

### McGuffey Readers

The *McGuffey Readers* were widely used in American schools from the mid-1800s to the mid-1900s. They were filled with stories and poems that promoted religious values, proper behavior, and patriotism in children. Their moral and cultural influence helped shape the national character.

◀ The textbooks known as *McGuffey Readers* first appeared in 1836.

**TRY, TRY AGAIN.** 1. 'T is ① a lesson you should heed, Try, try again; If at first you don't succeed, Try, try again; ② Then your courage should appear, For, if you will persevere, ③ You will conquer, never fear; Try, try again. 2. Once or twice though you should fail, Try, try again; If you would at last prevail, ④ Try, try again; If we strive, 'tis no disgrace Though we do not win the race; What should you do in the case? Try, try again. 3. If you find your task is hard, Try, try again; Time will bring you your reward, ⑤ Try, try again. All that other folks can do, Why, with patience, should not you? Only keep this rule in view: Try, try again.

—William Holmes McGuffey, editor, *McGuffey's Fourth Eclectic Reader*

**WORK.** 1. Work, work, my boy, be not afraid; Look labor boldly in the face; Take up the hammer or the spade, And blush not for your humble place. 2. There's glory in the shuttle's song; There's triumph in the anvil's stroke; There's merit in the brave and strong Who dig the mine or fell the oak. 3. The wind disturbs the sleeping lake, And bids it ripple pure and fresh; It moves the green boughs till they make Grand music in their leafy mesh. 4. And so the active breath of life Should stir our dull and sluggard wills; For are we not created rife With health, that stagnant torpor kills? 5. I doubt if he who lolls his head Where idleness and plenty meet, Enjoys his pillow or his bread As those who earn the meals they eat. 6. And man is never half so blest As when the busy day is spent So as to make his evening rest A holiday of glad content.

—William Holmes McGuffey, editor, *McGuffey's Fifth Eclectic Reader*

### Analyzing Primary Sources

Cite evidence from the introduction and the primary source to support your answers.

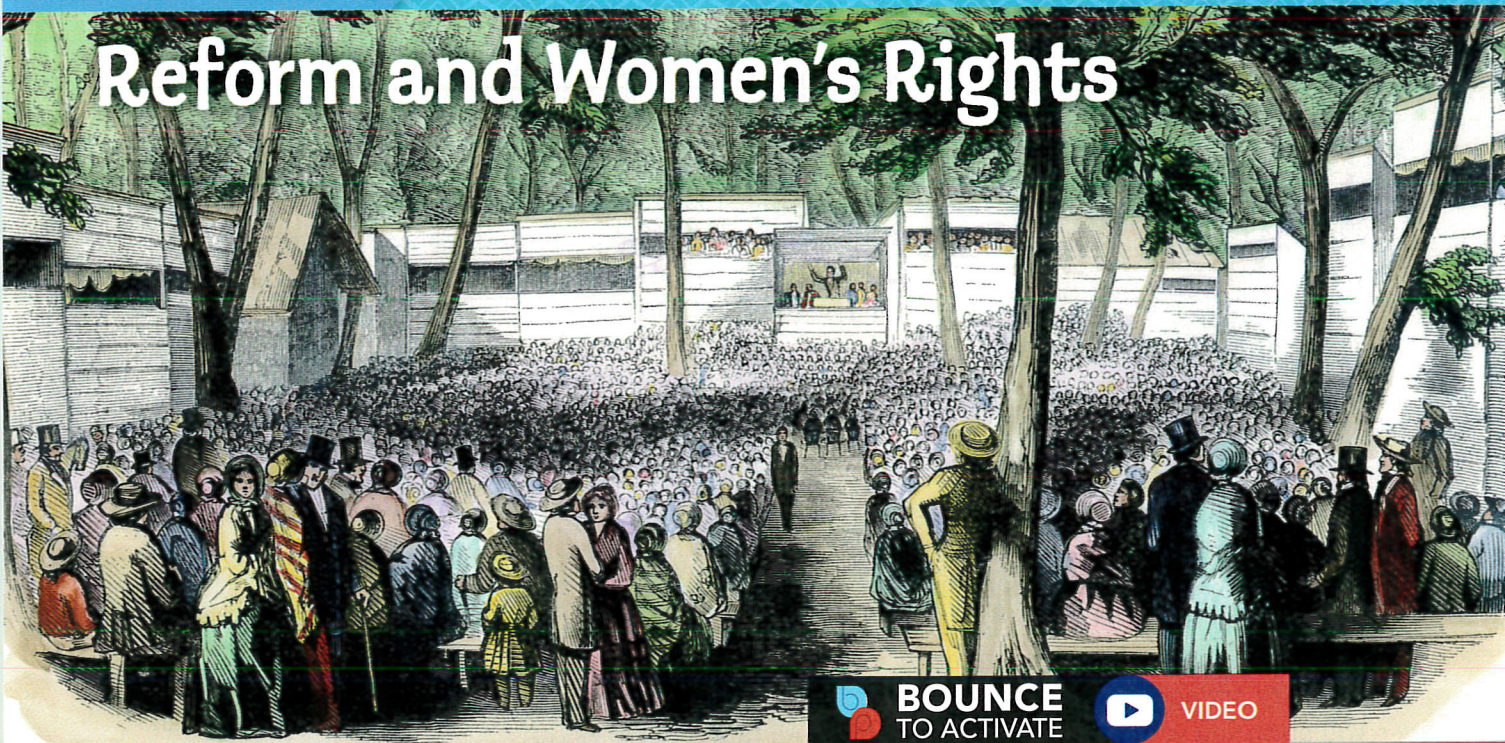
1. **Support Ideas with Examples** What "national character" traits do you think the *McGuffey Readers* helped shape?
2. **Analyze Style and Rhetoric** What effect do you think the repetition in these poems had on young readers?

### Reading and Vocabulary Support

- ① A question in the *Reader* asks students, "What does the mark before 'T is' mean?" What does that mark stand for?
- ② The saying "If at first you don't succeed, try, try again" is still popular today. What does that say about the continuity of American culture?
- ③ The *Reader* defines perseverance as "continuance in anything once begun."
- ④ The *Reader* defines prevail as "overcome."
- ⑤ According to the *Reader*, your reward is "anything given in return for good or bad conduct."

## LESSON 5

# Reform and Women's Rights



**BOUNCE**  
TO ACTIVATE



VIDEO

## GET READY TO READ

### START UP


Look at the image. What could all those people be listening to? Write a list of ideas.

### GUIDING QUESTIONS


- How did political and religious trends spark reform movements?
- How did family life change during this time?
- What effect did the women's rights movement have on opportunities for women?

### TAKE NOTES

#### Literacy Skills: Draw Conclusions

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

### PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

#### Vocabulary

social reform  
Second Great Awakening  
debtor  
temperance movement  
Seneca Falls Convention  
women's rights movement

#### Academic Vocabulary

salvation  
conservation

The period between 1815 and 1860 in the United States is sometimes called the Era of Reform because there were so many movements for social reform during this period. Reformers fought to end slavery, increase access to education, improve conditions in prisons, expand women's rights, and more.

### The Era of Reform

**Social reform** is an organized attempt to improve what is unjust or imperfect in society. The impulse toward social reform had political, social, and religious causes.

**Political Ideals Lead to Reform** As you have read, during the Jacksonian era, politics was becoming more democratic. More people could vote and take part in government than ever before.

Still, some critics said American society was not living up to its ideals. They pointed to the promise of liberty and equality expressed in the Declaration of Independence. A society based on these ideals, they argued, would not allow slavery. Others asked why women

had fewer rights than men. By changing such injustices, reformers hoped to move the nation closer to its political ideals.

**Social Conditions Call for Reform** As you have learned, the Industrial Revolution was changing the American economy and working conditions, especially in the North, and cities were growing rapidly. Crowded cities created new challenges for social well-being. At the same time, there was a growing need for an educated workforce. As American society changed, it required new institutions to meet its changing needs.

**The Second Great Awakening and Its Causes** During the colonial era, many American Protestant Christians believed in predestination. According to this idea, God decided in advance which people would attain **salvation** after death. This belief led many people to worry that they could do nothing to be saved.

During the 1700s, Protestant thinkers in England and the colonies began to argue that salvation depended on a person's actions in this life. Its leaders stressed free will rather than predestination. They taught that individuals could choose to save their souls by their own actions. In the early 1800s, a dynamic religious movement known as the **Second Great Awakening** swept the nation. Arguments by religious thinkers were the main cause of this movement. Another cause was the democratic spirit of the Jacksonian era, which encouraged people to think independently and not blindly obey established religious authorities.

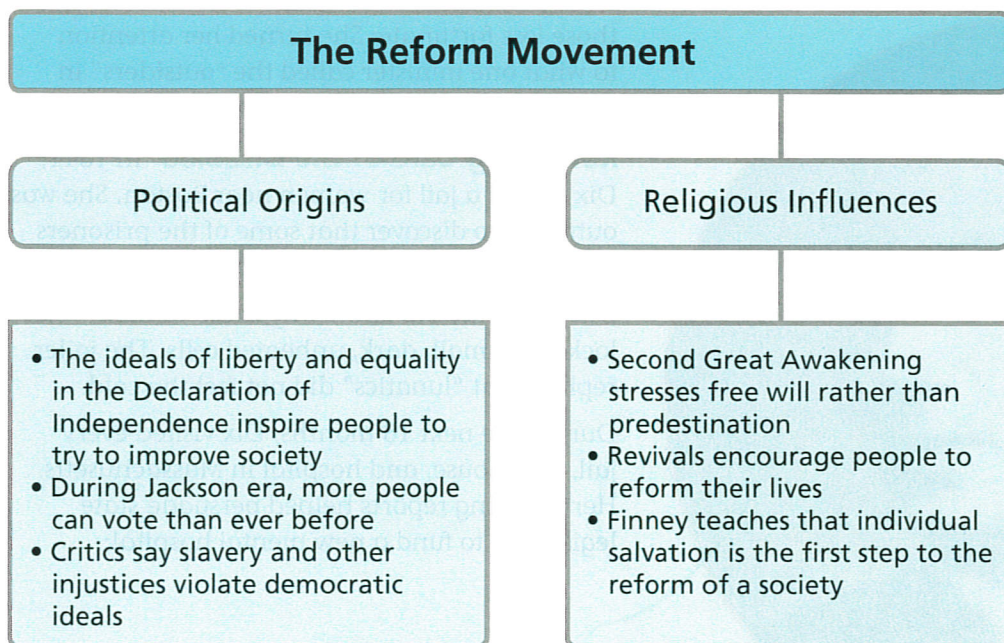
To stir religious feelings, preachers held revivals, huge outdoor meetings. Revivals might last for days and attract thousands of people. A witness recalled the excitement of a revival at Cane Ridge, Kentucky:

**Academic Vocabulary**

**salvation** • *n.*, deliverance from sin

**Analyze Charts** The reform movement was an important part of the 1800s.

**Use Visual Information**  
How did the reform movement reflect American culture at the time?



## Did you know?

Dorothea Dix wrote a book, *Conversations on Common Things; or, Guide to Knowledge: With Questions*, that reflected her belief that men and women should receive equal educations.

## Primary Source

**"The vast sea of human beings seemed to be agitated as if by storm. I counted seven ministers all preaching at once. . . . Some of the people were singing, others praying, some crying for mercy."**

—James B. Finley, *Autobiography*

One leader of the Second Great Awakening was a minister named Charles Grandison Finney. A powerful speaker, Finney taught that individual salvation was the first step toward "the complete reformation of the whole world."

Such teachings had effects that changed the country, inspiring a number of new social reform movements. These ranged from equal education for women and African Americans to the abolitionist movement. Inspired by religion, these social reformers began a lasting tradition in American culture of working to improve society.

 **READING CHECK Identify Implied Main Ideas** What was the central premise on which the Second Great Awakening rested?

## Social Reform Movements

The emphasis that the Second Great Awakening placed on improving society inspired many Americans. These Americans launched a number of reform movements, with far-reaching effects on prisons, care of the disabled, education, and attitudes toward slavery. Women often played a leading role in these reform movements.

One of the most vigorous social reformers was Dorothea Dix, a Boston schoolteacher whose strong religious beliefs spurred her to care for those less fortunate. She turned her attention to what one minister called the "outsiders" in society: criminals and the mentally ill.

**Reforming Care of the Disabled** In 1841, Dix visited a jail for women near Boston. She was outraged to discover that some of the prisoners were not criminals, but mentally ill.

Dix demanded to know why these women were locked in small, dark, unheated cells. The jailer replied that "lunatics" did not feel the cold.

During the next 18 months, Dix visited every jail, poorhouse, and hospital in Massachusetts. Her shocking reports helped persuade state legislators to fund a new mental hospital:

▼ Dorothea Dix, a former schoolteacher, became an advocate for social reform.



## Primary Source

"I proceed, gentlemen, briefly to call your attention to the present state of Insane Persons confined . . . in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience."

—Dorothea Dix, "Memorial to the State Legislators of Massachusetts"

Dix went on to inspect jails as far away as Louisiana and Illinois. Her reports persuaded most legislatures to treat the mentally ill as patients, not criminals.

**The Impact of Prison Reform** Dix also joined a growing movement to improve conditions in prisons. Men, women, and children were often crammed together in cold, damp rooms. When food supplies were low, prisoners went hungry—unless they had money to buy meals from jailers.

Five out of six people in northern jails were **debtors**, or people who could not pay money they owed. While behind bars, debtors had no way to earn money to pay back their debts. As a result, many debtors remained in prison for years.

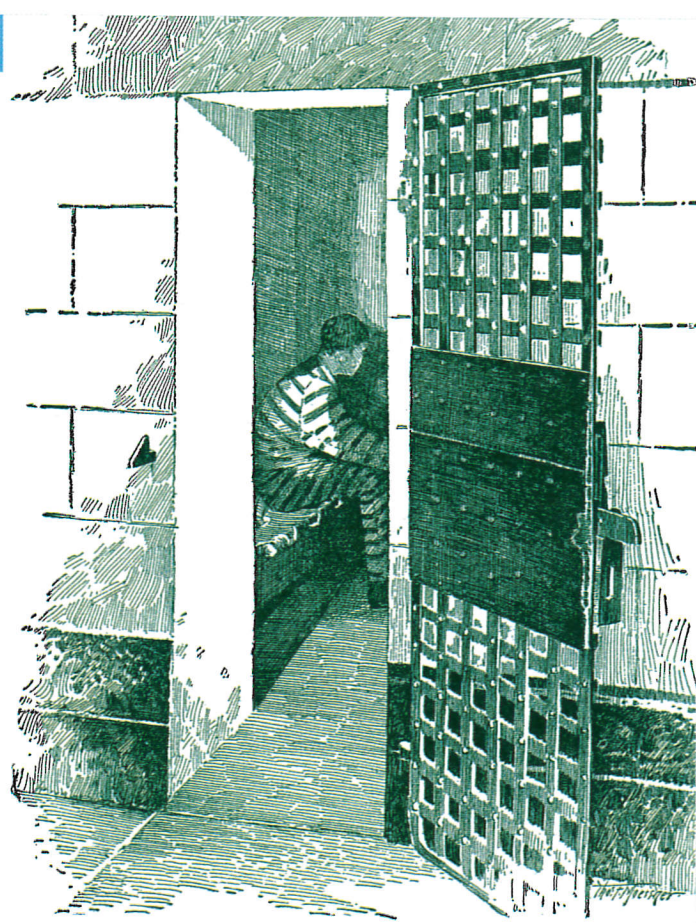
Dix and others called for changes in the prison system. As a result, some states built prisons with only one or two inmates to a cell. Cruel punishments were banned, and people convicted of minor crimes received shorter sentences. Slowly, states stopped treating debtors as criminals.

**The Impact of the Temperance Movement** Alcohol abuse was widespread in the early 1800s. At political rallies, weddings, and funerals, men, women, and sometimes even children drank heavily. Men could buy whiskey in candy stores or barbershops.

The **temperance movement**, a campaign against alcohol abuse, took shape in the late 1820s. Women often took a leading role in the battle. They knew that "demon rum" could lead to the physical abuse of wives and children and the breakup of families.

As a teenager in Washington, D.C., Annie Bidwell took up the temperance cause. She continued to work for laws banning alcohol after she married and moved to California. Bidwell also actively promoted the causes of women's suffrage and **conservation**.

Some temperance groups urged people to drink less. Others sought to end drinking altogether. They won a major victory in 1851, when Maine banned the sale of alcohol.



**Analyze Images** Criminals, debtors, and the mentally ill were housed in terrible conditions. **Infer** Why do you think people were treated this way?

## Academic Vocabulary

**conservation** • *n.*, the protection of natural resources



**Analyze Images** Students in a one-room schoolhouse recite for their teacher.

**Compare and Contrast** How was a school of the mid-1800s different from today's schools? How was it similar?

Eight other states passed “Maine laws.” Most were later repealed, but the temperance crusade would gain new strength in the late 1800s.

**READING CHECK Summarize** Provide a summary of Dorothea Dix’s legacy as a social reformer.

### What Impact Did Reformers Have on Education?

In colonial times, children’s education started in the home. Some children also received an education through their church or were privately taught. In Puritan New England, education focused mainly on religion, with the aim of ensuring salvation. In other regions, church-based schools added reading and writing. Wealthier students often had private tutors or attended “dame schools,” run by a local teacher, usually a woman, in her home.

Several colonies and, later, states partly funded public grammar schools. The books used in these schools helped students gain reading skills, but they also had social and civic purposes. The *Columbian Orator*, a book of orations, or public speeches, was used in many schools. Its readings ranged from “A Dialogue on Learning and Usefulness” and “The Dignity of Human Nature” to “President Washington’s Address to the People of the United States” and “Description of the First American Congress.” The popular *McGuffey Readers* also provided students with numerous moral lessons.

Still, until the mid-1800s, few American children attended any school. In 1827, Massachusetts became the first state to require free community-supported public schools for all children. Teachers, however, were poorly trained and ill paid. Students of all ages crowded together in a single room.

As more men won the right to vote, reformers acted to improve education. They argued that a republic required educated citizens. They also believed that children should not spend their whole day working

in a factory. They belonged in school. In 1836, Massachusetts passed a law that required child laborers under age 15 to attend school at least three months of the year. Other states followed. Some of them limited children to a 10-hour day in the factory.

**Education Reform Gives Rise to Public Schools** Horace Mann became head of the Massachusetts Board of Education in 1837. A Unitarian inspired by the Second Great Awakening, Mann believed that education would help citizens become better Christians. He hounded legislators to provide more money for education. Under his leadership, Massachusetts built new schools, sorted children into grades by age, extended the school year, and raised teachers' pay. The state also opened three colleges to train teachers.

Other states followed the lead of Massachusetts. By the 1850s, most northern states had set up free tax-supported elementary schools. Schools in the South improved more slowly. In both the North and the South, schooling usually ended in the eighth grade. There were few public high schools.

**Expanding Education for African Americans** In most areas, African Americans had little chance to attend school. A few cities, like Boston and New York, set up separate schools for black students. However, these schools received less money than schools for white students. In the North, African American men and women often opened their own schools to educate their children.

Some attempts to educate African Americans met with hostility. In the 1830s, Prudence Crandall, a Connecticut Quaker, began a school for African American girls. Crandall continued to teach even as rocks smashed through the window. Finally, a mob broke in one night and destroyed the school.

Despite such obstacles, some African Americans went on to attend private colleges such as Middlebury, Dartmouth, and Oberlin. The first African American known to have earned a college degree was Alexander Lucius Twilight, who graduated from Middlebury College in Vermont in 1823. The first institute of higher learning for African Americans, the Institute for Colored Youth, was founded in Pennsylvania in 1837. It was later followed by Lincoln University, also in Pennsylvania (1854), and Wilberforce University in Ohio (1856).

**Reforms for People With Disabilities** Some reformers improved education for people with disabilities. In 1817, a Christian evangelical Thomas Gallaudet (gal uh DEHT) set up a school for the deaf in Hartford, Connecticut. Now in Washington, D.C., Gallaudet University is the world's only college that is free of barriers for deaf and hard-of-hearing students.



## INTERACTIVE

Changes in American Schools

**Analyze Images** Alexander Lucius Twilight, below, was the first African American to graduate from college in the United States. **Infer** What do you think Twilight did after graduating from college?





**Analyze Images** Born into slavery but later freed, Isabella Van Wagener took the name “Sojourner Truth” because she believed God wanted her to travel, or sojourn, across the nation preaching abolition. **Draw Conclusions** Would she have been as effective a speaker if she had not changed her name? Why or why not?

Physician Samuel Gridley Howe founded the first American school for the blind in 1832. Howe was active in many reform movements spurred by the Second Great Awakening, working for improvements in public schools, prisons, and treatment of the disabled. Howe used a system of raised letters to enable students to read with their fingers. One of Howe’s pupils, Laura Bridgman, was the first deaf and blind student to receive a formal education.

**READING CHECK Identify Cause and Effect** Why did reformers insist that states set up publicly funded schools for their residents?

### Early Calls for Women’s Rights

Women had few political or legal rights in the mid-1800s. They could not vote or hold office. When a woman married, her husband became owner of all her property. If a woman worked outside the home, her wages belonged to her husband. A husband also had the right to hit his wife as long as he did not seriously injure her.

Many women, such as Angelina and Sarah Grimké, had joined the abolitionist movement. As these women

worked to end slavery, they became aware that they lacked full social and political rights themselves. Both white and African American abolitionists, men and women, joined the struggle for women’s rights.

**What Were the Contributions of Sojourner Truth?** One of the most effective women’s rights leaders was born into slavery in New York. After gaining freedom, she came to believe that God wanted her to fight slavery. Vowing to sojourn, or travel, across the land speaking the truth, she took the name Sojourner Truth.

Truth was a spellbinding speaker. Her exact words were rarely written down. However, her message spread by word of mouth. According to one witness, Truth ridiculed the idea that women were inferior to men by nature:



## Primary Source

"I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that?"

—Sojourner Truth, speech at Akron Women's Rights Convention, 1851

## The Contributions of Lucretia Mott and Elizabeth Cady Stanton

Other abolitionists also turned to the cause of women's rights. The two most influential were Lucretia Mott and Elizabeth Cady Stanton. Lucretia Mott was a Quaker and the mother of five children. A quiet speaker, she won the respect of many listeners with her persuasive logic. Mott also organized petition drives across the North.

Elizabeth Cady Stanton was the daughter of a New York judge. As a child, she was an excellent student and an athlete. However, her father gave her little encouragement. Stanton later remarked that her "father would have felt a proper pride had I been a man."

Both women attended a series of classes in Boston known as "conversations." These women-only discussions were hosted by Margaret Fuller, a young literary critic. Fuller linked the advance of women's rights with a better understanding of liberty:

## Primary Source

"It should be remarked that, as the principle of liberty is better understood, and more nobly interpreted, a broader protest is made in behalf of Woman. As men become aware that few men have had a fair chance, they are inclined to say that no women have had a fair chance."

—Margaret Fuller, *Woman in the Nineteenth Century*, 1844

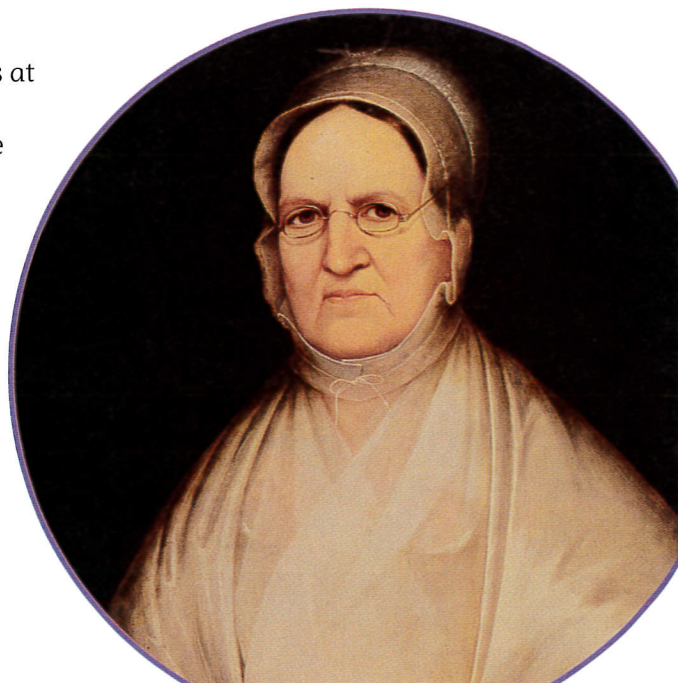
In 1840, Stanton and Mott joined a group of Americans at a World Antislavery Convention in London. However, convention officials refused to let women take an active part in the proceedings. Female delegates were even forced to sit behind a curtain, hidden from view. After returning home, Mott and Stanton took up the cause of women's rights with new energy.

**READING CHECK** **Draw Conclusions** How did their early experiences influence Sojourner Truth and Elizabeth Cady Stanton?

## INTERACTIVE

The Early Women's Rights Movement

▼ Lucretia Mott used her persuasive logic and organizing skills to support the cause of women's rights.



## Quick Activity

Explore the similarities between the Declaration of Sentiments and the Declaration of Independence in your  Active Journal.

**Analyze Images** Elizabeth Cady Stanton addresses the Seneca Falls Convention.  
**Infer** Do you think public speaking was acceptable for women at this time?

## How Did the Women's Movement Start?

Even in London, Mott and Stanton had begun thinking about holding a convention to draw attention to the problems women faced. "The men . . . had [shown] a great need for some education on that question," Stanton later recalled. The meeting finally took place in 1848 in Seneca Falls, New York.

### Different Views of Suffrage at the Seneca Falls Convention

About 200 women and 40 men attended the **Seneca Falls Convention**. Stanton's greatest contribution to the convention was the *Declaration of Sentiments*, which she had modeled on the Declaration of Independence. The delegates approved the declaration. It proclaimed, "We hold these truths to be self-evident: that all men and women are created equal."

The women and men at Seneca Falls voted for resolutions that demanded equality for women at work, at school, and at church. Only one resolution met with any opposition at the convention. It demanded that women be allowed to vote. Even the bold reformers at Seneca Falls hesitated to take this step. In the end, the resolution narrowly passed.

**Women Struggle for Justice** The Seneca Falls Convention marked the start of an organized campaign for equal rights, or the **women's rights movement**. This movement was one of the most important reform movements of the Reform Era. In a speech the year after the convention, Lucretia Mott described what this movement would seek to gain:

### Primary Source

"The question is often asked, 'What does woman want, more than she enjoys? What is she seeking to obtain? Of what rights is she deprived? What privileges are withheld from her?' I answer, she asks nothing as favor, but as right, she wants to be acknowledged a moral, responsible being."

—Lucretia Mott, "Discourse on Woman," 1849



New leaders took up the struggle. Susan B. Anthony built a close working partnership with Elizabeth Cady Stanton. While Stanton usually had to stay at home with her seven children, Anthony was free to travel across the country. Anthony was a tireless speaker. Even when audiences heckled her and threw eggs, she always finished her speech.

Around the country, Anthony campaigned for women's suffrage. She petitioned Congress repeatedly, and was even arrested in 1872 for trying to vote. After paying a \$100 fine, she lashed out at the injustice:

### Primary Source

**"It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men."**

—Susan B. Anthony, "Women's Rights to the Suffrage," 1873

In the years after 1848, women worked for change in many areas. They won additional legal rights in some states. For example, New York passed laws allowing married women to keep their own property and wages. Still, many men and women opposed the women's rights movement. The struggle for equal rights would last many years.

 **READING CHECK Identify Supporting Details** For what act of civil disobedience was Susan B. Anthony arrested in 1872?

### Women Gain New Opportunities

The women at Seneca Falls believed that education was a key to equality. Elizabeth Cady Stanton said:

### Primary Source

**"The girl must be allowed to romp and play, climb, skate, and swim. Her clothing must be more like those of the boy—strong, loose-fitting garments, thick boots. . . . She must be taught to look forward to life of self-dependence and, like the boy, prepare herself for some [profitable] trade profession."**

—Elizabeth Cady Stanton, Letter, 1851



▲ Susan B. Anthony was probably the most powerful and influential leader of the women's rights movement during the 1800s.

Such an idea was startling in the early 1800s. Women from poor families had little hope of learning even to read. Middle-class girls who went to school learned dancing and drawing rather than science or mathematics. After all, people argued, women were expected to care for their families. Why did they need an education?

**Opportunities for Women's Education** Possibly the greatest impact of the women's movement in the mid-1800s was the creation of greater opportunities for women in education. Emma Willard opened a high school for girls in Troy, New York. Here, young women studied "men's" subjects, such as mathematics and physics.

Mary Lyon opened Mount Holyoke Female Seminary in Massachusetts in 1837. She did not call the school a college because many people thought it was wrong for women to attend college. In fact, however, Mount Holyoke was one of the first women's colleges in the United States.

**New Employment Opportunities for Women** At about this time, a few men's colleges began to admit women. As their education improved, women found jobs teaching, especially in grade schools.

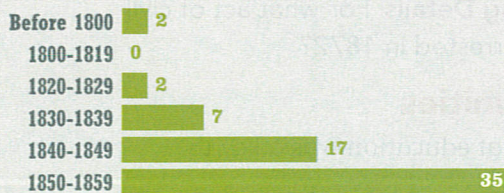
A few women entered fields such as medicine. Elizabeth Blackwell attended medical school at Geneva College in New York. To the surprise of school officials, she graduated first in her class. Women had provided medical care since colonial times, but Blackwell was the first woman in the United States to earn a medical degree. She later helped found the nation's first medical school for women.

Women made their mark in other fields as well. Maria Mitchell was a noted astronomer. Sarah Josepha Hale edited *Godey's Lady's Book*, an influential magazine for women.

**Analyze Graphs** The infographic below shows some of the changes in women's lives in the first half of the 1800s. **Use Visual Information** What details in the graphs support the conclusion that women's educational opportunities expanded during the mid-1800s?

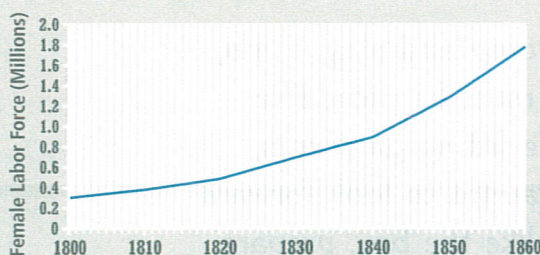
## NEW OPPORTUNITIES FOR WOMEN

### COLLEGES OR UNIVERSITIES ADMITTING WOMEN FOR THE FIRST TIME



Source: Compiled from a variety of sources

### FEMALE LABOR FORCE 1800-1860



Source: U.S. Bureau of Labor Statistics

### STATES SLOWLY GRANT MARRIED WOMEN FULL PROPERTY RIGHTS

<b>1844</b> Maine	<b>1852</b> New Jersey
<b>1845</b> Massachusetts	<b>1855</b> Michigan Florida
<b>1848</b> New York Pennsylvania Rhode Island	<b>1860</b> Maryland
<b>1850</b> Wisconsin	The remaining states gradually gave married women property rights between 1860 and 1980.

Source: *Journal of Economic History*, 1996; Law Library of Congress

Antoinette Blackwell became the first American woman ordained as a minister. She also campaigned for abolitionism, temperance, and women's right to vote.

### The Struggle Continues

The struggle for women's rights continues today. As in the 19th century, different groups have differing points of view.

One issue on which women's groups differ today is whether companies or the government should be required to pay women on maternity leave, or a period away from their jobs to give birth and take care of babies. Some women's groups today, such as the National Organization for Women, believe that employers, including the government, should be required to pay women during maternity leave. They argue that women need this support. Other groups, such as the Independent Women's Forum, argue that requiring employers to pay for maternity leave might make them less willing to hire women.



**Analyze Images** Women began attending medical school during the 1800s. **Infer** Why would women have been good candidates for medical training?


**READING CHECK** **Draw Conclusions** What effects did the women's movement have during the 1800s?

## Lesson Check

### Practice Vocabulary

1. How did the teachings of the **Second Great Awakening** inspire movements for social reform?
2. What role did the **Seneca Falls Convention** play in the **women's rights movement**?

### Critical Thinking and Writing

3. **Identify Main Ideas** What did social reformers believe was unjust about American society?
4. **Summarize** Summarize the changes in how children were educated from colonial times through the mid-1800s.
5. **Cite Evidence** Do you consider the women's rights movement in the mid-1800s successful or not? Explain.
6. **Writing Workshop: Use Descriptive Details and Sensory Language** Look around yourself right now. What do you see, what do you hear, what do you feel or smell? Write a few sentences in your  Active Journal to describe these sensations. You will find that descriptive words and sensory language will add life and excitement to your narrative essay.



## James Fenimore Cooper, "The Chainbearer"

James Fenimore Cooper wrote about life on the early American frontier. In this passage, the narrator is sailing up the Hudson River on his way to a frontier settlement in northern New York.

◀ Axes were essential for clearing forests.

### Reading and Vocabulary Support

① A farmer was called a husbandman.

② The phrase *in their train* literally means "behind them," but its implied meaning is "as a result of."

③ Explain, in your own words, how Cooper's "conquests" of the axe "left civilization in their train" instead of destruction.

④ What is the war that Cooper is referring to here?

On the main-deck were six or eight sturdy, decent, quiet, respectable-looking labourers, who were evidently of the class of husbandmen. ① Their packs were lying in a pile, near the foot of the mast, and I did not fail to observe that there were as many axes as there were packs.

The American axe! It has made more real and lasting conquests than the sword of any warlike people that ever lived; but, they have been conquests that have left civilization in their train, ② instead of havoc and desolation. ③ More than a million of square miles of territory have been opened up from the shades of the virgin forest, to admit the warmth of the sun; and culture and abundance have been spread where the beast of the forest so lately roamed. . . . A brief quarter of a century has seen these wonderful changes wrought; and at the bottom of them all lies this beautiful, well-prized, ready, and efficient implement, the American axe!

It would not be easy to give the reader a clear notion of the manner in which the young men and men of all ages of the older portions of the new republic poured into the woods to commence the business of felling the forests, and laying bare the secrets of nature, as soon as the nation rose from beneath the pressure of war, ④ to enjoy the freedom of peace.

—James Fenimore Cooper, *The Chainbearer*

### Analyzing Primary Sources

Cite specific evidence from this source to support your answers.

1. **Determine Author's Purpose** Why does Cooper glorify the axe?
2. **Determine Author's Point of View** How does Americans' image of the forest today differ from that of Cooper's time?