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Language, Arithmetic, and U.S. History, by William Francis
Lewis Sanders

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Author: William Francis Lewis Sanders

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*** START OF THE PROJECT GUTENBERG EBOOK FIFTEEN
INSTITUTE LESSONS IN LANGUAGE, ARITHMETIC, AND U.S.
HISTORY ***

Transcriber's Note

The cover has been created from the title page by the transcriber and has been placed in the public domain.

Missing or inconsistent punctuation made consistent.

Obvious typos corrected.

Language Lessons:

'Kind' in item 13. on p. 4 has been italicized to be consistent with other italicized words in the sentence.

Line breaks have been added to separate the individual Exercises for Correction to make them easier to read.

Arithmetic Lessons:

Problem numbers jump from 14 to 16; 15 is not labeled.

History Lessons:

The Presidential Terms are not in chronological order - they have been kept as printed.

FIFTEEN
INSTITUTE LESSONS

-IN-

LANGUAGE, ARITHMETIC

-AND-

U. S. HISTORY

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RICHMOND, IND..
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1888.

The teacher should ask questions about the objects and incidents of the reading lesson; the most difficult words of the lesson should be placed on the board and used as an exercise in rapid pronunciation and spelling; let the pupils pass rapidly through a paragraph, pronouncing the words of two-syllables, three-syllables, etc.; and, as soon as the advancement of the class will permit, the pupil should pass through a paragraph naming the parts of speech, the phrases, the propositions, and the sentences, now and then classifying them.

Frequently, as a pupil reads, the rest of the class should be required to close their books and turn their attention directly to what is being read; when the reader is through, the teacher should question the listeners carefully until every point of what was read is brought out clearly,—the reading itself to be properly criticised. Rules of punctuation, and those concerning the use of capitals should be deduced from the reading matter, and frequently recited. Quotation marks, the hyphen, and the apostrophe must receive their share of attention.

Geographical terms, allusions, and figures of speech should be noted; let the places mentioned be located and described as in geography. If prominent men are mentioned, let brief biographical sketches be given.

Before beginning the recitation, the teacher should question the class closely in regard to what is set forth or told in the lesson. Give careful attention to position, voice, emphasis, tone, etc. Good reading should strike our attention as being very like good conversation.

As soon as practicable, the pupils should be required to write out as a composition the thoughts and incidents of the lesson. Occasional exercises in parsing and analysis may be given from the reading lesson.

Stories, extracts, etc., should often be read to the class, to be written out by them in their own language. Let attention to the use of correct language be a prominent feature of every recitation. Transformations of easy poems into prose, and descriptions of scenes, real or imaginary, may be used in composition work. Oral and written reproductions of reading lesson must occur frequently. Conversations about familiar and interesting objects will give the teacher an opportunity to correct bad language.

From time to time, as opportunity offers, supplementary reading matter may be used. Throughout the grades, two or three times a week, the pupils should be required to commit choice quotations and to recite them clearly and effectively.

Cautions Against the Use of Incorrect Language.

1. A verb must agree with its subject in number and person.
2. Use *either* or *neither* with reference to one of two objects.
3. Use *any one* or *no one* with reference to one of more than two objects.
4. *Each, every, either, or neither* requires a verb or a pronoun in the same connection to be in the singular number.
5. Two or more subjects taken *together* require a verb or a pronoun in the same connection to be in plural number.
6. Two or more subjects taken *separately* require a verb or a pronoun in the same connection to be in the singular number.
7. A pronoun must agree with its antecedent in person and number.
8. When subjects of different numbers are joined by *or*, the verb must agree with the one next to it.
9. *These* or *those* should not be used with the singular noun *kind* or *sort*.
10. Use plural nouns with adjectives denoting more than one.
11. Use *a* before words beginning with a *consonant* sound.
12. Use *an* before words beginning with a *vowel* sound.

Exercises for Correction.

- (a) Nothing but trials await him (1).
- (b) Have either of you seen him (4).
- (c) Neither of five men were present (3, 1).
- (d) Either ignorance or carelessness have caused this (4).
- (e) Neither of them were there (4).
- (f) Each of the pupils are to bring their books (1, 4).
- (g) What is the mood and tense of the following verbs (5)?
- (h) Every door and every window were crowded with spectators (6).
- (i) Not a boy in the class knew their lessons to-day (7).
- (j) Was the boys or their father to go (8)?
- (k) I do not like these kind of apples (9).
- (l) It isn't safe to trust those sort of people (9).
- (m) The pole is ten foot long (10).
- (n) Is he an African or an European (11)?
- (o) The government is an hereditary monarchy (11).
- (p) A umpire was appointed (12).
- (q) Franklin favored an Union (11).

Cautions Against the Use of Incorrect English.

13. Use the adjective in expressing *condition, appearance, quality, or kind*. (Use the adj. to modify a noun or a pronoun.)
14. Use the adverb in expressing *manner* or *degree*.
15. Use *less* to denote *size* or *quantity*; use *fewer* to denote

number.

16. *Omit* the article before a noun used in a *general* sense.
17. *Use* the article before a noun used in a *particular* sense.
18. Before two or more words denoting the same object, use the article but once.
19. If the different words denote objects to be distinguished use the article with each word.
20. Place a modifier where it will affect only the element to be modified.
21. Do not use *of* between *both* or *all* and its *noun*.
22. Use next to the noun the adjective of broadest signification; or, the one denoting the quality most easily recognized.
23. Avoid using an adverb between the parts of an infinitive.

Exercises for Correction.

- (a) Since he was sick, he looks badly (13).
- (b) The rose smells sweetly (13).
- (c) I feel queerly (13).
- (d) He looks tolerable well (14).
- (e) He acted very different from his brother (14).
- (f) There was no less than five squirrels on the tree (1, 15).
- (g) Such a man does not deserve the name of a gentleman (16).
- (h) I do not despise the giver, but gift (17).
- (i) She referred to Patrick Henry, the patriot and the orator (18).
- (j) What is the difference between a siderial and solar day (19)?
- (k) His dexterity almost appeared miraculous (20).
- (l) I forgot to sign my name to a letter once (20).
- (m) He only rents the store, not the dwelling (20).
- (n) Did you bring both of the books (21)?
- (o) He saw all of the animals (21).
- (p) He was an old respectable man (22).
- (q) They tried to thoroughly educate her (23).
- (r) Everybody thought that it was destined to be a great city, twenty years ago (20).
- (s) He examined the trachea, or the windpipe (18).
- (t) Not one in ten of them are likely to pass (1).

Cautions Against the Use of Incorrect English.

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24. Do not neglect to form the possessive case properly.
25. The apostrophe is not used with the possessive pronouns.
26. Let the sign of possession be as close as possible to the modified noun.
27. Indicate separate ownership by using the sign with each name.
28. Indicate joint ownership by using the sign but once.
29. Avoid the use of two or three possessives in close connection.
30. When the comparative degree is used the latter term must exclude the former.
31. When the superlative degree is used the latter term must

- include the former.
32. When the latter term excludes the former the comparative degree must be used.
 33. When the latter term includes the former the superlative degree must be used.
 34. For two objects use the comparative degree.
 35. For more than two objects use the superlative degree.
 36. When a comparison or contrast is made neither term must

Exercises for Correction.

- (a) He has childrens' gloves and mens' shoes (24).
- (b) This is a later edition than your's (25).
- (c) He does not like to ride any one's else horse (26).
- (d) Do you prefer Webster or Worcester's Dictionary (27)?
- (e) He left his bundle at Smith's and Brown's Store (28).
- (f) That is my brother James' wife's youngest sister (29).
- (g) He had a better memory than any boy I knew (30).
- (h) His paper has the largest circulation of any other in the county (31).
- (i) He was the most active of his other companions (32).
- (j) China has a greater population than any nation on the earth (33 or 30).
- (k) He is the wisest of the two (34).
- (l) Which of these three men is the taller (35)?
- (m) No city in Canada has suffered so much from fires as Quebec (36).
- (n) It is one of the best answers that has yet been given to the question (1).
- (o) A large part of the exports consist of spices (1).
- (p) One after another arose and offered their services (7).
- (q) Actions speak plainer than words (14).

Cautions Against the Use of Incorrect English.

37. Do not use an objective form in a nominative relation.
38. Do not use a nominative form in an objective relation.
39. Avoid the use of the nominative case by pleonasm.
40. Do not use double comparatives or superlatives.
41. Avoid modifying adjectives denoting invariable qualities.
42. Use the past participle in forming the perfect tenses or the passive voice.
43. Do not neglect to use the apostrophe in contracted words.
44. General or abstract truths should be expressed in the present tense.
45. A hypothetical statement requires the subjunctive form.
46. Use *that* to represent an antecedent modified by same, very, all, no, or an adjective in the superlative degree.
47. If a past action is referred to as relatively present (or future) the proper tense must be used.
48. Any two connected parts to which a third part refers or is to be applied, should be fitted to receive it in meaning or construction.

Exercises for Correction.

- (a) Whom does he think it could have been (37).
- (b) Who do you take me to be (38).
- (c) The boys I told you about, they are going to the pond (39).
- (d) You should be more firmer (40).
- (e) That fact is too universal to be disputed (41).
- (f) He had began his sermon before they entered (42).
- (g) The lesson was wrote in time (42).
- (h) Dont let him know Ive gone (43).
- (i) Columbus believed that the earth was round (44).
- (j) If I was he I would go (45).
- (k) Yonder is the same man who passed (46).
- (l) I intended to have written it on Saturday (47).
- (m) He never has and probably never will forgive me for deceiving him (48).
- (n) This stuff is coarser and in every way inferior to the other (48).
- (o) In what State did you say that Mt. Adams was (44)?
- (p) I expected to have heard from him before this (48). Sufficient data has been given to solve it (1).

Cautions Against the Use of Incorrect English.

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- 49. In the choice of words use the one that will express the proper meaning or modification.
- 50. Do not use a double negative to express a negation.
- 51. Do not violate the rules for the use of capital letters.
- 52. Use “differ *with*” in regard to opinion; “differ *from*” in other cases.
- 53. Do not use a preposition if a verb can properly govern the object.
- 54. Do not use superfluous words.
- 55. Use *nor* with *neither*; and *or* with *either*.
- 56. Do not use *like* as a conjunctive adverb.
- 57. *The one* refers to the first mentioned; *the other* to the last mentioned.
- 58. In giving the number of times the size, &c., one object is that of another, use *as-as*, with the positive of the adjective.
- 59. Do not use a pronoun so that there will be doubt as to what word is its antecedent.
- 60. Two different relatives should not be used to refer to the same antecedent.

Exercises for Correction.

- (a) In what (part, portion) of the town does he live (49)?
- (b) His face assumed a (deadly, deathly) paleness (49).
- (c) He hasn't no pencil (50).
- (d) I differ from you on the tariff question (52).
- (e) Why will he permit of such actions (53)?
- (f) Where is it at (54)?
- (g) On what train did he come on (54)?

- (h) Neither the boy or his mother are here (55, 4).
- (i) You cannot write like the teacher does (56).
- (j) Carthage and Rome were rival powers; the one on the northern coast of the Mediterranean, the other on the southern (51, 57).
- (k) The weight of the sun is 300,000 times heavier than that of the earth (58).
- (l) Mary sent her sister back for her shawl which she had forgotten to bring (59).
- (m) A boy who studies and that improves his spare moments will become eminent (60).
- (n) Nearly every one of the applicants were from this county (4).
- (o) Neither of the workmen have brought their tools (4, 7).

1. Use each of the numbers (1, 2, 3, 4, &c.) one at a time, and devise many different ways of illustrating and using each objectively. First, the perception of the number as a whole—then, the analysis of the number. Part of the work should involve subtraction.
2. Each number may be illustrated in many ways by large dots variously grouped on cards. With these cards drill the perception in quickness. Let each pupil arrange a certain number of “counters” in several ways of regular form.
3. On each number, ask every possible variety of question. Let the pupils make problems. Let some be made that are to have a certain given answer.
4. As each number is used, let its script form be learned and made by the pupils. After progressing in this way as far as 4 or 5 (some say to 9) teach the figures. Practice counting objects as far as 20.
5. The exercises for slate work should progress very gradually. A higher number should be introduced only after the pupils can use, with readiness, those below it, in their many and varied combinations. Let there be oral work consisting of easy objective problems illustrative of the slate work.
6. In the black-board work the teacher should use a pointer and call for ready and correct mental recitations, as he points to the various problems.
7. The exercises for slate work may be of several different kinds: as,

(a) 1 and 1 are .
 2 and 3 are .
 &c.

(b) 5 less 1 are .
 6 less 4 are .
 &c.

(c) 2 and are 6.
 and 1 are 5.

(d) 6 less are 5.
 less 2 are 2.

(e) 1 1 1 2 2
 1 1 2 2 2
 1 2 3 2 3
 - - - - -

The columns of (e) may contain from three to nine figures. The teacher must not lengthen them at any time beyond the ability of the pupils.

(f) 1 1 1 1 1 1 1 1
 2 1 3 9 4 5 6 8 7
 - - - - -

The upper figure is the same in each: the lower figures are different and are arranged miscellaneously. In the advancement, increase the upper row a unit at a time, as far as 11.

8. Teach the use of the signs \times , $-$, and $=$, and let the pupils have slate work similar to the following:—

$8 \times 5 =$.
 $9 - 6 =$.
 &c.

$12 -$ $= 4$.
 $12 -$ $= 8$.
 &c.

$+ 6 = 9$.
 $+ 3 = 9$.
 &c.

9. Practice counting objects as far as 100, after which drill frequently in writing and reading the numbers, from the black-board, as far as 100.

10. Use exercises similar to the following:—

(a) 4 4 4 4

9 19 29 39 &c.

— — — —

(b) 7 7 7 7
8 68 18 88 &c.

— — — —

Let every possible combination be learned so well that the result can be given instantly.

11. For variety, along with the preceding, there may be used exercises similar to the following:—

(a) 2 3 2 1
4 0 1 3
0 4 3 9
8 6 4 0
6 7 6 8
9 5 7 5

— — — —

(b) $2 + 8 + 3 + 7 + 5 =$.
 $4 + 9 + 6 + 1 + 3 =$.

(c) 21 41 22
32 63 33
64 63 53

— — — —

“Carrying” may now be taught.

12. Practice writing and reading numbers of three, and four, figures. The pupils at the same time may be given exercises similar to the following:—

213
321
132
413
234

—

769
758
897
786
594

—

Take the last example: the pupil should be taught to *think through it* rapidly, as follows:—4, 10, 17, 25, 34—write the 4 and carry the 3; 3, 12, 20, 29, 34, 40,—write the 0 and carry the 4; 4, 9, 16, 24, 31, 38; write the whole result.

13. Let the pupils learn to read numbers as high as millions. For a few examples, at first, in subtraction, let the numbers in each order of the minuend be greater than the corresponding ones in the subtrahend; as,

98
45

—

1364
631

—

9842
3512 &c.

—

Use practical problems.

14. Next, those examples necessitating “borrowing” or “carrying” may be given; as,

137092
72348

—

6235
4879

—

The method involving “carrying” is the better one. *If equals be added to*

two numbers, their difference is not changed. In the last example, if 10 is added to 5, to equalize it add 1 to 7, for 10 units of one order equal one unit of the next higher. Adding the 1 to the 7 is called "carrying."

$$\begin{array}{l} \dots \quad 2 \times 1 = 2 \\ \therefore \quad 2 \times 2 = 4 \\ \therefore \quad 2 \times 3 = 6 \\ \therefore \quad 2 \times 4 = 8 \\ \text{\&c. \&c.} \end{array}$$

Let the pupils recite the tables orally. Use for drill the following problems:—

$$\begin{array}{r} 987654321 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 123456789 \\ 2 \\ \hline \end{array}$$

With the problem on the board let the pupil recite without the aid of the answer. Similarly use the 3's, 4's, 5's, &c. Along with this part of the work, how to multiply by a number of two or more figures may be taught. Placing the multiplication table in the compact rectangular form found in some arithmetics will be profitable and interesting work.

16. Teach the Roman notation to C; how to tell the time of day; how to make change with money; and how to solve easy exercises in *pt.*, *qt.*, *pk.*, and *bu.*,—*gi.*, *pt.*, *qt.*, and *gal.*—and *in.*, *ft.*, and *yd.*

17. The teacher, using a pointer, should drill the pupils thoroughly on the following table. (Try to acquire speed and correctness).

2 × 2	3 × 7	8 × 5
3 × 2	8 × 3	5 × 9
2 × 4	3 × 9	6 × 6
5 × 2	4 × 4	7 × 6
2 × 6	5 × 4	6 × 8
7 × 2	4 × 6	9 × 6
2 × 8	7 × 4	7 × 7
9 × 2	4 × 8	8 × 7
3 × 3	9 × 4	7 × 9
4 × 3	5 × 5	8 × 8
3 × 5	6 × 5	9 × 8
6 × 3	5 × 7	9 × 9

These constitute the multiplication table with the duplicate combinations cut out, leaving but 36 products to learn in the entire field of the common multiplication table.

18. Let the division tables now be learned.

2 into 2	one time	.
2 into	two times	.
2 into	three times	.
2 into	four times	.
2 into	five times	.
2 into	six times	.
2 into	seven times	.
2 into	eight times	.
2 into	nine times	.
2 into	ten times	.

Let the pupils fill the blanks. Let them learn how often 2 is contained in 5, 7, 9, 11, 13, 15, 17, and 19. Also, when the 3's, 4's, etc., are learned, use the intermediate numbers that give remainders. Drill in mental work. Give examples after each table is learned; as

$$2)563480$$

$$2)7104239$$

Show how to write the remainder fractionally. Teach the meaning of $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.

19. Teach long division using easy graded examples.

$$\begin{array}{l} 15)180(\\ 25)625(\end{array}$$

13)168(
50)1150(
25)400(
115)32467(
20. Learn the divisors of numbers as high as 100. Method of recitation:
Suppose the lesson consists of the numbers 24, 25, 26, 27, 28, 29.

The pupils, with their knowledge of the multiplication table, by experimental work, and from suggestions by the teacher,—prepare their slate work as follows:

The divisors of 24 are 2, 3, 4, 6, 8, and 12.
The divisor of 25 is 5.
The divisors of 26 are 2 and 13.
The divisors of 27 are 3 and 9.
The divisors of 28 are 2, 4, 7, and 14.
29 has no divisors.

In the oral recitation, the first pupil, without referring to his slate, recites as follows:—

The divisors of 24 are 2, 3, 4, 6, 8, and 12; 2 twelves are 24, 3 eights are 24, 4 sixes are 24, 6 fours are 24, 8 threes are 24, and twelve twos are 24.

The next pupil recites as follows: The divisor of 25 is 5; 5 fives are 25.

The third recites: The divisors of 26 are 2 and 13; 2 thirteens are 26, 13 twos are 26.

The fourth recites: The divisors of 27 are 3 and 9; 3 nines are 27, 9 threes are 27.

The fifth recites: The divisors of 28 are 2, 4, 7, and 14; 2 fourteens are 28, 4 sevens are 28, 7 fours are 28, and 14 twos are 28.

The sixth recites: 29 has no divisors; it is a prime number—a number that can be exactly divided only by itself and unity.

Most pupils are slow in learning how to study History. The plan here set forth will lead them to understand how closely and intently the eyes of the mind must scan each line, if nothing is to escape their vision.

The teacher selects from the lesson words and expressions indicative of the prominent ideas, and classifies them into those of *times*, *places*, *persons* and *miscellaneous items*; the most *difficult words*, for "dictionary work"; and *general topics*, of which the preceding divisions are analytic elements. These elements thoroughly learned, recited, and properly combined bring into use, language and understanding to help form a foundation for mastering and reciting the general topics. The teacher's analysis is placed upon the board. From this (or a copy of their own) the pupils may prepare the lesson. First, the pupil is to read (study) his lesson through once or twice, and then test his work by noting how many of the *elements* of the lesson he can "recite." To recite an element, a pupil states how (or why) the author has used it, or in what connection it occurs in the lesson. If it denotes a *person* to tell who he was; if a *place* to tell where it is; &c.

This recitation is necessarily short, but it brings into use language and understanding to form a foundation for mastering and reciting the general topics.

Model for Teacher. From the First Five Paragraphs of the Eclectic U. S. History.

TIMES.—400 yrs.

PLACES.—American continent, Mississippi River, Great Lakes, four cities, Mexico, Yucatan, Adams Co., O., Marietta, Mississippi Valley, Central America, Atlantic, Iceland.

PERSONS.—Tribes, mound-builders, Frenchmen, Indians, ancestors, sailors.

MISCELLANEOUS.—Dark-skinned hunters, an empty continent, burial-mounds, 164 ft., 5000 people, island of frost and flame.

DICTIONARY WORK.—Wigwams, area, maize, bananas, tropical, solitary, basins. (Give meaning, and tell how each happens to be used.)

GENERAL TOPICS.—A Lonely Land, The Mound-builders, Wares from Ancient Workshops, Origin of the Early Inhabitants of America.

FEDERAL.

REPUBLICAN.

18 01

Pres. Jefferson called an atheist; a fanatic in politics; and his party called disorganizers and revolutionists.

Thom. Jefferson _____ **Pres.**
Aaron Burr _____ **Vice Pres.**

Simple Ceremonials.
Lenient towards France.
Hostile towards Eng.

7th C.

Reduction in the army, navy, taxes, and duties.

Nat. Law of '95 restored.

18 02

Unsuccessful attempt to fasten a charge of mismanagement upon the Treasury Department.

Judiciary Law repealed.

Unsuccessful attempt to abolish the "Mint."

The "*Burrites*" a faction of the Reps.

18 03

Some of the Feds. contemplate "Secession." } _____

_____ { **Purchase of La.**

8th C.

French Treaty ratified.

18 04

Judge Chase impeached.

Opp. by New Eng. members _____ XIIth Amend. passed.

Presidential Candidates.

C. C. Pinckney & R. King _____ **Jefferson & Geo. Clinton**

Presidential Election; 17 States vote.

Elec. Vote:—P. & K. (14) _____ J. & C. (162).

The Federals espouse the cause of Judge Chase, who is acquitted.

Trial of Judge Chase, Burr presiding.

FEDERAL.	DEMOCRATIC. REPUBLICAN.
17	93
Geo. Washington. Pres. John Adams, V. Pres.	
Trouble with France.	
Neutrality Proclamation. _____	_____ Opposed, as nullifying Treaty of 1778, with Fr.
The treaty regarded as nullified by the change of government in France.	"Democratic Clubs" encourage Genet and denounce Wash.
3rd	C.
BRITISH PARTY.	FRENCH PARTY.
	Jeff. leaves the Cabinet, Dec. 31.
17	94
Embargo, 60d.	Friendly to Fr.; hostile to Eng.
Jay app. E. E. to Eng.	
Indirect taxation voted _____	_____ Opposed; direct tax favored.
	XIth Amend. passed.
	Whisky Insurrection.
17	95
Hamilton resigns.	
Debate on Jay's Treaty.	
Jay's Treaty ratified.	Jay hung in Effigy.
Naturalization Law.	Washington accused of incapacity and embezzlement, and called the "Stepfather of his Country!"
4th	C.
17	96
Pres. Proc. legalizing Jay's Treaty.	An increase of duties successfully opposed.
House Resolution for carrying Treaty into effect; another debate.	
Fisher Ames. _____	_____ Albert Gallatin.
Washington's "Farewell Address."	Party name shortened to REPUBLICAN.
The <i>Federals</i> claim to be— (a) The authors of the Gov. (b) The friends of neutrality,	The <i>Republicans</i> claim to be— (a) The advocates of economy. (b) The friends of liberty and of

peace, and prosperity.
(c) The direct inheritors of
Washington's policy.

the rights of man.
(c) The protectors of the rights
of the States.

Presidential Candidates.

John Adams; T. Pinckney.

T. Jefferson; Aaron Burr.

Presidential Election; 16 States vote; 1st Presidential contest.

Elec. Vote:—A. (71); P. (59) _____ | _____ J. (68); B. (30).

FEDERAL.	REPUBLICAN.
17	97
John Adams , President.	Thomas Jefferson , V. P.
5th	C.
President's Address to Cong. Envoys sent to France. Treaties with Fr. annulled.	
17	98
X. Y. Z. letters published.	
Preparations for war. _____	_____ Vehement protestations against war measures.
Naturalization Law made more rigid.	
The " Alien Law ." _____	} _____ Opposed as violations of the 1st Amend.
The " Sedition Law ." _____	
	Ky. Resolutions (Jeff.) Vir. Resolutions (Mad.)
17	99
Three Envoys sent to Fr.	Ky.'s Null. Resolutions.
Quarrel between Adams & Ham.	
18	00
Treaty with Napoleon, September 17, 1800.	N. Y. elects a Rep. legislature.
The Federals claim to be the authors of the Government; the friends of neutrality, peace, and prosperity; and the direct inheritors of Washington's policy.	Caucus nomination of presidential candidates. Republican Platform:—Free Speech, Religion, Press, Trade. No Standing Army. Specie Currency. Liberal Nat. Laws. State Sov. Economy. Strict Construction of the Constitution.
Presidential Candidates.	
J. Adams; C. C. Pinckney.	T. Jefferson; A. Burr.
Presidential election; 16 States vote; partisan contest.	
Elec. vote:—A. (65); P. (64) _____	_____ J. (73); B. (73).
The undecided election causes much excitement.	
Many Feds. favor Burr.	
House Votes:—Burr, 4; Jeff., 10; two blanks.	
Judiciary Law enacted.	Opposed, (why?)

FEDERAL.	ANTI-FEDERAL.
17	89
Geo. Washington, Pres. John Adams, V. P.	
{ Alex. Hamilton _____ Cabinet: { Henry Knox _____	_____ Thom. Jefferson. _____ Edmund Randolph.
PROMINENT FEDERALS.	PROMINENT ANTI-FEDS.
John Jay, Ben. Franklin, Rufus King, Gouverneur Morris, Roger Sherman, Robt. Morris, C. C. Pinckney, John Marshall, Jam. Wilson, Jam. Madison.	Patrick Henry, Albert Gallatin, Geo. Clinton, Jam. Monroe, Geo. Mason, John Hancock, Elbridge Gerry, Aaron Burr, Sam. Adams, R. H. Lee.
1st	C.
Protective Tariff Bill passed.	F. M. Muhlenberger, Sp.
	Ten Amendments adopted.
	N. C. enters the Union, Nov.
17	90
Assumption Bill passed _____	_____ Opposed, as destructive of State Supremacy.
	R. I. enters the Union, May.
17	91
National Bank chartered.	James Madison sides with the Anti-Feds.
	_____ Opposed violently, especially in Western Pa.
	Stormy Sectional Debate in the House, on Slavery.
2nd	C.
Jonathan Trumbull , of Conn., Sp.	
17	92
Army and Tariff increased _____	_____ Anti-Feds charge the Feds with aiming at Monarchy.
	Party name changed to Democratic-Republican.
	Presidential Candidates.
Washington; John Adams.	_____ ; Geo. Clinton.
	Presidential Election; 15 States vote; contest only on Vice Pres.
17	93

Elec. Vote:—W. (132); A. (77) _____ C. (50).

First Fugitive Slave Law passed, Feb. 12.



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