ELEMENTARY HISTORY OF NEW JERSEY

J. EARLE THOMSON

OLD RED MILL, ARCOLA.

Frontispiece.

AN ELEMENTARY HISTORY OF NEW JERSEY

BY

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FOR THE

Intermediate Grades

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PREFACE

THE State Monograph includes a brief outline of the History of New Jersey which teachers are expected to follow. The majority of teachers frequently neglect or possibly ignore this important subject because they cannot find suitable and adequate material. The author has written this volume to meet this need. He has also endeavored to furnish boys and girls with an authentic record of the principal events in the history of our state.

New Jersey abounds in historic lore. Few states in the Union have produced greater leaders. Within our state have lived men and women who have made valuable contributions to democracy and to civilization. Explorers, inventors, poets, authors, reformers, patriots, and preachers have dwelt within our boundaries. A study of the lives of these heroes and heroines should stimulate and inspire the youth. No child is adequately prepared to meet the responsibilities and opportunities of American life who has not mastered the biographies of those who have so ably assisted in the development of our state and our nation.

To write an authentic account of the major events in New Jersey's history, to introduce worthy characters, both past and present, to the school children who will make to-morrow's history, to record the progress of the state

from the arrival of the first white people to the present time, to give a comprehensive review of the country from a colony to a state, showing the agricultural, educational, political, industrial, and social development, and to present truthfully and accurately the various stages of our growth so that the youth will have reverence for our institutions—these have been the aims of the author in writing this book.

Though this elementary text is in no sense a complete history of New Jersey, the author hopes that its study may prove an inspiration to the pupil to become an upright citizen of his community and state.

In order to make the work more interesting, it is suggested that the pictures in the text be carefully studied. Let the teacher urge her pupils to bring other pictures to the class. Without great effort the study of the history of New Jersey may be supplemented by the use of lantern slides and post-cards. A number of the class may have relics that they would like to bring to school.

At the end of each chapter teachers will find QUESTIONS AND PROJECTS that may be used to advantage for review or for supplemental study. The law requires the teaching of the Constitution of New Jersey; this will be found at the end of the text. A list of state institutions, a pronouncing vocabulary, and an index have been included in the appendix for reference.

The author has felt free to consult librarians, historical associations, and recognized authorities in the preparation of this volume. Old records, original journals, and documents have furnished considerable authentic and reliable information.

The author desires to acknowledge his indebtedness: to Charles Mitchell, Superintendent of the Schools of Union

Township, for the material on Parson Caldwell, to William Alexander Smith, Superintendent of Schools, Hackensack, who contributed the chapter on "Woodrow Wilson and the World War"; to Alexander J. Glennie, Principal of the Miller Street School, Newark, who contributed the chapters on "Education in New Jersey" and "Poets and Writers of New Jersey"; to Miss Maud E. Johnson, Assistant Librarian, New Jersey Historical Society, Newark, for valuable assistance in supplying information relative to the History of New Jersey; to Charles A. Philhower, Supervising Principal, Westfield, for permission to quote a paragraph from his address before the New Jersey Historical Society; and to the State Legislative Manual from which he has derived assistance.

J. E. T.

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INTRODUCTION

CHILDREN should be taught in some detail the history of their own state and they should learn of its part in the development and progress of the country. Such instruction should add to the value of a study of the national history. While there is much that is common in the history of all the states, there is much also that is distinctive in reference to the respective states. The benefit to be gained from the study suggested is great, and the value of the knowledge acquired will be readily granted by those familiar with the resources available.

The story of New Jersey from the time of its discovery by Europeans and of the early pioneers to the present day is taught in the following pages in a clear and attractive manner. There is sufficient detail to make the narrative satisfactory as well as vivid. As it develops there is awakened a thrilling sense of the fact that many important events occurred within the boundaries of the state, and that New Jersey played a large and influential part in the great drama of national development.

The citizens of New Jersey may justly be proud as well as appreciative of the record of their predecessors. On the soil of New Jersey deeds of valor, of sacrifice, and of heroism have been performed. The contributions of

Jerseymen in discovery, in invention, in industry, in politics, in education, in literature have been alike praiseworthy and creditable. The spirit of the men and women who wrought so worthily was the spirit of ardent and devoted patriotism. To recognize this, to inform the children of the state of their great and honorable heritage, to arouse in them that spirit of generosity and of loyalty which animated the men and women who so nobly served their country and their fellowmen are the purposes for which this book was written. May it be abundantly successful in stimulating the minds and hearts of the children of New Jersey!

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AN ELEMENTARY HISTORY OF NEW JERSEY

CHAPTER I

THE FIRST INHABITANTS OF NEW JERSEY

New Jersey Before the Arrival of Europeans.—Long before the white man came to our shores New Jersey was a dense forest. On the north it was bounded by the rough mountains that belong to the Appalachian system, on the east by the Atlantic Ocean and the placid waters of the Hudson River, and on the west by the winding waters of the Delaware River. Through the wilderness wound numerous rivers that were fed by springs in the upland region. Beneath the wooded hills were valuable mines of zinc, iron, nickel, and copper.

The streams, often dammed by debris or fallen trees, contained many varieties of fish. Throughout the vast forest roamed deer, bear, caribou, and wolves. Wild ducks, geese, and plover inhabited the marshlands and lake regions in countless numbers. Farther back in the thicket lived partridge, quail, wild pigeon, and wild turkey.

Centuries ago there lived within these borders a race of people. Nobody seems to know who they were or the age in which they lived. In 1875 Dr. Charles C. Abbott made

some remarkable discoveries at Trenton which give us some information about these early people. In the glacial drift below the city Dr. Abbott found a number of interesting articles. Among them were: the tusk of a mastodon, bones of the Greenland reindeer, ivory implements, stone tools, spear-points, and bones of the walrus, moose, and musk-ox. Even a few bones of a human being were unearthed.

From these discoveries it is believed that a race of people inhabited New Jersey whose intelligence was somewhat inferior to the Indians whom Verrazano found when he landed on our shores. Men of great learning and wisdom inform us that great ice sheets, called glaciers, passed over this country at some pre-historic time. It is highly probable that the inhabitants of the northland, the Eskimo, preceded the glacier in its southern movement. The end of one of these rivers of ice was at Trenton. From the discoveries of Dr. Abbott and others it is quite likely that the Eskimo were the original people who occupied this country years and years ago.

First Known Inhabitants.—Before white people came to New Jersey, it was inhabited by a people that Columbus called Indians. Not much is known of their origin. Those who have given the subject considerable study are of the opinion that the Indian originally belonged to the Mongolian race. This is supposed to be the race from which the Chinese and Japanese descended perhaps several thousand years ago. Authorities believe that the Indian came across Bering Strait and settled in North America. The climate and the conditions under which he lived undoubtedly changed his habits and appearance. Others maintain that the Mound Builders who lived here

centuries ago were the direct ancestors of the North American Indian.

The New Jersey Indians.—The Indians of this region called themselves the *Lenni Lenape.* Sometimes the word is spelled in a different way, such as *Leonopy, Lenappys,* and *Lenopi.* The word *Lenni* means either pure, first, or original; and *Lenape,* people. Hence *Lenni Lenape* may mean "Original People." These Indians claimed they were the original people. From his association with the Indians Rev. John Heckewelder learned that their forefathers inhabited the country beyond the Mississippi River.

New Jersey Lenape Indian.

Traditions. — During this remote period the Lenni Lenape fought the Alligewi, but finding the latter too strong, they united with the Mengwe. Finally these two tribes succeeded in overpowering the common enemy. When the Mengwe moved to the Great Lakes region, the Lenni Lenape moved eastward, crossed the Alleghenies, and settled for a time on the Susquehanna River, which they named. But they were still determined to move eastward. Later they migrated across the Delaware, which they called *Lenapewihittuck,* meaning "The River of the Lenape." To our state they gave the name *Scheyichbi.*

Tribes of the Lenni Lenape.—Authorities claim that in North America at the time of the discovery of America by Columbus there were approximately two hundred fifty thousand Indians. Of this number only about ten thousand Lenni Lenape occupied Scheyichbi, or New Jersey. The Indians who lived here were divided into three tribes—the Minsi, Unami, and the Unalachtigo. Each tribe also had its divisions.

Location of the Tribes.—In the mountains of northern Jersey and along the upper part of the Delaware lived the Minsi, Monseys, Montheys, Munsees, Wemintheiw, and Minisinks. These warlike Indians had their council fire on the banks of the Delaware above Dingman's Ferry. The inhabitants of the central part of New Jersey were the Unami, Wanami, Wonameyo, and Wenanmeiw, whose council fire was at Trenton. The remaining tribe, the Unalachtigo, occupied the southern counties of the state. It is believed their council fires were held on both Cooper's Creek and Cohansey Creek. Also there were the Raritans, Hackensacks, Pomptons, and others.

Indian Names of Towns.—As you travel throughout the state, you will find a number of places that have Indian names. For example, the following towns still retain Indian names; Hackensack, Pompton, Passaic, Ramapo, Rahway, Rockaway, Secaucus, Singac, Watchung, Wequahick, Raritan, Succasunna, Totowa, Wanaque, Watsessing, Yawpaw, etc.

How the Indians Looked.—The Lenni Lenape, or the Delawares, as they were sometimes called, were a strong sturdy race of people. Their straight and erect bodies, broad shoulders, and well-built frames rivaled those of our athletes. These healthy aborigines possessed clean white

teeth, dark eyes, and coarse black hair. The men wore on the top of their heads a single tuft of hair. This was called the " scalp-lock." These " Children of the Forest " were unusually healthy. Seldom could one find a crippled, deformed, cross-eyed, or sickly Indian. White people often spoke of the Indians as " Red Men." They were not really red, but the color of their skin resembled that of copper.

The Indians' Dress.—The dress of the Indians was coarse and crude. They paid more attention to showiness in selecting their garments than any other primitive people of any land. Gaudy colors, peculiar designs, and odd materials seemed to please the average Indian. From certain plants and colored stones which they crushed, the men obtained dyes with which they stained their bodies. It was the women, however, who painted their faces a brilliant red, and adorned themselves with beads and curious trinkets.

Both men and women wore clothing made from the skins of animals, such as the deer, bear, raccoon, or caribou. One deer skin would make a good suit for the man; but, as the women wore their " dresses " somewhat long, and trailing on the ground, at least two such skins were required. Frequently the Indians wore blankets which they made from hemp, fibers, or hair. Upon these it was the custom to embroider pretty designs. Each of these designs had a definite meaning. For example, they showed the tribe to which the Indians belonged, or some great deed they had accomplished. Their shoes, called moccasins, were made from either deer-skin or bear-skin. In summer, however, the people usually went bare-footed.

At the council fires, ceremonies, or when he was on the war path, the Indian wore additional clothing made of

feathers. Claws of wild animals, tails of deer, bear, or fox, and feathers of the wild turkey, crow, or eagle adorned his clothing. A number of the Indians pierced the lobes of their ears from which hung earrings of beads, beaks of birds, colored stones or shells, and polished claws.

Wigwams.—The Indians' homes were called "wigwams." These people were usually uneasy and restless. They were never satisfied with their locations. For this reason they never built permanent homes. Their huts or wigwams were only temporary structures. In 1683 William Penn wrote: "Their houses are mats or bark of trees, set on poles in the fashion of an English barn. A large number of these huts were no higher than a man. Sometimes young trees were bent for the framework and covered with bark. Tents made in this way were warm and rain-proof. Frequently a large circular hut was built by the use of long poles. The framework was then covered with mats woven from the long leaves of corn. At the top, which was rounded, the smoke passed out of the vent-hole." In these wigwams the Indians cooked their meals, slept on skins or reed mats, and smoked the "pipe of peace" with their friends. The Indians were usually friendly and hospitable. Nothing was too good for a friend.

Their Food.—In the center of the wigwam stood the large earthenware pot in which the Indians cooked their meals. In this large vessel, which was seldom washed, both meat and vegetables were boiled together without any salt. This food was greatly relished by all. Then, too, the Indians were very fond of corn. They ate corn in every way imaginable. For breakfast they would eat boiled corn that had been pounded or crushed by stones. Again they would roast the large yellow cobs in the fire.

Their vegetables consisted of peas, beans, squash, and pumpkin. Their principal dish was meat and fish that the men secured from the forest and stream. Along the shore the Indians gathered clams, oysters, crabs, and periwinkles. The Indians never knew the taste of alcoholic liquors until the white man came from Europe. It is interesting to know that there is no word in their language that expresses drunkenness.

Indian Money.—Have you ever visited the museums and seen the money that was used by the Indians? As you know, their money was called "wampum." The wampum consisted of pretty beads that were made from the clam, periwinkle, or other similar shells. Their money was divided into two kinds—the black and the white. It seems that the black wampum purchased twice as much as the white. Of course the wampum had no definite value. However, the real value was determined to a certain degree by the kind of shell that was used, the polish, and the smoothness. During the early history of the settlers, it is said that three black beads or six white beads equaled about two cents of our money.

Indian Implements.—Professor Charles A. Philhower, Superintendent of Schools at Westfield, New Jersey, an authority on the Lenni Lenape Indians, has discovered scores of implements that were used by the early inhabitants of this state. He says, "Arrow heads and ceremonial implements are found of jasper, chert, hornstone, granular quartz, and the many varieties of materials that make up the quartz group. Celts, axes, ceremonials, tomahawks, gorgets, and beads were articles that were polished. In the northern part of the State copper was used to some extent. Around Elizabethport some pottery has been found."

Their Canoes.—At the bottom of Glen Wild Lake, near Bloomingdale, portions of three Indian canoes have recently been discovered. It is believed that these dugouts belonged to the early Ramapos, a tribe of Indians that roamed the northern section. It is thought that these old canoes were made of cedar. A number of years ago a farmer discovered two white oak canoes on the banks of the Hackensack River which were in a good state of preservation. One of these canoes may be seen in the rooms of the Bergen County Historical Society at Hackensack.

INDIAN BOW AND ARROWS.

The Indians were quite skillful in making their canoes. With great care they selected tall straight trees from the forest. These trees they felled with their stone axes almost as easily as the white settler did with his axe of steel. Sometimes the Indian felled the trees by burning the base. In hollowing the trunks he used fire. The last work on the canoe was done with his stone axe or flint chisel.

Indian Children.—It is quite interesting to know what William Penn says about the Indian children: "Having wrapt them in a clout, they lay them on a straight thin board, a little more than the length and breadth of the child. Then they tie the child fast upon the board to make it straight; wherefore all Indians have flat heads; and thus they carry them on their backs. When engaged in house-

hold work, the mother hangs this rude cradle upon some peg, or branch of a tree."

The Indians admired strong, healthy, and sturdy people. One of their desires was to make their children strong and rugged. To accomplish this the little children were frequently plunged into the water. Especially was this done during zero weather. This, the fathers believed, would make their children have strength and courage. Soon after birth the lobes of the ears were pierced, and some tribes even cut the septum of the nose. From these hung colored beads. The Indians thought this made their children look handsome.

Squaw and Papoose.

A child was not named until he reached the age of six or seven. Then with much ceremony the father gave him a name. It was customary for some Indians to have several names. It was not necessary for them to go to the courts to get permission to change their name. Whenever an Indian performed some daring feat, his tribesmen gave him a name worthy of the incident.

Indian Children go to School.—Every Indian child was expected to go to school. Of course in those early days they could not attend brick schools with modern conveniences. However, the Indian's school lay in the "great-out-of-doors." Every Indian boy was taught to realize that his food and clothing came from the forest and stream. To be a good hunter, trapper, and warrior was his aim. In these pursuits the Indian boy was trained by his father

and by the men of the tribe. The Indian children were instructed in courtesy, conduct, and good manners. Many an American boy and girl could take a lesson from these "red children of the forest."

Indian Ceremonies.—The ceremonies of the Lenni Lenape were very interesting. The Indians were fond of attending these functions. They seemed to have a ceremony for everything. Before planting maize, fishing, hunting, making war on the whites or other tribes, gathering crops, or marriage, a weird ceremony of some kind was held in which all the savages of the tribe took part. There were the dancers, decorated with trinkets, the singers, garbed in paint and feathers, and the noisy drummers who added to the merriment. Sometimes these festivals lasted for days. The Indian chiefs made long speeches; the music and dancing gave the assemblage much enthusiasm; and the feasting was enjoyed by everyone.

Religion.—Missionaries tell us that the Indians believed in a shadowy existence of the soul after death. They frequently discussed the "happy hunting ground." To them "heaven" was an unknown place where there was good fishing and hunting. In order to be prepared for the future life, the Indians buried their friends, and beside them placed not only food but clothing, bows and arrows, and spears. The Delawares believed that both good and bad spirits, called "manitos," lived everywhere, and that these strange "spirits" controlled their life. Sometimes these invisible creatures became angry or offended. To please the "great spirit," the Indians made sacrifices of food and implements, and held ceremonies in their honor.

The Medicine Men.—Every tribe of Indians had a medicine man. If a young Indian believed he wanted to

become a medicine man, he had to spend considerable time in purifying himself. This he accomplished by fasting, torturing himself, bleeding, and spending hours in the "sweat-house" where the temperature was usually very hot. When he became a full-fledged medicine man, he went from wigwam to wigwam curing the sick and infirm.

The medicine man believed that sickness was caused by "evil spirits." Hence he endeavored to drive them out of the patient's body. In a large vessel he boiled a number of different herbs. The juices of these he gave to the sick. If this medicine did not cure the patient, he would endeavor to expel the spirits by creating a great noise. He would insist on having his patient open his mouth as wide as possible. Then chanting weird songs, and shaking a noisy rattle, he tried to frighten the "spirits" out by way of the mouth. Sometimes the friends of the patient would help to make the necessary noise. Occasionally appetizing food was placed nearby that it might tempt the evil spirits to come out of the body.

The Indians Teach the White Men.—The Indians taught the white men a great many things. Potatoes, and maize, which was later called "Indian corn," were unknown in Europe; nor did tobacco grow in European countries. The first settlers learned to grow and use them. The Indian took the white man into the forest and taught him where he could find fruits, edible roots, and nuts. The early whites also learned from them where there was an abundance of fish and game. The knowledge that the pioneers obtained from the Lenni Lenape kept them from starvation on more than one occasion.

The Indians Displeased.—The Indians did not have a ceremony when the Europeans set foot on the soil of Schey-

ichbi. They believed the "pale faces," as they were called, would destroy their hunting grounds. A bitter feeling immediately developed. Consequently there was trouble between the two races almost from the beginning.

Have you ever read the story of Penelope Stout? Some time after the Pilgrims came to America, Penelope Stout and her husband sailed for New Amsterdam, which is now New York. At Sandy Hook the vessel was wrecked, making it necessary for passengers and crew to row to the shore. As the sailors knew they were not far from their destination, they journeyed on foot, leaving the Stouts behind them. Penelope's husband could not travel with them as he had been hurt in the wreck. No sooner were the crew out of sight than unfriendly Indians arrived on the scene, and, as they supposed, killed the two people, and removed their garments.

Within a few hours Mrs. Stout revived, although her skull was fractured, and her left shoulder broken. In this condition she hid in a hollow tree for seven days, living on grass and twigs. On the seventh day she saw a wounded deer pass by with arrows sticking in its flesh. Following the animal were an old and a young Indian carrying tomahawks. The youthful Indian discovered Penelope in her hiding place, and attempted to take her life. The older Indian, however, took pity upon the suffering woman. They carried her to their wigwam and cared for her until she became well. Then the old Indian chieftain took her to New Amsterdam where she joined her people.

What Became of the Lenni Lenape.—The increasing white population was destined to drive the Indians out of the state. At the present time there are few of the descendants of the Lenni Lenape within our borders. The

tide of civilization pushed them westward whence they came, according to their traditions. Recent reports inform us that the descendants of the New Jersey Indians are now living in Oklahoma, a few in Kansas, less than a hundred in Ontario, and the rest with the Onondagas and Senecas in New York State.

QUESTIONS AND PROJECTS

1. Perhaps some of you have heard a new story of the Indians of New Jersey. If so, relate it to the class.
2. Describe what New Jersey was like before the white people came.
3. Give three reasons for believing that our state was originally inhabited by the Eskimo.
4. What tribe of Indians lived in New Jersey? What does this Indian name mean?
5. How many different tribes of Indians can you name?
6. Write a composition of at least one hundred words on the subject, "What the Indians Taught the White People."
7. In your library are numerous books about the Indians. Let a member of the class read one of these books, and tell the story to the pupils.
8. Undoubtedly a number of your class have visited a museum. Let one describe the numerous Indian relics that he saw.
9. What can you say of the Indians' education?
10. What became of the Lenni Lenape Indians?

CHAPTER II

THE DISCOVERY OF NEW JERSEY

The First Visitors.—Tradition informs us that Northmen in the ninth century and Welshmen in the twelfth century visited our shores. Some historians claim that Leif Ericson planted a colony somewhere in America about the year 1000. Columbus discovered America in 1492, but he never landed upon the shores of our country.

The King Sends Sebastian Cabot.—Upon learning of the success of Columbus and his crew, Henry VIII of England in 1497 prepared a tiny fleet for Sebastian Cabot. The following year Cabot sailed along the coast of New Jersey. As far as we know, he was the first white man to look upon our shores. Can you imagine a picture of the coast that Cabot saw? In those days there were neither fishing-smacks, lighthouses that warn sailors of danger, nor fashionable hotels on the sandy beaches. The coastal plain was covered with the primeval forest that sheltered the lurking savage. This explorer left no record of his visit to New Jersey. It is not positively known that his crew ever went ashore.

The First White Man Sees New Jersey.—The first white man to step upon New Jersey soil was an Italian navigator, Giovanni da Verrazano. In the employ of the French government, he sailed along the American coast in 1524. According to his documents he anchored his vessel near the

present site of Sandy Hook and remained with the Indians three days. He looked with wonder upon the vast forests and the beautiful flowers.

The Indians are Surprised.—The Indians flocked around the intrepid sailors in great numbers. Verrazano had never before seen these copper-colored people who wore clothes made of skins and feathers. To extend courtesy to the "pale faces," the Indians invited them to a feast at which they served a stew made from a fattened dog. The visitors, unaccustomed to a rare dish of this kind, did not relish the meal, even though it was prepared by the chief cooks of the tribe.

The First Visitor Attempts to Carry away an Indian.—Verrazano thought it would be a good idea to take one of these strange people with him to France. The sailors attempted to capture one or more Indians by inviting them to the vessels to secure colored trinkets. In doing this one of the crew fell overboard. An expert Indian swimmer came to his rescue and saved him. In spite of this the sailors captured an Indian boy and a young woman about twenty years of age. A terrific battle thereupon took place between the whites and the Indians. The Indian maiden escaped, but the Indian boy was carried away a prisoner on one of the vessels. When we read of such cruelty can we wonder that the Indians had good cause to fear and hate these pale-faced strangers?

King James Becomes Interested in America.—In 1606 King James I took an active interest in the reports of the discoverers and explorers. Over a century had passed since the return of Sebastian Cabot. By virtue of his explorations the king had claimed the territory from North Carolina to Newfoundland. The northern section he

gave to the Plymouth Company; the southern, to the London Company.

Henry Hudson Sails.—The Dutch had almost forgotten the efforts that they had made in the past to find a northwest passage to China and the East Indies. This time they secured the services of a fearless English sea-captain, Henry Hudson, to continue the search for the shorter route.

THE HALF-MOON.

They presented him with the *Halve-Maan* or *Half-Moon*, a tiny craft, to undertake the western voyage. With a crew of sixteen Englishmen and Hollanders, Hudson departed April 6, 1609. After a rough voyage he arrived off the Newfoundland coast. From this northern land his vessel followed the coast southward. Soon he came to a narrow strip of land which is now Cape Cod. There

Hudson planted his flag and christened the country "New Holland."

The Indians Astonished at the Half-Moon.—The Indians on Sandy Hook were startled one afternoon in September of that year to see a mysterious vessel approaching their shores. Hudson came ashore and met the Indians who appeared to be quite friendly. The crew traded beads,

HENRY HUDSON TRADING WITH THE INDIANS.

knives, and clothing for tobacco, furs, corn, and grapes. The Indians did not realize the value of the costly articles they exchanged for trash.

Hudson Explores the River that Bears His Name.—On the eleventh of September Hudson and his crew passed through the Narrows and spent about three weeks exploring the river that bears his name. At first this noble river had several names, viz., Manahatta, the North River, the Rio de la Montagne, the Great River, and the Great North

River. Hudson claimed this territory in the name of Holland and planted the Dutch flag.

The Unfriendly Indians.—Henry Hudson soon learned that the Indian possessed two kinds of disposition—one good, the other bad. Occasionally the Indians seemed quite friendly; then again they were angry and cruel. Perhaps the story of the kidnapping of an Indian boy by Verrazano had been told them by the old men of their tribe. An unfriendly Indian shot John Coleman, a member of the crew, in the throat with an arrow. Before Hudson left the Narrows on his return trip, his men, forced to fight, killed ten Indians.

Captain May Comes to New Jersey.—In 1621 the West India Company of Holland sent Captain Cornelius Jacobse May and a crew to make explorations in the New World. He landed at the present site of New York. Believing he was the original discoverer, he named the harbor "Port May." From New York Bay this sea-captain sailed south and entered Delaware Bay. On the journey he observed two capes which he named Cape Cornelius and Cape May. This explorer claimed the southern portion of our state for Holland.

QUESTIONS AND PROJECTS

1. What does tradition tell us about the first explorers?
2. Give the name of the first white man to set foot on New Jersey soil.
3. Imagine that you were with Verrazano when he first met the Indians. Describe your experience.
4. What did the Indians think when they saw the *Half-Moon* creeping into their harbor?
5. Account for the names "Hudson County" and "Cape May."

6. Thirty-two years passed after the discovery of America before New Jersey was located. How do you account for the delay?

7. Give the events leading up to the first encounter with the Indians.

8. Were the Indians justified in attacking the Europeans?

9. Why did Verrazano wish to take an Indian captive back to France?

10. Most of you appreciate the scope and usefulness of a scrapbook or note-book. In this book make notes of what is discussed in the class. You may make the book attractive and more instructive by inserting any photographs or prints. Portraits, maps, autographs, facsimiles of important papers, old prints, etc., may be obtained from old books, catalogs, magazines, and newspapers. In later life this scrapbook will be a pleasant reminder of happy school days.

CHAPTER III

PIONEERS OF NEW JERSEY

The Dutch Found Manhattan.—In 1613 the Dutch West India Company established a trading post on the island at the mouth of the Hudson River that to-day is called Manhattan. A colony grew up, and Peter Minuit was sent over as the first governor. It became so large that a number of Dutch families the following year moved to the west bank of the river to what is now New Jersey.

A Dutch Governor.—The Dutch settlement on Manhattan and in New Jersey remained under the commission and control of the United Netherlands. In 1629 Wouter Van Twiller, a descendant of the Dutch burgomasters in Rotterdam, received the appointment as governor. He was succeeded nine years later by William Kieft.

Michael Pauw Establishes a Trading Post.—In 1630 Michael Pauw of Amsterdam purchased the greater part of Hudson County from the Indians and named the tract *Pavonia*. Later Michael Paulusen arrived from Holland and established a trading post near Pavonia which he called *Paulus Hook*. As Governor Kieft offended the friendly natives of Pavonia, the Dutch asked for a new leader.

Peter Stuyvesant Becomes Governor.—The Dutch West India Company now brought Peter Stuyvesant over to become governor of the fast-growing settlements. He was not only governor but also acted as a director-general of

the entire country. From the very beginning he was a stern and tyrannical leader. In all transactions he favored the West India Company. He seemed to make no effort to please the settlers.

The English Take Possession.—In 1664 a fleet of English vessels appeared in the harbor. The British commander sent a note to Governor Stuyvesant, informing him that he was to relinquish his claim to the Dutch settlements in favor of the Duke of York, a brother of the King of England. The English based their claims, (1) on the discovery of the New World by Sebastian Cabot in 1497; (2) the explorer Henry Hudson was an Englishman; and (3) Argal, a daring English sea-captain, had forced the Dutch in 1616 to haul down their flag over the fort at Amsterdam.

PETER STUYVESANT.

The English Show Kindness to the Dutch.—The British captain allowed the colonists to retain their property. In fact, he assured them that they would have even greater rights and privileges than they had before enjoyed. The settlers were so dissatisfied with the rule of Governor Stuy-

vesant that they were glad to lower the colors of the Dutch and raise the flag of England.

The "Patroons."—In 1629 the Dutch West India Company decided to induce settlers to come to New Netherlands by the offer of a certain number of "freedoms and exemptions." All those who accepted this opportunity were given a certain amount of land to work. Any member of this company who agreed to found a colony of fifty adult persons within four years was to be regarded as a "patroon," or feudal chief, in his territory. Permission was given these "patroons" to extend their land either sixteen miles along one side of the river or eight miles on both sides. Nothing was said about the depth of the farms. All "patroons" who accepted this proposition were to have full title to the land. Of course arrangements had to be made with the Indians regarding their rights, but early settlers usually had little or no difficulty in making a bargain with the Lenni Lenape.

The Beginning of New Jersey History.—The history of New Jersey really began with the year 1630, when Michael Pauw of Amsterdam purchased most of Hudson County from the Indians. Records do not disclose the exact amount that the settlers paid them. However, it is believed that merchandise and trinkets were given in exchange.

In the archives there are two deeds—one bearing the date, July 12, 1630, and the other, November 22d of the same year. These deeds gave to the purchaser all that tract of land in Hudson County lying adjacent to the river which extended from Communipaw to Weehawken. The latter deed mentions the property as follows:

> "Ahasimus and Aresseck, extending along the river, Mauritius and the Island of the Manahatas on the

east side, and the Island Hoboken Hackingh on the north side, surrounded by swamps, which are sufficiently distinct boundaries."

In the early days Ahasimus was the name given to that portion of Jersey City which lay east of the hill, and was divided from Paulus Hulk by a salt marsh. This town was later called Paulus Hook.

A part of this territory was Hoboken. The word was of Indian origin and meant "tobacco-pipe." The suffix

PALISADES OF THE HUDSON.

Hackingh was an Indian word meaning land; consequently the word *Hoboken-Hackingh* meant "land of the tobacco-pipe." The city of Hoboken now stands on this site.

The First Indian War.—The Indians objected to the presence of the white man from his first arrival upon American shores. They believed that these strangers had come to occupy their hunting grounds, and to destroy their game. Consequently, the settlers realized that they would have frequent trouble with the "red men." It was not, however, until February, 1643, after whites and Indians had

lived in harmony for twenty years, that friendly relations were broken. At this time about one thousand Indians fled from the Mohawks and came to the Dutch for protection. A severe battle ensued when the savages appeared in the Dutch settlements on the banks of the Hudson. A number of Indians were massacred by the whites. In retaliation the Indians destroyed every house in Pavonia. Two months later a treaty was made with the Indians, but the war continued for two and one-half years. After the treaty was signed the settlers returned to Pavonia and rebuilt their homes.

The Second Indian War.—For ten years there was no Indian outbreak, due largely to the splendid efforts of Governor Peter Stuyvesant. Some time in the summer of 1655, however, a young Indian girl attempted to steal peaches from a farmer living in Manhattan. The girl was killed by a shot from the farmer's rifle. Immediately the Indians held a council of war and attacked the settlers at Pavonia. One hundred settlers were killed, more were taken prisoners, and three hundred homes destroyed. Months passed before the whites were able to make peace with the enraged Indians.

New Amsterdam Becomes New York.—We have read that the Dutch relinquished their claims to what is now New York City, Jersey City, and Hoboken without the firing of a single shot. The formal articles of surrender were signed on August 29, 1664. For the first time in the history of our state the colonists recognized the authority of the British crown. In honor of the Duke of York the name of New Amsterdam was changed to New York.

Colonel Richard Nicolls Becomes Governor.—A royal army officer, Colonel Richard Nicolls, succeeded Stuyvesant

as governor of the newly acquired territory. He was well educated and a man of considerable military experience. Governor Nicolls pursued a policy of justice and fairness. Practically every official who served under the Dutch was allowed to continue in office. A code, called the Duke's Laws, was introduced. These laws permitted trial by jury and equal taxation. The new governor gave to everyone permission to worship God as he wished. Since they were given so much freedom, people accepted the new government without question.

Lord John Berkeley and Sir George Carteret.—In the Stuart court there were two men of power and influence—Lord John Berkeley and Sir George Carteret. These gentlemen had won the admiration and friendship of both Charles II and James I. When the Duke of York became James II, King of England, he found himself too busy to attend to his possessions in America. He consequently presented to these two faithful friends all that tract of land between the Hudson and Delaware Rivers that is now known as New Jersey.

This Region is Named New Jersey.—In 1649 Sir George Carteret had successfully defended the Isle of Jersey against the forces of Cromwell. The Duke of York was a fugitive in a castle on this island. Undoubtedly Carteret had saved him from being made a prisoner. The king felt so grateful to Carteret for this service that he caused the new colony to be named "Nova Caesaria" or New Jersey.

The Two Noblemen Prepare to Come to New Jersey.—When Sir John Berkeley and Sir George Carteret decided to visit the land over which they had been given authority, they little dreamed of the problems they would have to face. In the first place an annual fee of twenty nobles, or about

thirty dollars, was required of them by the King. Furthermore, only a very few immigrants had settled in New Jersey—perhaps five small settlements. Also, the wilderness was infested with Indians, who, on numerous occasions, had proved hostile.

However, Berkeley and Carteret saw a great opportunity to colonize New Jersey. Its rich soil, temperate climate, and nearness to the seaboard, they believed, would attract settlers. In Great Britain there were Puritans, Independents, Quakers, and Scotch who had expressed a desire to live in America. In 1664–65 the owners of New Jersey published an article which they called, "The Concessions and Agreements of the Lords Proprietors of the Province of Nova Caesarea or New Jersey to and with all and every the Adventurers and all such as shall settle or plant there." In order to secure settlers Berkeley and Carteret distributed copies of this document.

The First Government.—Without visiting the country or communicating with the inhabitants of New Jersey, Berkeley and Carteret devised methods of governing the colony. A governor, a council of not less than six members nor more than twelve, appointed by the proprietors, and an assembly of twelve members selected annually by the people, comprised the government. The governor and council reserved the right to execute the laws and to supervise the various courts. To the assembly was given the power to create laws, provided they did not interfere with the statutes of England nor the rights and policies of the Lords Proprietors.

Inducements to Settlers.—The proprietors of New Jersey offered attractive inducements to Europeans to settle on their tract of land. Without reservation they offered one

hundred fifty acres of land to every freeman who embarked with the first governor. The freeman agreed, however, to equip himself with "a good musket, bandiliers, and match convenient." Christian servants and slaves over fourteen years of age were to receive seventy-five acres of land. Ministers of parishes were promised two hundred acres. As soon as the settlers took possession of their land they were to receive a deed from the proprietors.

Arrival of the First Governor.—The first governor of New Jersey was Philip Carteret, a relative of Sir George Carteret. In April, 1665 he embarked for American shores on the vessel *Philip*. When the new governor arrived in the harbor of New York, July 29th, Governor Nicolls was surprised to learn of the new policy of James II. He had not been informed of the separation of the two colonies. Prior to this information Nicolls had granted various "patents" in New Jersey.

The Founding of Elizabethtown.—Governor Carteret sailed along the New Jersey coast and landed at a point which he named Elizabethtown in honor of Lady Elizabeth, the wife of Sir George Carteret. Within a few weeks the new governor established a permanent settlement at this place. The tiny colony of New Jersey welcomed their new leader. The governor required the colonists to take an oath of allegiance not only to the King but to the Lords Proprietors. Within a short time settlers from Bergen, Woodbridge, Navesink, Middletown, and the Delaware River took the oath.

An Important Year.—The year 1666 is an important one in the history of our state. During this year the governor sent a copy of the "Concessions and Agreements" to the other colonies in America. In New England the members

of the Congregational churches in Milford, New Haven, and Guilford read these " Concessions " with great interest. They appointed a committee to make an investigation of the New Jersey Colony. Robert Treat headed the group of men who interviewed Governor Carteret with regard to founding a colony in New Jersey.

Robert Treat Locates in Newark.—With their families, their beloved pastor, their church records, their deacons, and their household goods, these Puritans left New England and moved to New Jersey. From Milford, Connecticut, they sailed down what is now the Upper Bay, through the Kill von Kull into Newark Bay, and thence into the Passaic River. Near the present site of Rector Street, Newark, the party disembarked on May 17, 1666.

Newark is Founded.—The little band of pilgrims named the settlement Milford after the town in which they had lived. They shortly afterwards changed it to " New Works," and later to " New Ark." Soon the people spelled the word " Newark." The town was called Newark in honor of their beloved minister, Reverend Abraham Pierson, who had received his orders from Newark-on-the-Trent in England.

Treat Buys Land from the Indians.—From the very beginning, the Indians were opposed to the new settlement because they believed the whites would destroy their hunting grounds. When Robert Treat learned of their attitude, he met them at a solemn conference. He purchased approximately one-half of Essex County from the Indians for the following articles, valued at about seven hundred dollars: 100 bars of lead, 20 axes, 20 coats, 10 guns, 20 pistols, 10 kettles, 10 swords, 4 blankets, 10 pair of breeches, 50 knives, 20 hoes, and 3 troopers' coats.

A Prosperous Town.—Under the able leadership of Captain Robert Treat the town of Newark prospered. There were in the settlement thirty families of whom it was said, "of one heart and consent, through God's blessing with one hand they may endeavor the carrying on of spiritual concernments as also civil and town affairs according to God and a Godly government." Through this leader's wise counsel, " Fundamental Agreements " were drawn up and signed. All freemen in the settlement signed the documents and religiously followed the governing rules. These people believed that the entire population should join the church. In fact, they thought that only those who belonged to the church should have a voice in the government.

The Schoolmen's Club Erects a Tablet.—In 1912 the Schoolmen's Club of Newark unveiled a bronze tablet in honor of Captain Robert Treat. The marker stands on the Kinney Building which is located on the property where the early founder of Newark lived. The boys and girls of the city provided the money for the tablet in penny contributions. On this memorial one may read:

ROBERT TREAT

The Dominant spirit in the settlement of Newark chose this site for his home. In recognition of his services " The Neighbours from Milford freely gave way that Captain Robert Treat should chuse eight acres for his home lott." He was town magistrate, the first town clerk, one of the two deputies to the Provincial Assembly, and in the general affairs of the young settlement's foundation became a trusted leader. In 1672 he returned to Connecticut and later won honor on the field of battle in King Philip's War. He was Governor for thirteen years and was one of that dauntless company who refused to surrender the Colony's Charter and concealed it in

the Charter Oak. In a large degree it was his wisdom in counsel and forcefulness in administration that made the "Town on the Pesayeck" the worthy forerunner of the Greater Newark. Erected by the Schoolmen's Club, and assisted by the pupils of the Newark Public Schools. Newark Day, November 4, 1912.

The First New Jersey Assembly.—On May 26, 1668 the first New Jersey Assembly met at Elizabethtown to organize the colony. Citizens came to this assembly from Bergen, Elizabethtown, Newark, Shrewsbury, and Middletown. A few months later Shrewsbury, and Middletown refused to pay their taxes. Since their towns had existed several years before the coming of Carteret, they could see no reason for being taxed. In 1772 these settlers forced Philip Carteret out of office, and in his place they elected James Carteret, a son of Lord Carteret, who proved to be worthless.

Lord Berkeley Disappointed.—Lord Berkeley became disappointed over the failure of the New Jersey Colony. As he was becoming old, he decided to dispose of his share of the colony and return to England. In 1673 he found two purchasers, John Fenwick and Edward Byllinge, who paid the sum of one thousand pounds for this valuable land.

William Penn Becomes the Owner.—These new owners, although members of the same Quaker Society, could not agree. Consequently they invited William Penn, a Quaker leader from Philadelphia, to settle their differences. He did this by allowing Fenwick one-tenth of the land and Byllinge nine-tenths. Within the next year William Penn secured title to that property which bordered on the Delaware River. New Jersey was now divided into two parts—East Jersey and West Jersey. The dividing line extended from Little Egg Harbor on the Atlantic coast to a point on

the Delaware River near the New York State line. William Penn owned West Jersey, and, when Carteret passed away, he and eleven others purchased East Jersey for three thousand four hundred pounds.

Union of the Jerseys.—By 1700 there was much discontent and confusion among the people of both East and West Jersey. Carteret's heirs, the Quakers, and New York all claimed the territory. Also, people everywhere objected to the payment of "quit-rents." As no one longer recognized the Proprietors, they were asked by the royal council to transfer to the Crown all rights previously given them. On April 17, 1702 New Jersey once more became directly subject to the royal authority.

QUESTIONS AND PROJECTS

1. Why did the Dutch select Manhattan for a trading post?
2. Why did the early settlers decide to live in towns?
3. Dramatize an interview with Wouter Van Twiller.
4. Account for the importance of the date: 1664.
5. Give a brief account of the "patroons."
6. Describe the real beginning of the history of New Jersey.
7. Explain the origin of the name "New Jersey."
8. Draw a sketch map of the mouth of the Hudson River. Locate on this map the early settlements. Discuss the dangers to the colonists from the Indians.
9. Account for the name of the "Robert Treat" School in Newark.
10. What have the school children of Newark done to perpetuate the name of the founder of their city? Give arguments for or against the idea of erecting memorial tablets in honor of heroes or heroines.

CHAPTER IV

IN GOOD OLD COLONY DAYS

Colonial Homes.—On account of the constant danger from savages and wild animals the early settlers built their houses as near together as possible. Prior to the Revolutionary War nearly all the houses in the state were made of logs. From the forest these tree trunks were roughly squared on the upper and lower sides with the axe. In the poorer cabins the floor was made by packing the dirt firmly with a heavy stick. Glass was unknown to the pioneers. For windows they used a piece of paper dipped in tallow which they fastened over the rough openings. Every home had a large open fireplace around which the family gathered for heat, light, and cheer. In this large room an entire family would cook, eat, and sleep.

Furniture.—To import furniture from Europe was costly. Hence most of the furniture used by the pioneers was home-made. Although it was rough and crude, it answered the purpose for which it was built. Most of the well-to-do people brought furniture with them from Europe. Some of the old Dutch farm houses that you see to-day along the roadside contain a few pieces of colonial furniture. A number of these settlers owned old-fashioned whale-oil lamps which gave off more odor than light. In many of our museums may be found tallow candles that the pioneers

used. Above the stone fireplaces stood the pewter dishes; on the sides hung the pots and pans that the housewife used in preparing the food.

The tables were made of split logs hewn smooth on the upper side with an adz. Holes were bored on each corner and the legs inserted. Chairs and stools were made similarly. Beds, built into the corners of the cabin, were framed out of straight poles and fitted into cracks. Most of the bedding consisted of skins from bear, deer, or wolves. Some cabins were provided with coarsely woven cloth that the women had made. After the introduction of the loom and spinning wheel more desirable bed-clothing was used.

Food.—Suspended from a rack in the chimney of the fireplace were the pots and kettles that the women used in cooking. In these vessels delicate dishes of potatoes, corn, and meat were prepared for the table. From the Indian the whites learned to cook the corn in a great many ways. Hominy, corn-meal, and roasting-ears satisfied the most hungry member of the family. Then there were squash, pumpkin, beans, peas, and turnips which the pioneers ate with great relish. From the forest the farmer secured an abundance of quail, partridge, and wild turkey; in the streams were countless numbers of bass, trout, and salmon which were easily caught with hook and line. During this early period salt and sugar were very scarce. Like the Indians most of the settlers became accustomed to food that was not salted; for sugar they boiled down the sap from maple trees.

Clothing.—At first the early settlers wore deerskins that had been tanned as soft as cloth. Their smocks or waists were large and roomy, resembling the modern hunting-shirts worn by hunters. These were made large so that the set-

tler might use them in carrying provisions or game. Others wore coarse cotton goods that had been made by some member of the family. Later many families used linsey-woolsey clothing which was made from both flax and wool.

The idea of wearing moccasins was borrowed from the Lenni Lenape. In the bottom of these they placed dry moss, leaves, or other soft material to protect their feet. Every settler was his own mechanic, tanner, carpenter, and shoemaker. As time went on these pioneers discarded the moccasin idea and began wearing home-made shoes that the father or an older brother had made.

In later colonial times the more prosperous imported their clothing from England. Broad shoes with polished buckles, ruffled shirts, knee-breeches, bright-colored coats, and high hats were always in style. The women wore short quilted petticoats and jackets of finely woven broadcloth, worsted stockings of many colors, and high-heeled leather shoes. As there were four nationalities of people in New Jersey—English, Dutch, Swedes, and Quakers—styles and fashions varied in the colony.

Amusements.—Although the colonists were a devout and religious people, they enjoyed simple sports. To relax from their hardships they believed in a certain amount of frolic and amusement. These people were noted for having what they called "bees." Whenever a farmer had a heavy task to perform, he would invite his neighbors in to a "bee." Whether it was paring apples, husking corn, threshing grain with a flail, raising a new log house, or splitting wood, the men and women of the neighborhood came and did their share of the work.

After the "bee" the little band would have some kind of entertainment. Many pleasant hours would be spent

in dancing the Virginia Reel to the music of the fiddler of the town. Both old and young took part in this frolic. After the dancing the guests would sit down to a table that was spread with all kinds of delicacies—apples, cider, pie, bear meat, and venison.

The pioneers enjoyed horse-racing, cricket, club-ball, wrestling, boxing, and shooting. The colonists always looked forward to these harmless pastimes with great pleasure. Throughout our state dancing parties, singing schools, skating, and sleighing were popular in the winter time. In Bergen and Hudson Counties the Dutch people played a game called "bowls." This was usually played on the lawns at taverns or in convenient public places. Perhaps you have heard of Bowling Green, New York City. This is the place where the young Dutch people met on summer nights and played this interesting game.

The colonists held frequent shooting-matches at which prizes were given to the winners. It was their policy to insist that the men become skillful marksmen, for they believed in being prepared for a sudden attack from unfriendly Indians. One day each year was known as "training day." On this day a military officer came to teach the men marching and marksmanship. At the close of the day the young men took part in athletic events, such as running, jumping, wrestling, and boxing.

Libraries.—The people of colonial times took great pride in adding good books to their libraries. They were not ignorant, as a great many people think. In Europe these people had attended the best schools and read the best books. One great reason for their coming to New Jersey was to find a place where their children would have an opportunity to receive a moral and a religious education.

At first there were no schools. Usually the minister of the parish gave the boys and girls instruction in the common branches. Every child was made to feel that he must read the books in his father's library before he could consider himself well educated. Practically every library had books which were chiefly of a moral or a religious nature, such as the Holy Bible, Milton's Paradise Lost, Pilgrim's Progress, Homer's Iliad, Plutarch's Lives, Saints' Rest, and Shakespeare's Plays.

Violators of the Law.—In spite of the supposed high ideals of these colonial people, there were crimes. For every violation of the law the town punished the guilty party. It was customary to punish the wrongdoer in a public place. "The town crier," the officer of the law, went around from door to door sounding a large bell. This meant that at a certain time an offender would be punished in the public square. The larger towns, especially those along the banks of the Hudson, kept in plain sight their gallows, whipping-post, and stocks. These devices were gentle reminders to those prone to lead a life of crime.

Along the Jersey coast pirates lived in great numbers. As they concealed themselves in inlets and coves, passing vessels frequently fell victims, until a number of these bandits were caught and hanged. Thieves, drunkards, and vagrants were sentenced to spend a certain number of hours in the market place with their feet and hands in stocks. Disorderly persons were usually given a good beating at the whipping-post.

Occupations of the People.—The principal occupation of the people of New Jersey was farming. However, there was so much trouble with the Indians, according to many historians, that fighting occupied a large share of the

colonists' time. Numbers of Jerseymen living along the streams or coast obtained their living by fishing. At first every home was a manufacturing plant. Here the farmers made practically all the manufactured goods they used. Every man seemed to be a jack-of-all trades. There were few specialists. Raising vegetables, shoeing horses, grinding wheat, making machinery, building cabins, and making shoes seemed to be some of the many tasks that the early settler had to do.

The wives, mothers, and daughters took an active part in the work about the home. Here they spun and wove, cooked, knitted and sewed, grew vegetables in the garden, and provided members of the family with the necessary food and clothing. In summer time they climbed the hills for herbs from which they made simple remedies to relieve the suffering of the sick and distressed. These heroines, about whom very little has been said in history, were the nurses and doctors who were responsible for saving many lives.

Great Advances.—The colonial people never dreamed of the conveniences that the present day affords. Their grist-mills and crude saw-mills were operated by splashing water-wheels. Electric or steam power was unknown to them. To-day either gas or electricity lights our homes and factories. During the colonial days whale-oil lamps or tallow candles were used; and these gave very little light. The pioneers knew nothing of the aeroplane, newspaper, telephone, typewriter, or electric car. To carry a message a few hundred miles often required several weeks. . Only recently by radio the President of our country was heard by people in every state of the Union. If anybody had suggested the aeroplane, subway, or radio to these inhabitants,

they might have put him in the stocks for being " possessed of evil spirits."

Slavery.—For centuries it had been the custom of whites to hold slaves. Just as soon as settlements were made in New Jersey, negroes were brought to our shores. The Hollanders on the Hudson and the Swedes on the Delaware brought hundreds of colored people from the west coast of Africa. New Jersey was the highway between Philadelphia and New York. In the transportation of slaves between these two cities, a great number of them were left in our state. In 1800 there were over twelve thousand African slaves owned by various farmers in New Jersey.

As early as 1696 the Quakers opposed the idea of slavery. At one of their meetings at Woodbridge in 1738 it was stated that all Quakers refused to hold slaves. They believed that a human being, regardless of his color, should not be forced to work against his will. John Woolman, a Quaker minister, traveled throughout the state, urging people to give up the practice of holding negroes as slaves. This young leader did much to make people think about abolishing slavery. In 1804 the legislature passed a law freeing every boy, born of slave parents, at twenty-five years of age, and every girl at twenty-one. However, slavery was not abolished in New Jersey until 1846.

Runaway Slaves.—Slaves who belonged to cruel and heartless masters frequently ran away. Usually they were caught, however, and returned to their owners who punished them severely. In the *New Jersey Journal*, printed Wednesday, February 16, 1780, there appeared an advertisement that is quite interesting:

"One hundred dollars reward. Run-away from Martin Wyckoff, in Reading township, Somerset County, New Jersey, a negro boy

named Will, about five feet high, between 15 and 16 years of age. Said negro boy left his master's house under pretense of going to Jacob Wyckoff's, in Mendham, Morris County. He had on when he went away, a linsey-woolsey waistcoat, a white flannel ditto, flannel shirt, buckskin breeches, good shoes, black stockings, and a round hat with yellow binding round the crown. He likewise took with him, a red waistcoat and a large brown linsey-woolsey coat."

Signed "MARTIN WYCKOFF"
"JACOB WYCKOFF"

Slaves were Bought and Sold.—It was common for slave-owners to buy and sell slaves as one would his farm produce or cattle. In this same paper for April 5, 1780, there appeared the following notice:

"TO BE SOLD"

"Two negro men, one about 24 years old, fond of farming, and used to it these three years; knows something of gardening, can wash and iron and very handy about the house. The other bred to the sea, a good cook, can shave, and tend table, or wait on a gentleman. Enquire

"WALTER BUCHANAN"

"Hanover, March 14, 1780"

Religion.—People settled New Jersey with the idea that they could worship God as they wished. In Europe the authorities had regulated to a certain extent their religious ideas, but they came to America to enjoy freedom of worship. Among the first settlers were those who believed in keeping the ten commandments, and in practising the "Golden Rule."

The early ministers were popular with their congregations if they could fight as well as pray, and work in the fields as well as preach from the pulpits. Many of these preachers were finely educated men, Methodists, Baptists, Presby-

terians, Catholics, and Quakers. These ministers of the gospel took an active part in the development of the various settlements. Among the best known were George Whitefield and John Woolman.

George Whitefield.—George Whitefield did much to help found the Methodist Church in New Jersey. In England he had been associated with John and Charles Wesley, the

Birthplace of Universalist Church, Ocean County.

founders of Methodism. At the age of twenty-four years this young evangelist sailed for America, arriving in Georgia in May, 1838.

Perhaps you have heard of the first orphan house, the "Bethesda," which he established. In order to secure more funds for this orphanage he returned to England. When he landed on our shores the following year, he began to preach. He attracted considerable attention throughout the colonies. In Burlington and New Brunswick he

spoke to thousands who had gathered to hear his message.

Associated with this great reformer was Gilbert Tennent, the son of Reverend William Tennent, the founder of the famous "Log College." The influence of these two reformers was felt not only in New Jersey but in the other colonies as well. At New Brunswick they established a religious school from which many went abroad to preach the gospel.

GEORGE WHITEFIELD.

John Woolman. — From his parents John Woolman inherited a strong desire to become a Quaker. From his *Journal* we learn that he was a bookkeeper and clerk in a store at Mount Holly. According to the Quaker belief all members had to learn a trade. Consequently he became a tailor. At night he opened a school for poor and neglected children. From one of his remarks it is obvious that he loved and admired children: "It is a lovely sight to behold innocent children, and to labor for their help against that which would mar the beauty of their minds is a debt we owe them."

John Woolman entered the Society of Friends as a teacher and a preacher at the youthful age of twenty-three years. Throughout both East and West Jersey this Quaker minister preached to thousands of people; nor did he neglect the Lenni Lenape who lived in the frontier settlements.

Not only did he preach the ideals of the Society, but he *lived up to these high standards of morality and life.*

In those days there were few opportunities for a man of John Woolman's ability to learn the art of writing. However, he very soon became a skillful writer. Most of his articles discussed needed reforms of the times. Slavery, drunkenness, and thrift were his principal topics. John Woolman exerted a great influence for good upon all who heard him or read his excellent writings. All New Jersey loved him because he "practised what he preached."

In a lonely churchyard near the ancient city of York, England, stands an old tombstone less than three feet high. On the face of the weather-beaten slab one may read the following inscription, somewhat darkened by age:

Near this place
JOHN WOOLMAN
of Mount Holly
New Jersey, North America
Died 7th of Tenth Month 1772
Aged 52 years

QUESTIONS AND PROJECTS

1. Secure a print of an old colonial home for your scrapbook. Describe a visit to this home.

2. What were the principal articles of food used by the early settlers?

3. Give a three-minute talk before the class on the subject, "Athletic sports among the boys of the colonial period."

4. Account for the rapid growth of New Jersey.

5. The early inhabitants believed in the "Fatherhood of God and the Brotherhood of Man." Why was it necessary for them to pass certain laws? Explain.

6. Assume that you lived during the colonial period. Write a letter to a friend, describing a position that you hold.

7. Contrast the inconveniences of the early days with the conveniences of the present.

8. What can you say about slavery in New Jersey?

9. Give a character sketch of John Woolman.

10. Write a short composition upon the life and work of George Whitefield.

CHAPTER V

THE FAMOUS NEW JERSEY "TEA PARTY"

Greenwich.—To a spot in South Jersey where stately trees rustle and whisper to the quiet streams came years ago an adventurous youth named John Fenwick. He called the region Cohanzick. The river which winds its way through the rich farm lands of that vicinity became known as Cohansey River.

Reports of vast fields of young grain and verdant meadows soon reached the ears of other colonists. It was not long before people from across the seas and from New England settled in this region. Some of these settlers came from Greenwich, Connecticut. To make this town seem more home-like they decided to change the name of Cohanzick to Greenwich. Because energy, thrift, and economy were their principal characteristics, the little village soon prospered.

British Oppression.—Early in 1774 these farmers began to protest against the unjust and tyrannical methods of the British Parliament. Throughout the colony people objected to the various taxes which the King of England imposed. They also denounced the methods and policies of the representatives of the British Government.

The citizens of Greenwich were filled with delight at the news of the Boston Tea Party. You will remember how the people of Boston objected to the tax on tea; how, after a

meeting at the Old South Meeting House, a small band of patriotic citizens disguised themselves as Indians, boarded the vessels in the harbor, and emptied the chests of tea into the water.

Arrival of the Greyhound.—On December 12, 1774, the *Greyhound,* an English ship, sailed quietly into Delaware Bay. When Captain Allen learned that the people of Philadelphia were opposed to the British tax, he decided that it would be better to enter the Cohansey River. At Greenwich he expected to find the inhabitants loyal British subjects. Captain Allen planned to unload his cargo at Greenwich, then to transport the tea by wagon at night to Philadelphia.

Full of indignation the farmers gazed upon the British vessel riding at anchor. Captain Allen came ashore and made arrangements with Daniel Bowen to store the cargo of tea in his house on Market Square. He met with such a cool reception, however, that he decided to unload the tea under cover of darkness.

The "Tea Party."—News of the arrival of the ship in the river spread very rapidly. Shortly afterward men and boys from Fairfield, Bridgeton, and other nearby towns met secretly near Shiloh at the home of Richard and Lewis Howell. The little band then hurried to the Fithian homestead where they met another group. The leaders now presented their scheme. These men, like the patriotic Bostonians, were to disguise themselves as Indians. When the band of warriors soon afterward appeared on the streets, wearing feathered hats and carrying tomahawks in their hands, many townspeople thought that Indians from the forests had descended upon them.

News of the raiding party spread like wildfire through the

village as the disguised farmers hastened in the darkness to Daniel Bowen's house. Shrill and loud were the war-whoops as the raiders entered. Up from the cellar and across the street the chests of tea were carried. Soon the crowd observed a tiny red spark wavering in the breeze. Within a few minutes a huge bonfire of burning tea illuminated the scene for miles around.

COMMEMORATION OF THE TEA-BURNING.

"Tea Stacks."—It is related that while the youth of the surrounding country danced and sang before the burning embers, one of the company's taste for tea got the better of him. Henry Stacks decided that he would save as much of this precious tea as he could. Tying his trousers closely about his ankles, he quickly began to fill up the legs of his trousers with tea. Before long some boys noticed that Henry was growing fatter and fatter. Even the muscles of his arms became stouter and stouter. When some of these curious boys crept up and punctured

his clothing, several pounds of the tea came falling out. The patriots were not severe with Henry Stacks for stealing the tea. However, he did not escape punishment, for he was promptly nicknamed Henry "Tea Stacks,"—a name which clung to him for the rest of his life.

The Greenwich Monument.—Who were these bold men who, disguised as savages, dared to burn good British tea? The Tories of Greenwich and the British crew made every effort to find out but without success. It is now known that the participants were young men of high character, refinement, and education who considered it their duty to oppose Great Britain in her effort to extort money from them unlawfully. This incident not only banded the people more closely together, but it revealed to England the character of her American colonists.

In honor of the New Jersey " Tea Party " the people of our state have unveiled a handsome granite memorial shaft in Greenwich. The monument stands fourteen feet high, and is ornamented with Corinthian columns. Carved on the sides are the names of the " Tea-Burners." The front contains in bronze a picture describing the scene of the burning of the tea. Underneath the bronze tablet one may read the following inscription:

IN HONOR OF THE
PATRIOTS OF CUMBERLAND CO., N. J.
WHO, ON THE EVE OF
DEC. 22, 1774
BURNED BRITISH TEA
NEAR THIS SITE.

In accepting the monument for the people, Governor Fort of our State remarked:

"We want similar memorials in our state where events justify their erection. They are object lessons more valuable than study and books. The object lesson remains through life."

QUESTIONS AND PROJECTS

1. Let some member of your class look up the history of the "Tea Tax."

2. Why did the colonists object to the payment of the tax on tea?

3. Read the story of the "Boston Tea Party." In what ways was it similar to the New Jersey "party"?

4. Why did the *Greyhound* drop anchor in the Cohansey River?

5. Dramatize a meeting of these patriots at the home of Richard and Lewis Howell.

6. Suppose that you had participated in this tea party. The next day one of your parents reprimands you for taking part. Give arguments justifying your conduct.

7. Describe the scene at the "fire."

8. Do you think Henry Stacks was punished sufficiently? How would you have punished this offender?

9. What did the "New Jersey Tea Party" teach England?

CHAPTER VI

ALEXANDER HAMILTON IN NEW JERSEY

Our Debt to Great Men.—We should never forget the services that our great men have rendered. We enjoy many privileges that have been made possible by the men who thought and planned for us. Alexander Hamilton was one of the founders of our government. He was as effective with his voice and pen as with his rifle. His efforts aided the Americans to escape the tyranny of King George.

Hamilton's Early Life.—Alexander Hamilton was born January 11, 1757 on the island of Nevis in the West Indies. His father came of Scotch ancestry but his mother was born of French parents. During the early years of his life he did not attend school regularly. However, he was a great reader, and enjoyed studying the best authors during his spare moments. At the age of twelve we find him acting as clerk in one of the counting-houses. He did this work so accurately that he received the praise of his employer.

He Enters Grammar School in Elizabethtown.—About this time a hurricane swept over the Indies and destroyed many lives and considerable property. Young Hamilton wrote an interesting account of the terrific storm. This story made such an impression that his friends urged him to attend school, as they realized that he possessed the ability to write. At the age of fifteen years he came to

America to secure an education and soon afterward entered school at Elizabethtown. His teachers quickly observed that he was a thorough student, an accurate worker, and a dependable boy. His principal marveled at his ability to recite history and to write English compositions.

Hamilton Enters King's College.—At Elizabethtown Grammar School this young man from the West Indies made exceptional progress. In one year he completed the requirements necessary for college entrance. From the very beginning of his studies he had expressed a desire to enter Princeton University. He, therefore, applied for admission to this college. The president refused to admit him, however, because Hamilton asked permission to take additional courses. The young student believed it unwise to spend several years in college when he could do the work in less time. Hamilton thereupon entered King's College, New York, now known as Columbia University. The faculty allowed him to take extra courses upon condition that he secure the services of a tutor.

ALEXANDER HAMILTON.

The professors immediately recognized young Hamilton's ability. Not satisfied with mastering his assignments, he desired additional work. After college hours he frequently spent much time in the library. Some of his own poems and compositions were read before the students and faculty. Everyone in the college predicted a brilliant future for this young student.

Hamilton's Attitude at the Opening of Hostilities.—On the horizon, however, hung black clouds of war. The colonists had expressed such open opposition to the British Government that the situation had become serious. As Hamilton was born in a British possession, his first impulse was to remain loyal to the King. But further thought convinced him that England's attitude toward her American colonies was unjust.

Hamilton Comes to the Defense of the Colonies.—On several occasions in New York soldiers from British ships had treated the inhabitants shamefully. The Tories, or those who sympathized with the British King, were unfriendly to the peace-loving colonists. A number of New Yorkers organized a society called the "Sons of Liberty." Hamilton attended one of their meetings. Within his soul burned a sudden desire to assist the cause. At once he sprang to the platform, denounced the British crown, and urged the colonists to resist the unjust and tyrannical policies of King George.

Hamilton Commands a Company of Artillery.—This impromptu address made a deep impression upon the large audience. The colonists at once recognized his ability. Hamilton now wrote numerous pamphlets which were distributed among the people. His fame as an orator, writer, and defender of the rights of the colonists quickly

spread throughout the country. Before he reached the age of twenty he received an appointment as commander of a company of artillery. In this position he made such an excellent record that Washington appointed him an aide on his personal staff. It has been said that the "pen is mightier than the sword." The commander-in-chief of the army believed this, for he used Hamilton's literary talents throughout the war.

Hamilton in New Jersey.—One day Hamilton visited the falls of the Passaic River which are located in the present city of Paterson. To a friend he expressed his opinion that the falls could be used to operate mills. He soon secured permission from the Legislature to use the water for power. In 1792 the first mill was opened for the purpose of spinning yarn. This was the beginning of the city of Paterson, named in honor of Governor William Paterson.

Hamilton First Secretary of the Treasury.—When Cornwallis surrendered at Yorktown, the colonial soldiers returned home penniless. There was no money in the treasury to meet the obligations of the government. A mint, a system of banking, and a financial leader were greatly needed. The only coins in existence were a few coins brought over from Europe. Each colony had its own currency system, but their paper money was worthless in many of the other colonies. The greatest need of the hour was for a man who could organize the currency and establish banking. In Alexander Hamilton President Washington recognized one who could organize a stable monetary system. Hamilton was a young man only thirty-two years old when he became the first Treasurer of the United States. Through his efforts a sound currency

was established. The nation to-day is greatly indebted to this financial genius who founded our first currency and banking systems.

The Famous Duel.—With Washington, Jefferson, and Franklin, Alexander Hamilton ranked as one of the four greatest Americans. People loved him greatly and admired him for the many things he had done for the nation. How often it happens that popular and influential men develop enemies. This was true of Alexander Hamilton. When Aaron Burr, the son of the president of Princeton University, failed to become governor of New York, he laid his defeat largely to Hamilton's opposition and challenged him to a duel. Early one morning in July, 1804, the two principals met at a high spot on the palisades of Weehawken. Hamilton fell mortally wounded at the hands of Burr and died the following day. Thus came to an end the life of a scholar, soldier, statesman, and patriot who had served his country faithfully and efficiently.

Memorials.—In Weehawken, on the west bank of the Hudson, stands a rock enclosed by an iron fence which marks the site of the duel. Above this historic spot float the Stars and Stripes. Across the river in Trinity churchyard lies the body of the famous American. On his tombstone one may read, " his talents and virtues will be admired by grateful posterity long after this marble shall have moldered into dust."

QUESTIONS AND PROJECTS

1. For what are we indebted to this great leader?
2. Write a short composition upon Alexander Hamilton's early life.

3. Imagine that you attended school with Alexander Hamilton at Elizabethtown. Tell about the ability of the young student.

4. Why did Alexander Hamilton decide to enroll at King's College instead of at the College of New Jersey?

5. How did this hero happen to become an American patriot?

6. Let one of the members of your class make a report on the society called, " The Sons of Liberty."

7. Give an account of the services that Alexander Hamilton rendered to General Washington.

8. State our indebtedness to Hamilton for founding our first currency and banking systems.

9. Prove that this great leader used good judgment in establishing the city of Paterson near the Falls of the Passaic River.

10. Most of you have read the inscription on the tablet that marks the exact spot of the fatal duel. What should this inscription mean to you?

CHAPTER VII

GEORGE WASHINGTON IN NEW JERSEY

His First Appearance.—Immediately after his appointment by Congress as commander-in-chief of the American army, Washington set out to take charge of the forces near Boston. On June 23, 1775, he left Philadelphia with a military escort consisting of Generals Lee and Schuyler, Thomas Mifflin, and Joseph Reed. As this party approached Trenton on horseback, a courier from Cambridge, Massachusetts, informed them of the Battle of Bunker Hill at which the Americans had been defeated. Alarmed at this information, Washington hurried to Newark to meet a committee of the Provincial Congress. On the following day this committee conducted Washington to Hoboken, where the party crossed the Hudson to New York City. On his way to Cambridge Washington passed through Kingsbridge, New Haven, Wethersfield, Springfield, and Watertown.

The Battle of Long Island.—At Cambridge Washington learned that the British expected to capture New York City. If the British took this city, their army would not only separate New England from the Southern States but would prevent the Americans from attacking Canada by way of the Hudson River. The American leader rushed his army of ten thousand men southward in an endeavor to keep the British from carrying out their plans. Lord

Howe, the British general, met Washington on August 27, 1776. Outnumbered by two to one, Washington retreated across the East River under the cover of a dense fog. His army occupied the northern part of New York City.

Washington Forced to Move Quickly.—An undecisive battle was fought at White Plains. Later Fort Washington fell into the hands of the British. Thinking that the British would now turn their attention to New Jersey, Washington considered it wise to leave New York. He and his army crossed the Hudson River at King's Ferry and proceeded to Hackensack, establishing his headquarters in the home of Peter Zabriskie. At Fort Lee, General Greene, Washington's able subordinate, had stationed three thousand soldiers.

FORT LEE MONUMENT.

Little Polly Wyckoff.—You have probably never heard anyone speak of a little girl who was surprised one morning to see Bogert's fields covered with British redcoats. Undoubtedly Polly Wyckoff was the first person in New Jersey to see the British army. During the preceding night, which had been very stormy, Lord Cornwallis, second in command of His Majesty's forces, had crossed the Hudson River, landing at Closter dock, about seven miles north of Fort Lee, with six thousand Hessian troops.

After telling her mother about the strange warriors with red coats, crossed with black leather belts, and light trousers, Polly rushed out of the house to tell her friends. When

General Greene at Fort Lee heard about this invasion, he beat a hasty retreat to Hackensack to join Washington's forces. Cornwallis' troops tried to overtake the Americans before they could cross the Hackensack River, but when the redcoat leader reached Hackensack he found the place deserted.

In the New York Public Library there is an old drawing which tradition says was made by Lord Rawdon, an officer who accompanied Cornwallis. The picture shows the troops disembarking and climbing over the steep and rugged Palisades. At the Alpine ferry landing one may see an old structure. Over the door the Interstate Commerce Commission has placed a sign which reads—"Cornwallis' Headquarters." It is believed that Cornwallis spent the night here. A number of old houses are still standing which sheltered British troops during their short stay in Closter and Demarest.

A Serious Situation.—Things now looked very black for the Americans. Their troops in camp needed food and clothing. Even their military equipment was very poor. Washington's army had become smaller because of desertion. He had also lost several thousand troops in his last encounter with the British on Long Island. His officers believed they would be captured by the redcoats within a few days. Washington seemed to be the only one who still hoped for success.

The Famous Retreat is Begun.—One morning shortly after Cornwallis' failure to overtake General Greene, Washington's sentinels, stationed on the Hackensack River near the site of the Court House, noticed in the gray distance a field of red. Thousands of bayonets glistened in the sunshine. It was hopeless for the American leader to try to

A Modern Way to Climb the Palisades.

check the advance of Cornwallis' army. Caught in the valley between the Passaic and Hackensack Rivers, Washington had only one avenue of escape.

The American general had to think and act quickly. At two o'clock on the afternoon of November 21, 1776, Washington left Hackensack, and began his famous retreat across our state. His army passed through Hasbrouck Heights, Lodi, Wallington, and crossed the Passaic River at Gregory Avenue. That night Washington slept at the Blanchard Tavern, while his troops were quartered in the churchyard of the First Reformed Church of Passaic.

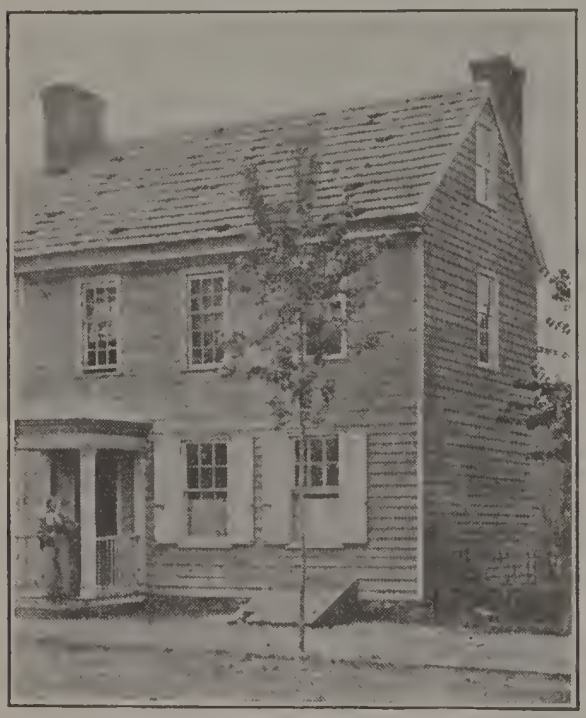
A Critical Moment.—Cornwallis' troops seemed to be more interested in plundering, looting, and gambling than in trying to capture the retreating Americans. If the redcoats had been alert, they could have captured the Continental army in Bergen County. This was indeed a critical moment for Washington's army. At times the King's veterans were so close that the fleeing Americans could hear their voices.

John Post Saves the Day.—John H. Post, who lived in a house where Lee's Hotel, Lakeview, now stands, rendered valuable service. Upon the approach of the enemy, he quickly burned the county bridge and destroyed his own little ferry which he had used to transport some of the American troops across the Passaic. Post's timely act delayed the British army for three days. It also gave Washington an opportunity to reach Newark in safety.

Washington Continues to Retreat.—On November 29th Washington reached New Brunswick, where he remained until December 1st. Cornwallis was closely pursuing him, however. No sooner had Washington left his camping ground, where Rutgers College is now located, than General

Howe and General Cornwallis joined forces. These two British officers agreed that they should pursue the defeated American until they either captured his army or took the city of Philadelphia. They believed that the loss of Philadelphia would practically force the colonies to surrender.

The Retreat Comes to an End.—Washington's discouraged army hurried through Princeton and Lawrenceville, and on to Trenton. Under the cover of darkness the Americans seized all the boats on the east side of the Delaware River and by morning had reached the Pennsylvania side. Lord Howe ordered Cornwallis to remain at New Brunswick while he pursued Washington. At Coryell's Ferry, which is now Lambertville, Howe was surprised to see the Americans on the other side of the river in possession of all the boats.



DOUGLASS HOUSE.

Washington's Courage in Defeat.—Never during the period of the war did the commander-in-chief's unfailing courage become more apparent. The British had driven his weakened army across the state. General Lee's regiments had been forced to surrender at Vealtown, now Bernardsville. News had been received of Lord Howe's intention to capture Philadelphia. Congress had removed to Baltimore, bitterly accusing General Washington of unwillingness to cooperate. The American army was pitifully small and in desperate need of money, food, clothing,

and medical attention. Almost any other man would have given up what seemed a hopeless struggle.

The Battle of Trenton.—Early in December General Washington made his headquarters in the little village of Morrisville. He later moved to Newtown, occupying a farm house owned by William Keith. His entire army numbered less than ten thousand soldiers; and fully five thousand were ill or away on furlough.

Reports of the movements of the British were brought in by spies. It was learned that Lord Howe had distributed his troops among the towns of Bordentown, Trenton, New Brunswick, and Princeton. Cornwallis believed the war was over, and made arrangements to return to his family in England. Lord Howe believed the same and retired to New York to live in comfort during the cold months. Washington's retreat across New Jersey had convinced both of them that the Americans' cause was doomed.

Washington saw his opportunity. He ordered a meeting of the Council of War on Christmas eve. It was decided to strike a fatal blow at the British on the following day. A point nine miles up the river, known to-day as "Washington's Crossing," was selected. There all the available boats were brought to transport the troops across the river. In the cold icy water floated huge and jagged cakes of ice; above raged a terrific snowstorm. The crossing was made as silently as possible.

From this point two snow-covered roads led into Trenton. General Sullivan took the river road; Washington led another body of troops over the inland road. At precisely the same moment the two columns opened fire on the Hessians under Colonel Rahl. General Washington stationed himself near the present site of the Battle Monument.

After two hours of fighting, the hired Hessians surrendered.

Colonel Rahl fell from his horse mortally wounded as he shouted, " All who are my grenadiers, forward!" Soldiers carried him into the Methodist Church at the corner of Broad and Academy Streets. The next day General Washington called on him to express sympathy for his suffering.

WASHINGTON'S CROSSING.

Before Colonel Rahl passed away, he received Washington's assurance that his men would be treated with kindness and courtesy. The defeated Hessian leader was buried in the Presbyterian churchyard at Trenton.

The Battle of Princeton.—News of the Battle of Trenton caused Cornwallis to postpone his European trip. He immediately rushed to New Jersey to take command of his troops. He had so much confidence in his veterans that

he believed he would now "bag his game." If he could succeed in capturing Washington, American hope for independence would be shattered.

On January 2, 1777 there was a skirmish between the armies at Assanpink, near Lawrenceville. During the long, cold night British outposts observed the American sentinels across the frozen stream. When Cornwallis saw the flickering campfires, soldiers digging trenches, and guards on patrol duty, he felt sure of his prize.

TRENTON BATTLE MONUMENT.

Imagine his surprise upon awakening the next morning to hear the booming of cannon in the distance. The "sly fox" had fooled him again! During the night General Washington had marched to the vicinity of Princeton and was now attacking troops which Cornwallis had stationed there. Cornwallis rushed his troops to Princeton, but he was too late to render aid. The Americans had won another victory. Some of the British troops retired to Princeton, where they had been occupying Nassau Hall, but the Americans soon drove them from the town. The others fled in great disorder across the Millstone in the direction of New Brunswick.

In the Battle of Trenton the Continentals did not lose a man; but in this battle their losses were quite heavy. A number of important officers were slain on the battlefield.

NASSAU HALL, PRINCETON UNIVERSITY.

Among them were General Hugh Mercer, Captain William Shippen, Colonel John Hazlet, Captain Daniel Neil, Captain John Flemming, Ensign Anthony Morris, and Lieutenant Bartholomew Yates. General Mercer's death was a great loss to General Washington for they had become close friends during the French and Indian War.

News of the victories at Trenton and Princeton spread quickly. Hope now took the place of despair. The colonists had every confidence in General Washington. People now offered to lend money to the army. The Continentals began to feel that their cause would triumph in the end, for within two months General Washington had changed defeat into victory. The British had been driven from West Jersey toward the seaboard. Only New Brunswick and a few places near Amboy remained in the possession of King George. Washington decided to retire to Morristown for the rest of the winter.

The American Army at Morristown.—General Washington made his headquarters in a tavern in Morristown that was owned and occupied by Colonel Jacob Arnold. The old house stood near the present public square. The commander-in-chief had selected Morristown after careful thought, for the highlands about the town would give his army protection against sudden attack. The enemy, on the other hand, were shut in on a small strip of land between New Brunswick and Perth Amboy. Washington also learned that their supplies were giving out.

A Hard Winter.—This winter was marked by disease, lack of food and clothing, and poor discipline. At one time an epidemic of smallpox broke out in one of the camps. Even General Washington became ill. During this winter few military engagements took place. There were, how-

ever, skirmishes at Bound Brook, Middlebrook, Rahway, and Elizabethtown. After the general recovered his strength he gave serious study to military science, comparing his tactics with those of the best European military leaders. He also gave considerable attention to drilling his troops and improving their condition.

QUESTIONS AND PROJECTS

1. Describe General Washington's entry into New Jersey. Do you think he was discouraged when he received news of the defeat of the Continentals at Bunker Hill?

2. Name the events leading up to General Washington's encampment at Hackensack.

3. Imagine that you were with Polly Wyckoff when she saw the "red field." Describe the scene.

4. When General Washington's sentinels saw the redcoats coming across the meadows, the commander-in-chief decided to flee rather than to fight Lord Howe. Did he use good judgment? Explain.

5. Describe the famous retreat across New Jersey.

6. What valuable service did John H. Post render?

7. Why was the Battle of Trenton called the "turning point of the Revolution"?

9. It is said that not an American lost his life in this battle. Do you know of any other battle like it in this respect?

10. Write a brief composition on the topic, "Why Cornwallis called Washington an 'old fox.'"

CHAPTER VIII

JOHN HONEYMAN'S PART IN THE REVOLUTIONARY WAR

His Experiences in Canada.—In 1758 the English frigate *Boyrie* crossed the Atlantic Ocean and docked somewhere in the waters of the St. Lawrence River. On board this vessel were General Abercrombie, an officer in the British army, Colonel Wolfe, who later became general, and John Honeyman, an Irishman whose ancestors were mainly Scotch.

An Incident on Board Ship.—It is said that young Honeyman was a good looking, wide-awake young man of athletic build. He was making this voyage as a conscript, for he had been forced by the crown to enter the British army against his will. One day when the vessel ran into a severe storm Colonel Wolfe, unaccustomed to the rolling and tossing of the boat, lost his footing and plunged down the stairway. The British officer was saved from a severe injury by Honeyman's quick action.

Colonel Wolfe's Gratitude.—Colonel Wolfe was grateful to young Honeyman. He made a note of his name, assuring him that he would never forget this incident. It was not long before Wolfe distinguished himself in the capturing of Louisburg. For his bravery he was made a general. He shortly sent for Honeyman, and appointed him one of his bodyguards.

Honeyman Honorably Discharged from the Army.—The British now made extensive plans to capture Quebec.

General Wolfe determined to make a surprise attack by climbing the heights upon which the city was situated. Upon reaching the other side of the river, Honeyman accompanied his commander up the heights. When General Wolfe was killed, it was John Honeyman who carried his commander from the field of action. Later Honeyman received his honorable discharge from the army. When he

HONEYMAN'S HOME AT GRIGGSTOWN.

left Canada, he carried with him letters of recommendation from General Wolfe and others which paved the way for a greater service.

He Settles in New Jersey.—After his discharge from the British army, John Honeyman decided to remain in America. A few years later he found himself in Philadelphia, where he made the acquaintance of General Washington. After a short stay in the Quaker City, Honeyman married and took his wife to Griggstown, Somerset County.

Honeyman Meets Washington Secretly at Fort Lee.—Not much is known of the secret meeting of General Washington and John Honeyman at Fort Lee. Honeyman had then been in this country long enough to be in thorough sympathy with the colonies. Consequently, when war broke out, he wanted to serve their cause. When the commander-in-chief saw the personal letters from General Wolfe and his honorable discharge, he felt that he had found a man in whom he could place the greatest confidence. As a result of this conference John Honeyman agreed to act as a spy for the American army.

Secret Plans.—As Tories were numerous, it was easy for Honeyman, a former British soldier, to pass as a Tory. Then, too, in his native country he had been a butcher. It was agreed, therefore, to have Honeyman leave his family as a Tory and enter the British army as a butcher. In the army he was to buy cattle from the farmers and drive them into the British lines. In this way he would have an excellent opportunity to obtain definite information relative to the British troops.

Methods for Communication with General Washington.—Honeyman agreed to stay with the British until he had important information for General Washington. This was their plan. As soon as the general learned that Honeyman had joined the British, he was to offer a reward for the "notorious Tory," provided he was brought unhurt to headquarters. Then the spy would "accidentally" wander out of the British lines in search of cattle in order to be taken prisoner by the American sentinels.

John Honeyman as a Cattle-buyer.—Shortly afterward John Honeyman bade his wife and children good-bye at their home in Griggstown and stole quietly into the British

army. He soon developed a splendid business in cattle. British officers believed that he was a sincere Tory doing legitimate business for the crown. He followed the king's veterans as they pursued the Continentals across the State of New Jersey. Time and again he saw the fleeing Americans only a few miles in advance of Cornwallis.

His Experiences at Trenton.—In December Honeyman accompanied Cornwallis to Trenton. During these long weeks he had acquired much information which would be of use to General Washington. He now determined to find his way back to the commander-in-chief.

Honeyman Captured by American Sentinels.—Dressed like a butcher, carrying a whip in one hand and a long rope in the other, Honeyman one afternoon wandered aimlessly toward the Delaware River. His heart throbbed as he saw a black object lying behind some reeds. He was not trying to find oxen; he really wanted to be captured. Presently two dismounted cavalrymen jumped from behind a clump of trees and ordered him to surrender. He yielded to the Americans who took their "prize" across the river to headquarters. General Washington congratulated them on capturing the "notorious Tory."

His Interview with General Washington.—In a low tone John Honeyman related his experiences with the British forces. General Washington listened attentively to important information relative to the enemy. It was then arranged to imprison Honeyman in a log prison near headquarters. During the long, cold night General Washington built a fire outside to attract the prison guards. This gave Honeyman a splendid opportunity to escape. Within a few minutes he was crossing the frozen waters of the Delaware. Early the next morning two Hessian guards dis-

covered him half-frozen among the snow-covered bushes that lined the New Jersey bank of the river.

He is Commended by Colonel Rahl.—The British sentinels conducted their supposed friend to the headquarters of Colonel Rahl, who was delighted to see him. The British officer reprimanded him for being caught by the Americans but congratulated him upon his miraculous escape. He was gratified to learn of the "deplorable" conditions in the American camp. Rahl is said to have remarked, "There is no danger to be apprehended from that quarter for some time to come." After the interview at British headquarters, Honeyman left for New Brunswick, for he knew that the American commander was soon to attack the Hessians. In three days General Washington and General Greene crossed the river and captured Rahl and his army.

John Honeyman at Griggstown.—The news of the capture and escape of the "Tory" soon reached the people of Griggstown where Honeyman lived. That very night a mob gathered at his house and demanded the body of "Tory" John Honeyman, as he was called. Of course they thought he was hiding at home. Mrs. Honeyman met the leader, and presented him with a note which he read to the enraged citizens:

"American Camp, New Jersey, Nov. A.D. 1776.

To the good people of New Jersey, and all others whom it may concern:

It is hereby ordered that the wife and children of John Honeyman, of Griggstown, the notorious Tory, now within the British lines, and probably acting the part of a spy, shall be and hereby are protected from all harm and annoyance from every quarter, until further orders. But this furnishes no protection to Honeyman himself.

GEORGE WASHINGTON
Commander-in-chief"

When the mob heard the contents of the note, they retired to their own homes, satisfied that the Tory butcher was still within the British lines. General Washington had of course given Mrs. Honeyman the note for her protection. It remained in the Honeyman family for years.

The Mystery Solved.—When Cornwallis surrendered at Yorktown, General Washington returned north by way of Griggstown and revealed the secret. Then the patriot, John Honeyman, and not the spy, traitor, and Tory, returned to his wife and children. The same citizens who previously had expressed a desire to hang him gathered round to ask his forgiveness, and to honor him. A number of distinguished French and American officers visited him at his home and congratulated him most heartily upon his part in the war for American independence.

QUESTIONS AND PROJECTS

1. Why did General Wolfe appoint John Honeyman his bodyguard?
2. After this war where did John Honeyman settle?
3. Give several reasons why our hero supported the cause of the colonists.
4. Account for the fact that the American leader had confidence in Honeyman.
5. Write a composition upon the theme, "With John Honeyman in the British Army."
6. Describe Honeyman's "capture and escape" near Trenton.
7. Show why John Honeyman was well fitted to be a spy.
8. In your library try to learn more about this fearless patriot.
9. Describe Washington's trip to Griggstown.
10. A monument marks the spot where Major André was captured; in City Hall Park, New York there stands a beautiful monument erected to the memory of the spy, Nathan Hale. Would it not be a good idea to erect a monument that would perpetuate the memory of this New Jersey hero?

CHAPTER IX

THE BATTLE OF MONMOUTH

General Clinton Retreats Northward.—In 1778 Sir William Howe, who commanded the fifteen thousand British troops at Philadelphia, was succeeded by Sir Henry Clinton. When this new commander learned that a French fleet was crossing the Atlantic Ocean he ordered his army to return to New York. The red-coats hurriedly left the Quaker City, crossed the Delaware River, and began their eastward march across New Jersey.

General Washington always had a way to procure information from the enemy. Upon learning of these plans the American leader decided to act immediately. He sent General Maxwell with a brigade to destroy bridges, to fill up wells, to fell trees in front of the enemy, to drive off the cattle, and to dispose of food. This delayed the British forces. In fact, it took them six days to reach Imlaystown, a small village fourteen miles southeast of Trenton.

The American Army in Pursuit.—Thereupon General Washington with the main army crossed the Delaware at Lambertsville. Colonel Morgan and six hundred veterans marched eastward and joined General Maxwell. With the remaining troops the commander-in-chief hurried to Princeton where he hoped to overtake the British army. It must have seemed strange to General Washington to be pur-

suing the British across New Jersey, for only a year and a half before they had tried to capture him as he fled with his army in the opposite direction.

General Clinton knew the Americans were following him. He hoped to reach the heights at Middletown where he knew he would be safe. But he was able to get only as far as Monmouth Court House, where a terrific battle took place June 28, 1778.

The Battle of Monmouth.—General Washington ordered General Lee to attack the British about noon, but for some unknown reason General Lee failed to carry out the order. As a result of this disobedience General Washington ordered Lee to the rear. Later he was tried by court martial, found guilty, and dismissed from the army.

Old Tennent Church.—This old landmark stands about two miles from Monmouth Court House. On a hilltop surrounded by beautiful trees the old church still stands in quiet dignity. Within the walls of this old edifice the inhabitants gathered frequently and listened to patriotic appeals for loyalty to the cause of independence. On the morning of June 28, 1778, the pastor and his congregation met for the usual Sunday worship. Everyone knew, however, that there would soon be a clash between the two armies.

Presently the Continental troops marched past the church. With bated breath the congregation listened to the heavy cannonading, and saw the smoke of battle. Soon wounded soldiers were brought into the church where men and women attended them as best they could.

As a young soldier named Tunis Coward sat on a grave and watched the battle, a cannon ball struck him in the leg and broke off the top of the tombstone. Some friends

carried the unfortunate soldier into the church and laid him in one of the pews.

OLD TENNENT CHURCH.

The Daughters of the American Revolution have placed a tablet on the front wall of the church. The inscription is as follows:

1778—1901
In Grateful Remembrance
Of Patriots Who, on Sabbath, June 28, 1778
Gained the Victory Which was the Turning Point
Of the War for Independence
And to Mark a Memorable Spot on
The Battlefield of Monmouth
This Tablet is placed by Monmouth Chapter
Daughters of the American Revolution
September 26, 1901

Darkness ended the conflict. General Washington had made plans to attack the enemy again the next morning, but during the night General Clinton escaped to Sandy Hook, where he found Admiral Howe's fleet awaiting his army. In a short time the fleeing army landed in New York.

General Washington had suspected that General Clinton might elude him under the cover of darkness, for the American commander had employed that same method himself. The American army then marched to the Hudson River and crossed at King's Ferry, in order to prevent the British from separating New England from the other colonies. At White Plains General Washington wrote a letter to General Nelson in which he said "both armies are back to the very point they set out from, and that which was the offending party in the beginning is now reduced to the use of spade and pickaxe for defence."

THE SOLDIER'S PEW.

"Mollie Pitcher."—Historians do not always agree upon characters, events, or dates. This is true of "Mollie Pitcher," who took an active part in the Battle of Monmouth. That a young woman did fight the British cannot be denied, however, by students of history. The main argument seems to center about her name. Colonel Custis,

the adopted son of General Washington, in his book, "Recollections of Washington," mentions Captain Mollie, and not Mollie Pitcher, as the heroine of Monmouth. In writing these "Recollections" the author undoubtedly secured first-hand information from General Washington and the wife of General Hamilton who had known Captain Mollie a long time.

Our heroine first married John Hays, an artilleryman from Pennsylvania. After his death she became the wife of George McCauly, a sergeant in the army. She was a sturdy, freckle-faced, red-haired young Irish woman of about twenty-two years of age.

Mollie at Fort Clinton.—Only a year before at Fort Clinton Mollie had shown unusual heroism. When the British rushed through the ramparts of the fort, Mollie's husband had dropped his lighted match and had fled with the other soldiers. Mollie picked up the burning match, fired at the enemy, and then joined the retreating troops. She was the last American to leave the fort.

Very soon the soldiers began calling her "Captain" Mollie. Often in her cocked hat, and wearing her artilleryman's coat, she would pass through the American lines, urging the troops on to victory. Everywhere she was received with kindness and courtesy.

Mollie's Heroism.—On the day of the battle of Monmouth, with the temperature at 96 degrees in the shade, Mary McCauly offered her services by carrying water to the thirsty men. As she returned from a trip to the spring, she found that her husband had been fatally wounded by a shot from the British lines. When the commanding officer ordered the cannon removed, for there appeared to be no soldier to operate the gun, Mollie remarked, "I will

take his place." Seizing the ramrod from the hands of her dead husband, she cried, "Lie there, me darlin', while I revenge ye!" She rammed the wet sponge into the muzzle of the smoking cannon, inserted the powder and ball, and fired at the redcoats. Again and again she emptied the contents of the large cannon into the stubborn lines of British. The intrepid woman worked faithfully until darkness stopped the terrific firing.

Mollie had won the admiration of the troops. The next morning General Greene complimented her upon her bravery. He then presented her to the commander-in-chief who thanked her for her splendid service. General Washington commissioned her a sergeant. Her husband had held this rank.

At the close of the war the State of Pennsylvania granted her a pension. Mollie Pitcher lived to the ripe age of seventy-nine. Those of you who visit the old cemetery at Carlisle, Pennsylvania, will find this inscription on her monument:

"Mollie McCauly, Renowned in History as Mollie Pitcher, the Heroine of Monmouth. Died January 1833, aged 79 years. Erected by the Citizens of Cumberland Co., July 4, 1876."

The Battle Monument.—Monmouth Court House is now called Freehold. On November 13, 1844 a beautiful monument was erected here to commemorate the Battle of Monmouth. The granite shaft is over one hundred feet high, and can be seen for a distance of several miles. At the base of the monument one may see five bronze tablets, each five feet high and six feet wide. Each of these tablets shows a picture of the Battle of Monmouth. One of the tablets is called the "Mollie Pitcher." It shows this

heroine shooting the six-pounder as her husband lies at her feet. General Knox is pictured directing the fire of the artillery. At the left is the famous Tennent Church.

QUESTIONS AND PROJECTS

1. On the map of New Jersey locate Monmouth Court House. What is this town now called?
2. Select the most interesting paragraph in this chapter.
3. Suggest another title for this chapter.
4. If you were to write the story of Mollie Pitcher what would you include?
5. Describe Old Tennent Church. Why is it a famous landmark?
6. In your study of American history have you read about any other woman who took an active part in battle?
7. Let some member of your class read further about this battle, telling why General Lee hesitated to charge the enemy.
8. Outline this chapter.

CHAPTER X

FROM THE CLOSE OF THE REVOLUTION TO THE FOUNDING OF THE REPUBLIC

General Washington's Problems.—After the Battle of Monmouth General Washington faced two serious problems. Foreign officers who had come to the aid of our country must be taken care of and his troops must be settled in winter quarters. The commander-in-chief decided to distribute the foreign officers among his regiments. By the first of December he had solved his other problem. He stationed the North Carolina brigade on the west bank of the Hudson near Smith's Cove; the New Jersey troops he sent to Elizabethtown; and the troops from the other colonies he stationed in winter quarters at Middlebrook.

Washington Leaves for New Jersey.—General Washington left a brigade to guard West Point and departed to visit the New Jersey troops at Elizabethtown. He inspected their quarters and gave them much encouragement. Officers and men gave several entertainments in his honor in which he took an active part. His soldiers loved him because he was always deeply interested in them and in their welfare.

The Wallace House at Somerville.—General Washington spent this winter of 1778–79 at the Wallace House in Somerville. This mansion was one of the best in New Jersey. The house had been recently bought and rebuilt by Caleb Miller. During the winter the American gen-

eral and Mrs. Washington entertained a number of distinguished foreign officers.

The Daughters of the American Revolution.—An association which has done much to preserve places having historic interest is the "Daughters of the American Revolution." Only women who are direct descendants of those who fought in the Revolution may become members of this society. Evidences of their work may be seen in

MILESTONE AT PLUCKEMIN.

many places throughout the eastern part of our country. In 1897 the Daughters of the Revolution bought this palatial mansion in Somerville. The headquarters stands in a grove of stately trees on the western border of the town. The structure, which has been only slightly changed since Revolutionary times, is typical of those built in its day. The half-doors with huge bolts and hinges, the wide stairway that leads at right angles to the second floor, and the broad hallway that extends from the front of the

house to the rear on the ground floor remain as formerly. The new parlor, of which General Washington was the first occupant, is preserved to-day just as it was in Revolutionary days. Visitors to this house are permitted to wander through the rooms and to look at the interesting relics. The house is now owned by the New Jersey Revolutionary Historical Society.

The Spring and Summer of 1779.—As far as New Jersey was concerned the year 1779 was an uneventful one. General Washington's army kept a strict watch upon the British forces encamped on Staten Island and near New York City. Early in May many of the American army officers complained to Congress that their lack of pay and equipment had caused great suffering to their families and themselves. Congress was so slow to pass measures of relief that Governor Livingston and eight patriotic citizens pledged the money in advance.

During the summer of 1779 the Tories seized every opportunity to revenge themselves upon their patriot neighbors. Bergen County suffered greatly because armed bands of Tories and British regulars would steal down the Hudson under cover of darkness, rob and plunder the inhabitants, and escape before the state militia could engage them in battle.

The Second Winter at Morristown, 1779–80.—After the campaigns of 1779, General Washington decided again to go into winter quarters at Morristown. This time he occupied the palatial residence which belonged to the widow of Colonel Jacob Ford, Jr. This eminent soldier had led the Eastern Battalion of the Morris County militia. The winter of 1779–80 was very severe. Continuous cold weather, deep snow, and a lack of provisions made the sit-

uation a very critical one. At one time the commander-in-chief notified the state and county officials that his veterans were badly in need of food and clothing. He was forced to state that the necessary provisions would be seized unless they were immediately sent to Morristown.

WASHINGTON'S HEADQUARTERS, MORRISTOWN.

Distinguished Visitors.—In the early spring several distinguished visitors appeared at the American camp. The French minister, Chevalier de la Luzerne, and Don Juan de Miralles, a secret agent from Spain, came to the Ford residence to offer their services to the cause of Freedom. While in Morristown De Miralles, the representative of the Spanish Crown, was taken very ill and passed away. The troops were glad to welcome Marquis de Lafayette to

headquarters. For more than a year this French nobleman had assisted Benjamin Franklin in his efforts to gain French recognition of the independence of the American colonies. The presence of this distinguished guest at Morristown did a great deal to inspire the soldiers.

Fort Nonsense.—If you will climb one of the hills overlooking the pretty village of Morristown, you will find a few remains of an old fort. The bake-oven, large stones from a block-house, and a few weatherbeaten trenches are unmistakable signs of military operations.

Historians disagree about "Fort Nonsense." Some maintain that it was built during the second winter at Morristown. They state that as there was much suffering and discontent among his troops, General Washington ordered them to construct these fortifications in order to divert their minds.

Other writers, however, believe that "Fort Nonsense" was built during the spring and summer of 1778 by the state militia. This was, of course, before the American troops occupied Morristown for the second time. These historians believe that the fortifications were erected as a protection to the inhabitants against stray bands of British soldiers and prowling Tories.

Be that as it may, undoubtedly the earthworks were dug by Americans for the protection of American homes and American liberty.

The Battle of Connecticut Farms.—The British had spent the winter on Staten Island. Elizabethtown, as Elizabeth was then called, is separated from Staten Island by a narrow channel of water. During the winter of 1779–80, small parties of English soldiers often crossed to secure needed supplies or to forage upon the country-side.

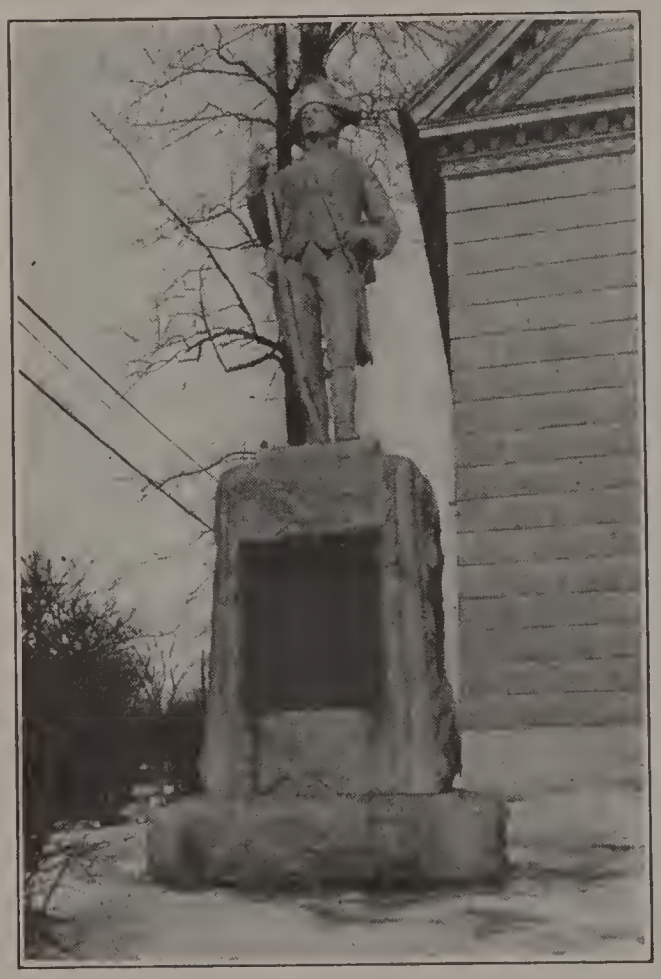
To warn the colonists of any approach, an eighteen-pound signal gun and a barrel of tar on a pole were placed on top of the mountain above Springfield. The report of the cannon or the light from the tar barrel would spread the news for miles around.

Early on the morning of June 6, 1780, both signals were given. The British army of about 6000 men had landed at Elizabethtown Point. The road to Morristown led through Connecticut Farms, now called Union, and Springfield. General Maxwell and Colonel Dayton had been stationed at Connecticut Farms. The militia kept up a continuous fire along the line of march of the British. On the hill south of Connecticut Farms Church sixty of the militia, armed only with muskets, checked the advance. The Americans, however, were slowly driven back toward Springfield, until they had crossed the Rahway River bridge. There, with the aid of a cannon which had been rushed to them, they stopped the British advance. Rumors that General Washington with his army had arrived at the strong post of Short Hills reached the British General. His forces were then ordered to retreat.

Parson Caldwell.—Reverend James Caldwell lived with his family in the parsonage of the Connecticut Farms Church. The minister was very patriotic and had done much to organize the minute men of the village. He had joined Washington's army a few months before. News had reached the British of the Parson's activities. The British in their retreat were so angered at the resistance they had met that they set fire to many buildings. One of the soldiers shot through the window of the Reverend Mr. Caldwell's home and killed Mrs. Caldwell as she sat with her baby in her arms. The house was then set on

fire. The body of Mrs. Caldwell was carried across the street to a small building. This house, still standing on Caldwell Place, is the only building of Revolutionary days which now remains.

The Battle of Springfield.—The second attempt to attack Washington's army was begun June 23, 1780. The British met the same resistance at Connecticut Farms as on their first attempt. This time they divided their army into two parts, one going by the road previously used, the other by way of Milburn, where they expected to meet and march to Morristown. When the first division reached Springfield they encountered the Americans, under command of General Greene. A battle was fought and the British defeated. The burying ground of many soldiers who fell is still preserved.



STATUE OF PARSON CALDWELL, SPRINGFIELD.

It was during this battle that the Reverend Mr. Caldwell showed great bravery. Rushing into the church, he gathered up as many Watts hymn books and Bibles as he could carry. He returned to the line of battle, tore the leaves from the books, and gave them to the soldiers for their guns, shouting "Give 'em Watts, boys! Give 'em

Watts!" His courage in the face of great danger was a real inspiration to the American soldiers.

The other part of the army was repulsed before reaching Milburn. The second attempt of the British to reach Washington at Morristown was a failure. Several tablets and monuments have been erected by the State of New Jersey in Connecticut Farms and Springfield to show boys and girls of to-day where brave American soldiers fought to win the war for independence from Great Britain.

James Caldwell's Death.—*Fighting Parson* Caldwell returned to Morristown with the American army, but he lived only a short while after the Battle of Springfield. He was killed by a drunken soldier who was afterwards punished for the act by having to forfeit his own life.

Bret Harte's poem [1] tells the story of this battle:

"... Stay one moment; you've heard
Of Caldwell, the parson, who once preached the Word
Down at Springfield? What, no? Come—that's bad; why, he had
All the Jerseys aflame. And they gave him the name
Of the 'rebel high priest.' He stuck in their gorge,
For he loved the Lord God—and he hated King George

"Did he preach? did he pray? Think of him as you stand
By the old church to-day—think of him and his band
Of military plough boys. See the smoke and the heat
Of that reckless advance, of that straggling retreat

"... They were left in the lurch
For the want of more wadding. He ran to the church,
Broke down the door, stripped the pews, and dashed out in the road
With his arms full of hymn books, and threw down his load

[1] Used by kind permission of and by special arrangement with Houghton Mifflin Company.

At their feet. Then above all the shouting and shots
Rang his voice, ' Put Watts into 'em! Boys, give 'em Watts!'

" And they did. That is all. Grasses spring, flowers blow
Pretty much as they did ninety-three years ago.
You may dig anywhere and you'll turn up a ball—
But not always a hero like this—and that's all."

Dark days followed the Battle of Springfield. The long-expected French fleet arrived with over six thousand troops, but it was severely bombarded at Newport Harbor by the naval forces of the British. In South Carolina General Gates and his troops met defeat at the hands of the British troops. Then news of Benedict Arnold's treason depressed the country. To the anxiety of the American people several hundred soldiers mutinied because they claimed they had not been properly paid and provisioned. Likewise the New Jersey troops stationed at Pompton threatened to revolt. People began to fear final defeat and surrender for the colonial troops. Few Americans believed that any man could continue to hope for victory under these conditions.

The Last Campaign.—But this proved only the darkness before dawn. The last campaign took place at Yorktown, Virginia. At this place, which lies on the shore near the mouth of Chesapeake Bay, Cornwallis had made extensive fortifications. Throughout the entire war he had had great confidence in his army but had failed to realize that this position was really a trap. When the French fleet under Count de Grasse began to bombard the British from the sea, General Lafayette, with some French troops, assisted General Washington and his tired troops to cut off Cornwallis' retreat by land. The British general could not escape these

combined forces and surrendered his army of seven thousand troops on October 19, 1781.

The capture of Cornwallis at Yorktown practically ended the Revolutionary War. King George stubbornly desired to continue the war, but Parliament saw the hopelessness of the struggle and determined to make peace with the colonies. The people rejoiced at this great victory. For eight long years they had prayed and hoped for this crowning triumph. Freedom, liberty, and independence had now become theirs.

General Washington at Rocky Hill.—While the victorious general was awaiting news of the final Treaty of Peace between Great Britain and the colonies, he made his headquarters in the home of John Berrien at Rocky Hill. From this ridge General Washington could look down upon the winding road over which the British had retreated to New Brunswick after the engagement at Princeton. To the southwest lay the beautiful Hopewell Valley where he had held his Council of War on the eve of the Battle of Monmouth. Below him to the northwest stood Bound Brook and Somerville where he had passed many hours planning his campaigns.

His Visits to Princeton.—During his stay at Rocky Hill the commander-in-chief made many trips to Princeton. It is said that he always rode a spirited horse which traversed the five miles in forty minutes. It was at Princeton that General Washington allowed Charles Willson Peale, an artist, to paint his portrait. The picture hangs in Nassau Hall, occupying the space where the portrait of King George II formerly hung. It was here also that General Washington, Congress, and others received news of the signing of the Treaty of Peace with England.

His Farewell Address.—During his sojourn at Rocky Hill the commander-in-chief prepared the farewell address to his army that is justly famous. From this place the document was issued on Sunday, November 2, 1783. The "Address" expressed the affection in which the commander-in-chief held those who had made freedom and independence possible.

The Making of the Constitution.—During the summer of 1787 a number of delegates from the colonies met at Philadelphia. Their purpose was to frame a national constitution. The representatives from New Jersey were: Governor William Livingston, David Brearley, William Paterson, Jonathan Dayton, Abraham Clark, and William C. Houston. The representatives made George Washington president of the convention. Benjamin Franklin, Alexander Hamilton, and James Madison were also members of this great convention.

The First President.—The Constitution was finally completed on September 17, 1787. The new form of government became effective on March 4, 1789. In honor of this great event guns fired a salute and church bells tolled. The seat of government was to be in New York City. When the members of Congress met for the first time, George Washington, the hero of the Revolution, was unanimously elected President, and John Adams, Vice-President.

General Washington Leaves for the Capitol.—A messenger was sent to Mount Vernon to inform the new president of his election. In those days there were no railroads nor automobiles. To make a journey of any kind, one must travel by coach or on horseback. In order to reach New York the new president chose the latter method. Thus, on the morning of April 16, 1789, the Revolutionary

hero mounted his horse and began his memorable journey.

His Arrival on the Banks of the Delaware.—On a beautiful Sunday afternoon he arrived at the place on the Delaware River where he had crossed a few years before to attack the British at Trenton. But this time the scene was quite different. There were no blinding snowstorm, biting wind, nor floating cakes of ice to greet him. Instead, President Washington saw in the distance a huge triumphal arch that had been erected over the Assanpink Creek. The arch was prettily decorated with laurels and flowers. It was supported by thirteen pillars representing the thirteen colonies. Around the pillars were beautiful wreaths of evergreens and flowers. In large gilt letters on the front of the arch was written: "THE DEFENDER OF THE MOTHERS WILL BE THE PROTECTOR OF THE DAUGHTERS." Above this inscription was a large dome of flowers and evergreens that encircled the dates of the two great events—the Battle of Trenton and the Battle of Princeton. The dome also bore the inscription, "TO THEE ALONE."

The Mothers Greet General Washington.—Underneath this arch mothers, leading their little daughters, dressed in white, and carrying baskets full of fragrant flowers, met the hero of Trenton and Assanpink Creek. As the children strewed the flowers in the pathway of the spirited horse, they sang with much feeling two stanzas of a song that was composed by Governor Howell:

"Welcome, mighty chief! once more,
Welcome to this grateful shore!
Now no mercenary foe
Aims again the fatal blow—
Aims at thee the fatal blow.

"Virgins fair and matrons grave,
Those thy conquering arm did save,
Build for thee triumphal bowers;
Strew, ye fair, his way with flowers—
Strew your hero's way with flowers?"

When the choir began to sing, the Father of his Country stopped his steed, removed his hat, and listened with deep feeling. With tears in his eyes he then galloped to the City Hotel, on the corner of State and Warren Streets, where the Mechanics Bank now stands. In this hotel the honored guest greeted the citizens of Trenton.

Amid a great ovation George Washington soon afterward left Trenton for New York. All along his route he was received with great enthusiasm. Finally, on April 30, 1789, he took the oath of office on the balcony of Old Federal Hall in Wall Street, New York, while the populace shouted, "Long live George Washington, President of the United States!"

QUESTIONS AND PROJECTS

1. What great service did General Washington render to New Jersey?

2. Read Whittier's poem, *Yorktown*. Describe the scene as suggested in this poem.

3. The following are objects of great historic interest to all boys and girls in America, especially all those who live in New Jersey. Tell where each is, and why it is interesting,—Wallace House, Fort Nonsense, Springfield Church, Tennent Church, Nassau Hall.

4. When did the Revolutionary War close? Where?

5. Tell the story of Parson Caldwell.

6. Bret Harte composed a beautiful poem which you have read. In your study of literature find similar poems that have been written about this battle.

7. What did General Washington do at Rocky Hill that is of great importance?

8. Why was General Washington made the first president?

9. What did the people do at Trenton to honor President Washington?

10. Relate any incident of the Revolutionary War that particularly interests you.

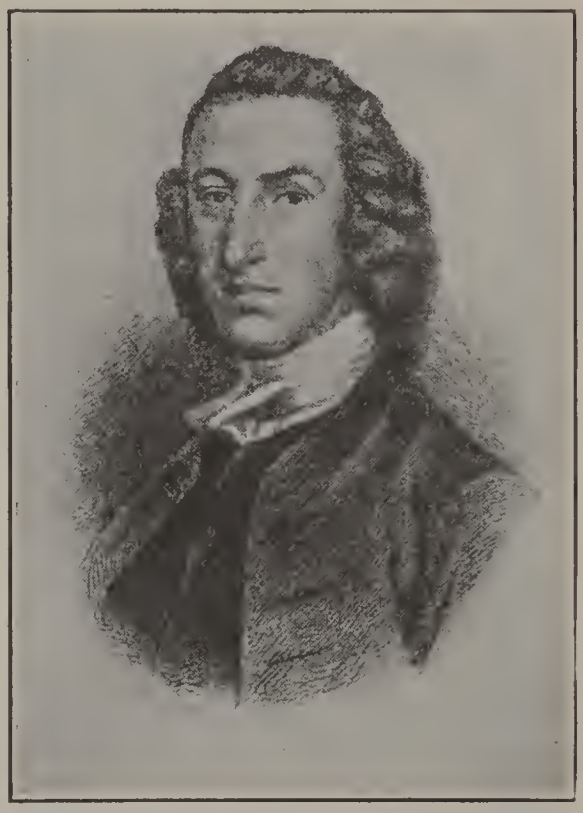
CHAPTER XI

GOVERNORS OF NEW JERSEY UNDER THE FIRST CONSTITUTION

The Last Royal Governor of New Jersey.—From 1702 to the principal events preceding the Revolutionary War, our state was ruled by British governors under the control of the king. Much feeling was aroused against these leaders. The last royal governor, William Franklin, son of Dr. Benjamin Franklin, realized that the colony wished to be free and independent. He thought of a scheme whereby the leaders of the coming rebellion could be won over to the side of England, and called a meeting of the legislature with this purpose in mind. However, he had no opportunity to present his ideas, for the law-makers publicly declared him an enemy of the people of New Jersey. They arrested him and sent him to Connecticut. Later he left for his home in England.

William Livingston.—After the arrest of Governor Franklin, a new constitution was drawn up. The first governor of New Jersey under this new constitution was William Livingston, whom the British nicknamed the "Don Quixote of the Jerseys." Born in Albany in 1723, of Scotch parents, he received his early education in the public schools of that city. At the age of eighteen years he graduated from Yale University, receiving the highest honors of his class. During his college course he became keenly interested in the art of writing.

After his graduation from college William Livingston began practising law. Some years later he settled on a little farm near Elizabethtown where he began to write articles concerning the unjust and tyrannical methods of the British. Before long his reputation as a patriot won for him a great many friends. In 1774 he was elected a delegate to the First Continental Congress. Although he knew little about military matters, the provincial congress of New Jersey in 1775 appointed him second Brigadier-General of the colony. The first legislature to meet under the new constitution elected Livingston governor in August, 1776. He was one of the best governors that New Jersey has ever had. It was fortunate for the state that Livingston was governor during the stormy days of the Revolutionary War. He was a sincere patriot, an active leader, and a man who possessed the highest ideals.



Wm. Livingston.

William Paterson.—The next governor under the first constitution was William Paterson. Although he was born in Ireland, he was an American in every sense of the word. He obtained most of his elementary education in Trenton. Later he entered Princeton College and was graduated in 1763. From the very beginning of his career he showed genuine qualities of leadership and patriotism. When the

first constitution was adopted, he was elected Attorney-General. The performance of the duties of this office brought out in him those splendid qualities of character and leadership for which he became noted. In 1787 he was selected as leader of the delegates that met at Philadelphia to draw up a constitution for the United States. Later Mr. Paterson became a United States Senator, an office he resigned in 1790 when he was appointed governor. Three years later President Washington appointed him Justice of the Supreme Court. He died in 1806.

William Paterson.

Richard Howell. — In a preceding chapter you have read an account of the New Jersey "Tea Party." One of those who was a ringleader in that enterprise, who invited the "Indians" to meet at his house, was the young man who became governor of our state in 1793. During the Revolutionary War Richard Howell performed valuable service for our country. Having studied medicine, he accompanied our army as a surgeon. Richard Howell became governor in 1793 and served successive terms until 1801. It is interesting to know that the wife of Jefferson Davis, the president of the southern confederacy during the Civil War, was a granddaughter of Governor Richard Howell.

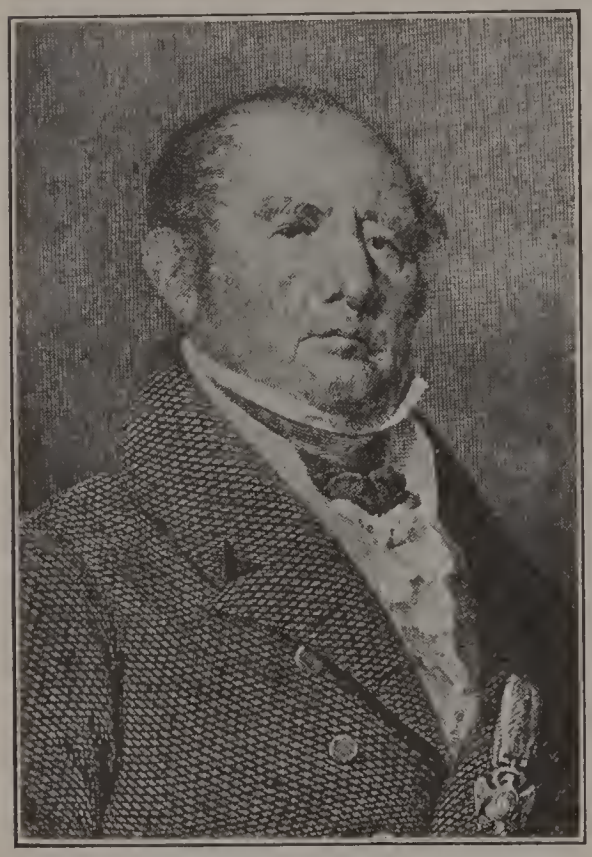
Joseph Bloomfield.—The fourth governor of New Jersey under the new constitution was Joseph Bloomfield, who was born at Woodbridge in 1755. At the age of twenty years he began the practice of law at Bridgeton. As a captain in the Third New Jersey Battalion he set out to take part in the campaign against Quebec, but, upon reaching Albany, New York, he learned with regret of the failure of the Canadian expedition. In 1794 Joseph Bloomfield took an active part in putting down the "Whisky Rebellion" in Pennsylvania. He succeeded William Paterson as Attorney-General, and in 1801 was elected governor.

JOSEPH BLOOMFIELD.

Because of a tie vote Bloomfield failed of re-election the following year. He was elected again in 1803, however, and served successive terms until 1812. Later Joseph Bloomfield served two terms in Congress. He died in 1823. The town of Bloomfield was named in honor of Governor Bloomfield.

Aaron Ogden.—The next governor of New Jersey was Aaron Ogden, born at Elizabethtown in 1756. At seventeen years of age he completed an accountant's course at Princeton College. For a few years he taught in a private school, but in 1777 teacher and pupils joined the Continental army. Ogden then served until the close of the war.

In 1801 he was elected United States Senator. He also served for a number of years as commander-in-chief of the state militia. The last years of his life were darkened by financial losses and a serious dispute which caused Ogden much unhappiness. Upon his retirement, however, the legislature gave him a few acres of land not far from Jersey City.



AARON OGDEN.

William S. Pennington.—William Sanford Pennington was governor of the state of New Jersey from 1813 to 1815. His early days were spent on a farm in the suburbs of Newark. When the Revolutionary War broke out he offered his services to his country. William Pennington was an eye-witness of Major André's execution. He was of great service in putting down the mutinies among the troops at Morristown and at Pompton.

For a number of years after the war he owned a small store in Newark. He served three years in the legislature, two years in the Council, and as governor of the state from 1813 to 1815. Upon the expiration of his term as governor, President Madison appointed him judge of the United States district court for New Jersey. He held this position until his death.

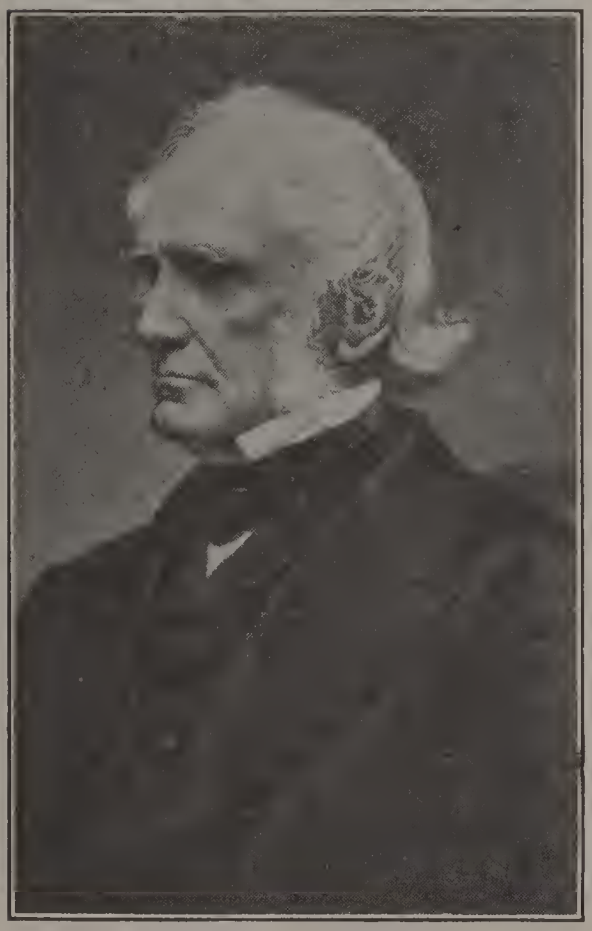
Mahlon Dickerson.—According to historic records, Mahlon Dickerson was a democratic governor of New Jersey

from 1815 to 1817. His early life began at Hanover, New Jersey, where he prepared for college in the public school. After graduating from Princeton College in 1789, he spent considerable time practising law in Pennsylvania. While he was engaged in politics, he was called to Morris County, where he spent a great share of his time looking after his father's valuable estate. The people of New Jersey elected him governor for two successive terms. While he was serving the nation as United States Senator, President Andrew Jackson appointed him a member of his cabinet to serve in the capacity of Secretary of the Navy.

MAHLON DICKERSON.

Isaac H. Williamson.—Isaac H. Williamson was governor of New Jersey from 1817 to 1829. Like Aaron Ogden, he was born in Elizabethtown. From early boyhood he had made up his mind that he would become a lawyer. From every available source he obtained all the information he could about the practice of law. He was considered by the members of his profession one of the greatest lawyers of New Jersey. When Mahlon Dickerson was elected United State Senator, the legislature elected Isaac Williamson governor. He was considered an honest man who did everything in his power to give the people of New Jersey a good, clean government.

Peter D. Vroom.—Peter Vroom served as governor of New Jersey from 1829 to 1831, and again from 1833 to 1836. In the township of Hillsborough, Somerset County, young Vroom prepared himself for Columbia College, from which he was graduated in 1808. He practised law first at Schooley's Mountain, but later moved to Somerville where he resided many years.



PETER D. VROOM.

On several occasions he represented his county in the assembly. After serving several terms as governor he accepted a commission from President Martin Van Buren to assist in adjusting land claims of the Choctaw Indians. He afterward served four years as minister to Prussia. Peter Vroom was a modest, sincere, and cultured gentleman, beloved by all who knew him.

Samuel L. Southard.—Samuel L. Southard was born at Baskingridge in 1787. From his father he inherited a desire to enter politics. After graduating from Princeton College he spent some time studying law. After passing his bar examination he took up his residence at Flemington. He held the offices of member of the assembly, associate justice of the Supreme Court, and United States Senator. Because of his excellent record as Senator at Washington, the president appointed him Secretary of the Navy. He

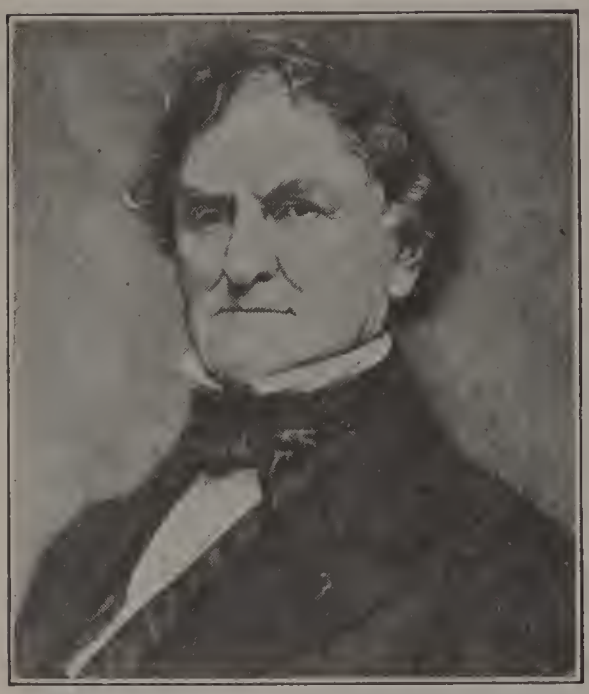
served one term as governor of New Jersey, following Peter Vroom's first period of two years.

SAMUEL SOUTHARD.

Elias P. Seeley.—When Samuel L. Southard became United States Senator, Elias P. Seeley succeeded him as governor. Born in Cumberland County in 1791, he became interested in the study of law. He was elected to the legislative council of the state in 1829. Re-elected three times, he was finally made vice-president of the council in 1832. He was governor only part of one term but afterward served several terms in the state legislature. He died when only fifty-five years of age.

PHILEMON DICKERSON.

Philemon Dickerson. — Philemon Dickerson, a brother of Mahlon Dickerson, followed Elias Seeley as governor of New Jersey. For a number of years he had been a practising attorney in the city of Paterson. After serving in congress for two years he was made governor of the state



WILLIAM PENNINGTON.

in 1836. Five years later President Martin Van Buren appointed him a judge of the district court. He served in this capacity until his death in 1862.

William Pennington. — William Pennington, son of William S. Pennington, was born in Newark in 1796. After he was graduated from Princeton College he began practising law in Newark. In 1828 the people of Essex County elected him as their representative in the assembly. As governor he was re-elected every year from 1837 to 1843. Later he was elected to Congress.

William Pennington was noted for his good judgment, his sound reasoning, and his keen wit. He lived, as he died, an upright Christian gentleman.

Daniel Haines. — Daniel Haines was the last governor of New Jersey under the first constitution. After graduating from Princeton College in 1820, he settled at Hamburg, Sussex County,

DANIEL HAINES.

where he opened a law office. After serving two terms in the legislature, he was elected governor in 1843. Again, under the new constitution, he served three years as governor, from 1848 to 1851.

Governor Dickerson had drawn the attention of the people of New Jersey to the need for better schools. Daniel Haines, before he became governor and in later years, urged the establishment of a state-wide system of free schools. He also supported the movement to build an insane asylum at Trenton.

QUESTIONS AND PROJECTS

1. Can you add anything to what has been written about the governors under the first Constitution?
2. What part did Richard Howell have in the New Jersey "Tea Party"?
3. What towns or cities in New Jersey were named in honor of some of these leaders?
4. Make a list of important questions on this chapter, and give it to one of your classmates to answer.
5. Find out by outside reading all you can about "Don Quixote."
6. Which governors rendered exceptional service to their state or nation? Explain your answer.

CHAPTER XII

ZEBULON MONTGOMERY PIKE

His Early Life.—Zebulon Montgomery Pike was born January 5, 1779 at Lamington, Somerset County. Until recently historians have believed that his early life was spent with his parents at Lamberton, Mercer County. Those who have studied the history of the family are now firmly convinced that young Pike spent his first days at Lamington.

ZEBULON M. PIKE.

His parents and other relatives came from Woodbridge. His father, Captain Zebulon Pike, was an officer in the Revolutionary War. It was under his father's command that young Zebulon entered military life as a cadet at the age of fifteen. When he was with his father's regiment on the western frontier his friends realized that he would become a leader. The government quickly recognized his ability by making him a lieutenant.

His First Adventure.—In these days travelers knew very little about the country west of the Mississippi River. Congress expressed a desire to explore these unknown regions where herds of buffalo and tribes of Indians lived in great numbers. About the time that Lewis and Clark were exploring the valley of the Missouri River, Lieutenant Pike and a party of twenty men set out to trace the Mississippi River to its source. This expedition was successful. The government received glowing reports of these unknown regions.

The Louisiana Purchase.—In 1800 the United States bought from Spain a large portion of the land which was called "Louisiana." Six years later our government ordered Pike to explore this large unknown area. No sooner had he penetrated the forest region than he met forty Osage Indians who had been rescued from their enemies. Captain Pike took these Indians with him in the hope of establishing peace among the various tribes.

On this perilous expedition Pike and his explorers learned a great deal about the country and the Indian inhabitants. Swollen streams and dense underbrush frequently delayed their progress.

The Jerseyman Discovers the Peak that Bears His Name.—One day as the party was sixty-five miles south of the present site of the city of Denver, Lieutenant Pike saw in the distance a snow-covered summit. This peak, towering over 14,000 feet above the level of the sea, presented a beautiful picture. In his diary, under November 17, 1806, he wrote these memorable words, "This great white mountain seems to be twice as high as any other mountain. I think it will be impossible for any human being to reach its summit."

PIKE'S PEAK.

After discovering this majestic peak the party proceeded southward, crossing the mountains into New Mexico. Here they met an unfriendly reception at the hands of the Spanish and Indians who occupied this territory. The party were thrown into prison but were released several weeks afterward. Lieutenant Pike now returned to his head-

The Pike Memorial Tablet

quarters on the Arkansas River where he was advised by letter from Washington that he had been appointed captain. Upon learning of his exploration of the Louisiana Purchase, and his discovery of the famous peak which now bears his name, Congress gave Pike a vote of thanks for his splendid efforts. In 1813 he received a commission as brigadier-general.

Pike in the Second War with Great Britain.—Two years later, with over 1500 well-disciplined troops, General Pike sailed for Sackett's Harbor to attack the British at Little York, now Toronto. In this engagement his men succeeded in capturing the fort. When the battle was at its height, the British magazine exploded and a heavy rock struck General Pike in the breast, mortally wounding him. His death was a great shock to the entire nation. This noted explorer and distinguished soldier was only thirty-four years old when he died.

A Memorial.—Those who ascend Pike's Peak by the railway will find a monument erected to the memory of General Zebulon Montgomery Pike. The inscription is as follows:

"Zebulon Montgomery Pike was born at Lamberton, now Trenton, N. J., January 5th, 1779. Died April 27, 1813, in an attack on York, later Toronto, Canada, aged thirty-four years. Burial at Madison Barracks, New York."

At this writing plans are being laid to erect at Trenton a fitting memorial to this distinguished Jerseyman.

QUESTIONS AND PROJECTS

1. Where was this hero born?
2. Give an account of his boyhood life.
3. Why did our government wish to have the Mississippi River explored? Why did Congress appoint General Pike?
4. From another history find out all you can about the Louisiana Purchase.
5. Imagine you were with this Jerseyman when he discovered the famous peak in the Rockies. Describe your experiences.
6. At the present time plans are being made for a tablet to be erected in memory of General Pike. Watch the newspapers for further information about this proposed memorial.

CHAPTER XIII

WILLIAM BAINBRIDGE AND JAMES LAWRENCE

William Bainbridge.—William Bainbridge was born in May, 1774 at Princeton, where his father was a physician and surgeon. When William was still a young child, the family moved to Middletown. But William preferred to live with his maternal grandfather, John Taylor, in Monmouth County, so that he could attend school.

William early in life expressed a desire to become a sailor. During his spare moments he constructed all kinds of tiny vessels and sailed them in the creeks near his home. At the age of fifteen he secured a position on a vessel at Philadelphia. So well did William perform his duties that when the ship returned to port, he had been made first mate. From now on he received rapid promotion. When he was nineteen years old the government gave him command of his first ship.

Bainbridge a Naval Officer.—His reputation as a skillful sea captain was becoming known to all navy officials. He was very soon offered command of the schooner *Retaliation*. This ship had formerly been *Le Croyable*, a French ship which had been captured by Captain Decatur.

Just at this time pirates were having things their own way on the high seas. In an attempt to put an end to this nuisance our government, in September, 1789, sent Com-

mander Bainbridge to the West Indies. In November of this year, however, the *Retaliation* was captured by the French and the Jerseyman imprisoned on the island of Guadeloupe. Later he returned to the United States with other prisoners who had been released.

When Bainbridge, now a captain, returned to the United States, he was put in command of the *Norfolk*, which carried eighteen large guns. Again he was ordered to the waters of the West Indies, where in November of the following year he captured the French ship *Republican*. The next six months Captain Bainbridge spent sailing in these waters, doing considerable damage to French shipping and protecting American commerce.

Captain Bainbridge in Algiers.—In May, 1800, Captain Bainbridge, in command of the frigate, *George Washington*, was ordered to carry twenty thousand dollars in tribute money to the Regency of Algiers. Upon delivering this tribute, you may imagine his surprise when the Dey of Algiers ordered him to carry his representative to the Sultan of Turkey. The Algerian monarch insulted him further by forcing him to lower the American flag, and in its place raise the flag of Algeria. When at sea, however, he defied his orders, destroyed this flag, and again ran up the Stars and Stripes.

After a voyage of fifty-nine days, Captain Bainbridge reached Constantinople. The Sultan of Turkey received the American commander with every courtesy. He was surprised to learn of such a country as the United States.

When Captain Bainbridge returned to Algiers he found the French Consul and a large number of French residents in danger from the threatened attacks of the Algerian inhabitants. Regardless of the fact that his country was at war

with France, he carried these residents to Alicant, and gave them every attention. For this heroic work Napoleon Bonaparte sent Captain Bainbridge a personal letter of thanks.

When Captain Bainbridge returned to the United States he was given command of the *Essex*, and sent to the Mediterranean Sea to protect American shipping from the Barbary pirates. Later he was placed in command of the frigate *Philadelphia* and ordered to seize all vessels belonging to Tripoli, as that country had declared war upon the United States. Captain Bainbridge lost his ship when it ran aground, and was imprisoned in the house of the American Consul in Tripoli for nineteen months. He afterward returned to this country.

The Second War with Great Britain.—The early years of the nineteenth century found England and France again at war. Each of these countries had forbidden all trading with her enemy. To make matters worse, British ships began to stop American vessels on the high seas under pretext of searching for seamen who had deserted. This practice of course led to the seizure of American sailors. England claimed that all Americans were Englishmen, and that, as such, they should fight for the mother country.

President Madison Declares War.—But the people of the United States had not forgotten the long war for independence, nor had they forgotten the timely assistance which France had given in those dark days. Our nation tried to remain neutral, but England's seizure of American seamen caused a universal demand for war. In President Madison's proclamation of war against Great Britain, he charged her with four serious offenses:

1. Forcing American sailors to serve the king;

2. Patrolling the Atlantic seaboard with battleships in order to prevent commerce;

3. Seizing our vessels on the high seas;

4. Influencing the Indians west of the Allegheny Mountains to attack, rob, and murder Americans.

New Jersey's Problems.—Along the coast of New Jersey lay numerous British craft. The army was unprepared to protect the seacoast. Then, too, cities on the banks of the Hudson and Delaware also needed immediate protection.

Fortifications at Sandy Hook and the Navesink Highlands were at once constructed to keep the enemy from landing an armed force. The New Jersey troops responded at once to the call of their state. Several thousand troops were trained, and stationed at points where they could anticipate a British landing.

Captain Bainbridge in Command of the *Constitution*.—When the war with Great Britain broke out in 1812, Captain Bainbridge was given command of the *Constitution*, which had won a great sea victory over the *Guerriere*. Two distinguished men now served under him—David Porter and James Lawrence. A few months after he took command, the *Constitution* defeated the *Java* off the coast of Brazil. Captain Bainbridge treated his prisoners so well that Lieutenant-General Hislop, Governor of Bombay, a passenger on the *Java*, presented him with a gold sword as a token of his appreciation.

After peace was declared Captain Bainbridge returned to Boston, a national hero because of his splendid achievements.

Captain James Lawrence.—James Lawrence was born on October 1, 1781, in a little frame house at Burlington. From the very first he inherited his father's ambition to make

something of himself. At school he always showed a keen interest in maps. His teachers frequently found him reading stories of travel or drawing maps.

Very early in his life James Lawrence expressed a desire to go to sea. A midshipman at sixteen, his first naval experience was in the war with Tripoli. He served under the famous Commodore Decatur when that intrepid commander dashed into the harbor of Tripoli and set fire to the frigate *Philadelphia* as the captured vessel lay under the very guns of the fort.

Captain Lawrence in the Second War with Great Britain.—After the war with Tripoli, Lawrence became commander in turn of several vessels, the *Vixen*, *Wasp*, *Argus*, and *Hornet*.

In February, 1813, the *Hornet* met the British sloop-of-war *Peacock*. A terrific battle ensued. Within a short time the British vessel hauled down her flag in surrender. Our New Jersey hero was received with great honor upon his return. He was now made a port captain. Later he was put in command of the frigate *Chesapeake* which lay at anchor in the Boston Navy Yard.

A force of men had been working on this vessel to prepare her for an attack upon the British fleet. Before the completion of the work, however, Captain Lawrence and his crew observed in the distance, one morning, the British frigate *Shannon*, which immediately signaled a challenge for an engagement.

The *Chesapeake* and the *Shannon*.—Captain Lawrence knew his crew were undisciplined, and the vessel unfit for battle, but he could not ignore such a challenge from the enemy. Before many minutes the two vessels were engaged in mortal combat. Captain Lawrence remained

on the deck of the *Chesapeake* to direct the fire of his guns. Almost at the beginning of the fight Lawrence received a severe wound in the leg, but, regardless of the great pain he was suffering, he continued to direct his gunners. A few minutes afterward he received another wound which later proved fatal. As he was carried below, he uttered the memorable words, "Don't give up the ship!"

The *Shannon* won a complete victory and towed her rival to the British port of Halifax, where her brave commander passed away after four days of suffering. Captain James Lawrence was buried beneath Nova Scotian soil with all the honors of a naval hero. Later a beautiful tomb was prepared in Trinity Churchyard, New York City, where his body now lies. The tombstone bears the following inscription:

JAMES LAWRENCE

His bravery in action was only equaled by his modesty in triumph and his magnanimity to the vanquished. In private life he was a gentleman of the most generous and endearing qualities and so acknowledged was his public worth that the whole nation mourned his loss, and the enemy contended with his countrymen as to who most should honor his remains. The Hero whose remains are here deposited, with his expiring breath expressed his devotion to this Country. Neither the fury of battle, the anguish of a mortal wound, nor the horrors of approaching death could subdue his gallant spirit.

QUESTIONS AND PROJECTS

1. Imagine that you are a sailor on the high seas. A British commander forces you to lower the Stars and Stripes. You are captured and forced to join the service of the king. Write a letter home describing the treatment you receive at the hands of the British.

2. Why did not President Madison declare war against France, also?

3. Describe the vessel "Old Ironsides." Why was she given this name? Where is this vessel to be found at the present time?

4. There is a motto in America to-day: "Don't give up the ship!" Who said this, and under what conditions?

5. Write a letter to a friend, telling him how to find the tomb of Captain James Lawrence?

6. What battle was fought before war was declared? Find out everything you can about this battle and tell it to the class.

7. The Battle of New Orleans was fought after the treaty of peace had been signed. Why? Read an account of this battle in another text. Describe it to the class.

8. Do you know of any other Jerseymen who distinguished themselves in the Second War with Great Britain?

9. Imagine that you served with William Bainbridge when he made war on the pirates. Describe some of your experiences.

CHAPTER XIV

TURNPIKES, CANALS, AND RAILROADS

Turnpikes.—The early settlers made use of lonely Indian trails in traveling from one town to another. These winding

Modern Motor Truck.

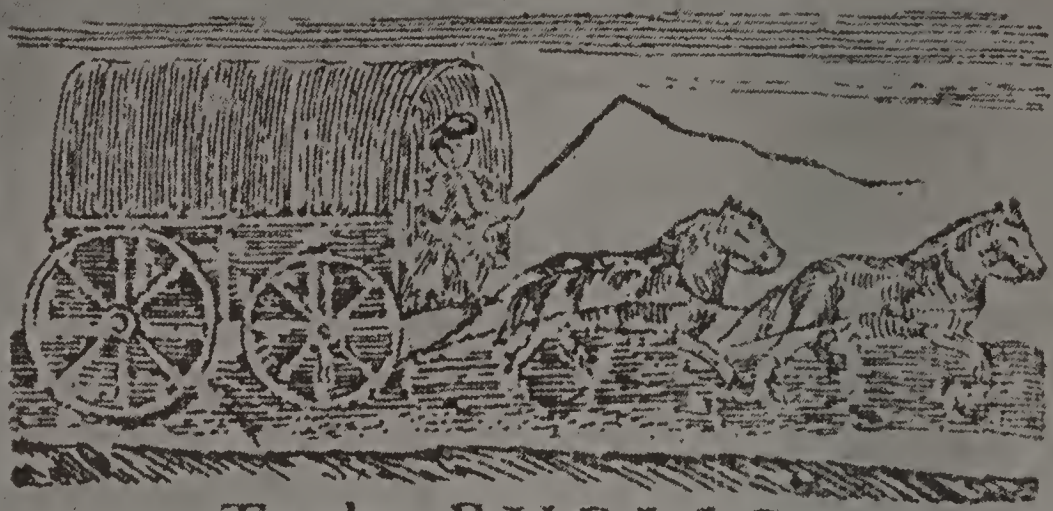
paths usually followed streams through the dense forest. Indians and wild animals made the journey from settlement to settlement unsafe. Furthermore, these paths were wide enough for only a single person; they would not accommodate a wagon. The increasing population created a strong demand for good roads that would connect the more inhabited areas.

The first roads in East Jersey extended northward and westward along the valleys of the Passaic and Hackensack

Rivers. The settlements of Passaic and Hackensack were connected by a narrow road that led into Newark. From here a road led through Elizabethtown, Elizabethport, and Amboy to New Brunswick. In West Jersey a road connected Trenton with Newton, Burlington, Salem, and Bridgeton. The early travelers who used these roads either walked or rode on horseback.

You have learned how East and West Jersey grew out of the mother colony, New Jersey. These two divisions had a common barrier which consisted of a narrow strip of waste land approximately thirty miles wide. As this strip of land separated New Brunswick from Trenton, these two settlements were connected only by an old Indian trail. In 1695 the legislature ordered a public road constructed between these important towns.

Benjamin Franklin Crosses New Jersey.—Traveling on these muddy and narrow trails was quite difficult. The majority of travelers rode on horseback. Those not possessing horses usually experienced great difficulty in reaching their destination. Thus, in 1723, it took Benjamin Franklin six days to travel from New York across New Jersey to Philadelphia where he intended to work in a printer's office. At New York young Franklin took the ferry-boat to Amboy. Outside the harbor the boat encountered a terrific gale, making it necessary to anchor for the night. The little craft arrived at Amboy the next day. On the following morning Franklin crossed Redford's Ferry to South Amboy, and began his long journey on foot. On the fifth day he arrived at Burlington, only to find that the Saturday boat had sailed, and that the next boat would leave on the following Tuesday. He did not care to wait, for he had but one silver Dutch dollar and a



To the PUBLIC.

THE FLYING MACHINE, kept by John Mercereau, at the New-Blazing-Star-Ferry, near New-York, ſets off from Powles-Hook every Monday, Wedneſday, and Friday Mornings, for Philadelphia, and performs the Journey in a Day and a Half, for the Summer Seaſon, till the 1ſt of November; from that Time to go twice a Week till the firſt of May, when they again perform it three Times a Week. When the Stages go only twice a Week, they ſet off Mondays and Thurſdays. The Waggons in Philadelphia ſet out from the Sign of the George, in Second-ſtreet, the ſame Morning. The Paſſengers are deſired to croſs the Ferry the Evening before, as the Stages muſt ſet off early the next Morning. The Price for each Paſſenger is *Twenty Shillings*, Proc. and Goods as uſual. Paſſengers going Part of the Way to pay in Proportion.

As the Proprietor has made ſuch Improvements upon the Machines, one of which is in Imitation of a Coach, he hopes to merit the Favour of the Publick.

JOHN MERCEREAU.

A Typical Stage Wagon.

copper shilling. On the river bank he met some men who were about to row to Philadelphia. Young Franklin joined the party, with the understanding that he should not only pay for his ride, but would take his turn at the oars. At midnight some of the oarsmen refused to row, claiming they had passed Philadelphia. The rest of the night they spent in the open boat, waiting for daylight in order that they might find their bearings. Luckily for them they were not far from the city. On the sixth day Benjamin Franklin arrived at the printer's office. Trains now cover this distance in two hours; aeroplanes, in less than one hour.

The *Mercury*.—It is interesting to read a clipping from a newspaper called the *Mercury*, bearing the date of February 18–25, 1728. This is the first account of the use of a stage wagon in our state:

"The plantation called Redford's Ferry, over against Amboy, is to be let, with a good dwelling house, kitchen and stables, scow and canew. Any person that has a mind to hire it may apply himself to Gabriel Stelle, who lives at the said place, and agree at reasonable terms. N.B. There is also a stage wagon kept at said ferry for transporting of passengers and goods from thence to Burlington, and doth attend whenever freight presents."

In the same paper, published March 13, 1732, there is an article showing the development of the stage wagon:

"This is to give notice unto Gentlemen, Merchants, Tradesmen, Travellers and others that Solomon Smith and James Moon of Burlington keepeth two stage wagons intending to go from Burlington to Amboy and back from Amboy to Burlington again, once every week, or offt'er if that business presents. They have also a very good store house, very commodious for storing of any sort of merchant's goods, free from any charges, where good care

will be taken of all sorts of goods, by Solomon Smith and James Moon."

Other people saw the possibilities of stage routes. Within the next decade ten or twelve stage wagons operated for public convenience. In 1759 a new stage line was run through Mount Holly, Middletown, and Shrewsbury. The same publication prints the following advertisement:

"Notice is hereby given to the public that we the subscribers have erected a stage waggon to transport passengers, etc., from Mr. Daniel Cooper's ferry, opposite the City of Philadelphia, to Mount Holly, from thence through the County of Monmouth to Middletown, and from thence to the Bay near Sandy Hook. William Edmondson, the Quaker preacher crossed New Jersey about this route in 1672."

First Route Across New Jersey.—Shepard Kollock of Chatham printed the first newspaper in New Jersey which he called the *New Jersey Journal.* In the edition of November 7, 1781, there appeared this announcement:

"ELIZABETH-TOWN STAGE WAGON"

"The subscribers take this method to inform the public that they have erected a STAGE WAGON, with four horses suitable for carrying passengers and their baggage from Elizabeth-Town to Princeton, there to meet Mr. Gerlhom Johnson's Flying Stage—This Stage will set out every Monday and Thursday mornings, at eight o-clock from Doctor Winan's Tavern in Elizabeth-Town, dine at Drake's in New Brunswick, lodge at Mr. Bergen's in Princeton, exchange passengers, return in the morning, and complete the journey in two days from Elizabeth-Town to Philadelphia.

"The price for each passenger, from Elizabeth-Town, to Philadelphia to be Four Hard Dollars, or the value thereof in other money, and the like sum for 150 weight of baggage—no rum goods to be admitted to this stage on any account."

"ICHABOD GUMMAN, JR."
"JAMES DRAKE"

Stage Boats.—In addition to the "stage waggon" there were the "stage boats" which carried travelers. Frequently the wagons operated in conjunction with the boats. Wagon roads did not extend into the very heart of the forests. People living in these wooded sections depended upon the stage boat to reach the larger cities or towns where they did their trading. Stage boats and stage wagons were important factors in developing the entire state.

Obstacles.—The early roads were not macadamized; concrete and asphalt were unknown. During the winter the snow and ice made the highways almost impassable. In springtime muddy roads often delayed the stages several days. There were other obstacles, too. During the early history of our state Indians frequently attacked the stages. Also, highwaymen and horse thieves were in evidence in those days. Perhaps you have read of the exploits of Tom Bell, who operated for years along our highways. The legislature did all that was possible to lessen the dangers of the road, however, by making highway robbery a capital crime.

A Demand for Turnpikes.—By 1800 practically nothing had been done by the state to establish turnpikes. In the state there were over eleven hundred flour mills. Wheat, corn, apples, livestock, lumber, flaxseed, iron, and leather were the principal products. Morris County alone could supply the entire nation with iron ore. People began to realize that they must have better roads in order to reach good markets.

The legislature finally granted a charter for a turnpike connecting the headwaters of the Delaware River with Newark Bay. This turnpike, called the Morris Turnpike,

extended from Elizabeth through Springfield, Chatham, Morristown, Succasunna, Stanhope, Newton, and Culver's Gap to the Delaware River opposite Milford. This proved of such use that during the next few years other turnpikes were built, such as the Union Turnpike, Jersey Turnpike, Paterson and Hamburg Turnpike, and others. By 1806 the turnpikes which led out of the larger cities reminded one of the spokes of a wheel. By 1828 the legislature had granted fifty-four original charters. Since those early days numerous other charters have been granted. At the present time New Jersey has as good state roads as may be found anywhere in the United States.

The First Canals.—After the Second War with Great Britain New Jersey developed rapidly. Soon the population of the state increased from one-quarter million to over one-half million people. Natural resources were developed; industry received considerable attention in the larger towns and cities; and the farmers raised large quantities of fruits, vegetables, and meats. This period of prosperity led people to demand better means of transportation.

The Morris Canal.—For thirty years engineers had considered digging a canal which would connect the Delaware and Raritan Rivers. The estimated cost had kept them from undertaking the project. But in 1826 the Legislature granted a charter authorizing the building of the Morris Canal. It was not until 1836 that the canal was completed. This canal is one hundred three miles long; it connects Jersey City with Phillipsburg on the Delaware.

The Delaware and Raritan Canal.—On February 4, 1830, the state authorized the building of the Delaware and Raritan Canal. This inland waterway connects New Brunswick on the Raritan River with Bordentown on the Dela-

ware River. The canal, including its feeder, is sixty-five and one-half miles in length. It passes through Trenton, Princeton, Kingston, Rocky Hill, Griggstown, Millstone, Somerville, and Bound Brook. The total cost of construction, including the fourteen locks, was $2,830,000.

Railroads are Discussed.—At first the people of the state were glad they had canals. However, the high cost of carrying produce and the long time required for transportation discouraged farmers and manufacturers. A number of citizens proposed the construction of railroads. The stage-

Morris Canal.

coach lines that controlled the transportation of freight and passengers across New Jersey objected to this idea. They realized, of course, that the proposed railroads would ruin their business.

The Camden and Amboy Railroad Company.—Canal companies, stage-coach drivers, and tavern keepers now tried to keep the promoters from organizing a railroad. At a meeting of the legislature during the session of 1829–30, the first "lobby" appeared, composed of friends of both factions. However, a compromise was reached and a charter granted to the Camden and Amboy Railroad and

Transportation Company, and the Delaware and Raritan Canal Company. Of the railroad company Robert L. Stevens was made the first president. He immediately left for England to secure a locomotive and rails for the new road. During the long voyage he invented the American or Stevens rail, as it is generally known.

Early Railroads.—The first railroad in this country was built at Quincy, Massachusetts. It was operated by horses that drew cars full of granite from a nearby quarry. In May, 1829 a private concern in England shipped a locomotive to New York, whence it was carried in parts by boat to Honesdale, Pennsylvania. This was the first engine to run in America. Peter Cooper in this same year built an engine, called the *Tom Thumb*. It was run on the tracks of the Baltimore and Ohio Railroad. People were surprised to see this tiny engine haul a carload of passengers at a speed of eighteen miles an hour.

The *John Bull*.—One hot day in August, 1831 the people of Bordentown crowded around the wharf to see a locomotive called the *John Bull*. The engine had been constructed by Stephenson and Company. Isaac Dripps, a former mechanic of the Stevens', had the honor of assembling the engine, which weighed about ten tons. Without plans or drawings he began his task in earnest. For a tender he used a small four-wheeled flatcar upon which he mounted a whisky barrel to hold the water. A Bordentown shoemaker made a long leather hose that connected the barrel with the boiler of the engine.

A Great Success.—On November 12, 1831 the legislature and hundreds of invited guests assembled to witness the trial trip. To the tender were attached four-wheeled coaches which resembled carriages with three doors on each side.

The seats of each car were arranged in rows facing each other. A number of interested guests rode on this first New Jersey train. Madam Murat of Bordentown, the wife of Prince Murat and niece of Napoleon Bonaparte, was the first woman to ride on the train. The test proved a great success. People who had ridiculed the locomotive idea were now converted. They now believed that railroads would be practicable. The Camden and Amboy road was not completed, however, until the summer of 1833. At this time the *John Bull* began making daily trips from Bordentown to Raritan Bay. It took this freak engine about two and one-half hours to make the trip, a distance of thirty-four miles.

Other Railroads.—The great success of the Camden and Amboy road caused other men to organize companies. In 1840 a track extending from Bordentown to Jersey City was completed. This was the first railroad to cross New Jersey. Other railroads were built in many sections of the state. Thomas Rogers was the first man to build a locomotive in the state. The engine, called the *Sandusky*, was sent to Ohio. Other lines were constructed, such as the Camden and Woodbury, West Jersey Railroad, Millville and Glassboro, Swedesboro and Woodbury lines. The Pennsylvania Railroad Company now controls most of these lines.

QUESTIONS AND PROJECTS

1. Bring to class prints or photographs that contrast land and water transportation of the colonial days with that of the present time.

2. Read Benjamin Franklin's Autobiography, paying particular attention to his six-day trip across New Jersey.

3. Why were the early stages called "Flying-Machines"?

4. Assume that you lived at New Brunswick before the Delaware and Raritan Canal was planned. Write a letter to your newspaper urging its construction.

5. Examine a print of an early engine. Compare this primitive locomotive with the modern ones.

6. Find out the total mileage of our state roads and their cost.

7. Dramatize an incident at the first railroad meeting.

8. What is meant by a " lobby "?

9. Outline this chapter.

CHAPTER XV

JOSEPH BONAPARTE IN NEW JERSEY

Joseph Bonaparte in Europe.—Before he came to America Joseph Bonaparte, brother of the famous Napoleon, held many distinguished offices in Europe. At different times he was president, senator, and member of the Grand Council of the Legion of Honor of France, Prince of France, and conqueror of the Kingdom of Naples. Napoleon first placed his brother on the throne of Italy, and later made him King of Spain.

He Escapes to America.—When Napoleon Bonaparte suffered a crushing defeat at the hands of the armies of the Duke of Wellington at Waterloo, the dreams of the Bonapartes for complete control of Europe were shattered. The brothers at once made plans to sail to America, but before they could escape, Napoleon was taken prisoner by the British. He was immediately banished to the Island of St. Helena. Joseph, however, eluded his enemies and sailed for America on the brig *Commerce*. During the voyage seamen from British cruisers searched the vessel for him but without success. Even the captain of the ship did not know that such a distinguished man was among his passengers. When the vessel finally reached New York, the ex-ruler proceeded to Philadelphia, where he resided for several months.

He Settles at Bordentown.—Napoleon had once remarked to his brother that he would like to live in New Jersey if his military campaigns ever failed. Recalling his brother's sentiment, Joseph Bonaparte appealed to the New Jersey Legislature for permission to locate in the state. When his request was granted, he purchased a track of one thousand acres of land on the banks of Crosswicks Creek near Bordentown. Here he lived with his two daughters for a good many years.

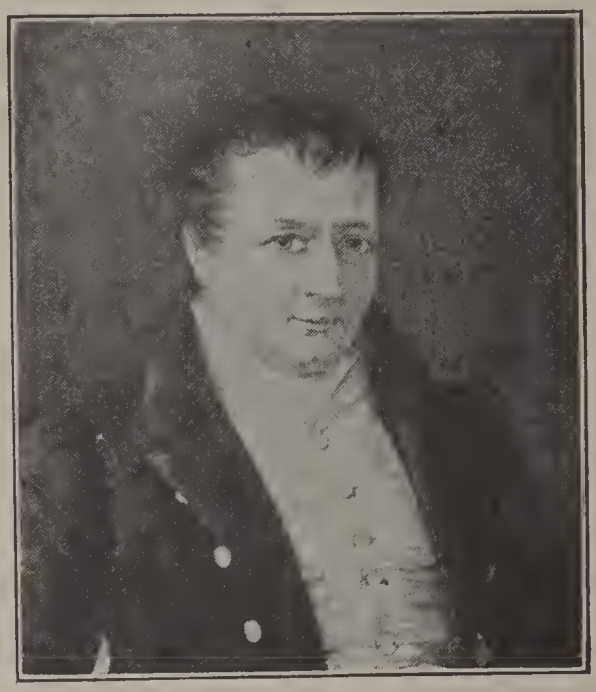
He Makes Improvements.—The new owner at once set about making improvements on his property. Gardeners set out trees, plants and shrubbery; workmen made miles of carriage drives; and carpenters erected a large mansion of brick, stone, and wood. From the cellar to a bluff facing a ravine, laborers constructed secret underground passageways. Many stories have been told of these underground chambers. Some would have it that these passageways were built to provide an easy way of escape for the ex-king in the event that he was wanted in Europe. Amid these beautiful surroundings Joseph Bonaparte lived as the Count de Survilliers.

His Habits and Pleasures.—In personal appearance Joseph was not unlike his famous brother Napoleon. Although he was inclined to be somewhat stout, he kept in good health through vigorous exercise about his estate. He occupied his mind by studying and reading. He enjoyed art, science, and biography. His neighbors always found him genial and companionable. He was always glad of the opportunity to associate with the people of the vicinity, regardless of their station in life.

During the winter Joseph Bonaparte always invited the boys and girls to skate on his artificial pond. He seemed

never so happy as when he was giving them apples, oranges, and nuts. At Christmas time he acted as "Santa Claus," giving gifts to the poor and needy of the countryside. No wonder people began to love this great personage who could be thoughtful and kind to everyone.

During the Count's residence at "Point Breeze," as he called his estate, he entertained a number of prominent guests. After an enthusiastic reception at Trenton, General Lafayette spent some time as the guest of the exiled ruler. Daniel Webster, John Quincy Adams, General Winfield Scott, Henry Clay, Commodore Robert F. Stockton, Commodore Charles Stewart, and other famous men visited the Count at his home. Once a committee from Mexico called on the ex-monarch to offer him the crown of their country. It is said that Joseph Bonaparte remarked: "I have already worn two crowns and would not take a step to wear a third."



JOSEPH BONAPARTE.

Bonaparte Returns to Europe.—When Louis Philippe ascended the French throne, one of his first acts was to pardon a number of prominent leaders who had been expelled from the country. Under this rule the ex-King of Spain returned to Europe. Upon his departure, those whom he had befriended gathered at his estate to express their disappointment.

In Europe, however, the Count met with bitter personal attacks from the people. After traveling for several months he returned to his estate at Bordentown in 1837. His friends were present to welcome him back. They hoped that he had returned to spend his last years at Point Breeze, but two years later he again sailed, this time going to Italy where he died in 1844.

His Grandson Sells Point Breeze.—When Joseph Bonaparte passed away, his grandson, Joseph Lucien Charles Napoleon, inherited the estate in New Jersey. The people of Bordentown named the new owner "Prince Joseph." As the Prince did not care for America, he sold various parts of his estate, and in 1848 sailed for Europe to take part in the Revolution of that year in France.

Bordentown still remembers the "King" who lived in her midst. The Count, his heirs, and all the servants have gone. The beautiful residence, the swimming pool, the rare paintings and furniture, and the imported statuary have also disappeared. Visitors to this enchanted spot have difficulty in locating the old driveways and the numerous buildings that have long since crumbled to ruins, but the memory of a courteous and kindly gentleman of France still lingers.

QUESTIONS AND PROJECTS

1. Why did Joseph Bonaparte come to America?
2. Procure a biography of Napoleon Bonaparte and read it.
3. Describe the Bonaparte estate at "Point Breeze."
4. Account for the popularity of Joseph Bonaparte with the young people.
5. Did this ex-king use good judgment in not accepting the crown of Mexico? Explain.
6. Make an outline of this chapter.

CHAPTER XVI

THE FIRST SILK WEAVING: JOHN RYLE OF PATERSON

The First Silk Weaving.—The origin of silk is mentioned several times in the famous "Four Books" of China. To Empress Si-Long-Chi goes the credit for weaving the first tissues of silk. This was about 2600 years before the Christian Era. The early Chinese also wove the first silk fabrics. These goods were so valuable as to be worth their weight in gold.

In 552 A.D. two Persian monks brought the first silk worm eggs from China to Constantinople in the hollow of their canes. Had they been detected in transporting these valuable eggs, they would have been severely punished. This marked the introduction of the silk worm in Europe.

England Becomes Interested in Silk.—England rejoiced upon learning that Columbus had discovered India, as he believed, for it was thought that in this country the silk worm industry would flourish. When James I was on the throne he objected to the raising of tobacco in the colony of Virginia and urged the London Company to encourage the raising of silk worms in this new colony. A century later over 10,000 pounds of cocoons were delivered to Savannah. In New Jersey the annual export of raw silk at this time ranged from five hundred to one thousand pounds.

Christopher Colt.—In 1836 Christopher Colt owned a large silk mill at Dedham, Mass. When his factory burned he removed to Paterson, where he opened a factory on the fourth floor of the famous "Gunn Mill." As he could not make this plant pay for itself, however, he was forced to close its doors. It was not long before he sold his equipment to George W. Murray, an Englishman residing in New York City. For a long time Murray had been

A Silk Factory.

interested in a silk mill at North Hampton, N. H., of which John Ryle was superintendent.

John Ryle Comes to Paterson.—John Ryle came to Paterson in April, 1839. During his young life he had worked as a weaver's helper. He had liked the work so well that he had decided to learn the trade. In Paterson he found two looms in operation. He met Mr. Murray, who at once offered to buy the silk mill at Paterson.

It was thereupon agreed that John Ryle would devote his time to building up and developing the silk business.

John Ryle Makes Silk.—With new machinery and a splendid corps of workers, it did not take Ryle long to re-open the plant. He believed in the future of the business and of his plant. He it was who made the first skeins of sewing silk. These he sold at two dollars per hundred, wholesale. Hortsman Bros. and Allien of New York City purchased the first spool of silk that was made in Ryle's factory.

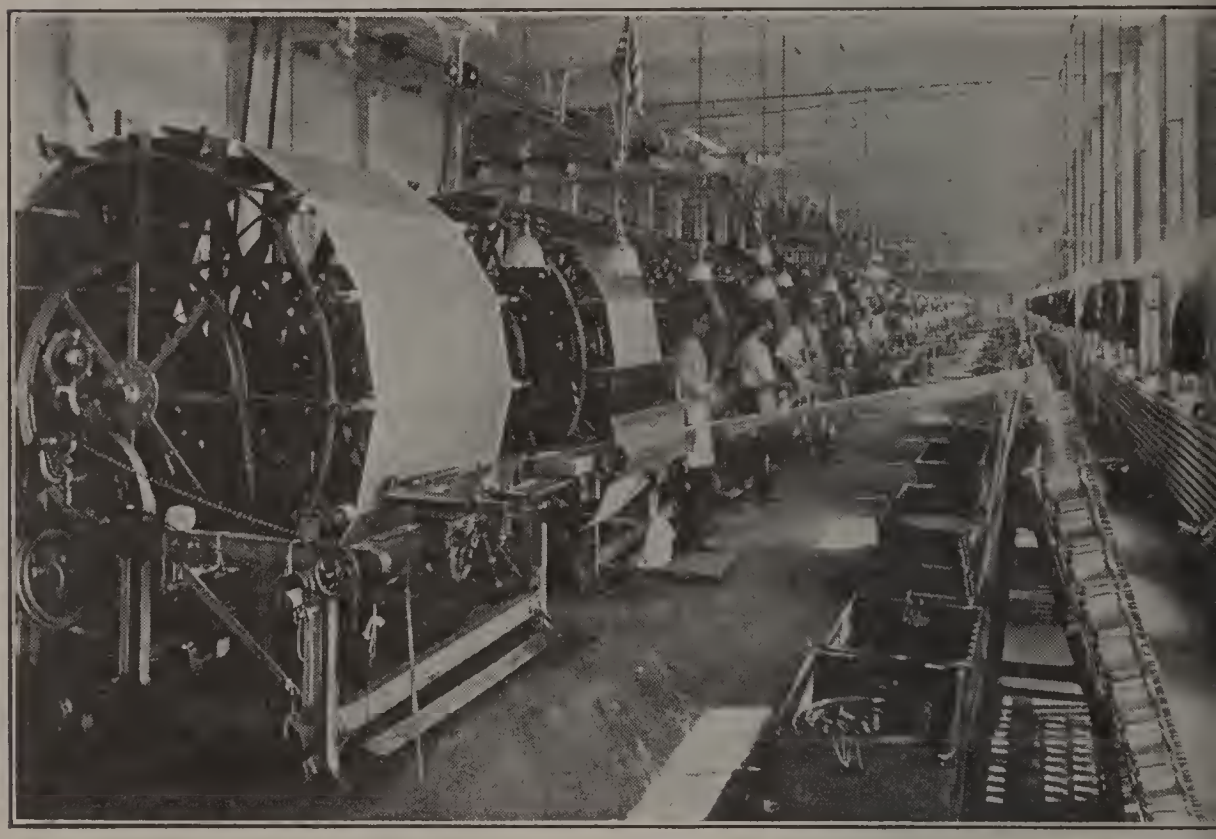
John Ryle Becomes Successful.—During his first year in the silk business John Ryle gave his attention to making the common varieties of sewing and floss silk. The next year he devoted considerable time to the weaving of silk cloth. Under the firm name of " Murray & Ryle of Paterson," this concern made excellent progress in the silk weaving business. In 1846 Mr. Murray sold out his share of the business to Ryle.

John Ryle's Fame as a Manufacturer of Silk.—John Ryle's fame as a silk manufacturer spread throughout the country. When the World's Fair was held in New York City in 1824, Ryle conceived a brilliant idea that gave him still further reputation as a weaver of silk. He and his workers produced a large American flag of silk, 20×40 feet. This beautiful flag floated for many months over the Crystal Palace in New York City. It was the first time in the history of the country that an American flag had ever been made from American silk looms.

John Ryle Receives Many Awards.—During his career John Ryle received many awards. In 1842 the American institution presented to him a silver medal for the best twist and the best sewing silk. Many times afterward he

received prizes for the best silk handkerchiefs and ladies' and gentlemen's cravats.

John Ryle, Father of the Silk Industry.—During the development of the silk industry, Ryle built new buildings, added new and modern machinery, and employed more workers. He installed power looms used for weaving handkerchiefs, ribbons, and dress goods. His plant devel-



Warping Frames, Silk Factory.

oped into the greatest and best of its kind in America. People now spoke of John Ryle as the father of the silk industry.

Ryle Becomes a Great Benefactor.—John Ryle did much to improve conditions in the silk industry. The welfare of his employees seemed constantly in his mind. He was one of the first employers in America to protect his workers from dangerous machinery.

Ryle was also a leader in the development of the city of Paterson. He was largely responsible for the building of the Paterson Water Works. He also desired to make the city as healthful and as attractive as possible. To every kind of organization he gave generously in order to encourage civic improvements. In John Ryle every citizen of Paterson had a warm friend. The poor and needy never looked to him in vain.

QUESTIONS AND PROJECTS

1. Can you add anything to what has been said of the invention of silk?

2. Study this chapter for fifteen minutes. Close your books and select one of your number to question the class. Let the class decide which pupils give the best answers.

3. What is New Jersey's indebtedness to John Ryle?

4. Account for the success of this silk manufacturer.

5. In your library read about the city of Paterson, with special reference to the silk industry.

CHAPTER XVII

JAMES MARSHALL, THE DISCOVERER OF GOLD IN CALIFORNIA

Nine days before Mexico and the United States signed the treaty of peace which ended the Mexican War, an important event took place in California. On March 5, 1848 the San Francisco *Californian* published the following announcement:

"**Gold Mine Found.**—In the newly made raceway of the Saw Mill recently erected by Captain Sutter, on the American Fork, gold has been found in considerable quantities. One person brought thirty dollars worth to New Helvetia, gathered there in a short time. California, no doubt, is rich in mineral wealth: great chances here for scientific capitalists. Gold has been found in almost every part of the country."

Captain John Augustus Sutter.—Captain Sutter had attended military schools in Switzerland and had become a member of the Swiss Guards. He was still a young man when he resigned from the army and came to America. With a few friends he journeyed westward across the plains and mountains. He first visited the Hawaiian Islands; later he sailed in a trading vessel for Alaska which was at that time a Russian province. Tales of the wonders of California influenced him to locate permanently in this state. Upon arriving, he built a fort on the winding banks

of the Sacramento River. In a short time he owned a large estate in the Coloma [1] Valley. It was on this estate that James Marshall worked for Captain Sutter.

James Marshall, a Jerseyman.—James Marshall's parents lived at Marshall's Corner, Hunterdon County, New Jersey. Later they purchased a home in Lambertville, where James was born October 8, 1810.

In these days it was impossible to secure a good education in the schools. James attended the local school but made no attempt to secure a higher education. From the very beginning of his school days he became interested in his father's workshop. James at first enjoyed working with his father, but he grew discontented with life in such a small place.

Westward Ho!—During his leisure hours young James read much of the great opportunities to be found in the Far West. One morning he placed a few clothes in an old bag, and bade his parents and friends farewell. The young mechanic started out for the west to seek his fortune. After a long, weary journey of several weeks he finally reached Crawfordsville, Indiana, where he secured a position as a carpenter. But something within still urged him on. He moved first to Warsaw, Illinois, and then to a small town in northwestern Missouri.

James Marshall's Homestead.—In these early days the government offered "homesteads" to those who would assist in developing the western part of our country. James Marshall secured a homestead and began farming and herding. This kind of life so appealed to him that he decided to remain there permanently. But he soon suf-

[1] An Indian word pronounced Coo-loo-ma.

fered from ill health. A disease known as fever-and-ague threatened his life.

On to California.—His friends urged him to make arrangements with the government to procure land in California. Pictures of redwood forests and fertile valleys appealed to him. Marshall hesitated to journey farther west because of the danger from Indians and the severe temperatures of the passes of the Rocky Mountains. His poor health, however, made an immediate change of climate necessary. In the spring of 1845 he and a little band of forty-five friends set out on horseback for the Golden Gate.

Troubles with the Mexicans.—This little party, well-nigh exhausted, finally arrived in California. Shortly after their arrival, a war between the whites and the Mexicans broke out, called the "Bearflag War." The name came from the battle flags upon which was drawn the picture of a bear. The campaign lasted about a year. Prior to the war Marshall had worked for Captain Sutter, but when he returned to Fort Sutter, he found that his little ranch had been overrun with bandits, and his stock and cattle stolen.

Marshall Builds a Sawmill.—James Marshall was so discouraged that he went to Captain Sutter for advice. The owner of Fort Sutter, of course, wanted him to remain. The great forests that covered the country now gave Marshall a new idea. He decided to build a sawmill on the south fork of the American River, in Coloma Valley, where there was considerable timber and excellent waterpower. Captain Sutter agreed to furnish the capital; John Marshall was to supply the necessary labor.

The Greatest Event in the Far West.—In a short time workmen under Marshall's supervision began constructing

the mill and digging the race. It was customary to throw out the boulders and small rocks during the daytime in order that the gate of the forebay could be raised at night to allow the water to wash away the small pebbles and dirt. Let Mr. Elias Vosseller of Flemington, New Jersey, an able authority upon this subject, continue the story:

"On that memorable morning Marshall went out as usual and, after closing the forebay gate, thus shutting off the water, walked down the tail race to see what sand and gravel had been removed during the night. Having strolled to the lower end of the race, he stood for a moment examining the mass of debris that had been washed down, when his eye caught the glitter of something that had lodged in a crevice, covered with a few inches of water. Picking it up, he found it was very heavy, of a peculiar color, and unlike anything he had seen there before. Recalling all he had heard or read about minerals, he concluded this must be either sulphate of copper or gold. Knowing that sulphate of copper was brittle, and gold malleable, he placed the specimen on a flat stone and pounded it with another. It did not crack or scale off. It simply bent under the blows. This, then, was gold!"

Friends ridiculed Marshall when he told them about his remarkable discovery. Even Captain Sutter at the fort did not believe the specimens were real gold. Lieutenant W. T. Sherman, who became General Sherman and with his army "Marched through Georgia," examined the nuggets and pronounced them genuine gold. The secret of the discovery of gold then spread like a rushing torrent.

The "Forty-niners."—Tremendous excitement prevailed in every community that heard of the discovery of gold.

To get rich quickly men, women, and even children left their homes in every part of America. It is said that people from every country in Europe set out for the "Land of Gold." Many New Jersey families left for California on steamers by way of Cape Horn. These gold-seekers were called the "forty-niners" because the rush for the gold fields took place in 1849.

The Unfortunate Jerseyman.—One would suppose that the discoverer of gold would become wealthy within a short time. This was not the case with James Marshall. Lawless gold-seekers immediately took possession of the sawmill and the land in that valley. The adventurers organized themselves into a secret society, called the "Hounds," whose purpose was to rob, steal, and even murder in order to obtain gold. Marshall's life was threatened, for these cruel men believed he knew the exact location of the gold. He was forced to flee in order to save his life.

The Vigilant Committee.—Some of the law-abiding citizens organized a Vigilant Committee to enforce law and order. During the first week a number of desperate criminals were captured and hanged. In fact, there were so many "hangings" in the town called Placerville that it soon became known as "Hangtown." In spite of the desperate conditions thousands of people began pouring into the region. Along the various trails to California one could see the bleaching bones of oxen and horses and the graves of men, women, and children. The Committee put forth a great effort not only to prevent crime, but to assist these unfortunate and weary travelers.

Marshall Returns to His Native State.—Neither James Marshall nor thousands of others found wealth. But this tremendous migration marked the beginning of great west-

ern development. James Marshall returned to Lambertville to visit his friends and relatives. He believed that the hills of his old home contained gold, but examination of a few specimens of rock convinced him that they contained none of the precious metal. He soon afterward returned to his ranch in California. At his death his estate was valued at less than four hundred dollars. It is lamentable that the " Discoverer of Gold " should have died a poor man.

QUESTIONS AND PROJECTS

1. Examine a map of California. Locate Fort Sutter, and the exact spot where Marshall found gold.
2. New Jersey learns about the discovery of gold. Some friends of Marshall leave for the gold fields. Dramatize the incident.
3. In another text find out all you can about the " forty-niners."
4. How do you account for the fact that the discoverer of gold died a poor man?
5. Why is it that a number of historians give the credit for discovering gold to Captain Sutter?
6. Give proofs that Marshall discovered the gold.
7. Read that part of the life of General Sherman which describes his experiences in the gold region.
8. Would it be a good idea to erect a monument in honor of the Discoverer of Gold?
9. What methods could best be used to secure sufficient funds for a memorial tablet?

CHAPTER XVIII

COMMODORE ROBERT FIELD STOCKTON

His Ancestors.—A century before the signing of the Declaration of Independence, the Quaker ancestors of Robert Field Stockton emigrated from England to America in order to secure religious freedom. They settled near Princeton.

John Stockton and Richard Stockton.—The commodore's great-grandfather was John Stockton, one of the first presiding judges of the Court of Common Pleas of the County of Somerset. His eldest son, Richard, the grandfather of our New Jersey hero, became Judge of the Supreme Court. Richard Stockton was also one of the signers of the Declaration of Independence.

The Hero's Inheritance.—How often it happens that our successes in life are due largely to the qualities we inherit from our parents. Robert inherited exceptional qualities of character, education, and refinement which began to stand out prominently during his early life.

His College Life.—In those days students entered college at a much earlier age than they do to-day. At the age of thirteen Robert entered the freshman class at the College of New Jersey, now Princeton University. From the first he did exceptional work in mathematics, languages, and public speaking. It is said that he would have received the highest honors in his class if he had remained at the university.

Robert Stockton Leaves College.—About this time the young college student began reading the adventures of Captain Nelson. This daring sea-captain's fame so inspired young Stockton that he decided to leave college and enter the navy. Robert made application for a midshipman's warrant and received his commission in September, 1811.

Robert F. Stockton.

Stockton Educates Himself.—Though Robert Stockton had left college, he did not give up his studies. His opinion that the successful man is the educated man certainly showed his sound common sense. During his leisure hours he found time to study Shakespeare, Cicero, and Lord Bacon.

He Sails on the Frigate *President*. — In February, 1812 the former student left his home at Princeton to return to the frigate *President*, riding at anchor in the harbor of Newport, R. I. Shortly afterward the *President* sailed quietly out of the harbor with instructions to protect American shipping from the British warships which were patrolling our coast in search of merchantmen.

Stockton Sees Action.—On June 21, 1812 Commodore Rodgers left the harbor of New York with a squadron consisting of the *President, Congress, Hornet,* and *Argus*. On the second day of the voyage the *President* met the British frigate *Belvidere*. Under cover of fog and darkness the

British frigate escaped, but not before shells from the *President* not only damaged the vessel but killed and wounded a number of British seamen. Commodore Rodgers complimented young Stockton upon his work throughout the engagement.

After this first engagement with the enemy the *President* continued to cruise for a period of three months, capturing or sinking a number of British vessels. Young Stockton enjoyed this kind of life. He also grasped every possible opportunity to study naval operations.

His African Work.—At the close of the war with Tripoli Robert Stockton became interested in another kind of work. In America there was at this time an organization called the "Colonization Society." Many people in Great Britain and the United States believed in treating the negroes with kindness. What should be done with the colored people who had secured their freedom was a grave problem. A number of men and women thought that these people should be returned to Africa whence their ancestors had come. In 1812 Robert Field Stockton sailed with agents of this society for the western coast of Africa.

The purpose of this society was to establish a colony for former slaves. Final plans and details had been left to the Jerseyman to carry out after his arrival. To buy land from the savages, to convince them of the honorable intentions of the Americans, and to found the colony was a difficult and important task.

Liberia is Founded.—As a result of Stockton's efforts and perseverance a new country called Liberia was established. At first this territory on the west coast of Africa was recognized by all nations as a colony of the United States. In 1847, however, Liberia became an independent nation.

This negro republic, which to-day has a population of nearly fifty thousand, has made treaties with most of the large and powerful nations. Great credit is due the fighting student from Princeton for his share in the founding of this republic.

Stockton Designs a Modern Battleship.—In 1838 Robert Field Stockton, now a captain, turned his mind toward improving the ships of the navy. At this time the war-vessels were side-wheelers, with their vital machinery above the water-line. It was obvious that vessels of this type could not long withstand fire from the guns of the enemy. Stockton believed it would be a good idea to construct a battleship with all boilers and engines below the water-line. He made a small model that seemed practical in every way.

His model was received with such favor that Captain Stockton asked Congress to assist him in building a vessel upon the lines of his model. His request was granted, and at Philadelphia was built the first steamship of the navy, christened the *Princeton*. All machinery was below the water-line; and on deck were mounted guns requiring shells weighing over two hundred pounds.

Captain Stockton Predicts War with Mexico.—In 1836 the territory of Texas seceded from Mexico. The country in the region of the Rio Grande was now in a state of wild disorder. As Congress believed it an opportune moment to invite Texas to become a member of the Union, President Tyler selected Captain Stockton to carry the "annexation resolutions" to the government of Texas. Stockton sailed on the *Princeton*, the vessel he had designed, and delivered his papers to the proper officials. While there he quickly discovered that Mexico expected to declare war upon the United States. Upon his return to Washington

he informed the new President, James K. Polk, of the Mexican situation.

Captain Stockton's Southern Cruise.—On October 25, 1844 Captain Stockton received orders to sail for the Sandwich Islands. Leaving on the *Congress*, he soon reached Rio de Janeiro, Brazil. From here he rounded Cape Horn, stayed a few days at Valparaiso, and finally arrived at Callao to take on supplies. At this port Captain Stockton had an interesting experience. Learning that an American citizen had been imprisoned without cause, the commander of the *Congress* called on the Peruvian officials for an explanation. As the authorities refused to release the American, Captain Stockton took his watch from his pocket, remarking: "I will give you fifteen minutes to release this American citizen! If he is not given up in that time, the guns from the *Congress* will open the prison doors."

The authorities saw the vessel in the harbor with its loaded guns pointed toward their city. Realizing that the American commander meant business, they ordered the immediate release of the prisoner.

He Arrives at Honolulu.—Prior to Stockton's arrival at Honolulu there had been a great deal of trouble between the natives and the Americans; in fact, the American flag had been hauled down from the consul's house. In a stirring address to three thousand natives and foreigners Captain Stockton cleared up all misunderstanding, and did much to re-establish a friendly feeling among the people of the islands.

Stockton Sails to California.—Captain Stockton thereupon sailed for California, where he met Commodore Sloat, the commander of a squadron which comprised the

Savannah, *Portsmouth*, *Cyane*, and *Warren*. Shortly after his arrival, Commodore Sloat was forced to resign on account of ill health. The government now made our hero a commodore, and gave him full charge of the squadron in the Pacific waters.

Conditions in California.—The mother country, Spain, had neglected California, which was inhabited by Indians, Mexicans, and a few Spaniards. During Stockton's long voyage war had been declared between Mexico and the United States and Commodore Sloat had already taken Monterey and San Francisco. Commodore Stockton at once organized a little army of sailors, marines, and hunters. Assisted by Lieutenant-Colonel Fremont, who was exploring the territory, he succeeded in capturing Los Angeles, the Mexican capital of California.

A Dispute as to Authority.—Commodore Stockton now appointed Lieutenant-Colonel Fremont governor of the newly acquired territory. Another Jerseyman, General Stephen Kearny of Newark, claimed that an army officer is higher in rank than one in the navy, and that therefore he should have the right to appoint the governor. A court-martial, called to settle the dispute, upheld General Kearny's contention. He thereupon became governor of the territory of California. These two Jerseymen, however, deserve much credit for their efforts to establish peace in the "Land of Gold," as it has been called. Those of you who visit the "Golden Gate" will find that the names of Stockton, Kearny, and Fremont stand out gloriously in the history of California.

Commodore Stockton Returns to New Jersey.—Commodore Stockton believed that his work was now completed and resigned his commission. As there were no railroads

through the west in those days, he was forced to travel on horseback. The return journey was marked by frequent attacks from savages. Upon one occasion an arrow from an Indian's bow passed through the fleshy part of the commodore's thigh, but as it had not been poisoned, the wound was not a serious one.

The people of New Jersey gladly welcomed their hero upon his return. Friends and relatives in and about Princeton assembled to thank him for his great service to the country.

Stockton a Popular Figure.—The nation rejoiced at his homecoming. His successes abroad, and in "the Land of Gold," and his high character made him a favorite with all classes. New Jersey immediately elected him United States Senator. It was he who was responsible for the passage of a law prohibiting corporal punishment in the navy.

Commodore Stockton's record was a truly remarkable one. It was always his policy to obey authority, and to carry out orders without question. New Jersey has reason to be proud of one whose record as a man, a patriot, and a citizen was brilliant indeed.

QUESTIONS AND PROJECTS

1. What did this hero inherit from his ancestors?
2. During the early days pupils often entered college at twelve and thirteen years of age; to-day the average age is seventeen or eighteen. How do you account for this difference?
3. What is the difference between a frigate and a battleship?
4. Ask another member of the class to tell you about the life of Commodore Decatur. Be prepared to relate anything of importance which he may omit.

5. Prepare a list of five questions on Liberia. Be prepared to answer your own questions in class.

6. Make a list of the important incidents in the life of our New Jersey hero.

7. Write a brief outline of this chapter.

CHAPTER XIX

GENERAL PHILIP KEARNY

Philip Kearny's Childhood.—We read in the Kearny family Bible that Philip was born on June 1, 1814, at No. 3 Broadway, New York City. His parents afterwards moved to the vicinity of Newark, where his father inherited a fine old mansion surrounded by a very large estate. "Belgrove," the Kearny home, may be seen to-day as it stands upon a high bluff overlooking the Passaic River.

Little Philip soon made many friends among the boys of the neighborhood. They used to come often to the big house to "play soldier" with him. Reverend Mr. Beck took a great liking to Philip. In later years he would often say, "I cannot understand how the kind and gentle lad I used to know could grow up such a brave and fearless fighter."

Philip's Fondness for Horses.—Philip Kearny loved horses. When he was only eight years old his father gave him a beautiful pony. Soon he became a very good rider, but also a very reckless one. He would gallop his pony at full speed around the estate and over all the roughest roads that he could find. You see, Philip wanted to become a brave soldier. His heart was set upon some day joining the cavalry.

Philip Kearny in the Service.—Philip had been studying law only a short time when he decided to join the army.

On March 4, 1837 he was appointed second lieutenant in the First United States Dragoons. Very soon afterward President Van Buren sent him to France to study the French cavalry and their ways of fighting. In France and in Algiers Kearny learned many things which were of use to him when he returned to his own country.

The Mexican War.—When Mexico declared war against the United States the Jerseyman was living in Illinois.

General Kearny's First Home, Newark.

On fire to help his country win the war, he at once recruited a regiment of soldiers at Springfield, Illinois. It is interesting to know that in this undertaking he was ably assisted by Abraham Lincoln. Having a small fortune himself, Philip Kearny did not wait for the Government to supply him with necessary funds. He lost no time in purchasing guns, ammunition, horses, and supplies. From New Orleans he proceeded with his command to the Mexican border.

After the battle of Monterey he joined the forces com-

manded by General Taylor. Philip Kearny was now promoted to a captaincy. During the engagement at Vera Cruz, Captain Kearny acted as bodyguard for General Scott. Later, at the battles of Contreras and Churubusco, he had the misfortune to lose his left arm. However, for his bravery in action he was promoted to the rank of major.

Kearny sees Action in Europe.—In 1859 Kearny took an active part in the campaign against the Rogue River Indians in California. After their defeat he returned home to his estate near Newark, but he was not content to spend all his time in New Jersey. He went to Europe and joined a French command which was stationed at Alexandria, Egypt. During the war in Italy he was attached to the cavalry under Napoleon the Third. For his gallantry at the battle of Solferino and elsewhere he was decorated, receiving the cross of the Legion of Honor. At that time he had the distinction of being the first American to receive this honor.

Major Kearny in the Civil War.—Upon his return from the battlefields of Europe, Philip Kearny realized that war was about to break out between the North and the South. When war was finally declared, Major Kearny immediately offered his services to the Union. For some unknown reason his offer was declined. Philip Kearny thereupon decided to organize a force of his own at Newark, as he had done some years before at Springfield, Illinois. The First New Jersey Battalion, composed of the first, second, and third regiments, quickly took the field. President Abraham Lincoln made Kearny a brigadier-general.

His Fondness for His Men.—General Kearny was very fond of the troops under his command. When General

McClellan once offered him the command of Sumner's division, he declined because he preferred his own New Jersey troops. Once, when given an opportunity to select the men who would take part in a certain engagement, he replied, " Give me Jerseymen; they never flinch."

On May 2, 1862 General Kearny was put in command of the Third Division of the Third Corps. The most important battle in which he took part was that of Williamsburg. In this engagement he assisted General Hooker's Division and, by his splendid work, made victory possible for the Northern troops.

New Honors for General Kearny.—General Kearny was now made a major-general of volunteers. It was at the battle of Fair Oaks that he ordered the officers of the Third Division to wear " red badges " on their caps so that they might be easily distinguished in battle. Before long the entire division began wearing diamond-shaped badges. Later all divisions adopted this scheme.

After the battle of Fair Oaks, General Kearny was associated with General Pope's army. With Pope he took part in the second battle of Bull Run.

General Kearny Meets Death.—One morning when inspecting the camp General Kearny was caught in a severe rainstorm. By mistake he rode too near the Confederate lines. When he realized his position he spurred his horse in the other direction, but rebel sharpshooters picked him off before he could reach a place of safety. The bullet entered his spine and he died within a few minutes.

General Lee greatly regretted General Kearny's death. Arrangements were at once made for a brief armistice while Generals Jackson and Ewell of the Confederate army, under a flag of truce, carried the body of the Jerseyman to the

Union trenches. Both the Blue and the Gray stood reverently with bowed heads while regimental bands played softly. General Philip Kearny had given his life for his country.

To-day there stands in a city park at Newark a beautiful statue of Major-General Philip Kearny. It was erected by the citizens of New Jersey in memory of this great Jerseyman, who was a soldier, a leader, and a patriot.

QUESTIONS AND PROJECTS

1. On the map of the United States locate the various places mentioned in this chapter.
2. Find out the causes of the Civil War. Let one member of your class make a report on the part that New Jersey troops took in the various campaigns.
3. Write out a review of the career of General Kearny.
4. Make a list of the more difficult words in this chapter. See if the class can spell them correctly.
5. Make a collection of pictures relating to the career of this hero.

CHAPTER XX

EARLY NEW JERSEY INVENTORS

The First Steamboats.—Many people believe that Robert Fulton was the inventor of the first steamboat. When Watt perfected the steam engine, there were those who thought that an engine could be made to run boats. At least a century before Robert Fulton lived, people had experimented with power-driven craft. It is a fact, however, that two Jerseymen, James Rumsey and John Fitch, were the first to propel boats by steam in America.

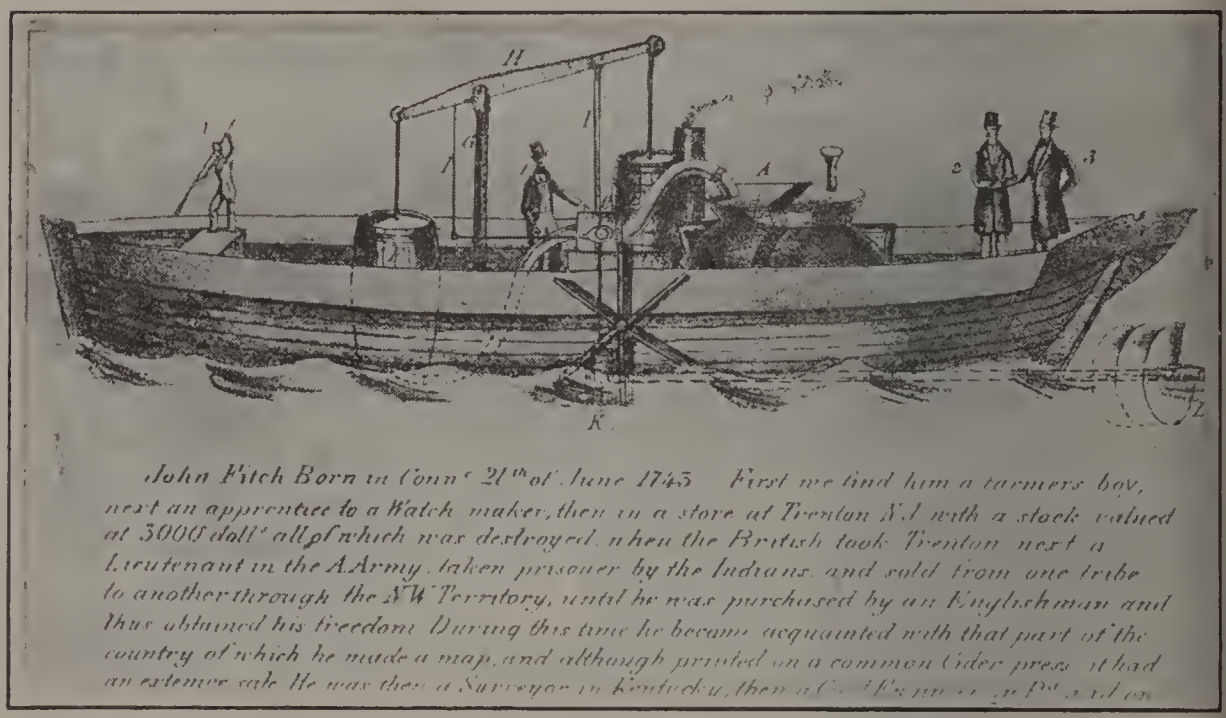
James Rumsey.—James Rumsey was an inventor of considerable note. Early in his life he turned his attention to improving the machinery in mills and factories. During his leisure hours he thought of a scheme to run boats by using a Watt engine. At Shepardstown, a little village in Virginia, Rumsey produced a crude vessel which allowed the water to enter the bow; the engine then forced the water out at the stern. Although his vessel moved slowly, this inventor had paved the way for the invention of the modern steamboat.

JOHN FITCH

John Fitch's Early Life.—John Fitch was born in Connecticut early in 1743. When quite young he learned the watch-making trade, and traveled from city to city repair-

ing watches. At the outbreak of the Revolutionary War he moved to Trenton and enlisted in the Continental army. While spending his first winter at Valley Forge he began to work out his ideas for inventions. This mechanic was not only a good soldier but also a practical inventor.

His Model Steamboat.—In the village of Neshaminy, Pennsylvania, just outside of Philadelphia, John Fitch built a model of his paddle-wheel boat. The boat worked so



FITCH'S FIRST STEAMBOAT.

successfully on an inland stream that he reported his success to President Ewing of the University of Pennsylvania.

President Ewing urged John Fitch to present his ideas to Congress. The inventor thereupon interviewed Lambert Cadwalader and William Churchill Houston. These two Jerseymen possessed great influence. It happened, however, that these men could not persuade Congress to aid Fitch. Somewhat discouraged, the inventor interviewed Don Diego

Gardoqui, the minister from Spain. As the minister wanted his country to benefit from the invention, he offered to assist the poor American, but for patriotic reasons John Fitch would not consent to this proposition.

He Appeals to the New Jersey Legislature.—The legislature had already discussed ways and means of constructing canals and of using the rivers to transport freight. Fitch asked the legislature to support his project. As people were skeptical of steamboats, the former watchmaker did not receive any funds for his purpose. However, he did obtain permission, in March, 1786, to navigate the streams of the state for a period of fourteen years.

His First Steamboat.—The citizens of Philadelphia supplied him with funds with which to build the first steamboat. During the following summer Fitch and a friend named Voight built a crude boat forty-five feet long on the banks of the Delaware. The vessel was equipped with paddle-wheels, a homemade boiler, and a Watt engine. People laughed at this curious affair; they believed that the weight of the crude machinery would sink the craft.

His Steamboat Moves.—On August 22, 1787 the inventor invited the public to see his new boat perform. Curious spectators lined both the New Jersey and Pennsylvania shores, the majority of whom thought Fitch was crazy. Fitch, however, was so positive his steamboat would be a success that he invited the members of the federal convention and other famous persons to witness the trial trip. Orders were given to raise the anchor. At the pilot-wheel stood Fitch with his hand on the throttle. As he turned on the steam the paddle-wheels began to churn the water. In spite of tide, wave, and wind, the boat crept slowly up the river in the presence of the cheering throng.

Another Steamboat is Launched.—Before the end of another year Fitch built his second steamboat. He had made a few improvements, such as paddles on the stern connected directly with the engine. The first trip between Philadelphia and Burlington was a great success, although the bursting of a steampipe was an unpleasant incident. Official tests showed that the speed of this craft was nearly eight miles per hour.

During the summer of 1790 Fitch used the vessel to carry passengers, mails, and merchandise between Philadelphia and Trenton. Occasionally the craft made Sunday trips as far as Chester, Pennsylvania. By September the boat had covered over two thousand miles.

Robert Fulton.—The fame of John Fitch's steamboat spread far and wide. A number of interested mechanics began to experiment with power-driven boats. In Lancaster, Pennsylvania lived Robert Fulton, an artist and mechanic. While studying art in France, he had found time to work with diving boats, torpedoes, and steamboats. Through the assistance of our American minister in France, Robert R. Livingston, he had secured permission to operate a steamboat on the Hudson River. In 1807 young Fulton launched the *Clermont* which made a successful trip from New York to Albany.

Fulton's Claims Disputed.—Fulton claimed to be the inventor of this type of steamboat, but a committee of investigation found that Fulton had used Fitch's drawings in constructing the *Clermont.* Also, the *Clermont* resembled the boats built by the Jerseyman. Facts proved that Fulton was not the inventor of the first steamboat. To John Fitch belongs the credit for this invention.

A Blow to New Jersey.—Fulton and Livingston secured the sole right to run steamboats on the lakes and rivers of New York State for a period of twenty years. As New York claimed that her boundary line extended to the New Jersey shore of the Hudson River, this was a blow to the steamboat pioneers of New Jersey who had expected to navigate the waters of the Hudson.

JOHN STEVENS

John Stevens' Early Life.—John Stevens was born in New York City in 1749. When quite young he became interested in machinery. He also loved to read and to study. When still a young man he bought the land where the city of Hoboken now stands, and after graduation at King's College came to live on his Jersey estate.

John Stevens Builds the *Phoenix*.—John Fitch's success had prompted John Stevens to experiment with steamboats. One year prior to the successful trip of the *Clermont*, John Stevens designed the *Phoenix*, which was built by his son Robert. As New York forbade the use of the Hudson River, Stevens decided to use the boat elsewhere.

The First Ocean Steamer.—In 1809 the Jersey steamboat builder sent the *Phoenix* to Philadelphia. This was the first vessel propelled by steam to venture out into the ocean. It made regular trips from Philadelphia to Bordentown. Another ship, the *Raritan*, ran from New York to New Brunswick. As a stage route ran from there to Bordentown, this made a direct through route from New York to Philadelphia.

Trouble in New Jersey.—Under the New York law Livingston and Fulton claimed profits on the New Jersey steamboats. The people rose up in protest. To retaliate

the state legislature levied a heavy tax on the Sandy Hook Lighthouse, which was then owned by New York.

John Stevens goes to Philadelphia.—John Stevens decided to continue operating his steamboat in spite of the New York State law. At Philadelphia he tried to interest several men of wealth in opening a steamship line to Balti-

STEVENS' FIRST IRONCLAD.

more. The plan failed on account of lack of public interest and possible war with Great Britain.

Important Inventions.—In 1804 John Stevens had constructed a four-bladed screw propeller for use on steamships. The same year he had also produced a tubular boiler for boats. For a long time the people of New York and New Jersey had wished for power boats with which to

cross the Hudson River. This inventor built the first ferryboat, christened the *Juliana*, which made its first trip on October 11, 1811.

His Interest in Railroads.—When America was engaged in a war with England, John Stevens urged our government to consider building railroads. He believed that canals were not practical, as it required too much time to transport

JOHN STEVENS' LOCOMOTIVE.

freight by this method. He had visions of a network of railroads connecting all the cities of America. People laughed at his queer ideas. In 1812 this inventor published a pamphlet entitled, "Documents Tending to Prove the Superior Advantage of Railways and Steam Carriages Over Canal Navigation."

His efforts paved the way for the building of the original New York Central Railroad system. In 1823 he secured a charter from the State of Pennsylvania for a railroad con-

necting Philadelphia with Lancaster. Three years later he made a locomotive having a multi-tubular boiler, the first engine of its kind to run in America. Tested on a circular track on his estate at Hoboken, this new engine was able to carry six people at a speed of twelve miles per hour.

His Two Sons.—John Stevens had two sons, Robert L. Stevens and Edwin A. Stevens, who helped him with his inventions. Robert and Edwin were joint inventors of engines. They designed and constructed the first railroad tracks, and also the first iron-clad ship.

Stevens Institute of Technology.—On April 15, 1867, Edwin, in his will, bequeathed a block of ground in the city of Hoboken, valued at $150,000, to be used for the site of an institution of learning. In order to support the school he left an endowment fund of one-half million dollars.

The Institute has become a school of mechanical engineering. There are approximately seven hundred students enrolled. Over two thousand men living in all parts of the country are proud to be called graduates of Stevens Institute of Technology.

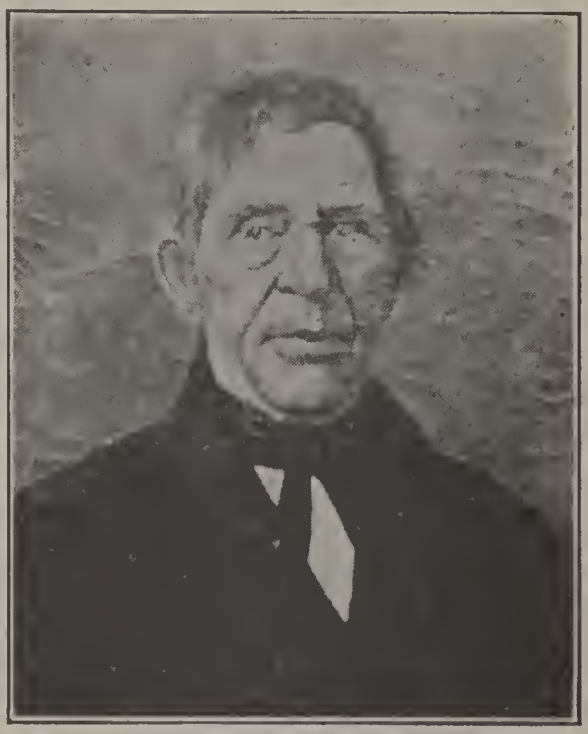
SETH BOYDEN

In Washington Park, Newark, there stands a beautiful monument, erected in honor of Seth Boyden, one of New Jersey's greatest pioneers in manufacturing and inventing. With his shirt sleeves rolled up as he stands by his anvil, his leathern apron about him, the statue is a true representation of the real Seth Boyden.

His Early Life.—Seth Boyden was born at Foxborough, Mass., on November 17, 1798. Seth made a fair record in the local schools, but his greatest interest seemed to be in

mechanical things. His boy friends frequently remarked that it was young Seth who could solve all their mechanical problems.

He used to busy himself making wagons, sleds, and toys. Whenever a friend wanted a new toy, he always went over to Seth Boyden's shop. Seth was about seventeen years of age when his parents left New England and moved to Newark. The family built a comfortable home near Bridge Street on Broad Street.



SETH BOYDEN.

Seth goes to Work.—Seth Boyden's first position was in a nail and brad factory. This was just the kind of work he enjoyed. Within the first month, he surprised the employees of the factory by inventing a machine that would make nails faster and better than by the old process. He next turned his attention to a machine for cutting brass and making tacks. These machines were pronounced a great success by skilled workers, who were surprised at the ability of this young mechanic.

The Inventor Builds a Locomotive.—Seth Boyden had heard much about the new engines that were being imported from England. One day he examined the *John Bull* as it stood on the wharf at Burlington. The young inventor made up his mind that he could also make a locomotive. Those who have seen the first locomotives Seth Boyden

built have been amused. One was called *The Orange*, and the other *The Essex*. People who saw these two engines in later years remembered principally the gigantic smokestacks and the whisky barrels that held the water. The engines were sold to the Morris and Essex Railroad Company, now a part of the Lackawanna system.

Other Inventions by Seth Boyden.—It has been often said, "Once an inventor, always an inventor." After building his locomotives Seth Boyden turned his attention to other inventions. He was the first man in our country to manufacture patent leather. He also invented the art of taking photographs.

Seth Boyden Retires.—When Seth Boyden became old he was forced to retire from active business. He bought a large farm in what is now Hilton, a part of South Orange, where he began raising many kinds and varieties of flowers and fruits. The people of Newark were surprised one day to see in store windows a new strawberry that had just been grown by Seth Boyden. These soon became known as the "Seth Boyden Strawberries."

His Character.—Seth Boyden was a quiet, dignified, and well-read man. Of a cheerful disposition, he was always assisting people in all walks of life. He believed that no effort was too great or no work too hard if it could be the means of helping someone.

STEPHEN VAIL AND HIS SONS

Stephen Vail's Boyhood.—If you should travel through Morris County you would meet a number of people named Vail. The name has been well known in that county

since before the Revolutionary War. Stephen Vail was the first son of this family to become famous.

One day during his boyhood young Stephen entered a nail factory at Ramapo, New Jersey. He did this in spite of a large sign in big black letters over the door—"Positively no admittance!" A boy will often run great risks in order to satisfy his curiosity. No sooner had he entered this factory than he began to watch a man who was working on a nail machine. Stephen's presence was soon discovered and he was forced to leave, but not before he was able to take with him a mental picture of this interesting-looking machine.

Stephen Vail Becomes an Inventor.—From this factory he went home and immediately began to design an improved device for making nails. Not many years afterward Stephen built his first nail factory at Dover.

In 1804 Stephen, assisted by some worthy friends, bought the famous Speedwell Iron Works just north of Morristown, where the Morris Plains road crosses the Whippany River. In this factory he devoted himself to the study and perfection of worthwhile machinery. In this plant he invented a number of interesting devices. It was here that he made the boiler and driving shaft for the *Savannah*, the first steamer to cross the Atlantic Ocean. Encouraged by the success of the *Savannah*, Stephen Vail then began building parts for the first American locomotive.

Alfred Vail Assists Professor Samuel F. B. Morse.—Alfred Vail, son of the nail manufacturer, upon graduation from college, became intimately acquainted with Professor Samuel F. B. Morse. Professor Morse had an idea that he could send messages great distances by means of wires, but he lacked the necessary capital for the development of his

idea. Alfred thereupon persuaded his father to lend Professor Morse sufficient capital to proceed with his plans. Professor Morse was now in possession of not only a generous loan but also the services of young Vail, whose knowledge of machinery and electricity was exceptional. It was Alfred Vail who in 1843 received the first telegraphic message ever sent on this continent.

The Service of the Three Vails.—The other brother, George Vail, was the lawyer of the family. He could give Morse what the father and brother could not. As it was necessary to have an invention patented, George Vail was in a position to take care of important details.

Few people realize the great service that the three Vails rendered Professor Morse. There are always those who are quick to claim credit for another's success, but in the Vails the inventor found friends who could be trusted. Professor Morse publicly stated more than once that much of the success of the electric telegraph was due to the untiring efforts of the three Vails of Morris County.

QUESTIONS AND PROJECTS

1. Do you think of any other early inventors whose careers might have been mentioned in this chapter?

2. What was the name of the first steamship to make a voyage on the ocean?

3. Make a collection of pictures of steamboats from Fitch's time to the present.

4. It is said that Robert Fulton erected his workshop somewhere on the Jersey meadows between Newark and Jersey City. Consult old records and try to locate the exact spot.

5. Examine a number of texts on American history. Whom do they mention as the inventor of the steamboat? Do you agree with them? Give reasons for your answer.

6. Let one of the boys of the class make a model of one of the boats that John Fitch constructed.

7. Account for the name " Stevens Institute of Technology."

8. Select an incident from the life of Seth Boyden and tell it to the class.

9. Relate the story of the telegraph.

10. Impersonate one of the characters that you read about in this chapter. Let the class guess the name of the character you represent.

CHAPTER XXI

THOMAS ALVA EDISON

It was in 1752 that Benjamin Franklin began to experiment with electricity. By means of his kite experiment he discovered that electricity and lightning are the same. Eighty-three years later Professor Samuel F. B. Morse devised a method of sending messages by electricity. But it remained for Thomas Alva Edison to reveal to mankind the possibility of its thousand uses in everyday life.

Thomas Edison's Boyhood.—This inventor was born February 11, 1847 in Milan, Ohio. Ancestors on his father's side had come from Holland. His mother's family were Scotch. The Hollanders have always been noted for their endurance, the Scotch for their intelligence and perseverance. Is it any wonder that young Edison inherited a strong desire to accomplish something in the world?

His Mother His First Teacher.—When Thomas was seven years of age his parents moved to Port Huron, Michigan. As prior to her marriage, his mother had been a teacher, she now gave Thomas his first instruction in the common branches of study. With the exception of a period of two months, his mother always taught him in their home. From the very beginning he became interested in reading good books. When he was an older boy he frequently would carry his chemistry text with him when he went out to play.

Edison as a Newsboy.—To help support the family, Edison accepted a position as newsboy on a train. When a great battle of the Civil War took place at Pittsburg Landing, Tennessee, the young newsdealer secured a thousand extra copies of the *Detroit Free Press*, containing a complete account of the conflict. He then telegraphed the news to the various stations, and without difficulty sold his papers at high prices, thus making a handsome profit.

Edison Edits a Paper.—While a newsboy the future inventor was always thinking up some new venture. With the money he earned on the train, it was not long before he purchased a small printing outfit and began publishing his own paper, which he called the *Grand Trunk Herald*. The paper contained the news of the day, and topics of interest to employees of the railroad.

His Early Experiments.—In the opposite corner of the baggage-car the train editor performed simple experiments in physics and chemistry. One day someone dropped a bottle of acid by mistake on the floor of the car, causing a great commotion and setting the train on fire. The baggageman became so angry that he threw the laboratory and printing plant out of the car and then struck Edison so severe a blow on his head as to cause him to become deaf in one ear.

Edison Saves a Child's Life.—One day a short time afterward the ex-publisher sat in the depot at Mount Clemens waiting for his train. As he looked out the window he saw a tiny child playing on the tracks in front of an approaching locomotive. Without thinking of his own peril, he rushed to the unfortunate boy and dragged him from danger. In gratitude for this heroic deed the station master rewarded

Edison by offering to teach him telegraphy. The offer was promptly accepted.

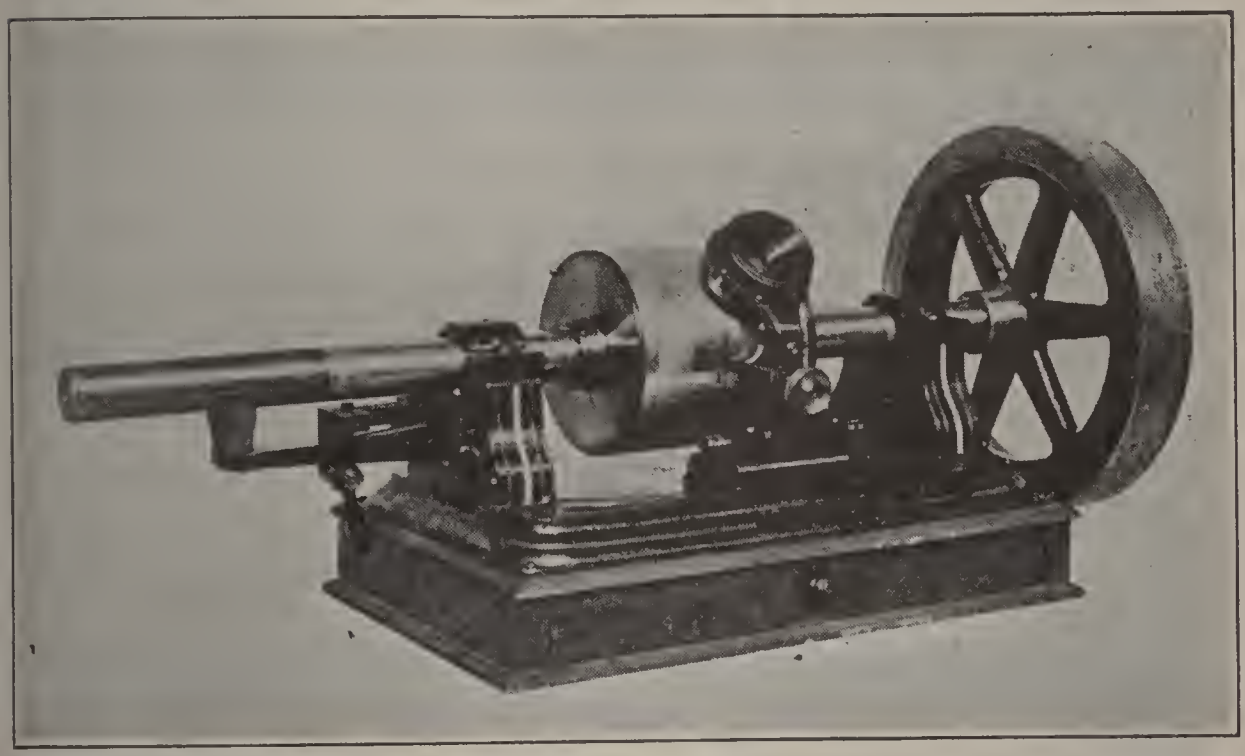
Thomas Edison Learns Telegraphy.—In less than five months the youthful telegrapher was proficient enough to accept a position in the telegraph office at Port Huron which paid him twenty-five dollars per month. In this office he advanced so rapidly that he soon became the best telegrapher of the company. During the next few years he held numerous positions in Canada and in the United States. However, he lost most of them through his keen interest in experimenting with chemicals and electricity. When he was twenty-one years of age, he discovered a way to make one wire perform the work of two, thus saving the Grand Trunk Company several thousand dollars. To show their appreciation the Company gave him a position in the Franklin Telegraph Office at Boston, Mass., also a free pass on the railroad.

He Goes to Boston.—Edison assumed with enthusiasm his duties in this eastern city. From the very beginning he proved himself a capable and an efficient operator. During his working hours he thought of schemes to perfect the art of telegraphing; at night in the library he read interesting books on science and invention. Before the end of the year he had discovered a method whereby two messages could be sent over a wire at the same time. Afterwards he perfected this instrument to such a degree that operators could send sixteen messages over one wire at the same time, thus saving millions of dollars.

In New York.—In 1871 the telegraph expert decided to locate in New York City, where he would have a greater field for study and research. Within a few months he had made it possible to send several thousand words a minute

over a wire. This same year he brought out a device called the "printing telegraph," now in general use. From this invention Edison realized a large sum of money, with which he erected a factory at Newark.

Edison Builds a Large Laboratory.—Three years later the inventor built a larger laboratory at Menlo Park. New inventions were now announced almost every month.



THE FIRST PHONOGRAPH

People began to call him the "Wizard of Menlo Park." His fame had spread throughout the world. It is said Edison once remarked: "I never did anything worth doing by accident, nor did any of my inventions come by accident."

He Moves His Plant to West Orange.—Again our inventor required more room. This time he decided to build a large laboratory at West Orange and to equip it with the best machinery possible. He also installed a useful library

for the benefit of his workmen. His employees have always been encouraged to read the best in literature and science.

Edison's Inventions.—Among Edison's important inventions are: the multi-telegraph, the telephone transmitter, the phonograph, the electric torpedo, the motion picture, the electric car, the electric light, the storage battery and others.

What We Owe to this Great Inventor.—Do you realize that many of the things we use and enjoy every day we owe to this great scientist? It would not be very pleasant to return to the days of kerosene lamps, horse-drawn cars, and old-fashioned music boxes. New Jersey may well be proud of her electrical "Wizard" who, through industry and patience, has made this a better world in which to live.

QUESTIONS AND PROJECTS

1. Tell about the boyhood of Thomas A. Edison.
2. How did young Edison become interested in electricity?
3. Make a list of Edison's important inventions.
4. Write a paragraph on the following topic, "How I should spend my leisure moments."
5. Let one of the members of the class bring a telegraph instrument to class. Let him explain how it works.
6. Perhaps some member of your class has visited Edison's famous laboratory. Let him describe his experience.
7. Why is Edison sometimes called a "wizard"?
8. Make a collection of pictures of Edison's inventions.
9. What is the secret of his success? Explain.
10. Explain the operation of the phonograph and the motion picture.

CHAPTER XXII

CLARA BARTON AND THE RED CROSS

Clara Barton's Early Life.—On Christmas Day, 1821 Clara Barton was born in an old farmhouse in North Oxford, Massachusetts. Her older brothers and sisters were so fond of her that when they played their games little Clara always took an active part. She spent her childhood in the out-of-doors, enjoying skating, horseback riding, and other sports.

Her Brother Her Teacher.—The older brother understood her better than any other member of the family. He used one of the rooms in their house as a classroom in which Clara received instruction in the usual branches of study. She soon became so proficient in her studies that he often admitted that he had difficulty keeping up with his sister.

Clara Barton as a Teacher.—Clara Barton made such progress that at the age of fifteen she passed examinations which entitled her to a teacher's certificate. Because of her youth, however, her friends believed she would not be a successful teacher. But these friends could not have been more mistaken. Her genial personality and kind disposition so drew boys and girls to her that she had no difficulty with discipline.

She Comes to New Jersey.—A short time afterward Clara Barton accepted a position at Bordentown. People of this vicinity had never believed in public schools. To

them sending their children to a "free school for paupers" was a disgrace. A number of public-spirited teachers had in former years endeavored to interest the townspeople in free schools, but they had failed. One of them tried to persuade Clara Barton that her task was a hopeless one.

Her Success as a Teacher.—This discouraging state of affairs was just a challenge to Clara Barton's courage. In her contract with the trustees she agreed to give her services for the first three months. On the first morning of school only six pupils registered. The people of the community were not surprised. But Clara Barton believed in herself and in her mission. It was not long before pupils from private schools applied for admission to the public school. Miss Barton became so popular with both parents and pupils that the school could not accommodate the large number of children who wished to attend. Within a year the school had grown from six to one hundred six pupils. At the end of the first year the trustees built a new schoolhouse and made Miss Barton the principal.

CLARA BARTON.

Her Health Fails.—During the next year the attendance exceeded six hundred pupils. In those days books were scarce and supplies limited. Yet pupils flocked to her school in great numbers because they loved Clara Barton. This New Jersey teacher's main purpose was to prepare

boys and girls for life. But the great nervous strain, together with overwork, injured her health. She was compelled to resign her position as principal and for a time to enjoy a complete rest.

The Bordentown Schoolhouse.—The school children of New Jersey paid a great tribute to Miss Barton recently. Enough money was raised by the boys and girls of our state to rebuild the schoolhouse in which Miss Clara Barton first taught. The Bordentown schoolhouse will thus perpetuate the memory of a New Jersey teacher who by her own life inspired boys and girls to lives of real service.

Clara Barton Goes to Washington.—After she resigned her position at Bordentown, Clara Barton accepted a temporary position in Washington. While here she acted as confidential secretary in the office of the Commissioner of Patents. A number of the employees in the office were frequently rude to the new secretary, for they believed a woman should not be given a position of such responsibility. Nevertheless she enjoyed this kind of work, and gained experience which proved of value in her later work.

Miss Barton in the Civil War.—War now broke out between the North and the South. Some of the first men to enlist in the Union Army came from North Oxford, Massachusetts, Clara Barton's former home. As they were en route for Washington, a number of them received serious injury at the hands of a hostile mob in Baltimore. Upon hearing of the attack, Miss Barton immediately offered her services as a nurse.

Her experience attending the wounded men in Washington led her to ask permission to work on the battlefields. Out of her own funds she performed valuable service in sending nurses, ambulances, and hospital supplies to the

field of action. Behind the lines she made it possible for wounded soldiers to receive the best medical attention.

Appointment by President Lincoln.—President Lincoln was so impressed with the heroism of this nurse, who risked her life every day to care for the sick and wounded soldiers, that he placed her in charge of the "missing soldiers" bureau. She then traveled through prisons and hospitals, and over battlefields in search of missing soldiers. It was Clara Barton who laid out the grounds of the National Cemetery at Arlington and had marked stones placed on the graves of about twelve thousand soldiers whom she had been able to identify.

Her Health Fails Again.—The strain of the war again caused a nervous breakdown. She sailed for Geneva, Switzerland, to study its newly formed Red Cross Society. While in Geneva recovering her strength, Clara Barton saw another opportunity to be of service. She was asked to take charge of the hospital work on the battlefields of the Franco-Prussian war, but ill health compelled her to decline this work. Instead, Miss Barton did everything possible to procure food for the starving and needy people of Paris during the siege. She afterward toured the cities of France and Germany to secure information upon the Red Cross Society's activities in the war.

Birth of the American Red Cross.—Upon her return to America Clara Barton immediately urged that a Red Cross Society be founded. People generally were opposed to her plan, as they believed there would be no more war. She made it very plain, however, that the Society could give assistance in time of earthquake, fire, flood, and other disasters. After many months of patient work her efforts were rewarded by the passage of a law, March 1, 1882,

creating the American Red Cross Society. Of course the first president of this Society was Clara Barton.

Service to Mankind.—Within a very few months after the signing of the treaty, the Red Cross assisted the people in the flooded Mississippi Valley. Again the Society rushed to the stricken city of Johnstown, Pennsylvania, which had been flooded by the bursting of a dam. At Galveston, San Francisco, Halifax, and Austin the Red Cross has been of great service to the unfortunate inhabitants. You have read of what the Red Cross did for the sick and wounded soldiers and sailors in the World War. In September, 1923 the Society was one of the first organizations to come to the assistance of the sufferers from the Japanese earthquake.

Clara Barton lived to be honored by the people of every country in the world because her life was devoted to unselfish service. She may be called a truly great American.

QUESTIONS AND PROJECTS

1. Why do you suppose Clara Barton decided to become a teacher?
2. Boys and girls had great respect and admiration for Clara Barton. Explain.
3. Imagine that you attended her school at Bordentown. Relate your experiences.
4. Why did the boys and girls of New Jersey decide to restore her schoolhouse at Bordentown?
5. Explain the incident that caused the New Jersey teacher to take up nursing.
6. Account for Clara Barton's popularity on the battlefields.
7. Tell how Clara Barton happened to organize the American Red Cross.

8. It has been said that success often follows reverses, misfortunes, and poor health. Show that this was true in the life of our heroine.

9. The Red Cross did splendid work at Austin, Chicago, San Francisco, Galveston, Halifax, Japan, and in the World War. Appoint members of your class to tell what was done to relieve suffering and distress in each place.

10. Give arguments to prove that every boy and every girl should become a member of the Junior Red Cross.

CHAPTER XXIII

DOROTHEA LYNDE DIX

The Need of Reforms.—Beginning with the year 1830, the nation was to witness many reforms. Andrew Jackson had been elected President because of his interest in the common people. They hoped that under his leadership conditions throughout the nation would be greatly improved.

Dorothea L. Dix.

Probably the reform most needed at this time was in the conditions found in our jails and prisons. New Jersey had inherited from England her various methods of taking care of prisoners. Not much thought had ever been given to the care of the inmates of prisons. At that time it was a common practice to keep burglars, vagrants, orphan children, paupers, and the insane in the same building. Even criminals of both sexes were allowed to associate with the less guilty. Improper food, poor ventilation, and unsatisfactory sanitary conditions made matters still worse. It is an

interesting fact that a woman was almost wholly responsible for the betterment of conditions in the jails and prisons of America.

Dorothea Dix's Early Life.—Before Dorothea Dix came to New Jersey she had seen a good deal of hardship and suffering. She had been born in Maine in 1802. Her parents at first were very poor. They had moved their home many times. Her father had been so strict that Dorothea finally ran away from home.

Just before she came to New Jersey her attention had been drawn to conditions in the prisons of Massachusetts. She found that the insane, the paupers, and the criminals were all kept in the same prison. When she reached New Jersey she found conditions very much the same.

What Dorothea Dix Accomplished.—Miss Dix now decided to visit all the prisons of the state to see if they were in the same terrible condition. When she had seen them all she made a report to the state legislature. People of New Jersey were shocked at learning the true conditions in the prisons. From then on she was able to gain the sympathy of many who before had paid little attention to these things.

Dorothea Dix was successful in having state insane asylums established in New Jersey. She then carried her work to other states. In fifteen years she founded or enlarged thirty-two hospitals in this country. Her work carried her to nearly every state in the Union, to Canada, and even to Europe. It has been stated that during the ten years preceding the Civil War Miss Dix raised more money for her unselfish work than had ever been raised before for charitable purposes.

Dorothea Dix During the Civil War.—Miss Dix was one of the first to volunteer her services when the Civil War

broke out. She was appointed superintendent of women nurses, for her experience with suffering and distress made her well qualified to fill this position. Day after day she worked without any rest.

A few years before she had received a small fortune through the death of her grandmother. She was now very thankful that this enabled her to be of service in another way. She secured two large houses in which to store the supplies which had been sent her from all parts of the country. She even bought extra ambulances with her own money in order to have nurses and supplies ready at a minute's notice. From month to month she traveled over the battlefields in search of those who needed kindness and attention in their suffering.

Near Fortress Monroe stands a beautiful monument, built with money sent to Miss Dix by friends. She had said that the patient suffering of the soldiers and sailors who had been brought to Fortress Monroe should be immortalized. This tall shaft stands over their graves.

Dorothea Dix's Service to Mankind.—When the war was over Dorothea Dix went back to her work for the insane. She went to live at the asylum in Trenton which had been built as the result of her labors. There she died on July 17, 1887, when she was eighty-five years old.

This brave heroine was one of the noblest women who lived during the critical days of our country's history. Beginning life as a school teacher, she early learned to serve her fellowmen. Her name will ever be dear to our hearts, as is the name of everyone who devotes his life to the service of others.

QUESTIONS AND PROJECTS

1. What great American men and women began their careers by teaching school?

2. Imagine that you were with Dorothea Lynde Dix when she visited prisons; relate your experiences and feelings.

3. The law-makers at first ignored her report on the conditions in the jails. Why?

4. Describe the results of her efforts in our state.

5. Write a composition of at least one hundred words on the following topic: "What the State and Nation owe to Dorothea Lynde Dix."

6. Name the institutions in New Jersey that care for unfortunate people. (See Appendix, page 235.)

7. What does the word *reform* mean to you? Do you think of any reforms that are badly needed at the present time? Explain.

8. Success is measured through helping mankind. If this be true, how many persons do you know who are successful?

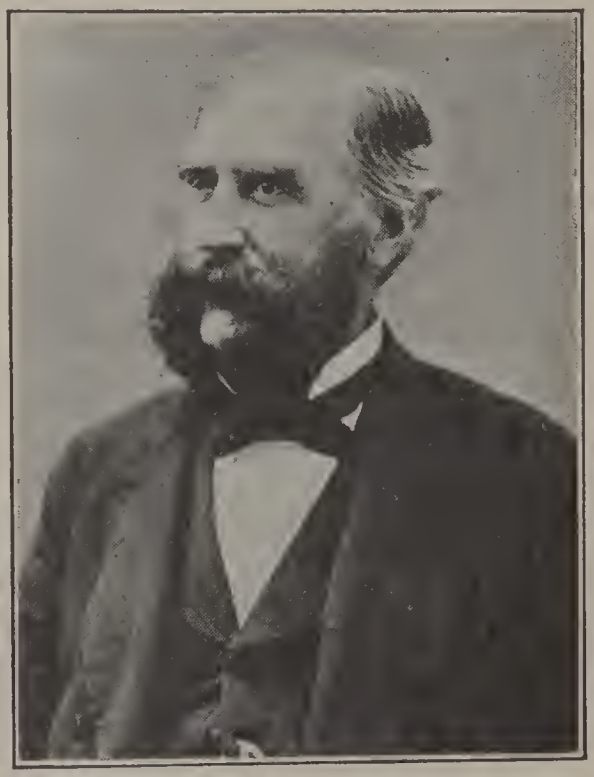
9. What qualities made Dorothea Lynde Dix successful in her work?

10. Why should every boy and every girl try to live a life of unselfish service?

CHAPTER XXIV

GOVERNOR WILLIAM A. NEWELL AND THE LIFE-SAVING SERVICE

The New Jersey Coast.—If you will look at the map of the United States you will see that its coast line is very long. Compare this coast line with that of other countries. You will find that our coast line is the longest in the world. If you will measure the length of the coast lines on the Atlantic and Pacific Oceans and on the Great Lakes, you will find that they exceed ten thousand miles. Of all these coasts that of New Jersey is the most dangerous. Along our shores many vessels have been wrecked, and hundreds of people have lost their lives.



William A. Newell.

Why the Jersey Shore is Dangerous.—If you will examine a map of the waters leading into New York harbor, you will see that the shores of Long Island and New Jersey converge. Thus it is quite obvious that during a heavy storm any vessel near these shores is in danger of becoming

stranded. To add to this, a bar of sand two or three feet under the waves parallels the coast line at a distance of several hundred yards from the shore. This invisible enemy, always treacherous, has wrecked many vessels and caused great loss of life.

William A. Newell Witnesses a Wreck.—In an address before the Monmouth County Historical Association William A. Newell said:

> "I happened to be a spectator during the summer of 1839, when the Austrian brig *Count Perasto* was wrecked near the Mansion House on Long Beach, whereby the captain and crew, thirteen in all, were drowned, and their bodies thrown on the sand. The *Perasto* was wrecked at midnight, having struck a sand-bar three hundred yards from the shore, and was driven by force of the violent winds through the surf. The sailors were drowned in endeavoring to pass, by swimming from the bar, where the ship lodged for the time. The bow of the ship being elevated and close at hand after the storm was over, the idea occurred to me that these unfortunates might have been saved could a rope have been thrown to their assistance over the fatal chasm, a few hundred yards to the bar, and they be hauled through or over the surf thereby."

Dr. Newell Becomes Interested in Life-Saving.—These unfortunate sailors were buried in the churchyard at Manahawkin. After his graduation from the University of Pennsylvania, where he pursued courses in medicine, Dr. Newell visited his uncle. Across the street in the old churchyard lay the thirteen victims of the wreck. The scene made such an impression upon the young physician

that he at once began to apply himself to the problem of saving lives in shipwreck.

He Performs Experiments.—When the doctor returned home, he began making experiments. From the very beginning he realized that it would be possible to throw a rope to a stranded vessel. How could this be done? His first experiments with bow and arrow, rockets, and a shortened blunderbuss were partially successful. He then tried an experiment whereby he used a mortar or carronade with an iron ball and strong line. After a few trials he was satisfied that he had solved the problem. He was now eager to put his idea into operation at the dangerous points of the coast.

William A. Newell in Congress.—In 1846 Dr. Newell was elected to Congress. At Washington he represented the second district, which comprised the coast region from Little Egg Harbor to Sandy Hook. He now had his long looked-for opportunity. He presented the following resolution:

> "Resolved, that the Committee on Commerce be instructed to enquire whether any plan can be devised whereby dangerous navigation along the Coast of New Jersey between Sandy Hook and Little Egg Harbor may be furnished with additional safeguards to life and property from shipwreck, and that they report by bill or otherwise."

He Appeals to Distinguished Men.—The Committee on Commerce, who were representatives from other maritime states, did not favor the resolution; in fact, most of them thought the scheme useless and expensive. Believing that the committee would report unfavorably, Dr. Newell interviewed a number of influential men. Among these were

J. Quincy Adams, Daniel Webster, Henry Clay, John C. Calhoun, and others. These statesmen did not seem interested in his idea of life-saving. Before he gave up the resolution as lost, however, Dr. Newell presented an amendment:

"For providing surfboats, rockets, carronades, and other necessary apparatus for the better preservation of life and property from shipwreck along the coast of New Jersey, between Sandy Hook and Little Egg Harbor, $10,000, to be expended under the supervision of such officer as may be designated by the Secretary of the Treasury for that purpose."

BARNEGAT LIGHT.

Congress Adopts His Resolution. — After a brief debate Congress voted in favor of the resolution. The money was immediately used to purchase the necessary apparatus. Along the New Jersey shore at dangerous points life-saving devices were installed. Sea captains were of course pleased to learn that steps had been taken to safeguard lives from the treacherous sand bars and rocks.

The First Wreck.—During a blinding snowstorm in January, 1850 the *Ayreshire*, a Scottish vessel, foundered on Absecon Beach. From there it drifted to Squan Beach. At this point John Maxen fired a line over the stranded

vessel and two hundred passengers and the entire crew were brought safely to the sandy shore. Only one fatality occurred as a result of this shipwreck. One passenger, refusing to use the life-saving apparatus, lost his life while attempting to swim through the surf.

Maxen's Deed Rewarded.—For his heroic work in saving the passengers and crew of the *Ayreshire*, John Maxen received a gold medal. In a letter written March 13, 1850, the hero of the *Ayreshire* wreck describes the event:

> "I was present and superintended and set the line by the mortar on board the ship *Ayreshire* on the 12th of January, 1850. We landed her passengers in safety, in all two hundred and one, which could not have been otherwise saved. We attached the line to the shot and fired it from the mortar. It fell directly across the wreck and was caught by the crew on board. Everybody came through the terrific foaming surf. Every soul, men, women, children, and infants, came through that cold snowstorm dry and comfortable."

William A. Newell's Service Recognized.—When people learned of the rescue of those on board the stranded *Ayreshire*, the whole country rang in praise of Dr. Newell. Those who had opposed the scheme now realized the absolute necessity of a life-saving system.

Life-saving Service Extended.—Recognizing the value of the life-saving apparatus, Congress now proposed to extend the system. As the result of another appropriation, twenty-two more stations were established along the Long Island and New Jersey coasts. At each of these places were stationed brave men who had been instructed in the art of life-saving. At their disposal were placed all kinds of

apparatus which could be used to bring persons safely to shore from wrecked vessels.

To-day along our ten thousand miles of coast line one may see hundreds of these life-saving stations and light-houses. Every hour of the day and night keen-eyed men patrol the coast on the lookout for ships in distress. Since the establishment of the life-saving service thousands of persons have been rescued, and vessels worth many millions of dollars have been saved.

Last Years of His Life.—William A. Newell was governor of New Jersey from 1857 to 1860. While he was in office he did everything possible to improve the life-saving service. Upon the expiration of William Newell's term as governor, President Abraham Lincoln made him superintendent of the service for the entire coast of New Jersey.

In Honor of William A. Newell.—At Asbury Park stands a beautiful monument which was erected by James A. Bradley in honor of Governor William A. Newell, the originator of the life-saving service. On this shaft is an inscription indicating that near this spot a large ship, the *New Era*, was wrecked with the loss of three hundred lives. In 1896 the legislature passed a resolution in which Governor Newell was recognized as the founder of the United States Life-saving Service.

QUESTIONS AND PROJECTS

1. What made Governor Newell think of founding the life-saving service?
2. Why did Congress object to this idea?
3. Imagine that you were a passenger on the *Ayreshire* when it foundered on the sandy beach. Describe your experiences.
4. Describe and dramatize life-savers at work on a shipwreck.

5. Give reasons for believing that Governor William Newell is responsible for the life-saving service.

6. Why did Congress not pass this " Resolution " at once?

7. Describe a modern life-saving station.

8. Procure a government chart of the New Jersey Coast. Find the names of several lighthouses and life-saving stations.

9. Perhaps some of you have journeyed along the coast in a vessel at night and seen the various lights and flashes. Write a letter home in which you describe this experience.

10. In what ways is Radio used to-day to save human lives?

CHAPTER XXV

WOODROW WILSON AND THE WORLD WAR

By William A. Smith

His Early Career.—Woodrow Wilson, our President during the World War, although born in Virginia, is for many reasons thought of as belonging to New Jersey. As President of Princeton University he gained a national reputation as a distinguished educator. It is one of the interesting facts of Woodrow Wilson's life that for many years before becoming President of the United States he studied the science of government and wrote books upon it. Thus his early life and interests were in many ways a direct preparation for the great part he was destined to play in the government of our country.

The War of the Nations.—When Woodrow Wilson became President of the United States he faced some of the most difficult problems that any president has ever had to solve. By far the greatest was brought about by the outbreak of the Great War in Europe in 1914, when Germany and Austria entered into conflict with France, Belgium, Great Britain, and Russia. Other nations were soon drawn into the struggle, until it involved most of the great powers of the world.

During the early years of the war President Wilson urged that this country remain neutral. He hoped that we might be spared the horrors of war. However, as the months passed, it became evident that America would be drawn into the conflict.

Early in 1915 several American ships were sunk by German submarines. Following this came the great crime of the sinking of the *Lusitania*, when more than one thousand innocent people lost their lives. From one end of our nation to the other a great cry arose that Germany must be punished. Every patriotic American called upon the President to declare war upon Germany. President Wilson remained calm in this crisis, trying by every means possible

Woodrow Wilson's Home, Princeton.

to induce the Germans to abandon their illegal use of submarines. But, as his efforts for peaceful settlement failed, it was not long before the United States declared war upon Germany; and this nation began to play its part in the great struggle.

From Peace to War.—When the first American warship arrived off the coast of England, in May, 1917, Vice-Admiral William S. Sims, commanding the American Forces in European waters, was asked, "When will you be ready for business?" He replied in these memorable words, "We

can start at once; we made our preparations on the way over. All that we have is yours. Dispose of it as you will."

At home, as well as abroad, America threw herself into the great conflict with all her might. President Wilson began in a masterful manner to mobilize and organize all the forces at home. Not only were young men called to the colors, but older men, women, and children, were called upon for various kinds of service. America was awake!

"It is the dawn,
Great forces are set free.
All hail the day,
World Wide Democracy."

Home War Service—Liberty Bonds.—First came the necessity for raising great sums of money. This money was raised by the sale of Liberty bonds. Everyone with a dollar to invest was expected to purchase these bonds. "Buy Liberty bonds!" shouted the Four-minute speakers in the theaters. "Buy Liberty bonds!" shrieked the hustling saleslady in department stores. "Buy Liberty bonds!" screamed the orators on every street corner. In this way five different issues of Liberty bonds were sold.

Thrift Stamps.—Boys and girls in school tried to save their money to buy thrift stamps, because this would help to win the war. A great wave of patriotism swept over the country. From North to South, from East to West, the feeling was intense. It was the *will to win!*

"We'll save our sugar,
We'll save our wheat,
We'll eat less candy,
We'll eat less meat.
We'll send our supplies
Over the sea,
We'll do our best
To make men free."

President Wilson said, "We must make the world safe for democracy." This was the spirit of New Jersey; this was the watchword of the nation; this was the battle cry of the great leaders at Washington, under their calm and able leader, Woodrow Wilson.

THE *Leviathan*, TROOPSHIP.

Children Help in Raising Food.—The following letter shows how President Wilson called upon boys and girls of the country to help:

25 February, 1918.

THE WHITE HOUSE
Washington

My dear Mr. Secretary:

I sincerely hope that you may be successful through the Bureau of Education in arousing the interest of teachers and children in the schools of the United States in the cultivation of home gardens. Every boy and girl who really sees what the home garden may mean

will, I am sure, enter into the purpose with high spirits, because I am sure they would all like to feel that they are in fact fighting in France by joining the home garden army. They know that America has undertaken to send meat, flour, wheat, and other foods for the support of the soldiers who are doing the fighting, for the men and women who are making the munitions, and for the boys and girls of Western Europe, and that we must also feed ourselves while we are carrying on this war. The movement to establish gardens, therefore, and to have the children work in them, is just as real and patriotic an effort as the building of ships or the firing of cannon. I hope that this spring every school will have a regiment in the Volunteer War Garden Army.

Cordially and sincerely yours,
(signed) WOODROW WILSON.

HON FRANKLIN K. LANE,
Secretary of the Interior.

The End of the World War.—The great struggle in Europe finally came to an end on November 11, 1918. An Armistice was agreed upon in order that the Allies and their enemies might cease fighting long enough to discuss terms whereby the war might be ended.

President Wilson immediately made plans to sail to Europe in order to be present at the Peace Conference. The dream of this great statesman was the establishment of a "League of Nations," of which our country was to be a member, but he was destined to bitter disappointment.

After spending a few months in Europe, President Wilson returned to America broken in health. Upon leaving the White House in March, 1921, his health seemed to be somewhat improved, but he was never again to take an active part in the guidance of our country. He died at his home in Washington, February 3, 1924.

Woodrow Wilson's Message to the World.—Although Woodrow Wilson, like other famous men of our country,

had faults, he possessed several worthy qualities to an unusual degree. He was a man of clear vision. Better than most men he could determine what bearing the events of each day would have upon the future. He was a man of the highest ideals, and he never hesitated to fight for them. The world will never forget his stand for all that is highest and best in the relationships that the nations of the world should hold toward each other. We should be proud of the fact that much of Woodrow Wilson's life work was closely related to the progress of our state.

QUESTIONS AND PROJECTS

1. When did the World War begin?

When did our Congress declare war upon Germany and her Allies?

2. Write a brief composition upon what you think were the chief causes of the World War.

3. In what ways did President Wilson ask help from the boys and girls of America?

4. What did the boys and girls of your school do to help win the War?

5. What is meant by the expression "making the world safe for democracy"?

6. Write a brief account of what you think Armistice Day should mean to every patriotic American.

7. Write a short composition upon what you think Woodrow Wilson gave to the world in general.

CHAPTER XXVI

EDUCATION IN NEW JERSEY

By A. J. Glennie

Education among the Dutch.—The earliest white settlers in what is now the State of New Jersey were the Dutch. The Netherlands, from which these Dutch colonists came, were a federation of free states which encouraged education and permitted freedom of worship. To realize that Holland was at that time more liberal toward these people than was their own country, one has but to recall that the band of Pilgrims which later founded Plymouth had gone to Holland before they sought homes in the New World. The Dutch who settled New Amsterdam and the west bank of the Hudson came mostly for the purpose of trade and farming. The Dutch West India Company, to which had been given the right of colonization, granted large tracts of land to proprietors, called "patroons," on condition that they would establish on each grant at least fifty persons above the age of fifteen years.

The company also required the "patroons" to provide for each colony a minister and a schoolmaster. The schoolmaster was to be paid a salary raised by tax from the landholders according to their holdings, and collectible by the same process as other taxes. To the Dutch, therefore, and not to the English, we owe the nearest approach to a system of free schools that had yet appeared in America.

On the banks of the Delaware River and on Delaware Bay the Swedes purchased land from the Indians, and established colonies from 1640 to 1647. But as these soon fell into the hands of the Dutch, and the people quietly accepted Dutch rule and customs, they do not appear as a separate influence upon the educational development of the colony or state.

Englebert Steenhuysen.—The first schoolmaster in New Jersey of whom there is any record was Englebert Steenhuysen, who was required to find a suitable place to "keep his school." At the time of the founding of the village of Bergen, in 1660, a lot was set apart for a school, and on this a school building was erected in 1664—New Jersey's first schoolhouse. On this site to-day stands Public School No. 11 of Jersey City, probably the fifth school building that has stood on this same spot.

The English Take Control.—For years the English colonists in New England and on Long Island had been irritated by the presence of the Dutch in New Netherland. Therefore, in 1664, when the English Duke of York captured New Amsterdam, and the province became British, there was an immediate movement into the section between the Hudson and the Delaware Rivers. Before it became known that the Duke of York had granted New Jersey to Lord John Berkeley and Sir George Carteret, a number of colonies of New Englanders and Long Islanders were established in the newly acquired territory.

Among the colonies established at the close of Dutch sovereignty, and before Philip Carteret appeared as representative of the proprietors, were Middletown, Shrewsbury, Piscataway, Woodbridge, Elizabethtown, and Newark. When Philip Carteret came, he established the cap-

ital of the province at Elizabethtown, adding the people he brought with him to the three or four families living there.

The First Endowed Schools.—In 1673 Lord Berkeley sold his half of the province to the Quakers, who soon had a series of colonies extending along the east shore of the Delaware from Salem to Bordentown. The Quakers were most thorough believers in education, as were all the hardy stock that laid the foundations of New Jersey. In 1682 the colony of Burlington set apart the island of Matiniconck in the Delaware River near the town for educational purposes. The rent obtained for the place, consisting of 300 acres, was to be used for the education of children. It is still used for the support of the schools. Nine years before this, in the village of Bergen, now a part of Jersey City, three lots had been set aside for the free school. This was the first instance of school endowment in the state.

How School Funds Were Raised.—The schools of that day and for long afterward were not free schools in the sense in which we understand the term. Often there were no separate buildings. School was kept in the home of the schoolmaster, or in some place where sufficient room could be obtained. In the larger and more prosperous towns school buildings were erected—sometimes by subscription, sometimes by gift of individuals, and sometimes from the proceeds of lotteries run for the purpose. The extent to which public action went in the matter of providing instruction for children is found in the Enabling Act of Newark in 1676. This reads as follows:

"The town hath consented that the towns men shall perfect the bargain with the schoolmaster for this year, upon condition that he will come for this year and do his faithful, honest, and true endeavor to teach the children or servants of those who have subscribed the

reading and writing of English, and also of arithmetic if they desire it, as much as they are capable to learn and he capable to teach them within the compass of this year; nowise hindering but that he may make what bargain he please with those who have not subscribed."

The First Night School.—In 1691 John Boaker was offered thirteen pounds to teach six months on trial in the town of Woodbridge, provided that he be constant and faithful in that employ as a schoolmaster ought to be, and that he shall be engaged " to attend the school this winter time until nine o'clock at night." This is the earliest record of a night school.

The First Boards of Education.—On October 12, 1693 the Assembly of East Jersey, in session at Perth Amboy, passed a law permitting the inhabitants of every town, upon warrant from a justice of the peace, to meet and choose three men to make a rate and establish the salary of a schoolmaster for as long a time as they might think proper. A majority of the inhabitants were to compel the payment of any rates levied and uncollected. Three years later this law was amended by requiring, instead of permitting, the choice of three men in each town to select a teacher and the most convenient place or places where schools should be kept.

Under these laws schools rapidly increased in number. One of the great needs was a supply of competent teachers. There was no special training for the work of teaching. The younger children were often taught in the " dame school," usually conducted in the home of the teacher, where instruction and household duties were often in conflict. That teachers were not easy to obtain may be gathered from frequent newspaper advertisements, of which the following is an example:

Philadelphia, September 11, 1746.

Notice is hereby given that there is in the township of Bethlehem and county of Hunterdon, in West Jersey, two or three vacancies for schools, where 18 or twenty pounds a year hath been given, with accommodations. Any schoolmaster well qualified with reading, writing, and arithmetic, and wants employment, may repair to John Emley, living in the abovesaid place, and undoubtedly find employment. (*The Pennsylvania Gazette.*)

The Act of 1754.—In those days class distinction was strong. Education was, for the most part, for the children of those who could pay for it. The poor were left to shift for themselves, and such education as they received was given as a matter of charity. In 1754 an act was passed "enabling the Mayor, Aldermen, and Common Councilmen of the Free Borough and Town of Elizabeth to build a Poorhouse, Workhouse, and House of Correction, to the intent that the poor of said Borough may be better employed and maintained, and the poor children educated, and brought up in an honest and industrious way."

The First Academies.—There was, too, another kind of education that came about through the efforts of the more substantial citizens to provide suitable schooling for their children. From this impulse grew up a number of secondary schools or academies in which the higher branches were taught. Previous to this time students who intended entering college were tutored for that purpose, usually by a minister, or by some one engaged as private instructor. The academies began to spring up some time after 1750.

The First Grammar School.—In 1766 a grammar school was begun in Elizabeth under the charge of Tapping Reeve, a Princeton graduate of 1763, who had come to Elizabeth

to be tutor to Aaron Burr and his sister, orphans, in the house of their uncle, Timothy Edwards. Next year Reeve and Ebenezer Pemberton announced to the public that "they continue to teach the Greek and Latin languages, and that a commodious house is provided in the center of the town for accommodation of a large school, also that gentlemen of education in the town will frequently visit the school. Terms five pounds per year and 20 shillings entrance; board to be had in good families at 20 pounds per year."

For erecting the above "commodious house" seventy pounds was subscribed by public spirited citizens and given to the trustees of the Presbyterian church who ordered a proper house to be erected. A legacy of one hundred pounds, left by Joseph Ogden, was available for deficiency in the building fund. The building was of wood, with a cupola. It was used for school purposes until the Revolutionary War, when it was turned into a storehouse for military supplies. It was burned by the British in 1779.

Newark Academy and Trenton Academy.—Soon after this Newark Academy was founded, probably about 1772. Nine years later twenty of the citizens of Trenton associated themselves in a corporation, known as the Trenton School Company, for the purpose of maintaining a school. The success of their enterprise was such that within two years they greatly increased their capital stock and erected a new building. In 1785 the state legislature incorporated the proprietors and trustees under the title "The Proprietors of Trenton Academy."

Courses of Study.—It is interesting to know what was taught in the schools of this grade at that time. In 1789 the trustees decided to give a certificate "to such scholars

as shall have studied the English language grammatically, and shall have gained a competent knowledge of at least two of the following branches, viz.: Extraction of the roots, algebra, mathematics, geography, chronology, history, logic, rhetoric, moral and natural philosophy, spirit of laws and criticism; and those having read what is usually read in schools of Caesar's Commentaries or Ovid's Metamorphoses, Justin or Sallust in Latin, and any two of the four following books: The New Testament, Lucian's Dialogues, Xenophon, or Homer in the Greek, shall be entitled to have the same inserted therein."

School Equipment in the Early Days.—The schools of these days were very poorly furnished. The furniture was wooden benches. Arithmetic was taught by rule, and the sums done with slate and pencil were later copied into home-made books for preservation after they were correctly solved. There were no blackboards, maps, nor charts.

Previous to 1840, textbooks for school use were very scarce. The New Testament, Webster's Spelling Book, the New England Primer, and Murray's English Reader were about the only texts. The new interest in education that began to appear about one hundred years ago began to bring newer and better textbooks into use.

Educational Progress in 1794.—In 1794 the Legislature passed "an act to incorporate societies for the advancement of learning." This law showed that the state was making progress in education, though many years were to go by before there were free schools as we know them now. Under this act the incorporated academies that flourished for the next fifty or sixty years came into existence. The following, taken from the "Rules and Regu-

lations for the Government of the Center School," situated about two miles from the "Head of Raritan," seems to indicate that the all-year school of modern times is no novelty:

"It shall be the duty of the teacher to open school, from the 20th of March to the 20th of September, every morning at 8 o'clock, or as near that hour as possible, and every afternoon at 2 o'clock, and out at 6: and from the 20th of September to the 20th of March every morning at 9 and every afternoon at 1, and out at 4."

Another of the same set of rules of this school gives an idea of the methods employed:

"It shall be the duty of the teacher to make the cipherers commit well to memory the different rules of arithmetic, and when the trustees shall attend to examine them on said rules, if they request it."

Bloomfield Seminary.—One of the most famous schools of New Jersey about 1830 was the girls' school at Bloomfield. It became prominent through the able and powerful personality of Harriet B. Cooke, who became associated with the school in 1836. The Bloomfield Seminary, as it was called, was a center of culture, receiving pupils from a wide area.

The First State Educational Committee.—On November 11, 1828 a meeting was held in the State House at Trenton at which a committee was appointed to inquire into the condition of education in the state. This committee consisted of Charles Ewing of Trenton, John N. Simpson of New Brunswick, and Theodore Frelinghuysen of Newark. The State committee proceeded to gather information through the local committees of each county. The committee then published the information in a pamphlet

of forty-six pages and circulated it throughout the state. From that time on a state policy and plan of education began to take form and grow. Extracts from the published report show conditions at the time:

"In Bergen County there are many children not sent to school: there are 200 such in Bergen Township alone."

"In Essex county—200 children without instruction."

The Essex County report contains a suggestion that a school be established for the sole purpose of training teachers.

"Morris County reports 82 schools and 2800 pupils: there are more than 4000 of school age, though 'Morris County enjoys more educational advantages than any county in the State.'"

"Tuition varies from $1.50 to $2.00 per quarter."

"Sussex County reports 1500 children destitute of instruction."

The report estimates that 11,742 children of the state are without instruction and states that "every schoolmaster (speaking generally) is left to pursue his own course of instruction, without responsibility, amenable to no tribunal, and subject to no inspection or supervision."

State Taxes for Education.—In 1816 the legislature had taken the first step toward improving the condition of the schools by setting aside the sum of $15,000 to be invested as a permanent school fund. Acts of the next two years added to the capital of the school fund $87,076.38 in stocks, and also the income from state-owned riparian rights. The Governor, Vice-President of the Council, and Speaker of the Assembly were made trustees of the fund. In 1828 taxes on banking and insurance were added to the School Fund.

The following year an act to establish common schools was passed. It provided that the Trustees of the State Fund should divide $20,000 among the counties. The

Board of Chosen Freeholders were to divide the county's share among the townships. The townships could raise additional sums, and each school district should choose "three discreet persons" who should provide room, employ teachers, and make a list of children between the ages of four and sixteen years. That the 1828 law lacked "teeth" is shown by the fact that in June, 1837 the School Committee of Elizabeth announced: "The apportionment of school money, has, by a vote of the Township, been allotted exclusively to the education of the children of the poor."

As a result of public meetings in many places the Legislature in 1838 passed a law increasing the state appropriation for schools and requiring the districts to raise an equal amount. The year 1838 was notable in other respects as well. In that year Horace Mann, Secretary of the State Board of Education in Massachusetts, issued his first report that gave new life to the movement for better schools.

The First Superintendent of Schools.—In 1846 township superintendents of schools were authorized and a state superintendent of schools appointed. At first he had jurisdiction in only Passaic and Essex counties, but this was soon extended to include all counties of the state.

His first report advises that means be taken for the training of teachers. In his next report the State Superintendent, Theodore F. King, says that County Associations have been formed in most of the counties for the promotion of public school education, made up of teachers and friends of education in their respective counties.

Teachers' Institutes.—The first teachers' institute in the state was held in the Court House at Somerville, June

8–13, 1849. This was arranged by Dr. Hoagland, superintendent of the township of Hillsboro, with the cooperation of State Superintendent King. About thirty teachers attended. The instructors were Charles W. Sanders, author of the school readers, and his brother, Joshua C. Sanders. The next year a law was passed establishing teachers' institutes and granting state aid for instruction.

State Normal Schools.—Out of this effort for teacher-training grew New Jersey's first Normal and Training School, established at Trenton in 1855. The first principal was William F. Phelps, who had been a teacher in the normal school at Albany, N. Y. For a half-century this was the only state normal school in New Jersey, but since 1905 state normal schools have been established at Montclair, Newark, Glassboro, and Paterson.

The State Teachers' Association.—In 1853 the New Jersey State Teachers' Association was formed. The organization meeting was in the new public school building on Bayard Street, New Brunswick. The first officers were Nathan Hedges, of Newark, president; Robert L. Cooke, of Bloomfield, vice-president; and John T. Clark, of New Brunswick, secretary. The Association has met every year since that time.

Forward Steps, 1850–1870.—In 1855 the first public high school in New Jersey, the third in the United States, was opened in Newark, at the corner of Washington and Linden Streets. The first Board of Education of the city of Newark was formed in 1851. Three years later it was incorporated by law. That this board was progressive and active is shown by the fact that within three months after the opening of the high school, a normal training course for teachers was begun in the high school building, with

sessions every Saturday from nine o'clock to one o'clock. Public evening schools were opened in Newark the same year.

The Schools of To-day.—Since 1871, when the schools of New Jersey supported by public funds really became free, progress has been rapid. New Jersey ranks to-day among the leading states in the extent and variety of educational opportunity offered to her youth. She has day

School Auto-Bus.

schools of all grades from kindergarten to university; summer schools, evening schools, schools for the physically defective, schools for the mentally defective, schools for the morally defective, and schools for all.

Notable laws that have been passed in recent years are those that provide for compulsory attendance; for consolidation of school districts and transportation of pupils; for high school education at public expense of children who have no high school in their own district; for continuation

schools; for industrial schools; for manual training; for physical training; and for medical inspection.

In 1911 the office of State Superintendent of Public Instruction was abolished by law. The Governor now appoints the State Commissioner of Education, for a term of five years. The first Commissioner of Education was Calvin N. Kendall. The second and present Commissioner is John Enright.

THE COLLEGES OF NEW JERSEY

The College of New Jersey.—Though the early colonists may have been content with a meager education for themselves, they were deeply concerned that their ministers, lawyers, and doctors should receive the higher education necessary to their work. Added to local pride was the difficulty that the Middle Colonies—New York and New Jersey—had in sending their students to the distant colleges of Harvard, William and Mary, or Yale. Not without some difficulty, a charter for a college was obtained from George II in October, 1746, and confirmed under seal of the Province of New Jersey. In May, 1747 the college opened in the house of Rev. Jonathan Dickinson at Elizabeth. Mr. Dickinson became president and Mr. Caleb Smith, a Yale graduate, was employed as tutor.

As Mr. Dickinson died in October the college was transferred to Newark, in charge of Rev. Aaron Burr, father of the Vice-President of that name.

Princeton University.—It remained in Newark for eight years, when it was transferred to its present location at Princeton. Nassau Hall, the original college building, was at that time the largest and finest building of its kind in the colonies.

Rutgers College.—In 1766 Queen's College was chartered, but because of the lack of funds it was not opened till 1771. During the Revolution it was forced to move to various nearby places, but in 1808 its present site at New Brunswick was acquired and a college hall begun. As the name it first bore was rather out of place in the new democratic order, it took, in 1825, the name "Rutgers

Blair Tower, Princeton University.

College," in honor of Henry Rutgers who had presented the college with a large sum of money. In 1863 the Scientific School was organized, and in 1864 the legislature decreed that the Rutgers Scientific School should be the State College. In 1887 the Agricultural Experiment Station was established. In 1890 scholarships in the State College were established. Appointments to these scholarships are made from the results of competitive examinations.

Stevens Institute of Technology.—Stevens Institute of Technology, at Hoboken, was founded in 1870. The gifts, in land and money, of Colonel Edwin Stevens, a noted mechanical engineer and inventor, made this institution possible. Later members of the Stevens family have added to the foundation. This college of engineering has prospered, and is known as one of the best in the country. It occupies a fine site overlooking the Hudson River.

A College for Women.—The New Jersey State College for Women is the outgrowth of work begun by the State Federation of Women's Clubs in 1913. The money to establish the college was raised by these clubs. The Carpender estate in New Brunswick, adjoining the State Experiment Farm, was bought and its buildings made over. College work was begun in September, 1918. The first new building, Federation Science Hall, the gift of the Federation of Women's Clubs, was opened in November, 1921. The college opened with fifty-four students. At the first commencement, June, 1921, there were forty-two graduates. Already it has reached a secure place among New Jersey's colleges.

Newark College of Engineering.—The Newark College of Engineering was created and given power to confer degrees in 1919. It is located in the building of the Newark Technical School, which has been teaching technical subjects, day and evening, for many years.

Where New Jersey Stands To-day.—Picture again the old log schoolhouse and the barn-like, unpainted board shanty which were used for schools in the old colonial days. Compare with them the school buildings of to-day, some of which are marvels of beauty and convenience, in many cases costing more than a million dollars. Yet

those humble old schoolhouses were the cradles of real men and women. Because of their courage in the face of difficulties, and their unfailing desire to secure for themselves the best possible education, New Jersey is the great state that she is to-day, and the possessor of one of the strongest educational systems of our country.

QUESTIONS AND PROJECTS

1. What colonists established the first schools in New Jersey?
2. Imagine that you had lived in Bergen in 1664 and attended school. Write a brief composition upon your school experiences.
3. How were funds for the first school raised?
4. Imagine yourself a pupil in Tapping Reeve's Grammar School. Describe your experiences.
5. When were the first two academies founded in New Jersey?
6. Try to procure a copy of Webster's Spelling Book, the New England Primer, or Murray's English Reader.
7. Over what schools of the state did the first superintendent of schools have control?
8. Who held the first teachers' institute in New Jersey? Where was it held?
9. Write a brief composition describing the important educational steps that were taken from 1850 to 1870.
10. Describe the founding of what is now Princeton University; Stevens Institute of Technology; the New Jersey College for Women.

CHAPTER XXVII

POETS AND WRITERS OF NEW JERSEY

By A. J. Glennie

New Jersey the Inspiration of Song and Story.—As New Jersey's location between New York and Philadelphia made her the "Battleground of the Revolution," it is not surprising that the stirring drama enacted on her soil and on her shores has been the frequent theme of poet and historian. The heroic deeds of the Continental armies and native Jersey patriots have been an inspiration that has called for expression in verse, not only by New Jersey men and women, but also by others who, from beyond her boundaries, have celebrated Jersey episodes in song and story.

Philip Freneau (1752–1832).—Among the first, in point of time, of New Jersey poets was Philip Freneau. He was a student at Princeton with James Madison. Some of his published poems were written before he left college. At various times he was a traveler, ship-master, and newspaper editor. During the Revolution he was taken prisoner by the British and confined on the prison ship *Scorpion* on the Hudson River. This experience he has told in the poem, *The British Prison Ship*. He wrote the poem *The Rising Glory of America* for the Princeton commencement of 1771.

He lived much of the time in Monmouth County, where

he edited The *Jersey Chronicle*. The best edition of his poems was published by himself and printed on his own press at Mount Pleasant. *Eutaw Springs* is probably his best war poem. He is called *The Poet of the American Revolution*.

Francis Hopkinson (1737–1791).—Francis Hopkinson settled at Bordentown in 1774. He represented New Jersey in the Continental Congress in 1776, and was a signer of the Declaration of Independence. He wrote *The Battle of the Kegs*, based on an incident that occurred at Philadelphia in 1778. When the British were in possession of Philadelphia, in an effort to damage the British shipping, David Bushnell, inventor of the American torpedo, prepared machines and put them in kegs. The machines were so arranged that when the kegs struck an obstruction, they would explode and destroy everything near them. The British, upon discovering the floating kegs, were thrown into a great state of alarm, firing at them with guns and cannon. *The Battle of the Kegs*, sung to the tune of *Yankee Doodle*, was very popular in the American army. The Hopkinson family was distinguished in New Jersey history. Joseph Hopkinson, son of Francis, wrote *Hail Columbia* in 1798. F. Hopkinson Smith, great-grandson of Francis Hopkinson, wrote many successful novels.

Joseph F. Folsom.—Joseph Fulford Folsom, clergyman, poet, and historian, born in Bloomfield, and still a resident of New Jersey, has told in stirring verse the story of Daniel Bray, who obtained for Washington the boats which enabled him to take his soldiers across the Delaware. Dr. Folsom has written a history of Bloomfield, is a member of the editorial staff of the *Newark Sunday Call*, and is

recording secretary and librarian of the New Jersey Historical Society.

Henry Van Dyke.—Dr. Henry C. Van Dyke, born at Germantown, Pa., in 1852, was pastor of the Brick Presbyterian Church of New York from 1882 to 1899, when he became Professor of English Literature at Princeton University. He has written extensively and always interestingly on a wide variety of subjects. He is a great lover of nature. Young people probably know him best by *Fisherman's Luck and Other Uncertain Things* and *The Ruling Passion.* He lives at Princeton.

John C. Van Dyke.—John C. Van Dyke was born at New Brunswick in 1856. He has been librarian of the Sage Library since 1878 and professor of the History of Art at Rutgers College since 1889.

Professor Van Dyke is an authority upon art and has written many books on the subject. Among his best known works are *Books and How to Use Them*, *The Principles of Art*, *How to Judge of a Picture*, and *Art for Art's Sake.* For different periods he has been editor of the *Studio* and the *Art Review.*

James Fenimore Cooper (1789–1851).—James Fenimore Cooper first saw the light of day in New Jersey. He was born at Burlington, but was taken by his family to the shores of Otsego Lake in New York State the following year. He was a student at Yale, and a midshipman in the United States Navy, 1808–1811. His sea tales show familiarity with the life of the sea. *The Water Witch* is associated with New Jersey. His tales of pioneer life in America, as shown in *The Deerslayer*, *The Last of the Mohicans*, *The Pathfinder*, *The Pioneers*, and *The Prairie* are full of thrilling adventure.

Mary Mapes Dodge (1838–1905).—Mary Elizabeth Mapes Dodge was born in New York but resided during her girlhood and early womanhood in the Weequahic section of Newark, where her father, James Mapes, an eminent chemist, had a farm. The name is continued in Newark as the name of a street, Mapes Avenue. Her literary work has been read by a great number of young people, for she became editor of *St. Nicholas* in 1873, a paper which under her editorship achieved great success. In 1865, while living in Newark, she also wrote *Hans Brinker, or The Silver Skates.*

Jeannette L. Gilder (1849–1916).—Jeannette L. Gilder began her literary work in Newark about 1864. Jeannette was first connected with the *Newark Morning Register*, afterwards dramatic and musical critic for the New York *Herald.* She was an essayist and a critic. She wrote *The Autobiography of a Tomboy*, 1900, *The Tomboy at Work*, 1904.

Richard Watson Gilder (1844–1909).—Richard Watson Gilder also began his literary work in Newark about 1864. He was a poet, and editor of *The Century* (formerly *Scribner's*) from 1881 till his death. The Gilders, Mary Mapes Dodge, Edmund Clarence Stedman, Abraham Coles, and other prominent writers formed a literary colony in Newark about 1865.

Washington Irving (1783–1859).—Washington Irving was not a resident of Newark, but was a frequent visitor. In the northern part of Newark, at the corner of Mt. Pleasant Avenue and Gouverneur Street, stood a mansion which descended from Isaac Gouverneur to Gouverneur Kemble. To Irving and his friends, Ogden, Brevoort and Paulding, the young Kembles extended a welcome.

It was a beautiful place, to which Irving refers in his Salmagundi Papers as *Cockloft Hall*. Here, probably, Irving did considerable writing. Certainly he often "bade adieu for a while to his elbow chair, to the enjoyment of a far sweeter prospect and a brighter sky."

Thomas Dunn English (1819–1902).—Thomas Dunn English, who lived at Newark, was by profession a physi-

COCKLOFT HALL, NEWARK.

cian, but he found time for considerable writing. He is probably best known by his poem *Don't You Remember Sweet Alice, Ben Bolt?*, though he himself was not pleased to have his literary fame rest upon that poem. His *Boys' Book of Battle Lyrics* contains a stirring tale of Revolutionary days in the vicinity of Trenton and Princeton. He was a friend of Edgar Allan Poe and Nathaniel Parker Willis.

Frank R. Stockton (1834–1902).—Frank R. Stockton was born in Philadelphia, but lived and wrote extensively in New Jersey. While he resided at Rutherford he wrote *Rudder Grange*, and that most widely known story of his, *The Lady or the Tiger*. Later he lived between Morristown and Madison, where he wrote many of his other stories. His *Stories of New Jersey* are interesting tales of persons and places of the state.

Walt Whitman (1819–1892).—Walt Whitman, *The Good Gray Poet*, was a resident of Camden from 1873 to the time of his death. *Leaves of Grass* and *Drum Taps* are his well-known works. The latter book contains his war poems and Lincoln memorial poems. His *O Captain, My Captain!* is perhaps his best known poem.

Henry C. Bunner (1855–1896).—Henry Cuyler Bunner was born in Oswego, New York, but he lived for many years in Nutley, where he died. He was editor of *Puck* for a long time. His collected poems were published in 1896.

Abraham Coles (1813–1891).—Abraham Coles was a physician, surgeon, poet, and scholar who lived in Newark many years. He made thirteen translations of the famous Latin hymn *Dies Irae* (Day of Wrath), and made many other translations from the classics. A bronze bust of Dr. Coles stands in Washington Park, Newark. He presented to the city the bronze symbolic group that occupies the corner of Lincoln Park, at the junction of South Broad Street and Clinton Avenue.

Edmund C. Stedman (1833–1908).—Edmund Clarence Stedman lived in Elizabeth, Irvington, and Newark between 1860 and 1870. While he resided in Stratford Place, Newark, he was at work upon his *Victorian Poets*. After

the death of his father, his mother married William B. Kinney of Newark. Mrs. Kinney had literary talent herself and became a writer for magazines. She wrote both poetry and prose. Edmund C. Stedman was in great demand for "occasional" poetry, that is, poetry for notable occasions. Among such poems are *Gettysburg*, read at the annual meeting of the Grand Army of the Republic at Cleveland in 1871: *Dartmouth Ode*, delivered in 1873 before that college: and the *Death of Bryant*, read before the Century Club.

Joaquin Miller (1854–1913).—An episode of the Revolution that has fired many a heart—Washington Crossing the Delaware to New Jersey soil—caused Joaquin Miller to write on that theme. Joaquin Miller belongs to the Pacific coast, but the topic on which he wrote belongs to the whole country.

Bret Harte (1839–1903).—Francis Bret Harte lived at Morristown from 1873 to 1876. He, too, is generally associated with the West through such stories as the *Luck of Roaring Camp*, but he has given us a stirring word-picture of Parson Caldwell at the Battle of Springfield. A statue of a Continental soldier now stands in the churchyard at Springfield to commemorate the historic event (see pp. 87–88).

William O. Stoddard.—William O. Stoddard, author, journalist and inventor, was born in Homer, New York in 1835, but he has lived for many years at Madison, New Jersey. In 1859 he had the distinction of writing the first editorial upon the nomination of Abraham Lincoln for the presidency. He is now the only surviving secretary of Abraham Lincoln.

William O. Stoddard is the author of a great many interesting books for boys: *The Life of Abraham Lincoln*, *Talking Leaves*, *Two Arrows*, *The Red Mustang*, *The White Cave*, *The Red Patriot* and others.

William O. Stoddard, Jr.—William O. Stoddard, Jr., born in New York City in 1873, now lives in Madison. He is also the author of books for boys. Among his best stories are the *Long Shore Boys*, *Captain of the Cat's Paw*, and *The Farm that Jack Built.*

Lyman Whitney Allen.—Lyman Whitney Allen was born in St. Louis, Mo., in 1854, but he has been living in Newark since 1889, when he became pastor of the South Park Presbyterian Church. In 1916 he resigned his pastorate to give his entire time to literary work.

In 1895 Lyman Whitney Allen won the *New York Herald's* prize of $1,000 for his poem, *Abraham Lincoln.* He is the author of the official ode for Newark's 250th anniversary in 1916. Among his published volumes are *The Parable of the Rose and Other Poems*, and *The Triumph of Love. The New America*, *The Coming of His Feet*, *San Gabriel* and *Lincoln's Pew* are among his best single poems.

Stephen Crane (1870–1900).—Stephen Crane lived only thirty years, but in that time did such literary work that his fame is widespread. He is best known by his *Red Badge of Courage*, a poem of the Civil War. In 1920 on the fiftieth anniversary of his birth, a tablet to his memory was placed by the Schoolmen's Club of Newark, aided by the children of the public schools, on the outer wall of the Free Public Library. The tablet bears this inscription:

INSCRIBED TO THE MEMORY OF STEPHEN CRANE

He attained before his untimely death, June 5th, 1900,
international fame as a writer of fiction.
His novel, the Red Badge of Courage,
set a model for succeeding writers
on the emotions of men in battle.
His verse and his delightful stories of boyhood
anticipated strong later tendencies
in American Literature.
The power of his work won for him the admiration
of a wide circle of readers and critics.

Horace Traubel (1858–1919).—Horace Logo Traubel, born at Camden in 1858, was editorially connected with the *Boston Commonwealth* for six years. In 1888 he established *The Conservator*. He wrote, either individually or in collaboration with others, *Camden's Compliment to Walt Whitman*, *Good-bye and Hail, Walt Whitman*, *With Walt Whitman in Camden*, a diary in three volumes, and several volumes of poems. He died at Camden in 1919.

The Dawsons: Father and Son.—William James Dawson, born at Towchester, England in 1854, has been minister of the Old First Church of Newark since 1905. He has published some twenty-five volumes of writing, including poetry and prose. He has written on a wide variety of subjects, religious, critical, and dramatic. Among his novels are *Robert Shenstone*, *Chalmers Comes Back*, and *The Borrowdale Tragedy*.

Conyngsby Dawson, son of Dr. William J. Dawson, is also an author who has gained wide fame by his writing.

Mary E. Wilkins Freeman.—Mary E. Wilkins Freeman, born in 1862, has been a resident of Metuchen since 1902. She is a successful novelist. Her published books

include *A Humble Romance, A New England Nun, Pembroke, Slince and Other Tales.* Most of her stories deal with the life of New England where she was born.

Frank Forrester (1807–1858).—Henry William Herbert (Frank Forrester) was born in England. He was graduated from Oxford with honors in 1829. In the winter of the following year, having lost his property through the dishonesty of a trustee, he came to America and taught Greek and Latin in Newark. During the last twelve years of his life he lived in a cottage near Mt. Pleasant Cemetery, which he called "The Cedars." He lost his first wife in 1846 but married again in 1858. He shortly afterward committed suicide and was buried in Mt. Pleasant Cemetery, only a few hundred feet from where he had lived. A plain stone marks the spot, on which is carved, in accordance with his wishes, the Latin word Infelicissimus (most unhappy). Among his novels are *Cromwell, Marmaduke Wyvil, The Roman Traitor,* and *The Puritan's Daughter.* He also wrote extensively on historical subjects.

Joyce Kilmer (1886–1918).—One of the most regrettable tragedies of the late war was that which took the life of Joyce Kilmer, who was killed in action August 1, 1918. Born at New Brunswick, Joyce Kilmer studied two years at Rutgers College, then went to Columbia University, from which he was graduated in 1908. He taught Latin in the Morristown High School during the school year of 1908 and 1909. During the next three years he served as editorial assistant in the preparation of the *Standard Dictionary.* Shortly thereafter he became editor of the *New York Times Magazine* and *Review of Books.* During the last few years of his life he lived at Mahwah.

Joyce Kilmer was very sensitive to the beauties of Nature.

He gave frequent expression to his feeling in melodious verse that has about it the unusual freshness of spring. Joyce Kilmer saw great beauty in many of the very plain things of life, such as a ride on the train, a railroad station, and other things. Some of his most beautiful verse is to be found in *Main Street and Other Poems*, and *Trees and Other Poems*.

Woodrow Wilson (1856–1924).—Woodrow Wilson was born at Staunton, Virginia in 1856. During his professorship at Princeton University he wrote on historical and economic subjects. He was an able analyst of public affairs, and wrote with great clearness and vision. His *History of the American People* has become an authority. While he was Governor of New Jersey and President of the United States his utterances, apart from their high idealism, were marked by a clear and vigorous style. His War Message, delivered before a joint session of the Senate and the House of Representatives of the United States on April 2, 1917, is worthy to be included among the greatest addresses ever made in this country. Because every boy and girl of New Jersey should be familiar with them, the last few lines of this memorable address are here given.

"But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts,—for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free. To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might

for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other."

Marion Harland (1831–1923).—Mary Virginia Hawes Terhune used the pen name "Marion Harland." She wrote stories contributed to *Babyhood*, *Wide-Awake*, and *St. Nicholas*, as well as novels and books of travel. One of Marion Harland's last stories, *A Long Lane*, is a story of Jersey people in a Jersey setting. She and her son, Albert Payson Terhune, worked together in writing *Doctor Dale, A Novel Without a Moral.* This is a rare case, if not the only one on record, of a mother and son joining in the authorship of a novel.

Albert Payson Terhune.—Albert Payson Terhune was born at Newark in 1872. After graduating from college, he traveled in Syria and Egypt. *Syria from the Saddle* is the name of one of his travel books. Other books are *Wonder Women of History*, *The Locust Years*, *Adventures of Ladd*, *Further Adventures of Ladd*, *Bruce*, *Black Gold*, *The Pest*, *Dollars and Cents*, and *The Man in the Dark.* He is also the author of more than thirty motion picture plays. He lives at "Sunnybank," Pompton Lakes.

Fred Clare Baldwin.—Fred Clare Baldwin, minister, author, and lecturer, was born at Towaco, New Jersey in 1860. He was graduated from Drew Theological Seminary in 1885 and received the degree of Doctor of Laws from Dickinson College in 1898. After serving as pastor of St. Luke's M. E. Church and the Centenary M. E. Church, Newark, he became pastor of the Calvary M. E. Church, East Orange, where he served for nineteen years. Among Dr. Baldwin's best works are *The Life Melodious*, a collection of poems, and *The Homing Instinct*, a book of essays. He lives in East Orange.

Theodosia Garrison.—Theodosia Garrison Faulks was born at Newark in 1874. She has written many delightful poems which should be familiar to every New Jersey boy and girl. Among her best works are, *The Joy of Life and Other Poems*, *Earth Cry and Other Poems*, and *The Dreamers*. She now lives at Short Hills, New Jersey.

ALBERT PAYSON TERHUNE.

Katherine Fullerton Gerould.—Katherine Fullerton Gerould was born at Brockton, Massachusetts in 1879. Graduating from Radcliffe College in 1900, she remained one more year for her Master's degree. In 1910 she married Professor Gordon Hall Gerould, a professor of English in Princeton University.

In 1900 Mrs. Gerould won the prize offered by the Century Company for the best story written by a college

graduate. Among her best known works are: *Vain Oblations*, *The Great Tradition*, *Hawaii—Scenes and Impressions*, *A Change of Air*, and *Moods and Morals*. She is also a frequent contributor to the *Atlantic Monthly* and other magazines. She has lived at Princeton since 1910.

Joseph C. Lincoln.—Joseph C. Lincoln, though born at Brewster, Massachusetts in 1870, has been for several years a resident of Hackensack. His Cape Cod stories, descriptive of life in these Massachusetts fishing hamlets, are among the most popular novels of to-day. Mr. Lincoln is an adept at describing characters which are quaint and full of interest.

JOSEPH C. LINCOLN.

Among the most popular of his novels are *Captain Eri*, *Keziah Coffin*, *Mary-'Gusta*, *Shavings*, *Galusha, the Magnificent*, *Fair Harbor*, and *Doctor Nye*. *Shavings* has also met with great success in dramatized form. Many people consider Joseph Lincoln's last novel, *Doctor Nye*, altogether the strongest and best work that he has done.

Margaret Elizabeth Sangster (1838–1912).—Margaret Elizabeth Sangster was born at New Rochelle, New York in 1838. Early in life she became a frequent contributor to magazines. In 1879 she became associated with the *Christian Intelligencer*, and later editor of *Harper's Bazar*, and a staff contributor to the *Christian Herald*, *Ladies'*

Home Journal, and *Women's Home Companion*. She was the author of many delightful poems, essays, and stories. Among her best known works are: *Poems of the Household*, *Home Fairies and Heart Flowers*, *On the Road Home*, *Easter Bells*, *Little Knights and Ladies*, *Lyrics of Love*, *The Story Bible*, and the *Joyful Life*. For a number of years before her death she lived at Glen Ridge.

New Jersey the Theme for Many Writers.—Instances in which New Jersey's beauties of nature—her hills and valleys, her fair fields and woodlands, her lakes and streams, and her bordering ocean with its varying moods—have stirred the poet to expression are very many. Joseph Fulford Folsom, Henry N. Dodge of Morristown, William Croswell Doane, Frank Dempster Sherman, Clinton Scollard, William H. Fischer, Henry Morford, Ethel Lynn Beers, Walt Whitman, and Henry Van Dyke have all found the sea that sweeps the Jersey coast a theme worthy of their verse.

The scene of "Elizabeth's Story," in Longfellow's *Tales of a Wayside Inn*, is laid in the Quaker colony that became Haddonfield. The name "Elizabeth Haddon," the Quaker speech, and mention of the Delaware River clearly indicate this.

To those who have skill in writing, the military history of New Jersey has furnished many a theme. The Battle of Monmouth, with its clash between Washington and Lee, and the picturesque story of Mollie Pitcher, has inspired a number of writers. Thomas Dunn English, Henry Morford, Sara Wiley Drummond, William Collins, Kate Brownlee Sherwood, and Laura E. Richards have each told the story in his or her own way.

Writers of Books for Children.—Of writers of books for young people, New Jersey has many. Everett T. Tomlinson, living in Elizabeth, has written a great number. Lola D. Barber of New Brunswick, Howard R. Garis of Newark, Edward Stratemeyer of Newark, Gabrielle Jackson of East Orange, Peter Newell of Glen Ridge, and Amanda M. Douglas of Newark have all become well known for their work.

Other Writers.—George Quarrie of Neshanic, in *Within a Jersey Circle*, writes entertainingly of *New Jersey Tales of the Past as Heard*. In war time Stanley Washburn of Lakewood and Carl W. Ackerman of Lambertville told us in war correspondence and in books of what was happening *Over There*. Harvey J. O'Higgins of Martinsville is a writer of excellent short stories. Honore Willsie of Cranford has a wide circle of readers everywhere. David Morton of Morristown High School and Louis Ginsberg of the Paterson High School have written poetry of quality. August Cooper Bristol of Vineland, Amelia Josephine Burr of Englewood, Samuel A. W. Duffield of Bloomfield, William H. Fischer of Burlington County, Thomas Hill of New Brunswick, Ellin Toy Knowles of Camden, Eugene Richard Musgrove of Newark, Charles D. Platt of Dover, Mary Stewart Cutting of Orange, and Edward Frank Allen of East Orange, are all writers worthy of mention.

QUESTIONS AND PROJECTS

1. Why have many poets and writers chosen to write about New Jersey?

2. Name some of the poets who have written of the natural beauties of New Jersey.

3. What outstanding events in New Jersey's history have frequently been the theme of New Jersey authors?

4. Write a brief composition giving the names and works of those authors who have written especially for young people.

5. What well-known writer of animal stories lives in New Jersey? Perhaps a member of your class has visited his kennels. Ask him to describe his experience.

6. Name a New Jersey poet who died when he was only thirty-two years of age; name a novelist who died when he was thirty years of age. What is the title of his best known story?

7. Name your favorite New Jersey poet and his poem that you like best.

8. Commit to memory Joyce Kilmer's poem "Trees" and others of his poems which make an especial appeal to you.

9. Commit to memory that passage of President Wilson's War Message to Congress which is quoted in this book.

APPENDIX

FORMATION OF COUNTIES

	County Seat
Salem, 1675	Salem
Gloucester, 1677	Woodbury
Bergen, 1682	Hackensack
Middlesex, 1682,	New Brunswick
Essex, 1682	Newark
Monmouth, 1682	Freehold
Somerset, 1688	Somerville
Cape May, 1692	Cape May Court House
Burlington, 1694	Mount Holly
Hunterdon, 1714	Flemington
Morris, 1739	Morristown
Cumberland, 1748	Bridgeton
Sussex, 1753	Newton
Warren, 1824	Belvidere
Passaic, 1837	Paterson
Atlantic, 1837	Mays Landing
Mercer, 1838	Trenton
Hudson, 1840	Jersey City
Camden, 1844	Camden
Ocean, 1850	Toms River
Union, 1857	Elizabeth

CHRONOLOGICAL LIST OF GOVERNORS

Cornelius Jacobsen Mey (director of New Netherlands)	1624
William Verhulst (director of New Netherlands)	1625
Peter Minuit (governor of New Netherlands)	1626–1631
Bastiaen Janssen Crol (director general of New Netherlands)	1631–1633
Wouter Van Twiller (governor of New Netherlands)	1633–1637
William Kieft (governor of New Netherlands)	1633–1637
John Printiz (governor of New Sweden)	1642–1653
Peter Stuyvesant (governor of New Netherlands)	1646–1664
Philip Carteret (first English governor)	1664–1676

East Jersey

Philip Carteret	1677–1682
Robert Barclay (proprietary governor in England)	1682–1690
Thomas Rudyard (deputy governor)	1682–1683
Gawen Lawrie (deputy governor)	1683–1686
Lord Neil Campbell (deputy governor)	1686–1687
Andrew Hamilton (deputy governor)	1687–1690
Edmund Andros (royal governor of New York)	1688–1689
John Tatham (proprietary governor—rejected by the province)	1690
Col. Joseph Dudley (proprietary governor—rejected by the province)	1692–1697
Colonel Andrew Hamilton	1692–1697
Jeremiah Basse	1698–1699
Andrew Bowne (deputy governor)	1699
Andrew Hamilton	1699–1702

West Jersey

Board of Commissioners,	1676–1679	
Edward Byllinge	1679–1687	
Samuel Jennings	1679–1684	(deputy)
Thomas Olive	1684–1685	(deputy)
John Skeine	1685–1687	
Daniel Coxe	1687–1690	
Edward Hunloke	1690	(deputy)
W. J. Society of Proprietors	1691	
Andrew Hamilton	1692–1697	
Jeremiah Basse	1699–1702	(East and West Jersey)

After Reunion of the Provinces

Lord Cornbury	1702–1708	(New York and New Jersey)
Lord Lovelace	1708–1709	(New York and New Jersey)
Richard Ingoldsby	1709–1710	(Lieut.-Governor)
Robert Hunter	1710–1719	
William Burnet	1720–1728	

John Montgomerie	1728–1731	
Lewis Morris	1731–1732	(President of Council)
William Cosby	1732–1736	
John Anderson	1736	(President of Council)
John Hamilton	1736–1738	(President of Council)
Lewis Morris	1738–1746	(Executive separated from New York)
John Hamilton	1746	(President of Council)
John Reading	1746–1747	(President of Council)
Jonathan Belcher	1747–1757	
John Reading	1757–1758	(President of Council)
Francis Bernard	1758–1760	
Thomas Boone	1760–1761	
Josiah Hardy	1761–1762	
William Franklin	1762–1776	

From the Adoption of the State Constitution

William Livingston (Federalist)	1776–1790
William Paterson (Federalist)	1790–1793
Richard Howell (Federalist)	1793–1801
Joseph Bloomfield (Democrat)	1801–1802
John Lambert (president of council and acting governor) (Democrat)	1802–1803
Joseph Bloomfield (Democrat)	1803–1812
Aaron Ogden (Federalist)	1812–1813
William S. Pennington (Democrat)	1813–1815
Mahlon Dickerson (Democrat)	1815–1817
Isaac H. Williamson (Federalist)	1817–1829
Garret D. Wall (Democrat)	1829–decl'd
Peter D. Vroom (Democrat)	1829–1832
Samuel L. Southard (Whig)	1832–1833
Elias P. Seeley (Whig)	1833
Peter D. Vroom (Democrat)	1833–1836
Philemon Dickerson (Democrat)	1836–1837
William Pennington (Whig)	1837–1843
Daniel Haines (Democrat)	1843–1844

Governors under the New Constitution

Charles C. Stratton (Whig) 1845–1848
Daniel Haines (Democrat) 1848–1851
George F. Fort (Democrat) 1851–1854
Rodman M. Price (Democrat) 1854–1857
William A. Newell (Republican) 1857–1860
Charles S. Olden (Republican) 1860–1863
Joel Parker (Democrat) 1863–1866
Marcus L. Ward (Republican) 1866–1869
Theodore F. Randolph (Democrat) 1869–1872
Joel Parker (Democrat) 1872–1875
Joseph D. Bedle (Democrat) 1875–1878
George B. McClellan (Democrat) 1878–1881
George C. Ludlow (Democrat) 1881–1884
Leon Abbett (Democrat) 1884–1887
Robert S. Green (Democrat) 1887–1890
Leon Abbett (Democrat) 1890–1893
George T. Werts (Democrat) 1893–1896
John W. Griggs (Republican) 1896–1898
Foster M. Voorhees (Rep.), Acting Governor,
Feb. 1, '98–Oct. 18, '98
David O. Watkins (Rep.), Acting Governor,
Oct. 18, '98–Jan. 16, '99
Foster M. Voorhees (Republican) 1899–1902
Franklin Murphy (Republican) 1902–1905
Edward C. Stokes (Republican) 1905–1908
John Franklin Fort (Republican) 1908–1911
Woodrow Wilson (Democrat) 1911–1913
James F. Fielder (Democrat), Acting Governor,
March 1, '13–Oct. 28, '13
Leon R. Taylor (Democrat), Acting Governor,
Oct. 28–Jan. 20, '14
James F. Fielder (Democrat) 1914–1917
Walter E. Edge (Republican) 1917–May 16, 1919
William N. Runyon (Republican), Acting Governor,
May 16, '19–Jan. 20, '20
Edward I. Edwards (Democrat) 1920–1923
George S. Silzer (Democrat) 1923–

Other Acting Governors of New Jersey

The following is a list of Presidents of the Senate who served as Acting Governors, for brief periods, during temporary absence of regular Governors:

William M. Johnson (Rep.), Bergen 1900
Edmund W. Wakelee (Rep.), Bergen 1904
Joseph S. Frelinghuysen (Rep.), Somerset 1909
Ernest R. Ackerman (Rep.), Union 1911
John Dyneley Prince (Rep.), Passaic 1912
John W. Slocum (Dem.), Monmouth 1914
Walter E. Edge (Rep.), Atlantic 1915
George W. F. Gaunt (Rep.), Gloucester 1916–1917
Thomas F. McCran (Rep.), Passaic 1918

United States Senators

Jonathan Elmer, from March 4, 1789, to March 3, 1791.
William Paterson, from March 4, 1789, to November 23, 1790.
Philemon Dickinson, from November 23, 1790, to March 3, 1793.
John Rusherford, from March 4, 1791, to December 5, 1798.
Frederick Frelinghuysen, March 4, 1793, to November 12, 1796.
Richard Stockton, November 12, 1796, to March 3, 1799.
Franklin Davenport, December 5, 1798, to February 14, 1799.
James Schureman, February 14, 1799, to February 26, 1801.
Jonathan Dayton, March 4, 1799, to March 3, 1805.
Aaron Ogden, February 26, 1801, to March 3, 1803.
John Condit, September 1, 1803, to March 3, 1809.
Aaron Kitchell, March 4, 1805, to March 21, 1809.
John Lambert, March 4, 1809, to March 3, 1815.
John Condit, March 21, 1809, to March 3, 1817.
James Jefferson Wilson, March 4, 1815, to January 26, 1821.
Mahlon Dickerson, March 4, 1817, to March 3, 1829.
Samuel L. Southard, January 26, 1821, to November 12, 1823.
Joseph McIlvaine, November 12, 1823, to August 16, 1826.
Ephraim Bateman, November 10, 1826, to January 30, 1829.
Theodore Frelinghuysen, March 4, 1829, to March 3, 1835.
Mahlon Dickerson, January 30, 1829, to March 3, 1833.

Samuel L. Southard, March 4, 1833, to June 26, 1842.
Garrett D. Wall, March 4, 1835, to March 3, 1841.
Jacob W. Miller, March 4, 1841, to March 3, 1853.
William L. Dayton, July 2, 1842, to March 3, 1851.
Jacob W. Miller, January 4, 1841, to March 3, 1853.
Robert F. Stockton, March 4, 1851, to February 11, 1853.
William Wright, March 4, 1853, to March 3, 1859.
John R. Thomson (died), February 11, 1853, to December, 1862.
Richard S. Field (vacancy), December 12, 1862, to January 13, 1863.
John C. Ten Eyck, from March 17, 1859, to March 3, 1865.
James W. Wall (vacancy), January 14, 1863, to March 3, 1863.
William Wright, March 4, 1863, to November, 1866.
F. T. Frelinghuysen, November, 1866, to March 3, 1869.
John P. Stockton, March 4, 1865, to March 27, 1866.
Alexander G. Cattell, December 3, 1866, to March 3, 1871.
John P. Stockton, March 4, 1869, to March 3, 1875.
F. T. Frelinghuysen, March 4, 1871, to March 3, 1877.
T. F. Randolph, March 4, 1875, to March 3, 1881.
John R. McPherson, March 4, 1877, to March 3, 1895.
William J. Sewell, March 4, 1881, to March 3, 1887.
Rufus Blodgett, March 4, 1887, to March 3, 1893.
James Smith, Jr., March 4, 1893, to March 3, 1899.
William J. Sewell, March 4, 1895, to December 26, 1901.
John Kean, March 4, 1899, to March 3, 1911.
John F. Dryden, February 4, 1902, to March 3, 1907.
Frank O. Briggs, March 4, 1907, to March 3, 1913.
James E. Martine, March 4, 1911, to March 3, 1917.
William Hughes, March 4, 1913, to January 30, 1918.
Joseph S. Frelinghuysen, March 4, 1917, to March 3, 1923.
David Baird, March 7, 1918, to March 3, 1919.
Walter E. Edge, May 19, 1919, to ——
Edward I. Edwards, March 4, 1923, to ——

STATE INSTITUTIONS

Institution	Established
The State Capitol (present building)	1889
The State Library	1796
Trenton State Normal School	1855
Montclair State Normal School	1915
Newark State Normal School	1913
Glassboro State Normal School	1923
School for the Deaf, Trenton	1896
Bordentown Industrial School	
Rutgers College and State University of New Jersey	1766
State Hospital for the Insane, Trenton	1845
State Hospital for the Insane, Morris Plains	1876
State Village for Epileptics, Skillman	1898
State Tuberculous Sanatorium, Glen Gardner	1907
Home for the Care and Training of Feeble-Minded Women, Vineland	1888
State Colony for Feeble-Minded Males, New Lisbon	
Training School for Backward and Feeble-Minded Children, Vineland	1888
New Jersey Memorial Home for Disabled Soldiers, Kearny	1866
New Jersey Home for Disabled Soldiers, Sailors or Marines and their Wives, Vineland	1898
New Jersey Firemen's Home, Boonton	1900
State Prison, Trenton	1797
New Jersey Reformatory, Rahway	1901
State Reformatory for Women, Clinton	1913
State Home for Boys, Jamesburg	1865
State Home for Girls, Trenton	1871
State Arsenal, Trenton	1833
State Camp Grounds, Sea Girt	1885
Agricultural Experiment Station, New Brunswick	1887
State Fish Hatchery and Game Farm,	
Fish Hatchery at Hacketstown	1912
Game Farm at Forked River	1912

CONSTITUTION OF THE STATE OF NEW JERSEY

A CONSTITUTION *agreed upon by the delegates of the people of New Jersey in convention begun at Trenton on the fourteenth day of May, and continued to the twenty-ninth day of June, in the year of our Lord one thousand eight hundred and forty-four, ratified by the people at an election held on the thirteenth day of August,* A.D. 1844, *and amended at a special election held on the seventh day of September,* A.D. 1875, *and at another special election held on the twenty-eighth day of September,* A.D. 1897.

We, the people of the State of New Jersey, grateful to Almighty God for the civil and religious liberty which He hath so long permitted us to enjoy, and looking to Him for a blessing upon our endeavors to secure and transmit the same unimpaired to succeeding generations, do ordain and establish this CONSTITUTION:

ARTICLE I

RIGHTS AND PRIVILEGES

1. All men are by nature free and independent, and have certain natural and unalienable rights, among which are those of enjoying and defending life and liberty; acquiring, possessing and protecting property, and of pursuing and obtaining safety and happiness.

2. All political power is inherent in the people. Government is instituted for the protection, security and benefit of the people, and they have the right at all times to alter or reform the same, whenever the public good may require it.

3. No person shall be deprived of the inestimable privilege of worshiping Almighty God in a manner agreeable to the dictates of his own conscience; nor, under any pretense whatever, to be compelled to attend any place of worship contrary to his faith and judgment; nor shall any person be obliged to pay tithes, taxes or other rates for building or repairing any church or churches, place or places of worship, or for the maintenance of any minister or ministry, contrary to what he believes to be right, or has deliberately and voluntarily engaged to perform.

4. There shall be no establishment of one religious sect in preference to another; no religious test shall be required as a qualification for any office or public trust; and no person shall be denied the enjoyment of any civil right merely on account of his religious principles.

5. Every person may freely speak, write and publish his sentiments on all subjects, being responsible for the abuse of that right. No law shall be passed to restrain or abridge the liberty of speech or of the press. In all prosecutions or indictments for libel, the truth may be given in evidence to the jury; and if it shall appear to the jury that the matter charged as libelous is true, and was published with good motives and for justifiable ends, the party shall be acquitted; and the jury shall have the right to determine the law and the fact.

6. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated; and no warrant shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the papers and things to be seized.

7. The right of a trial by jury hall remain inviolate; but the legislature may authorize the trial of civil suits, when a matter in dispute does not exceed fifty dollars, by a jury of six men.

8. In all criminal prosecutions the accused shall have the right to a speedy and public trial by an impartial jury; to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of a counsel in his defense.

9. No person shall be held to answer for a criminal offense, unless on the presentment or indictment of a grand jury, except in cases of impeachment, or in cases cognizable by justices of the peace, or arising in the army or navy; or in the militia, when in actual service in time of war or public danger.

10. No person shall, after acquittal, be tried for the same offense. All persons shall, before conviction, be bailable by sufficient sureties, except for capital offenses, when the proof is evident or presumption great.

11. The privilege of the writ of *habeas corpus* shall not be sus-

pended, unless in case of rebellion or invasion the public safety may require it.

12. The military shall be in strict subordination to the civil power.

13. No soldier shall, in time of peace, be quartered in any house without the consent of the owner; nor in time of war, except in a manner prescribed by law.

14. Treason against the State shall consist only in levying war against it, or in adhering to its enemies, giving them aid and comfort. No person shall be convicted of treason, unless on the testimony of two witnesses to the same overt act, or on confession in open court.

15. Excessive bail shall not be required, excessive fines shall not be imposed, and cruel and unusual punishments shall not be inflicted.

16. Private property shall not be taken for public use without just compensation; but land may be taken for public highways as heretofore, until the legislature shall direct compensation to be made.

17. No person shall be imprisoned for debt in any action, or on any judgment founded upon contract, unless in cases of fraud; nor shall any person be imprisoned for a militia fine in time of peace.

18. The people have the right freely to assemble together to consult for the common good, to make known their opinions to their representatives, and to petition for redress of grievances.

19. No county, city, borough, town, township or village shall hereafter give any money or property, or loan its money or credit, to or in aid of any individual association or corporation, or become security for or be directly or indirectly the owner of any stock or bonds of any association or corporation.

20. No donation of land or appropriation of money shall be made by the State or any municipal corporation to or for the use of any society, association or corporation whatever.

21. This enumeration of rights and privileges shall not be construed to impair or deny others retained by the people.

ARTICLE II

Right of Suffrage

1. Every male citizen of the United States, of the age of twenty-one years, who shall have been a resident of this State one year, and of the county in which he claims his vote five months, next before the election, shall be entitled to vote for all officers that now are, or hereafter may be, elective by the people; provided, that no person in the military, naval or marine service of the United States shall be considered a resident in this State, by being stationed in any garrison, barrack, or military or naval place or station within this State; and no pauper, idiot, insane person, or person convicted of a crime which now excludes him from being a witness unless pardoned or restored by law to the right of suffrage, shall enjoy the right of an elector; and provided further, that in time of war no elector in the actual military service of the State, or of the United States, in the army or navy thereof, shall be deprived of his vote by reason of his absence from such election district; and the legislature shall have power to provide the manner in which, and the time and place at which, such absent electors may vote, and for the return and canvass of their votes in the election districts in which they respectively reside.

2. The legislature may pass laws to deprive persons of the right of suffrage who shall be convicted of bribery.

ARTICLE III

Distribution of the Powers of Government

1. The powers of the government shall be divided into three distinct departments—the legislative, executive and judicial; and no person or persons belonging to, or constituting one of these departments, shall exercise any of the powers properly belonging to either of the others, except as herein expressly provided.

ARTICLE IV

Legislative

Section I

1. The legislative power shall be vested in a senate and general assembly.

2. No person shall be a member of the senate who shall not have attained the age of thirty years, and have been a citizen and inhabitant of the State for four years, and of the county for which he shall be chosen one year, next before his election; and no person shall be a member of the general assembly who shall not have attained the age of twenty-one years, and have been a citizen and inhabitant of the State for two years, and of the county for which he shall be chosen one year next before his election; *provided*, that no person shall be eligible as a member of either house of the legislature, who shall not be entitled to the right of suffrage.

3. Members of the senate and general assembly shall be elected yearly and every year, on the first Tuesday after the first Monday in November; and the two houses shall meet separately on the second Tuesday in January next after the said day of election, at which time of meeting the legislative year shall commence; but the time of holding such election may be altered by the legislature.

Section II

1. The senate shall be composed of one senator from each county in the State, elected by the legal voters of the counties, respectively, for three years.

2. As soon as the senate shall meet after the first election to be held in pursuance of this constitution, they shall be divided as equally as may be into three classes. The seats of the senators of the first class shall be vacated at the expiration of the first year; of the second class at the expiration of the second year; and of the third class at the expiration of the third year, so that one class may be elected every year; and if vacancies happen, by resignation or

otherwise, the persons elected to supply such vacancies shall be elected for the unexpired terms only.

Section III

1. The general assembly shall be composed of members annually elected by the legal voters of the counties, respectively, who shall be apportioned among the said counties as nearly as may be according to the number of their inhabitants. The present apportionment shall continue until the next census of the United States shall have been taken, and an apportionment of members of the general assembly shall be made by the legislature at its first session after the next and every subsequent enumeration or census, and when made shall remain unaltered until another enumeration shall have been taken; *provided*, that each county shall at all times be entitled to one member; and the whole number of members shall never exceed sixty.

Section IV

1. Each house shall direct writs of election for supplying vacancies, occasioned by death, resignation, or otherwise; but if vacancies occur during the recess of the legislature, the writs may be issued by the governor, under such regulations as may be prescribed by law.

2. Each house shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties, as each house may provide.

3. Each house shall choose its own officers, determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, may expel a member.

4. Each house shall keep a journal of its proceedings, and from time to time publish the same; and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal.

5. Neither house, during the session of the legislature, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

6. All bills and joint resolutions shall be read three times in each house, before the final passage thereof; and no bill or joint resolution shall pass unless there be a majority of all the members of each body personally present and agreeing thereto; and the yeas and nays of the members voting on such final passage shall be entered on the journal.

7. Members of the senate and general assembly shall receive annually the sum of five hundred dollars during the time for which they shall have been elected and while they shall hold their office, and no other allowance or emolument, directly or indirectly, for any purpose whatever. The president of the senate and the speaker of the house of assembly shall, in virtue of their offices, receive an additional compensation, equal to one-third of their allowance as members.

8. Members of the senate and general assembly shall, in all cases except treason, felony and breach of the peace, be privileged from arrest during their attendance at the sitting of their respective houses, and in going to and returning from the same; and for any speech or debate, in either house, they shall not be questioned in any other place.

Section V

1. No member of the senate or general assembly shall, during the time for which he was elected, be nominated or appointed by the governor, or by the legislature in joint meeting, to any civil office under the authority of this State which shall have been created, or the emoluments whereof shall have been increased, during such time.

2. If any member of the senate or general assembly shall be elected to represent this State in the senate or house of representatives of the United States, and shall accept thereof, or shall accept of any office or appointment under the government of the United States, his seat in the legislature of this State shall thereby be vacated.

3. No justice of the supreme court, nor judge of any other court, sheriff, justice of the peace nor any person or persons possessed of any office of profit under the government of this State, shall be entitled to a seat either in the senate or in the general assembly; but, on being elected and taking his seat, his office shall be considered vacant; and no person holding any office of profit under the government of the United States shall be entitled to a seat in either house.

Section VI

1. All bills for raising revenue shall originate in the house of assembly; but the senate may propose or concur with amendments, as on other bills.

2. No money shall be drawn from the treasury but for appropriations made by law.

3. The credit of the State shall not be directly or indirectly loaned in any case.

4. The legislature shall not, in any manner, create any debt or debts, liability or liabilities, of the State which shall, singly or in the aggregate with any previous debts or liabilities, at any time exceed one hundred thousand dollars, except for purposes of war, or to repel invasion, or to suppress insurrection, unless the same shall be authorized by a law for some single object or work, to be distinctly specified therein; which law shall provide the ways and means, exclusive of loans, to pay the interest of such debt or liability as it falls due, and also to pay and discharge the principal of such debt or liability within thirty-five years from the time of the contracting thereof, and shall be irrepealable until such debt or liability, and the interest thereon, are fully paid and discharged; and no such law shall take effect until it shall, at a general election, have been submitted to the people, and have received the sanction of a majority of all the votes cast for and against it at such election; and all money to be raised by the authority of such law shall be applied only to the specific object stated therein, and to the payment of the debt thereby created. This section shall not be construed to refer to any money that has been, or may be, deposited with this State by the government of the United States.

Section VII

1. No divorce shall be granted by the legislature.

2. No lottery shall be authorized by the legislature or otherwise in this State, and no ticket in any lottery shall be bought or sold within this State, nor shall pool-selling, book-making or gambling of any kind be authorized or allowed within this State, nor shall any gambling device, practice or game of chance now prohibited by law be legalized, or the remedy, penalty or punishment now provided therefor be in any way diminished.

3. The legislature shall not pass any bill of attainder, *ex post facto* law, or law impairing the obligation of contracts, or depriving a party of any remedy for enforcing a contract which existed when the contract was made.

4. To avoid improper influences which may result from intermixing in one and the same act such things as have no proper relation to each other, every law shall embrace but one object, and that shall be expressed in the title. No law shall be revived or amended by reference to its title only; but the act revived, or the section or sections amended shall be inserted at length. No general law shall embrace any provision of a private, special or local character. No act shall be passed which shall provide that any existing law, or any part thereof, shall be made or deemed a part of the act, or which shall enact that any existing law, or any part thereof, shall be applicable, except by inserting it in such act.

5. The laws of this State shall begin in the following style: "Be it enacted by the Senate and General Assembly of the State of New Jersey."

6. The fund for the support of free schools, and all money, stock and other property which may hereafter be appropriated for that purpose, or received into the treasury under the provision of any law heretofore passed to augment the said fund, shall be securely invested and remain a perpetual fund; and the income thereof, except so much as it may be judged expedient to apply to an increase of the capital, shall be annually appropriated to the support of public free schools, for the equal benefit of all the people of the State; and it shall not be competent for the legislature to borrow, appropriate or use the said fund, or any part thereof, for any other purpose, under

any pretense whatever. The legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in this State between the ages of five and eighteen years.

7. No private or special law shall be passed authorizing the sale of any lands belonging in whole or in part to a minor or minors, or other persons who may at the time be under any legal disability to act for themselves.

8. Individuals or private corporations shall not be authorized to take private property for public use, without just compensation first made to the owners.

9. No private, special or local bill shall be passed unless public notice of the intention to apply therefor, and of the general object thereof, shall have been previously given. The legislature, at the next session after the adoption hereof, and from time to time thereafter, shall prescribe the time and mode of giving such notice, the evidence thereof, and how such evidence shall be preserved.

10. The legislature may vest in the circuit courts, or courts of common pleas within the several counties of this State, chancery powers, so far as relates to the foreclosure of mortgages and sale of mortgaged premises.

11. The legislature shall not pass private, local or special laws in any of the following enumerated cases; that is to say:

Laying out, opening, altering and working roads or highways.

Vacating any road, town plot, street, alley or public grounds.

Regulating the internal affairs of towns and counties; appointing local offices or commissions to regulate municipal affairs.

Selecting, drawing, summoning or empaneling grand or petit jurors.

Creating, increasing or decreasing the percentage or allowance of public officers during the term for which said officers were elected or appointed.

Changing the law of descent.

Granting to any corporation, association or individual any exclusive privilege, immunity or franchise whatever.

Granting to any corporation, association or individual the right to lay down railroad tracks.

Providing for changes of venue in civil or criminal cases.

Providing for the management and support of free public schools.

The legislature shall pass general laws providing for the cases enumerated in this paragraph, and for all other cases which, in its judgment, may be provided for by general laws. The legislature shall pass no special act conferring corporate powers, but they shall pass general laws under which corporations may be organized and corporate powers of every nature obtained, subject, nevertheless, to repeal or alteration at the will of the legislature.

12. Property shall be assessed for taxes under general laws, and by uniform rules, according to its true value.

Section VIII

1. Members of the legislature shall, before they enter on the duties of their respective offices, take and subscribe the following oath or affirmation:

"I do solemnly swear [or affirm, as the case may be], that I will support the constitution of the United States and the constitution of the State of New Jersey, and that I will faithfully discharge the duties of senator [or member of the general assembly, as the case may be], according to the best of my ability."

And members-elect of the senate or general assembly are hereby empowered to administer to each other the said oath or affirmation.

2. Every officer of the legislature shall, before he enters upon his duties, take and subscribe the following oath or affirmation: "I do solemnly promise and swear [or affirm] that I will faithfully, impartially and justly perform all the duties of the office of ——, to the best of my ability and understanding; that I will carefully preserve all records, papers, writings or property intrusted to me for safe-keeping by virtue of my office, and make such disposition of the same as may be required by law."

ARTICLE V

Executive

1. The executive power shall be vested in a governor.

2. The governor shall be elected by the legal voters of this State. The person having the highest number of votes shall be the gov-

ernor; but if two or more shall be equal and highest in votes, one of them shall be chosen governor by the vote of a majority of the members of both houses in joint meeting. Contested elections for the office of governor shall be determined in such manner as the legislature shall direct by law. When a governor is to be elected by the people, such election shall be held at the time when and at the places when the people shall respectively vote for members of the legislature.

3. The governor shall hold his office for three years, to commence on the third Tuesday of January next ensuing the election for governor by the people, and to end on the Monday preceding the third Tuesday of January, three years thereafter; and he shall be incapable of holding that office for three years next after his term of service shall have expired; and no appointment or nomination to office shall be made by the governor during the last week of his said term.

4. The governor shall be not less than thirty years of age, and shall have been for twenty years, at least, a citizen of the United States, and a resident of this State seven years next before his election, unless he shall have been absent during that time on the public business of the United States or of this State.

5. The governor shall, at stated times, receive for his services a compensation which shall be neither increased nor diminished during the period for which he shall have been elected.

6. He shall be the commander-in-chief of all the military and naval forces of the State; he shall have power to convene the legislature, or the senate alone, whenever in his opinion public necessity requires it; he shall communicate by message to the legislature at the opening of each session, and at such other times as he may deem necessary, the condition of the State, and recommend such measures as he may deem expedient; he shall take care that the laws be faithfully executed, and grant, under the great seal of the State, commissions to all such officers as shall be required to be commissioned.

7. Every bill which shall have passed both houses shall be presented to the governor; if he approve he shall sign it, but if not, he shall return it, with his objections, to the house in which it shall have originated, who shall enter the objections at large on their

journal, and proceed to reconsider it; if, after such reconsideration, a majority of the whole number of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved of by a majority of the whole number of that house, it shall become a law; but in neither house shall the vote be taken on the same day on which the bill shall be returned to it; and in all such cases, the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the governor, within five days (Sundays excepted) after it shall have been presented to him, the same shall be a law in like manner as if he had signed it, unless the legislature by their adjournment prevent its return, in which case it shall not be a law. If any bill presented to the governor contain several items of appropriations of money, he may object to one or more of such items while approving of the other portions of the bill. In such case he shall append to the bill, at the time of signing it, a statement of the items to which he objects, and the appropriation so objected to shall not take effect. If the legislature be in session he shall transmit to the house in which the bill originated, a copy of such statement, and the items objected to shall be separately reconsidered. If, on reconsideration, one or more of such items be approved by a majority of the members elected to each house, the same shall be a part of the law, notwithstanding the objections of the governor. All the provisions of this section in relation to bills not approved by the governor shall apply to cases in which he shall withhold his approval from any item or items contained in a bill appropriating money.

8. No member of congress, or person holding an office under the United States, or this State, shall exercise the office of governor; and in case the governor, or person administering the government shall accept any office under the United States or this State, his office of governor shall thereupon be vacant. Nor shall he be elected by the legislature to any office under the government of this State or of the United States, during the term for which he shall have been elected governor.

9. The governor, or person administering the government, shall have power to suspend the collection of fines and forfeitures, and to

grant reprieves, to extend until the expiration of a time not exceeding ninety days after conviction; but this power shall not extend to cases of impeachment.

10. The governor, or person administering the government, the chancellor, and the six judges of the court of errors and appeals, or a major part of them, of whom the governor, or person administering the government, shall be one, may remit fines and forfeitures, and grant pardons, after conviction, in all cases except impeachment.

11. The governor and all other civil officers under this State shall be liable to impeachment for misdemeanor in office during their continuance in office, and for two years thereafter.

12. In case of the death, resignation or removal from office of the governor, the powers, duties and emoluments of the office shall devolve upon the president of the senate, and in case of his death, resignation or removal, then upon the speaker of the house of assembly, for the time being, until another governor shall be elected and qualified; but in such case another governor shall be chosen at the next election for members of the legislature, unless such death, resignation or removal shall occur within thirty days immediately preceding such next election, in which case a governor shall be chosen at the second succeeding election for members of the legislature. When a vacancy happens, during the recess of the legislature, in any office which is to be filled by the governor and senate, or by the legislature in joint meeting, the governor shall fill such vacancy and the commission shall expire at the end of the next session of the legislature, unless a successor shall be sooner appointed; when a vacancy happens in the office of clerk or surrogate of any county, the governor shall fill such vacancy, and the commission shall expire when a successor is elected and qualified. No person who shall have been nominated to the senate by the governor for any office of trust or profit under the government of this State, and shall not have been confirmed before the recess of the legislature, shall be eligible for appointment to such office during the continuance of such recess.

13. In case of the impeachment of the governor, his absence from the State or inability to discharge the duties of his office, the powers, duties and emoluments of the office shall devolve upon the president of the senate; and in case of his death, resignation or removal, then

upon the speaker of the house of assembly for the time being, until the governor, absent or impeached, shall return or be acquitted, or until the disqualification or inability shall cease, or until a new governor be elected and qualified.

14. In case of a vacancy in the office of governor from any other cause than those herein enumerated, or in case of the death of the governor-elect before he is qualified into office, the powers, duties and emoluments of the office shall devolve upon the president of the senate or speaker of the house of assembly, as above provided for, until a new governor be elected and qualified.

ARTICLE VI

Judiciary

Section I

1. The judicial power shall be vested in a court of errors and appeals in the last resort in all causes as heretofore; a court for the trial of impeachments; a court of chancery; a prerogative court; a supreme court; circuit courts, and such inferior courts as now exist, and as may be hereafter ordained and established by law; which inferior courts the legislature may alter or abolish, as the public good shall require.

Section II

1. The court of errors and appeals shall consist of the chancellor, the justices of the supreme court, and six judges, or a major part of them; which judges are to be appointed for six years.

2. Immediately after the court shall first assemble, the six judges shall arrange themselves in such manner that the seat of one of them shall be vacated every year, in order that thereafter one judge may be annually appointed.

3. Such of the six judges as shall attend the court shall receive, respectively, a *per diem* compensation, to be provided by law.

4. The secretary of state shall be the clerk of this court.

5. When an appeal from an order or decree shall be heard, the chancellor shall inform the court, in writing, of the reasons for his

order or decree; but he shall not sit as a member, or have a voice in the hearing or final sentence.

6. When a writ of error shall be brought, no justice who has given a judicial opinion in the cause in favor of or against any error complained of, shall sit as a member, or have a voice on the hearing, or for its affirmance or reversal; but the reasons for such opinion shall be assigned to the court in writing.

Section III

1. The house of assembly shall have the sole power of impeaching, by a vote of a majority of all the members; and all impeachments shall be tried by the senate; the members, when sitting for that purpose, to be on oath or affirmation "truly and impartially to try and determine the charge in question according to evidence"; and no person shall be convicted without the concurrence of two-thirds of all the members of the senate.

2. Any judicial officer impeached shall be suspended from exercising his office until his acquittal.

3. Judgment in cases of impeachment shall not extend farther than to removal from office, and to disqualification to hold and enjoy any office of honor, profit or trust under this State; but the party convicted shall, nevertheless, be liable to indictment, trial and punishment according to law.

4. The secretary of state shall be the clerk of this court.

Section IV

1. The court of chancery shall consist of a chancellor.

2. The chancellor shall be the ordinary or surrogate general, and judge of the prerogative court.

3. All persons aggrieved by any order, sentence or decree of the orphans' court, may appeal from the same, or from any part thereof, to the prerogative court; but such order, sentence or decree shall not be removed into the supreme court, or circuit court if the subject-matter thereof be within the jurisdiction of the orphans' court.

4. The secretary of state shall be the register of the prerogative court, and shall perform the duties required of him by law in that respect.

Section V

1. The supreme court shall consist of a chief justice and four associate justices. The number of associate justices may be increased or decreased by law, but shall never be less than two.

2. The circuit courts shall be held in every county of this State, by one or more of the justices of the supreme court, or a judge appointed for that purpose, and shall, in all cases within the county except in those of a criminal nature, have common law jurisdiction, concurrent with the supreme court; and any final judgment of a circuit court may be docketed in the supreme court, and shall operate as a judgment obtained in the supreme court from the time of such docketing.

3. Final judgments in any circuit court may be brought by writ of error into the supreme court, or directly into the court of errors and appeals.

Section VI

1. There shall be no more than five judges of the inferior court of common pleas in each of the counties in this State, after the terms of the judges of said court now in office shall terminate. One judge for each county shall be appointed every year, and no more, except to fill vacancies, which shall be for the unexpired term only.

2. The commissions for the first appointments of judges of said court shall bear date and take effect on the first day of April next; and all subsequent commissions for judges of said court shall bear date and take effect on the first day of April in every successive year, except commissions to fill vacancies, which shall bear date and take effect when issued.

Section VII

1. There may be elected under this constitution two, and not more than five, justices of the peace in each of the townships of the several counties of this State, and in each of the wards, in cities that may vote in wards. When a township or ward contains two thousand inhabitants or less, it may have two justices; when it contains more than two thousand inhabitants, and not more than four thousand, it may have four justices; and when it contains more than

four thousand inhabitants, it may have five justices; *provided*, that whenever any township not voting in wards contains more than seven thousand inhabitants, such township may have an additional justice for each additional three thousand inhabitants above four thousand.

2. The population of the townships in the several counties of the State and of the several wards shall be ascertained by the last preceding census of the United States, until the legislature shall provide, by law, some other mode of ascertaining it.

ARTICLE VII

Appointing Power and Tenure of Office

Section I

Militia Officers

1. The legislature shall provide by law for enrolling, organizing and arming the militia.

2. Captains, subalterns and non-commissioned officers shall be elected by the members of their respective companies.

3. Field officers of regiments, independent battalions and squadrons shall be elected by the commissioned officers of their respective regiments, battalions or squadrons.

4. Brigadier-generals shall be elected by the field officers of their respective brigades.

5. Major-generals, the adjutant-general and quartermaster-general shall be nominated by the governor, and appointed by him, with the advice and consent of the senate.

6. The legislature shall provide, by law, the time and manner of electing militia officers, and of certifying their elections to the governor, who shall grant their commissions, and determine their rank, when not determined by law; and no commissioned officer shall be removed from office but by the sentence of a court-martial pursuant to law.

7. In case the electors of subalterns, captains, or field officers shall

refuse or neglect to make such elections, the governor shall have power to appoint such officers, and to fill all vacancies caused by such refusal or neglect.

8. Brigade inspectors shall be chosen by the field officers of their respective brigades.

9. The governor shall appoint all militia officers whose appointment is not otherwise provided for in this constitution.

10. Major-generals, brigadier-generals and commanding officers of regiments, independent battalions and squadrons shall appoint the staff officers of their divisions, brigades, regiments, independent battalions and squadrons, respectively.

ARTICLE VII

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4. Brigadier-generals shall be elected by the field officers of their respective brigades.

5. Major-generals, the adjutant-general and quartermaster-general shall be nominated by the governor, and appointed by him, with the advice and consent of the senate.

6. Clerks and surrogates of counties shall be elected by the people of their respective counties, at the annual elections for members of the general assembly.

They shall hold their offices for five years.

7. Sheriffs and coroners shall be elected by the people of their respective counties, at the elections for members of the general

assembly, and they shall hold their offices for three years, after which three years must elapse before they can be again capable of serving. Sheriffs shall annually renew their bonds.

8. Justices of the peace shall be elected by ballot at the annual meetings of the townships in the several counties of the State, and of the wards in cities that may vote in wards, in such manner and under such regulations as may be hereafter provided by law.

They shall be commissioned for the county, and their commissions shall bear date and take effect on the first day of May next after their election.

They shall hold their offices for five years; but when elected to fill vacancies, they shall hold for the unexpired term only; *provided*, that the commission of any justice of the peace shall become vacant upon his ceasing to reside in the township in which he was elected.

The first election for justices of the peace shall take place at the next annual town-meetings of the townships in the several counties of the State, and of the wards in cities that may vote in wards.

9. All other officers, whose appointments are not otherwise provided for by law, shall be nominated by the governor, and appointed by him, with the advice and consent of the senate; and shall hold their offices for the time prescribed by law.

10. All civil officers elected or appointed pursuant to the provisions of this constitution, shall be commissioned by the governor.

11. The term of office of all officers elected or appointed, pursuant to the provisions of this constitution, except when herein otherwise directed, shall commence on the day of the date of their respective commissions; but no commission for any office shall bear date prior to the expiration of the term of the incumbent of said office.

ARTICLE VIII

General Provisions

1. The secretary of state shall be *ex officio* an auditor of the accounts of the treasurer, and as such, it shall be his duty to assist the legislature in the annual examination and settlement of said accounts, until otherwise provided by law.

2. The seal of the State shall be kept by the governor, or person administering the government, and used by him officially, and shall be called the great seal of the State of New Jersey.

3. All grants and commissions shall be in the name and by the authority of the State of New Jersey, sealed with the great seal, signed by the governor, or person administering the government and countersigned by the secretary of state, and it shall run thus: "The State of New Jersey, to ——, greeting." All writs shall be in the name of the State; and all indictments shall conclude in the following manner, viz., "against the peace of this State, the government and dignity of the same."

4. This constitution shall take effect and go into operation on the second day of September, in the year of our Lord one thousand eight hundred and forty-four.

ARTICLE IX

Amendments

Any specific amendment or amendments to the constitution may be proposed in the senate or general assembly, and if the same shall be agreed to by a majority of the members elected to each of the two houses, such proposed amendment or amendments shall be entered on their journals, with the yeas and nays taken thereon, and referred to the legislature then next to be chosen, and shall be published for three months previous to making such choice, in at least one newspaper of each county, if any be published therein; and if in the legislature next chosen as aforesaid, such proposed amendment or amendments, or any of them, shall be agreed to by a majority of all the members elected to each house, then it shall be the duty of the legislature to submit such proposed amendment or amendments, or such of them as may have been agreed to as aforesaid by the two legislatures, to the people, in such manner and at such time, at least four months after the adjournment of the legislature, as the legislature shall prescribe; and if the people at a special election to be held for that purpose only, shall approve and ratify such amendment or amendments or any of them, by a majority of the electors qualified to vote for members of the legislature voting

thereon, such amendment or amendments, so approved and ratified shall become part of the constitution; *provided*, that if more than one amendment be submitted, they shall be submitted in such manner and form that the people may vote for or against each amendment separately and distinctly; but no amendment or amendments shall be submitted to the people by the legislature oftener than once in five years.

ARTICLE X

Schedule

That no inconvenience may arise from the change in the constitution of this State, and in order to carry the same into complete operation, it is hereby declared and ordained, that—

1. The common law and the statute laws now in force, not repugnant to this constitution, shall remain in force until they expire by their own limitation, or be altered or repealed by the legislature; and all writs, actions, causes of action, prosecutions, contracts, claims and rights of individuals and of bodies corporate, and of the State, and all charters of incorporation, shall continue, and all indictments which shall have been found, or which may hereafter be found, for any crime or offense committed before the adoption of this constitution, may be proceeded upon as if no change had taken place. The several courts of law and equity, except as herein otherwise provided, shall continue with the like powers and jurisdiction as if this constitution had not been adopted.

2. All officers now filling any office or appointment shall continue in the exercise of the duties thereof, according to their respective commissions or appointments, unless by this constitution it is otherwise directed.

3. The present governor, chancellor and ordinary or surrogate-general and treasurer shall continue in office until successors elected or appointed under this constitution shall be sworn or affirmed into office.

4. In case of the death, resignation or disability of the present governor, the person who may be vice-president of council at the

time of the adoption of this constitution shall continue in office and administer the government until a governor shall have been elected and sworn or affirmed into office under this constitution.

5. The present governor, or in case of his death or inability to act, the vice-president of council, together with the present members of the legislative council and secretary of state, shall constitute a board of state canvassers, in the manner now provided by law, for the purpose of ascertaining and declaring the result of the next ensuing election for governor, members of the house of representatives, and electors of president and vice-president.

6. The returns of the votes for governor, at the said next ensuing election, shall be transmitted to the secretary of state, the votes counted, and the election declared in the manner now provided by law in the case of the election of electors of president and vice-president.

7. The election of clerks and surrogates, in those counties where the term of office of the present incumbent shall expire previous to the general election of eighteen hundred and forty-five, shall be held at the general election next ensuing the adoption of this constitution; the result of which election shall be ascertained in the manner now provided by law for the election of sheriffs.

8. The elections for the year eighteen hundred and forty-four shall take place as now provided by law.

9. It shall be the duty of the governor to fill all vacancies in office happening between the adoption of this constitution and the first session of the senate, and not otherwise provided for, and the commissions shall expire at the end of the first session of the senate, or when successors shall be elected or appointed and qualified.

10. The restriction of the pay of members of the legislature after forty days from the commencement of the session, shall not be applied to the first legislature convened under this constitution.

11. Clerks of counties shall be clerks of the inferior courts of common pleas and quarter sessions of the several counties, and perform the duties, and be subject to the regulations now required of them by law until otherwise ordained by the legislature.

12. The legislature shall pass all laws necessary to carry into effect the provisions of this constitution.

Incorporated Places in New Jersey Having a Population of 2000 or Over in 1920

Alpha	2,140
Asbury Park	12,400
Atlantic City	50,707
Audubon	4,740
Bayonne	76,754
Belleville	15,660
Bergenfield	3,667
Beverly	2,562
Bloomfield	22,019
Bloomingdale	2,193
Bogota	3,906
Boonton	5,372
Bordentown	4,371
Boundbrook	5,906
Bradley Beach	2,307
Bridgeton	14,323
Burlington	9,049
Butler	2,886
Caldwell	3,993
Camden	116,309
Cape May City	2,999
Carlstadt	4,472
Chatham	2,421
Cliffside Park	5,709
Clifton	26,470
Collingswood	8,714
Dover	9,803
Dumont	2,537
Dunellen	3,394
East Newark	3,057
East Orange	50,710
East Paterson	2,441
East Rutherford	5,463
Edgewater	3,530
Egg Harbor City	2,622
Elizabeth	95,783
Englewood	11,627
Fairview	4,882
Flemington	2,590
Fort Lee	5,761
Franklin	4,075
Freehold	4,768
Garfield	19,381
Glen Ridge	4,620
Glen Rock	2,181
Gloucester	12,162
Guttenberg	6,726
Hackensack	17,667
Hackettstown	2,936
Haddonfield	5,646
Haddon Heights	2,950
Haledon	3,435
Hammonton	6,417
Harrison	15,721
Hasbrouck Heights	2,895
Hawthorne	5,135
Highland Park	4,866
Hightstown	2,674
Hoboken	68,166
Irvington	25,480
Jamesburg	2,052
Jersey City	298,103
Kearny	26,724
Lambertville	4,660
Leonia	2,979
Little Ferry	2,715
Lodi	8,175
Long Branch	13,521
Madison	5,523
Merchantville	2,749
Metuchen	3,334
Midland Park	2,243
Milltown	2,573
Millville	14,691
Montclair	28,810
Morristown	12,548
Newark	414,524
New Brunswick	32,779
Newton	4,125
North Plainfield	6,916
Nutley	9,421
Ocean City	2,512
Orange	33,268
Palisades Park	2,633
Passaic	63,841
Paterson	135,875
Paulsboro	4,352
Penns Grove	6,060
Perth Amboy	41,707
Phillipsburg	16,923
Pitman	3,380
Plainfield	27,705
Pleasantville	5,887
Pompton Lakes	2,008
Princeton	5,917
Prospect Park	4,292
Rahway	11,042
Ramsey	2,090
Raritan	4,457
Red Bank	9,251
Ridgefield Park	8,575
Ridgewood	7,580
Riverton	2,341
Rockaway	2,655
Roosevelt	11,047
Roselle	5,737
Roselle Park	5,438
Rutherford	9,497
Salem	7,435
Secaucus	5,423
Somerville	6,718
South Amboy	7,897
South Orange	7,274
South River	6,596
Summit	10,174
Tenafly	5,650
Trenton	119,289
Union	20,651
Ventnor	2,193
Verona	3,039
Vineland	6,799
Wallington	5,715
Wanaque	2,916
Washington	3,341
Weehawken	14,485
West Hoboken	40,074
West New York	29,926
West Orange	15,573
Westville	2,380
Westwood	2,597
Wharton	2,877
Wildwood	2,790
Woodbury	5,801
Wrightstown	5,288

PRONOUNCING VOCABULARY

Aborigines (ab o rij'i nez)
Absecon (ab see'kon)
Aeroplane (air'o plane)
Ahasimus (a has'i mus)
Algiers (al jeers')
Appalachian (ap a la'chi an)
Applicable (ap'li kable)
Appomattox (ap po mat'tocks)
Aresseck (a res'seck)
Assanpink (as san'pink)
Assignment (a sine'ment)
Augment (awg'ment)
Ayreshire (air'sheer)
Bandiliers (band i leers)
Battalions (bat tal'yuns)
Bequeath (be kweeth')
Berrion (ber'e o)
Bret Harte (bret heart)
Brigadier (brig a deer')
Cadwalader (cad wal'ader)
Campaign (kam pane')
Carteret (kar ter et')
Chancery (chan'ser y)
Chevalier de la Luzerne
(shev'a lear de la loo zern')
Churubusco (cher'u bus ko)
Circuit (sur'kit)
Cocoons (kuh koons')
Cohansey (co han'see)
Communipaw (com mun'i paw)
Competent (kom'pe tent)
Comptroller (kon trol'er)
Concurrence (kon kur'ense)
Contrearas (kon trer'as)
Count de Grasse (kount de grass')
Count de Survilliers
(kount de sur vil'yers)
Court martial (kort'mar shal)
Courier (koo'ri er)
Debris (day bree)
Decade (dek'ade)
Don Diego Garoqui
(don de egg' ca rok ee)
Don Juan de Miralles
don hoo an' day mi ral'ay)
Eligible (el'i ji bl)
Ex officio (eks'o fish i o)
Feudal (fu'dl)
Fithian (fith'yan)
Gorgets (gor'jets)
Grasse, Count de (grass', kount de)
Guadeloupe (gwa da loop')
Guerriere (gher ri air')
Habeas Corpus (ha'be us kor'pus)
Houston (hew'stun)
Ichabod (ik'a bod)
Impromptu (im prom'tu)
Indictment (in dite'ment)
Ingenious (in jean'yus)
Inviolate (in vi'olate)
Judicial (joo dish'al)
Jurors (joo'rurs)
Kearny (kar'ny)
Knyphausen (nipe'hausen)
Lambert Cadwalader
(lam'burt cad wal'a der)
Lamentable (lam'ent able)
Leif Ericson (leaf er'ik son)
Lenni Lenape (len'ny le nahp'y)
Liability (li a bil'i te)
Libel (li'bl)
Louis Philippe (loo'e fil ip')
Macadamized (ma kad'a miz d)
Mahlon (mail'on)
Maritime (mare'i time)
Mauritius (maw re'shus)

Mercenary (mer'sen ary)
Mercury (mer'ku ry)
Militia (mi lish'a)
Minuit (min'u it)
Miraculous (mi rak'u lus)
Miralles (mi ral'les)
Momentum (mo men'tum)
Montague (mon'ta gu)
Monterey (mon'te ray)
Mortgage (mor'gaj)
Murat (mu rah')
Mutiny (mu'ti nee)
Neshaminy (ne sham'i ny)
Onondaga (on un daw'ga)
Pamphlets (pam'flets)
Participants (par tis'ipants)
Patroon (pa troon')
Paulus Hook (paw'lus hook)
Per diem (per dee'em)
Petit (pet'ee)
Phœnix (fee'niks)
Pleas (pleez)
Policies (pol'i seas)
Prerogatives (pre rog'a tives)
Prescribe (pre skrib')
Quilted (kwilt'ed)
Rahl (rall)
Ramapo (ram'a po)
Raritan (rare'i tan)
Recruit (re kroot')
Relinquish (re lin'kwish)
Ridicule (rid'i kule)
Salferino (sal fer ee'no)
Scheyichbi (shay ik'by)
Schuyler (ski'ler)
Singac (sin'gak)
Skirmishes (skur'mish es)
Specific (spe sif'ik)
Succasunna (suck a sun'na)
Surrogate (sur'o gate)
Survilliers (sur vil'yers)
Technology (tek nol'o gy)
Telegraphy (te leg'raf y)
Tithe (tie th)
Tories (taw'reez)
Travelogues (trav'l logs)
Tripoli (trip'o ly)
Tubular (tube'u lr)
Tyrannical (ti ran'i kl)
Unalienable (un ail'yen able)
Unique (u neek')
Venue (ven'you)
Verrazano (ver rat zah'no)
Voight (voy t)
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