made land grants of more than 155 million acres to railroad companies, or to states, which, in turn, granted them to the railroads. Of these grants, more than 131,000,000 acres were actually



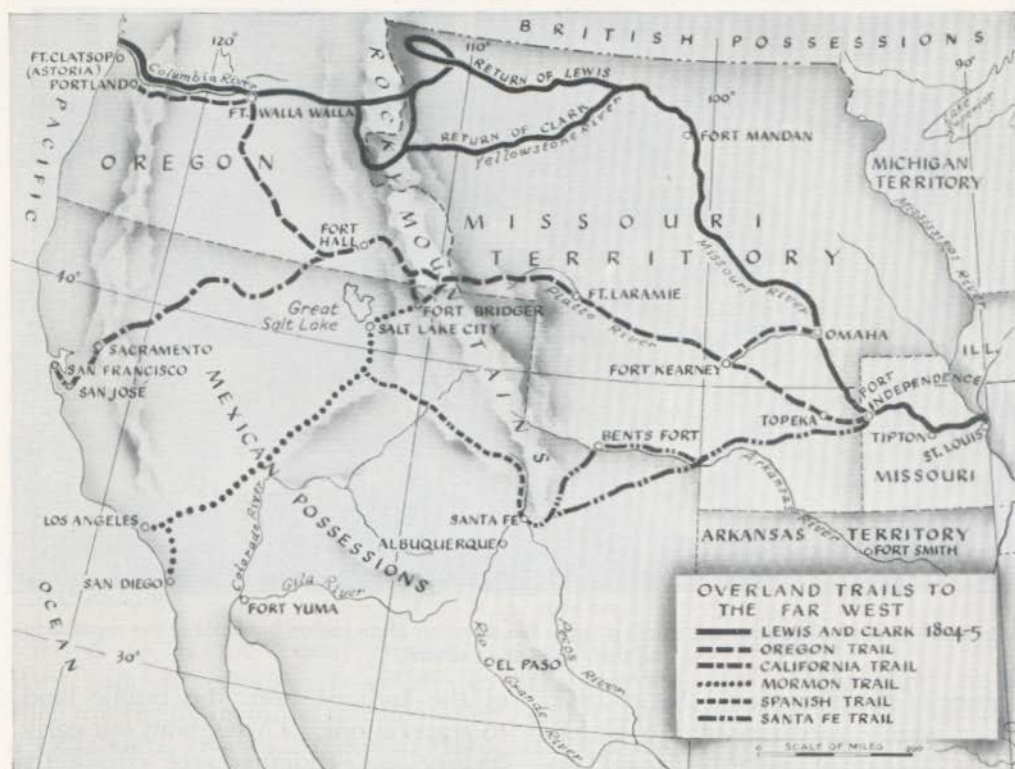
Handy

The first hat factory in the United States was in Danbury, Connecticut, which still ranks first among cities manufacturing hats. This early factory turned out eighteen hats a week. What type of hat is shown here? Compare this scene with the workroom in a large factory today.

was still doubtful, the laws generally favored the employer, and the courts were usually more sympathetic toward the employer than the worker. Workers were often forced to sign a pledge that they would not join a union. In later years this pledge was referred to as the "yellow dog contract."

The effect of immigration on labor. Wages were kept low because of the arrival of large groups of immigrants from foreign countries. The captains of industry in America subscribed to the *laissez-faire* policy and to individual enterprise. That did not prevent them, however, from seeking assistance from the government in the form of a high tariff to keep out foreign products and at the same time advocating liberal immigration laws which would bring in foreign workers to compete with domestic labor. In 1864 Congress passed an alien contract immigration law which permitted contractors in this country to import foreign workers and bind them to work for a term to pay their passage money,

During the period of rapid industrial growth from 1880 to 1900, 9,000,000 immigrants came to this country in search of work and improved living conditions. Labor organizations, however, demanded immigration restrictions to avoid the competition of these foreign immigrants who had a lower standard of living and would work for low wages. In some of the Eastern factory towns immigrants with large families remained unemployed and were anxious to accept work under any physical conditions and however low the wages. According to a report from Holyoke, Massachusetts, in 1873, "There is one pitiful and miserable sight which we have seen night after night in front of the fruit and vegetable stands. . . . It is a drove of poverty-stricken children, often girls, clad only in one or two ragged dirty garments, down on their hands and knees in the gutters, greedily picking out of the mud and dirt and eating the bits of spoiled and decayed fruit which had been thrown away as worthless. . . . Judg-



fill many pages. The appearance of Helen Hunt Jackson's book, *A Century of Dishonor*, led to strong humanitarian protests against the mistreatment of the Indians and induced President Cleveland to recommend appropriate legislation. In 1887 Congress passed the Dawes Act, which provided for the division of land among individual Indians. Each head of a family was allotted 160 acres, and single adult persons received 80 acres. Toward the close of the '80's, the education and assimilation of the Indian became important.

Influence of immigration. Throughout this period there was a tremendous increase in the population of the United States as a whole. In 1870 there were about 38,500,000 people in the United States, and by

1900 the number was close to 76,000,000. It is not surprising that many of these people went to the West. During the last forty years of the nineteenth century about 14,000,000 immigrants from foreign countries came to America. Their interest in America was stimulated by glowing reports of this country circulated in Europe by the propaganda agencies of trans-Atlantic steamship lines. Poor crops during the '70's in some of the European wheat-growing regions likewise induced many peasants to leave their native countries for America. European wars which imposed compulsory military service on most European men also encouraged many to come to America. Immigration was stimulated by the Federal government, which established a Bureau of Immigration and wel-

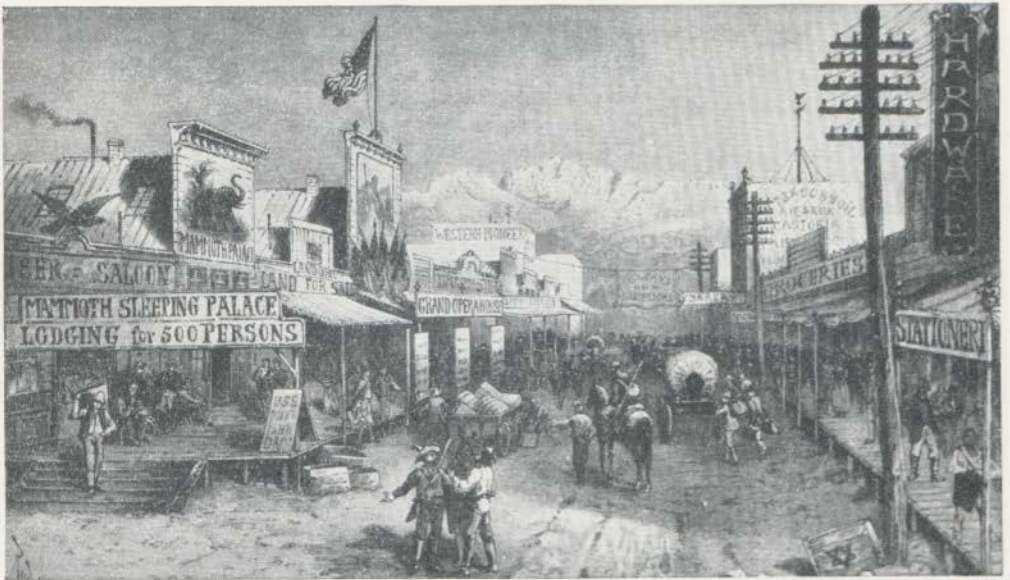


came foreign workers during the period when industry was expanding. Foreigners contributed hard labor to the building of our railroads, and many of them were employed in our newly developed industrial plants. Some of the Western states maintained immigration bureaus also, and employed foreign agents to encourage migration to this country. America was painted as a land of opportunity, where farmland could be obtained free and where wages were high, where there was freedom of religion and no artificial caste system. In America every man had an opportunity to rise according to his ability. Here also was freedom from military service, and from all those old restrictions which had kept many Europeans on a low standard of living. It is not surprising that foreigners came

from many countries to this land of opportunity.

During the '70's and '80's most of them came from the northern European countries of Ireland, Germany, Sweden, and Denmark. By the '90's they were coming from southern and eastern Europe. These new immigrants included Poles, Finns, Rumanians, Czechs, Turks, Greeks, and Italians. The high point for immigration in the nineteenth century was 1882, when nearly 800,000 foreigners landed on American shores.

As the type of immigrant changed, the American attitude toward immigration changed also. A few of these immigrants preached radical economic doctrines. Also, organized labor protested against immigration because it tended to keep wages down. Senti-



Culver

The Main Street of the old frontier towns were often very busy places. Study this scene. Notice the false fronts on some of the buildings. Why were these built?

ment continued to develop against unrestricted immigration, and in 1882 a bill was passed excluding Chinese laborers for a period of ten years. This was renewed in 1892 for another ten-year period. In 1885 the entry of laborers under contract was prohibited. In 1891 an act was passed placing a tax of fifty cents on each immigrant, and the same year the office of Superintendent of Immigration was created.

The mining frontier. The greatest attracting power of the West was the discovery in certain areas of rich mineral deposits, gold and silver, offering an opportunity for the fortunate to become rich. Consequently the first outposts in this large unsettled region were established by miners. The discovery of rich mineral deposits in the Rocky Mountains and the Sierra Nevadas attracted waves of fortune hunters similar to those who had been attracted by the discovery of gold in California a few years earlier. Ten years after the

great rush to California, gold was discovered in the Pikes Peak region of Colorado, and both gold and silver were discovered near the western border of Nevada in the fabulous Comstock Lode. So rich was the Comstock Lode that in the ten-year period from 1859 to 1869 it yielded \$145,000,000 in silver and gold, and by 1880, \$360,000,000. Similar rushes of fortune hunters occurred in other widely scattered areas of the West. Some of the strikes yielded rich returns, but many of the diggings proved to be of little value.

Large numbers of the settlers accepted disappointment and turned to farming or cattle raising, while some trudged back to their former homes.

The mining frontier grew swiftly, but it disappeared almost as fast. Into the regions surrounding the mining camps poured all classes of people in search of quick riches. The mining camps were soon scenes of lawlessness and bawdy conduct.



Culver

The title of this picture is "Throwing down the Ladder by Which They Rose." What does it mean? Notice the label on the ladder. Who has climbed over the wall?

able attention in the United States. Commodore Lawrence Kearny kept a squadron of American ships in Chinese waters during the conflict. When, as a result of the war, Great Britain secured the use of several Chinese ports and other commercial concessions, Kearny asked the Chinese authorities to give American citizens the same commercial privileges as those granted to the "most favored nation." The principle of the most favored nation was incorporated in a treaty in 1844, which was negotiated with China by Caleb Cushing, the first American commissioner to that country. The treaty also contained an "extraterritoriality" clause, which granted American citizens in China who violated Chinese laws the right to be tried according to the

laws of the United States rather than those of China.

Chinese immigration. The first Chinese to come to America were welcomed because they came at a time when labor was scarce. Large numbers came during the years immediately following the War between the North and the South and were employed in building the Western railroads. The Burlingame Treaty was negotiated in 1868, giving China the right to unrestricted immigration into the United States. California received the greatest number of these Chinese immigrants. During the depression following the panic of 1873 there was much unemployment and the Chinese laborers became unpopular, Chinese exclusion was widely discussed, and in

1882 Congress passed an exclusion act prohibiting Chinese immigration for ten years. China had agreed to the principle in a treaty which had been signed two years earlier. This was followed by a more restrictive law in 1892.

The legislation excluding Chinese was the beginning of a new American immigration policy. The United States, in the years to come, was gradually to cease being the land of opportunity for the oppressed of other lands, as a stricter immigration policy was adopted.

Origin of Pan-Americanism. The people of the United States have for a long time had a profound interest in the welfare of our neighbors to the South. The early history of the Latin American countries was similar to our own. The people of the United States obtained their independence after a long struggle against British oppression. They could understand why the people in Spanish American countries were dissatisfied with Spanish oppression. They sympathized therefore with San Martín, the "Liberator of the South," as he struggled to free Argentina, Chile, and Peru from Spanish rule, and with Simon Bolivar, the "Liberator of the North," as he freed Venezuela, Colombia, and Ecuador.

Following their liberation, Simon Bolivar was interested in uniting these republics into a strong nation. In this he failed, but he continued in his efforts to establish better relations between all the American republics, both north and south.

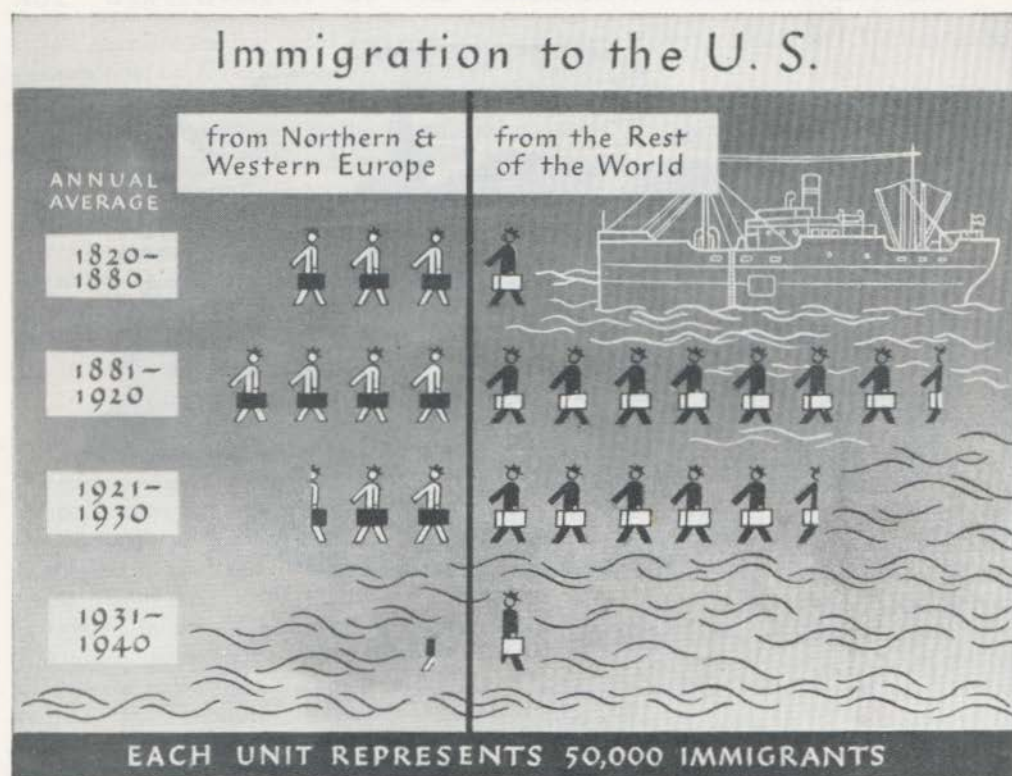
Pan-American Congress, 1826. In 1826 Simon Bolivar issued a call for a meeting in Panama of all the nations of the Western Hemisphere to discuss their common problems. Secretary of State Henry Clay was enthusiastic and

persuaded President Adams to appoint delegates to the conference. Opposition developed in the Senate, however, and the delegates were delayed, awaiting their confirmation. In the meantime, the Pan-American Congress met in the summer of 1826 and finally adjourned without having accomplished any of its aims.

James G. Blaine and Latin America.

For more than half a century following the Panama Congress little effort was made to develop closer co-operation between the American republics. In 1881, however, Secretary of State James G. Blaine acted to revive United States interest in the affairs of Latin America. His principal reason was an economic one. The United States was purchasing raw materials from the Latin American countries, but the Latin Americans were buying most of their manufactured goods from Europe. Blaine wished to correct this unfavorable balance of trade by establishing closer commercial relations with Latin America. He supported the creation of an International American Conference which would promote peace and trade. President Arthur granted permission to invite the Latin American republics to such a conference. Blaine issued the invitations, but he resigned as Secretary of State shortly afterwards for political reasons, and his successor called off the conference.

The Pan-American Conference, 1889. Congress later issued another invitation, and the first Pan-American Conference assembled at Washington in 1889. Blaine was again Secretary of State, and he served as the presiding officer. The meeting failed to accomplish much toward improving commercial relations or building machinery for arbitrating disputes. The one



Since success was measured by the money one had acquired, the tastes of the American people were greatly affected; and the standards of architecture, interior decoration, dress, literature, and art suffered accordingly. Size and elaborateness became the standard for judging both dwellings and furniture. Overdecoration of homes replaced the dignified simplicity of the previous generation. The well-to-do designed their homes to include colored windows, balconies, and cupolas, and bright wall paper, gaudy pictures, and brilliant rugs were in style. Chairs were upholstered with deep red or green plush, and iron deer, dogs, and other statuary adorned the lawns.

The rise of the city. An important change in American life in the latter half of the nineteenth century was the

appearance of urban centers which came as a direct result of the industrial age. The factory system brought together workers in central areas. The development of rapid transportation made this possible. With the shift of manufacturing from the home and small shop to the centrally located factory in the city, the rural areas declined in both population and prestige, for cities offered many attractions which the rural areas could not afford. Eastern cities grew at a tremendous rate in the latter half of the nineteenth century. In 1860 New York and Brooklyn had a population of more than 1,000,000. By 1890 the number of inhabitants exceeded 2,500,000. Philadelphia had grown to more than 1,000,000, and Boston and Baltimore had reached the half million mark.

Midwestern cities also grew rapidly. During the eighties the population of Chicago increased from half a million to more than 1,000,000, while the population of Cleveland, Detroit, and Milwaukee likewise greatly increased.

In the South, urbanization was slower, though cities like New Orleans, Louisville, Memphis, and Birmingham also grew in size. Birmingham, founded in 1871, became by 1890, with a population of 26,000, the center of iron furnaces, foundries, and rolling mills in the South.

Growth in population. During the latter half of the nineteenth century, the United States increased in population from 31,500,000 to 76,000,000. This was due in part to the great influx of immigrants. Approximately 14,000,000 foreigners came to America during this period. Many of these were attracted to cities, in contrast to the earlier immigrants who had settled on farms.

During the period of the eighties a great change took place in the character of immigration. Before 1880 more than three fourths of the foreigners who came to our shores came from Northern and Western Europe and were easily assimilated. However, in the latter part of the nineteenth century the new arrivals came from Southern and Eastern Europe, principally Russia, Austria, and Italy. Many of these later immigrants were farmers and unskilled laborers who had been accustomed to a low standard of living and were willing to accept lower wages than American workmen. They settled in the mining and industrial regions of the East, where they were forced to live in compact communities and where they held on to Old World languages and customs. European

slums were soon reproduced in most of the large American cities. Often these newcomers established local language schools of their own and refused to send their children to the public schools. For a time they seemed unwilling to adopt the American way of life, partly because they were not accepted into American life.

Organized labor refused at first to take foreigners into their ranks, but finally they began to recognize the skill of many of these foreign-born workmen. There was, however, continued opposition against foreigners coming to this country in too great numbers, and Congress in 1882 passed a law excluding such undesirables as paupers, criminals, convicts, and the insane. In 1891 the list of undesirables was enlarged, and the recruitment of foreign labor was declared illegal.

In spite of the many foreigners who came during the latter part of the nineteenth century, native-born Americans continued to dominate American life. During the last three decades of the nineteenth century native-born Americans made up about 86 per cent of the total population.

Improved standards of living. In the latter part of the nineteenth century many products of industry improved the American way of living. Outstanding among these was the railroad refrigerator car which made it possible to ship great quantities of milk, butter, fresh meat, tropical fruits, and fresh vegetables throughout the country. Among the inventions which aided the housewife were the washing machine and the sewing machine. The sewing machine was invented earlier, and by 1866 these machines were selling at the rate of 1,000 a day. In the meantime, heating stoves and cooking

tries. China used the money that the United States had returned to educate selected Chinese students in American colleges and universities.

Relations with Japan. At the same time that the United States was developing into a Far Eastern power, Japan was expanding from her home islands toward the continent of Asia. As the two nations spread their influence, a growing conflict of interests developed. When John Hay first announced the Open Door policy, Japan agreed to it, since it did not then suit her purposes to have China dismembered. At that time she was opposed to Russian expansion into Manchuria. When the War between Russia and Japan broke out in 1904 the American public was generally sympathetic to Japan. A series of Japanese victories, however, caused public opinion in the United States to become fearful of Japan's new strength, and public sentiment shifted toward Russia. President Theodore Roosevelt was anxious to maintain a balance of power among nations in the Far East, and he persuaded Russian and Japanese representatives to end the war. Delegates from the two warring nations met with President Roosevelt at Portsmouth, New Hampshire, in August, 1905, and worked out a treaty of peace. The terms of the treaty disappointed the Japanese, and they blamed President Roosevelt for having ended the war. For his services in this dispute President Roosevelt was awarded the Nobel peace prize.

Friction between Japan and the United States increased when, in 1906, the San Francisco Board of Education issued an order excluding Oriental students from the schools attended by Americans and Europeans. This action

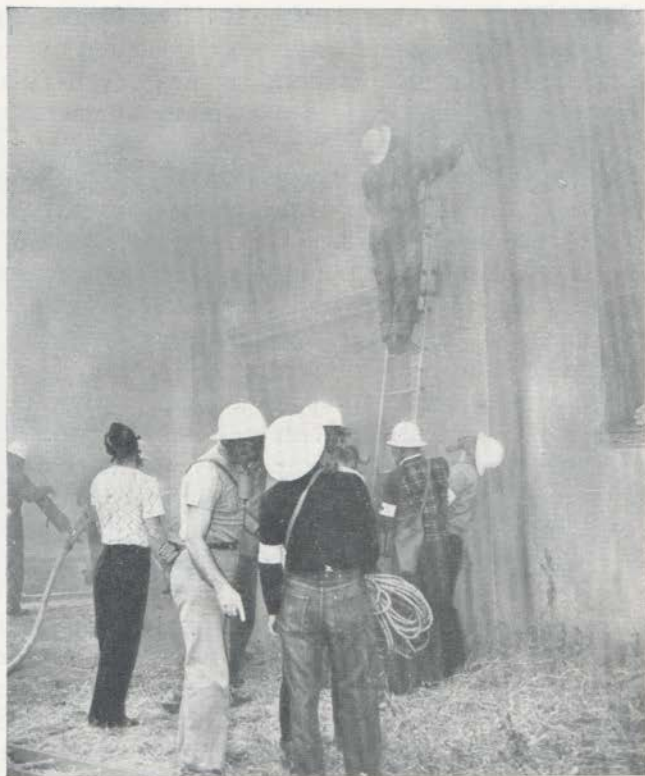
was aimed primarily at the Japanese and was regarded by them as an insult. A heated controversy developed and President Roosevelt was forced to step in and adjust the matter. San Francisco agreed to rescind the order, but much of the bitterness of the Japanese toward the United States remained.

In settling the school controversy, President Roosevelt promised California restriction of Japanese immigration. An agreement was reached with Japan in 1907 by which Japanese laborers were not permitted to leave Japan for the States. This "gentlemen's agreement" remained in effect for almost two decades. It did not entirely prevent Japanese immigration, however, and anti-Japanese feeling continued.

The growing power of Japan in the Far East after the Russo-Japanese War was a threat to the Open Door policy. By 1907 there were many in the United States who believed that there was a strong possibility of war with Japan. President Roosevelt wished to avoid such a conflict. He sent the American fleet on a round-the-world cruise to publicize our strength on the sea, and at the invitation of the Japanese government the fleet paid a visit to Japan en route. As a further move toward peaceful relations, the Root-Takahira Agreement was concluded in November, 1908. The two powers agreed to maintain the Open Door policy in China, and they recognized "the *status quo* in the Pacific area."

Relations with Cuba. As a result of the war with Spain, the United States became the most important power in the Caribbean. Cuba had been promised independence, but this could not be achieved without some delay. The United States set up a temporary mili-

These residents of San Francisco are preparing for an air raid. A Red Cross worker climbs a ladder through the smoke, to rescue an occupant of the second floor of the building. These air-raid drills were made as realistic as possible. What air-raid precautionary measures were taken in your community during the war?



Acme

record crops were produced. It was thus possible to supply food, not only to Americans, but also to the other nations at war with the fascist powers.

On the home front. The people at home went about their duties quietly, in the hope that their contributions would help bring the conflict to an end. An Office of Civilian Defense was established to organize volunteer groups to serve as air-raid wardens, home guards, and the like. Except for necessary full-time employees, the draft boards and rationing boards were made up of citizens in the local communities who worked without pay. Thousands of people raised "victory gardens" to help prevent food shortages. There were frequent campaigns to collect paper, used fats, tin cans,

rubber, and other needed materials. Blood banks were established, and individuals willingly contributed pints of blood periodically for plasma to be sent to the war fronts. Rationing, "blackouts," the elimination of vacations and unnecessary travel, bans on racing and some other types of sporting events, and many other inconveniences were all willingly accepted by most Americans.

One of the most gratifying aspects of life on the home front was the lack of hysteria and the absence of persecution of foreigners, such as had occurred during World War I. There were about 5,000,000 people in the United States who were not citizens. They were required to register according to the provisions of the Alien Registration Act of

1940. Those of questionable loyalty were investigated, and some were interned. Certain organizations, such as the German-American Bund, were dissolved. But intolerance in most instances was avoided except toward Japanese Americans in some sections of the country. Americans may be proud of the fact that they fought the greatest war in history and preserved the spirit of liberty upon which their democracy had been founded.

Training a military force. The basic reason for the intense effort on the home front was to develop and equip powerful armed forces for service in every part of the globe. Considerable headway was made toward training a military force even before Pearl Harbor because of the adoption of peace-time conscription. When the nation went to war, draft quotas were raised and the whole program of military training was speeded up. From a total strength of less than 1,000,000 in 1941 the armed services grew to a mighty force of 12,000,000 in 1945. During the course of the war American troops were stationed in almost every foreign country engaged in war, and on countless islands.

The army adopted a basic training course of thirteen weeks for most of its new men. After that period many were sent on to specialized training, and others to officer candidate schools. For a large number, advanced training was provided in the nation's colleges and universities. The training of all troops was continued for varying lengths of time, both in this country and at bases overseas, before the men were assigned to active combat duty.

The navy at first developed its force solely through volunteers. Late in 1942, however, sailors began to be selected

from among drafted men. The navy and the marines also provided a period of basic training, followed by assignment to more specialized work. Officer candidates received instruction at training centers in many parts of the country.

One of the most interesting features of the American armed forces in World War II was the presence of women in uniform. The army and navy nursing corps had existed previously, but the only other women connected with the services had been civilian employees. With the coming of World War II, provision was made for women to enlist in the various branches of the armed forces so that they might take over many of the noncombat jobs and relieve qualified men for active combat duty. More than 200,000 women enlisted for such service. The army had its WACS, the navy its WAVES, the coast guard its SPARS, the marines their Women Marines, and the air service pilots their WASPS.

The battle of the Atlantic. The United States spent the year 1942 vigorously preparing for war and at the same time trying to stop the enemy's advances, particularly in the Pacific area. By the end of the year preparations had proceeded so rapidly that American forces were beginning to take the offensive both in Africa and in the southwestern Pacific.

Throughout 1942 one of the important battles of the war was fought at America's very door. This was the battle of the Atlantic. The Germans infested the Atlantic sea lanes with large numbers of submarines in the hope of preventing American supplies from reaching the battlefronts in Europe and Africa. Submarines also preyed on American shipping along

*Black Star*

Doctor George W. Hilliard, resident in surgery, is shown here conducting a surgical demonstration class at Meharry Medical College in Nashville, Tennessee. Meharry is one of the outstanding medical colleges which has trained many of the more than four thousand Negro physicians practicing in the United States.

forms that were strictly American. A new architecture developed that reflected the spirit of the times and the demands of the machine.

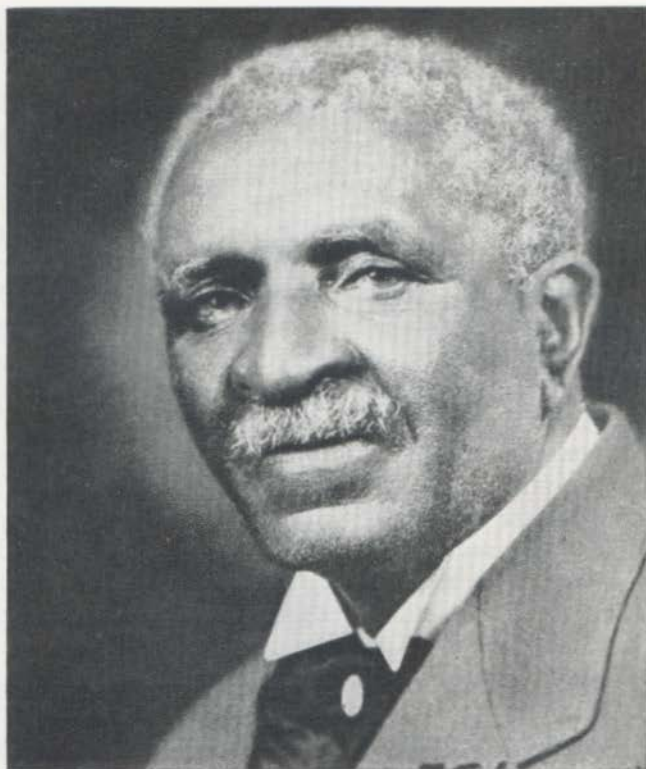
Growth and concentration of population. The expansion of industry made it possible for the United States to support a growing population. Consequently, the number of Americans increased from about 76,000,000 in 1900 to more than 168,000,000 in 1957. In 1900 two thirds of the American people lived in rural areas, that is, on farms or in villages of less than 2,500 population. There they enjoyed a quiet, simple life, often undisturbed by the activities of the thriving cities. By 1950, sixty-four per cent of our people lived in urban areas, that is, in towns and cities of more than 2,500. Over one fourth lived in the 106 cities which contained a population of 100,000 or more. Modern developments in transportation have made it possible

for much of the urban population to live outside the city limits. This led to the development of metropolitan districts, which are classified by the United States Census Bureau as areas containing at least one city with a population of 50,000 or more, together with any adjoining cities and towns where there are at least 150 persons per square mile. In 1950 there were 168 such metropolitan districts in the United States, the combined population of which constituted almost one half of the people of the nation. The largest was the New York City—New Jersey metropolitan area, which in 1955 contained about 15,000,000 residents.

Racial groups in the United States.

The demand of the factories for labor and the opportunities offered by a prosperous America continued to draw foreigners to the United States until such immigration was restricted.

Doctor George Washington Carver, scholar and scientist of Tuskegee Institute, became internationally famous for his powers of research. Why was he especially interested in agricultural progress?



Harris & Ewing

Even though the passage of laws curtailed the coming of immigrants, the foreign-born constituted in 1950 more than one fourteenth of our total population.

The largest national group among the foreign stock in the country today is composed of German-Americans. The second largest national group is composed of Italian-Americans. Other national groups in our population that number a million or more are, in the order of their numbers: Irish, Austrians-Hungarians, Russians, English, Swedes, and Canadians.

The Negro's contribution to American life. During the twentieth century notable progress has been made by the Negro race in the United States.

More than a million Negroes are employed in the manufacturing and

mechanical industries. More than 150,000 are skilled workmen or foremen. Negroes have organized insurance companies, banks, building and loan associations, and mutual savings societies. They are successfully operating stores, restaurants, beauty parlors, barber shops, and other business establishments.

The Negroes have made notable progress in the care of the health of their own people. There are more than 4,000 Negro physicians, 2,000 dentists, and over 6,000 nurses in the United States. Two outstanding Negro medical schools are Howard University Medical College in Washington, D. C., and Meharry Medical College in Nashville, Tennessee.

Greater educational opportunities are provided for Negroes than ever be-

fore and as a result, literacy among their people has grown from five per cent in 1865 to over 85 per cent today. More than one hundred colleges in America are devoted entirely to higher education for Negroes. Responding to these opportunities, the Negroes have produced leaders in many lines of work. More than 100 Negroes are listed in *Who's Who in America*. In 1954 the United States Supreme Court ruled against segregation in the public schools.

Immigration restriction. Restrictions on the number of immigrants who could enter the United States continued to be made.

Restriction began in 1907, when the United States and Japan negotiated the "Gentlemen's Agreement," halting the immigration of Japanese laborers to America. The first important change in our immigration policy came in 1917. Congress in that year passed a law over President Wilson's veto requiring that immigrants be able to read and write. A more radical change in immigration policy was decided upon in 1921. Europe was badly disorganized as a result of the war and many of the people were poverty stricken. This caused Europeans to migrate to America in larger numbers and led Congress to enact the Emergency Quota Act of 1921. A permanent Quota Law was passed in 1924. It restricted immigration from July 1, 1924, to June 30, 1947, to two per cent of the number of persons of a given nationality living in the United States in 1890. A new immigration law passed in 1929 increased the number of immigrants slightly to a quota of 153,000 annually. These quotas did not apply to Canada, Mexico, and Central and South America.

The McCarran Act, passed over President Truman's veto, raised the immigration quota. It gave preference to some skilled workers, parents of citizens, etc., but was criticized for other restrictions.

Women in modern America. In the nineteenth century the only professions that were generally open to women were teaching and stenography. Achievements in science and invention gradually altered the old order of society and in the process influenced the status of women. By the outbreak of World War I women were working in stores, industries, and in such professions as law and medicine. During the war they were called on to replace men in many industries.

The invention of labor-saving devices such as the vacuum cleaner, the washing machine, and the electric iron, and the development of canned and frozen foods helped to release women from long hours of drudgery in housework. New homes were built along smaller lines, and large numbers of families moved into a new type of living quarters, the apartment. This relief from many household duties gave women greater opportunity to enter business and engage in more social activities. In 1920 they obtained the right to vote in national elections and thereafter became more closely associated with politics. A few women became judges, governors of states, and members of Congress.

Reading for information and recreation. Reading matter of all kinds increased by leaps and bounds. By the middle of the twentieth century more than eleven thousand different books were published annually in the United States. At the same time many millions of pamphlets were published,