

S.K. Solovieva, E.N. Bazanova

Studying American History

Vol. 2

Саратовский государственный университет имени Н. Г. Чернышевского

С.К. Соловьева, Е.Н. Базанова

Изучаем историю Америки

*Учебное пособие по домашнему чтению для студентов Института истории
и международных отношений*

Часть 2

**Саратов
2009**

УДК [811.111 : 94 (73)] (075.8)

ББК 81.2 Англ. я 73

С 60

Соловьева С.К., Базанова Е.Н. Studying American History (Изучаем историю Америки): Учеб. пособие по домашнему чтению для студентов Института истории и международных отношений. Ч.2. – Саратов: ИЦ «РАТА», 2009. - 84 с.

ISBN 978-5-91659-079-1

Учебное пособие по домашнему чтению для студентов Института истории и международных отношений предназначено для индивидуальной и групповой работы на занятиях по английскому языку в группах 1 и 2 курса. Цель пособия – подготовить студентов к индивидуальной самостоятельной работе с оригинальной литературой по специальности, а также развить навыки устной речи.

Рекомендуют к печати:

Кафедра английского языка и межкультурной коммуникации Института филологии и журналистики Саратовского государственного университета им. Н.Г. Чернышевского

Кандидат педагогических наук, доцент кафедры английского языка и межкультурной коммуникации Саратовского государственного университета им. Н.Г. Чернышевского
Н.И. Иголкина

Доктор филологических наук, профессор кафедры переводоведения и межкультурной коммуникации Саратовского государственного социально-экономического университета
И.И. Прибыток

УДК [811.111 : 94 (73)] (075.8)

ББК 81.2 Англ. я 73

Работа издана в авторской редакции

ISBN 978-5-91659-079-1

TABLE OF CONTENTS

THE FOREWORD	4
UNIT I	6
UNIT II	22
UNIT III	34
UNIT IV	49
UNIT V	69

THE FOREWORD

Настоящее пособие предназначено для студентов Института истории и международных отношений в качестве материала для домашнего чтения.

Предполагается знание студентами основных морфологических форм и синтаксических структур английского языка в объеме программы средней школы, так как учебным материалом пособия являются оригинальные тексты монографии “The New World” by Richard B. Morris and the Editors of LTFE, vol. 1 из серии “The Life History of the United States”.

Цель пособия – подготовить студентов к самостоятельной работе с литературой по специальности, а также познакомить их с трактовкой исторических и социо-культурных явлений коллективом авторитетных американских исследователей.

Тексты уроков снабжены системой предтекстовых и послетекстовых упражнений. Они позволяют последовательно подвести студентов к пониманию и осмыслению содержания текстов, развивать навыки контекстуального подхода к переводу, ориентируют на пополнение индивидуального словарного запаса в процессе чтения. Перевод рассматривается авторами как этап речевой деятельности, завершающий предварительный анализ и толкование содержания и ведущий к передаче смысла оригинала средствами родного языка. Ряд заданий ставят целью развитие навыков разных видов чтения – просмотрового, ознакомительного и изучающего.

Активное усвоение новых лексических единиц, осмысление понятий и терминов оригинального материала являются основой, на которой студенты могут развивать и совершенствовать навык устной речи, выполняя задания коммуникативного характера. Предлагаются упражнения для парной работы, а также темы для фронтального обсуждения.

Каждый урок рассчитан на 4-6 часов аудиторных занятий. Тексты уроков снабжены комментариями.

UNIT VI

Finding the New World's Labor

Land was cheap, and if an artisan disliked his work he could mark out a farmstead and become his own master. The result was an economic paradox. High wages induced European workmen to emigrate. But at the same time it was the high wage scale that made it possible for them to afford land and turn to farming. Colonial authorities, confronted with soaring wages and a constant shortage of hands, instituted controls adapted from English legislation. Anyone living "without a calling" [1] was compelled to work or be punished as a criminal. Idlers were whipped, fined, put out at forced labor or committed to the workhouse. Despite all this, the labor shortage continued.

Almost from the beginning the colonies took measures to control wages and prices. A ceiling was set on wages and a floor was placed under hours of employment. In Massachusetts the General Court first fixed wage scales for the colony and then turned regulation over to the towns. Enforcement was buttressed by the churches, which exercised a stern censorship over the behavior of their congregations in everything from business ethics, intemperance and Sabbathbreaking [2] to gambling and "mixed [male and female] dancings."

Such regulations, to have been effective, should have been coordinated and enforced throughout all thirteen colonies. They were not. Workers who felt themselves underpaid in one locality could and did move on to another where higher wages prevailed. As a result, wage and price fixing on a broad basis gradually disintegrated as the 18th Century advanced.

Largely because a worker could get the terms he wanted by his own efforts, no permanent labor unions emerged in the colonial and Revolutionary periods. When workers and producers did take concerted action, it was usually for special reasons. Master workers in some trades combined to keep others from entering their trades, but even restraints of this kind decreased throughout the 18th Century. Licensed tradesmen—porters, carters, chimney sweeps, bakers and innkeepers, whose

services affected the public interest—joined to get better fees or prices from the local regulating authorities. Sometimes, bound servants (employees bound by strict contract for specified periods) went on strike, demonstrated or conspired to break their contract of employment. Occurrences of this sort were most common in the tobacco provinces, particularly in the 1600s. The authorities usually stopped them quickly.

In the crafts, where white labor, especially in the southern colonies, came to suffer from the competition of Negro slaves set up in trade by their masters, "combinations" were formed to keep Negroes out. But the slaveowners and the government were unsympathetic, holding that this interfered with [3] a slaveowner's right to use his property as he wished. Such conflict between labor and authority was rare. White journeymen seldom struck for better conditions, but their right to strike was rarely actually challenged. In the 1700s master craftsmen, particularly house carpenters, had no difficulty forming groups to fix prices and wages, and "friendly" societies were organized for social and philanthropic ends. In England these "box clubs," as they were called, were harassed as blinds for [4] conspiratorial labor agitation. In colonial America the power of such societies and other labor combinations did not inspire the counterpressure which might have driven labor to serious organization.

Down to the end of the 18th century the vast majority of workmen for America's labor market was voluntarily recruited under the bound labor system. Because there were no trade schools in the colonies, nor were there any technical high schools, orphan asylums or foster homes [5], apprenticeship was the one practical way to relieve the community of the burden of supporting orphans and to enable parents to provide their children a technical education. With the consent of [6] his parent, guardian or the local officials, an apprentice bound himself to serve a master from four to seven years and sometimes longer. Apprenticeships normally ran until the age of 21 for boys and 16 or 18 for girls. The apprentice came under the discipline of the master and his household, learned his master's trade and received some rudiments of education. Many masters, themselves illiterate, could

not instruct their apprentices in the three Rs [7], so the practice grew up of sending the young people to night schools for one quarter's schooling every year. This did not encroach on the apprentice's regular working hours.

1. Make sure you know the words and word combinations in the box.

an artisan, high wage scale, soaring wages, shortage of hands, to whip, to set the ceiling on, enforcement, to buttress, censorship, congregation, intemperance, gambling, to feel oneself underpaid, on a broad basis, a labor union, a concerted action, a porter, a carter, fees or prices, bound servants, to conspire, occurrences of this sort, to challenge, a carpenter, to harass, to be voluntarily recruited, bound labor system, apprenticeship, an apprentice, rudiments of education, illiterate, to encroach on

2. Use context clues to get the meaning of the words and give their Russian equivalents.

P1: a farmstead, to induce, to confront, an idler, to compel;

P2: employment, to turn smth. over to, stern;

P3: to enforce, to prevail, to disintegrate, to advance;

P4: a producer, master workers, licensed tradesmen, chimney sweeps;

P5: competition, unsympathetic, journeymen, conspiratorial;

P6: trade schools, to enable, to instruct.

3. Find English equivalents for the following Russian words and word combinations.

P1: расставить указательные знаки (огородить), экономической парадокс, перейти на фермерство, постоянный, английское законодательство, преступник, исправительный дом (работный дом);

P2: принимать меры по, фиксированный, поведение;

P3: действенный, район (населенный пункт), постепенно;

P4: постоянный, период революции, по особым причинам, ограничивать доступ к, хозяин гостиницы, местные власти, разрывать контракт;

P5: нести убытки (страдать) от конкуренции, рабовладельцы, право на забастовку;

P6: вплоть до конца 18 века, рынок труда, освободить от груза, получать, вечерняя школа.

4. Translate the following sentences into Russian.

- a. High wages induced European workers to emigrate.
- b. Colonial authorities, confronted with soaring wages and a constant shortage of hands, instituted controls adapted from English legislation.
- c. A ceiling was set on wages and a floor was placed under hours of employment.
- d. Such regulations, to have been effective, should have been coordinated and enforced throughout all thirteen colonies.
- e. Licensed tradesmen – porters, carters, chimney sweeps, bakers and innkeepers, whose services affected the public interest – joined to get better fees or prices from the local regulating authorities.
- f. White journeymen seldom struck for better conditions, but their right to strike was rarely actually challenged.
- g. Apprenticeships normally ran until the age of 21 for boys and 16 or 18 for girls.

5. Look through the text and find paragraphs dealing with the following.

- apprenticeship in the 18th century
- migration of workers who felt underpaid
- unions of licensed tradesmen
- “friendly” societies
- censorship of the church
- laws adapted from English legislation

6. Read the text and find answers to the following questions.

- a. Who could mark out a farmstead and become a farmer if he did not like his current work?
- b. How did colonial authorities deal with soaring wages?
- c. What was the attitude to idlers?
- d. The labor shortage continued, didn't it? What were the reasons, from your point of view?
- e. How did the church exercise a stern censorship?
- f. Why did wage and price fixing on a broad basis gradually disintegrate as the 18th century advanced?
- g. Did licensed tradesmen or slaves join to get better fees?
- h. Who suffered – especially in the southern colonies – from the competition of Negro slaves?
- i. When did master craftsmen have no difficulty forming groups to fix prices and wages?
- j. Why were “box clubs” harassed in England? Was it the same in America?
- k. Were there any trade schools or technical high schools in the colonies?
- l. How was the burden of supporting orphans relieved? What was the practical way?
- m. What was a night school? Why were the apprentices sent to night schools?

7. Read the statements below and determine whether they are true or false. If the statement is false, correct it.

- a. High wages induced European workmen to emigrate but that did not make it possible for them to turn to farming.
- b. Unemployed people were compelled to work or were punished as criminals.
- c. A ceiling was set on wages and a floor was placed under hours of employment.
- d. In Maryland the General Court first fixed wage scales for the colony and then turned regulation over to the farms.
- e. Wage and price fixing on a broad basis gradually disintegrated as the 18th century advanced.

- f. Master workers did not even dare to combine to keep others from entering their trades.
- g. Sometimes bound servants went on strike, but authorities usually stopped them quickly.
- h. In the 1700s master craftsmen in America were forbidden to form groups to fix prices and wages.
- i. Apprenticeship as well as trade schools and technical high schools, orphan asylums and foster houses in colonies helped the colonial communities to relieve the burden of supporting orphans and to enable parents to provide their children a technical education.
- j. Many masters, who instructed their apprentices, were illiterate.
- k. Night schools were unpopular as this encroached on the apprentices' regular working hours.

8. Select the word which best matches the expressions underlined in the following sentences.

1. Anyone living "without a calling" was compelled to work or be punished as a criminal.
A. without a family B. without work C. without money
2. Idlers were whipped, fined, put out at forced labor or committed to the workhouse.
A. were jailed B. were criticized C. were made to pay an amount of money
3. As a result, wage and price fixing on a broad basis gradually disintegrated as the 18th century advanced.
A. practically B. slowly over a period of time C. beyond any shadow of doubt
4. Largely because a worker could get the terms he wanted by his own efforts, no permanent labor unions emerged in the colonial and Revolutionary periods.
A. organizations of workmen B. English authorities C. unions of slaves
5. White journeymen seldom struck for better conditions.
A. stopped working because they wanted B. suddenly attacked C. didn't like

6. With the consent of his parent, guardian or the local officials, an apprentice bound himself to serve a master from four to seven years and sometimes longer.

A. payment from B. joint will of C. permission of

9. Fill in the blanks with the appropriate words.

a. Idlers were,, at or To the workhouse.

b. Enforcement was buttressed by the, which exercised a stern over the behavior of their congregations in everything from and Sabbathbreaking to and “mixed dancings”.

c. Licensed tradesmen -,, and, whose services affected the public interest – joined to get better fees or prices fro the local regulating authorities.

d. In the crafts, where white labor, especially in the, came to suffer from the competition of set up in the trade by their masters, “combinations” were formed to keep Negroes out.

e. Such conflict between and was rare.

f. In colonial America the power of such societies and other did not inspire the which might have driven labor to

g. With the consent of his, or the local, an apprentice bound himself to serve a master from four to seven years or sometimes longer.

h. The apprentice came under the of his master and his, learned his master’s and received some of education.

10. Complete each sentence by using information from the text.

a. Almost from the beginning the colonies took _____.

b. Enforcement was buttressed by the churches, which _____.

c. Master workers and producers did take concerted action, and _____.

d. Occurrences of this sort were _____.

e. But the slaveowners and the government were unsympathetic, holding that _____.

- f. In the 1700s master craftsmen, particularly carpenters, had no difficulty _____.
- g. In colonial America the power of such societies and other labor combinations _____.
- h. Because there were no trade schools in the colonies, _____.
- i. Many masters, themselves illiterate, could not _____.
- j. This did not encroach _____.

13. The sentences below describe some shifts in American labor market in the 17th – 18th centuries. Working with a partner, arrange them into a logical order.

- In Massachusetts the General Court first fixed wage scales for the colony and then turned regulation over to the towns.
- In the crafts (...) especially in the southern colonies (...) combinations were formed to keep Negro out.
- Because there were not trade schools in the colonies (.....) apprenticeship was the one practical way to relieve the community of the burden of supporting orphans and to enable parents to provide their children a technical education.
- Land was cheap, and if artisan disliked his work he could mark out a farmstead and become his own master.
- Idlers were shipped, fined, put out at forced labor or committed to the workhouse. Despite all this, the labor shortage continued.
- Workers who felt themselves underpaid in one locality could and did move to another where high wages prevailed.
- Licensed tradesmen (....) joined to get better fees or prices from the local regulating authorities.
- (...) Conflict between labor and authority was rare.

12. Match the words to the definitions in the column on the right.

Artisan	an official rule that controls how something is done;
to induce	to use a power, right, or ability;
to compel	very serious and without any humor;
employment	a child whose parents are dead;
regulation	someone who does skilled work with their hands;
to exercise	to persuade someone to do something;
gradually	officially approved;
stern	to influence someone or something, or cause them to change;
licensed	a hospital for people with a mental illness;
to affect	slowly over a period of time;
orphan	when someone is paid to work for person or company;
asylum	to force someone to do something;
illiterate	not able to read or write

13. Discussion. Give the opinion on the shifts in American labor market in the 17th – 18th centuries, using the following expressions:

to begin with, my personal feeling is that, in this respect, in particular, speaking from the particular to general, to be against smth., to be for smth., to argue, the

point is that, in a modern sense, historically speaking, as a rule, eventually, to give some evidence, to support the opinion, to adduce the example.

Notes

1. without a calling – без работы
2. Sabbathbreaking – нарушение правил субботы (дня отдохновения)
3. holding that this interfered with – утверждая, что это нарушает
4. blinds for – прикрытие для
5. foster homes – воспитательный дом
6. with the consent of – с согласия
7. the three Rs – чтение, письмо и арифметика

UNIT VII

Builders of a New Culture

By 1775 an American character and nationality were clearly emerging. The colonial subjects of George III in 1775 were entirely different from those who had planted Virginia and Plymouth 150 years earlier in James I's reign. The distance that separated them was as great as that which separated America from the Old World and its people, so long and so completely divided along tight linguistic, national and religious lines [1].

No one can measure precisely how much the special American traits came from the infusion of non-English elements into colonial life, and how much in response to the challenge of a new environment. Tom Paine, British-born, and J. Hector St. John Crevecoeur, a French settler, both saw America as a melting pot [2], but later experts took a different view. For example, the American historian George Bancroft insisted that the Thirteen Colonies were basically English and that only one fifth of the American people had a language other than [3] English as their mother tongue. His estimate appeared to be confirmed by a Census Bureau report of 1909 which served as the statistical basis for post-World War I laws that curtailed immigration from lands presumably not heavily represented in colonial America.

We now know that this report used a wrong approach. It drew its statistics from names in the census of 1790, but failed to consider that immigrant families usually Anglicized their names. Thus national origins can often be determined only with difficulty. The German *Roth*, for example, is inextricably confused with variants of the British *Rhodes*, the German *Scherer* with the Scottish *Shearer*, the German *Kohler* with the British *Collier*. The Dutch [4] *Van Kouwenhoven* became *Conover*; the gravestone of *Dirck Kuyper* reads *Richard Cooper*. Similar examples are abundant in every immigrant nationality.

It is now conservatively estimated that non-English immigrants made up some 40 per cent of the colonial population, though proportions varied from place to

place. The Yankees of New England were about 70 per cent English, with a liberal infusion of Scots, Scotch-Irish, Celtic Irish, plus some French and Germans; in the South, English settlers comprised considerably less of the total. Pennsylvania was only about one third English.

The degree to which a group continues to speak its mother tongue is a useful, but by no means [5] infallible, index of cultural durability. By that test the Dutch failed badly to resist the impact of the British. Even before the English occupation of 1664, some 18 different languages seem to have been spoken in New Amsterdam; later the Dutch could not hold their dikes [6] against the floodwaters of assimilation that the English let loose. By 1762 the Dutch even invited a Presbyterian minister to preach in English at the Dutch Reformed Church of New York. Though English superseded Dutch, some traces of the language still remain in certain American words like *cruller* [7], *cooky* [8], *boss*, *crib* [9], *stoop* [10] and *spook* [11]. And though little survived of Dutch culture, proud family traditions are preserved by such renowned families as the Schuylers, the Roosevelts, the De Peysters and the Brevoorts.

The Germans were the largest non-English group in colonial America, and also the most tenacious of the minorities in clinging to their native cultural ties. Pennsylvania alone had 100,000 Germans by 1776, and many thousands more had settled on the frontiers of Maryland, Virginia and North Carolina. William Penn recruited many directly from the Continent. A sizable group of Germans led by Francis Daniel Pastorius responded to Penn's invitation and settled Germantown in 1683. These were followed a few years later by Pietists [12] under Johann Kelpius. The greatest number of Germans came from the war-ravaged Rhineland. By 1709 some 13,000 destitute German Palatines [13] had arrived in England. But England was only a temporary stopping place, and nearly half of them went on to New York, North Carolina and Pennsylvania.

1. Make sure you know the words and word combinations in the box.

to emerge, trait, challenge, to curtail, census, to fail, abundant, settler, infallible,

durability, impact, minister, trace, renowned, tenacious, destitute

2. Identify the part of speech the words belong to and translate them.

Entirely, infusion, environment, historian, presumably, inextricably, conservatively, minority, sizable, temporary

3. Use context clues to get the meaning of the words and give their Russian equivalents.

P1: subject, to plant, to separate;

P2: precisely, response, view, tongue, to serve, to represent, report;

P3: approach, Anglicized, to determine, origin, to confuse;

P4: to make up, to vary, total;

P5: index, to resist, loose, to preach, to supersede, proud;

P6: to cling, tie, to respond, to follow, war-ravaged, to arrive.

4. Find English equivalents for the following Russian words and word combinations.

P1: формироваться, создавать колонию, правление, сильно отличаться;

P2: точно определить, специфическая особенность, в ответ на что-либо, занять другую точку зрения, настаивать, в основном, родной язык, оценка, статистическая основа;

P3: неверный подход, обычно, представляет невероятную путаницу;

P4: традиционно считается, население колоний, большая доля, составлять;

P5: выживаемость культуры, потерпеть неудачу, положить начало (развязать), славные семейные традиции;

P6: сохранение национальных культурных связей, граница, значительная группа, откликнуться на приглашение, обедневшие немецкие графы, временное прибежище.

5. Look through the text and find paragraphs dealing with the following.

- the way the immigrant families used to spell their names

- the percentage the non-English immigrants made-up
- the number of languages spoken in New Amsterdam
- where the greatest number of Germans came from
- when the American character and nationality were emerging
- the statistical basis for post-World War I immigration laws

6. Read the text and find answers to the following questions.

- Along what lines did the colonial population of America in 1775 differ from the first settlers?
- Was America seen as a melting pot by all experts?
- How many American Colonies were considered basically English?
- What was the mother tongue of one fifth of the American people?
- Why did the immigration laws based on a Census Bureau report of 1909 curtail immigration?
- What approach did this report use?
- What did it fail to consider?
- How many per cents of the colonial population did non-English immigrants make up?
- In what way did this proportion vary?
- What is the index of cultural durability?
- How many languages had been spoken in New Amsterdam before 1664?
- Why did the Dutch invite a minister to preach in English at the Dutch Reformed Church of New York?
- Did anything of Dutch culture and language survive?
- What was the largest non-English group tenaciously clinging to its native cultural ties?
- Where did its members settle?
- Where did the greatest number of Germans come from?
- Was England a final stopping place of the German immigrants?

7. Read the statements below and determine whether they are true or false. If the statement is false, correct it.

- a. It can be measured precisely how much the special American traits came from the infusion of non-English elements into colonial life.
- b. Only one fifth of the American people had a language other than English as their mother tongue.
- c. A Census Bureau report of 1909 used a right approach.
- d. The national origins of the immigrants can be determined easily.
- e. The immigrants' families used to Anglicize their names.
- f. The proportion of non-English immigrants in the colonial population didn't vary from place to place.
- g. The degree to which a group continues to speak its mother tongue is an infallible index of cultural durability.
- h. The Dutch failed to resist the impact of the British.
- i. Some traces of Dutch still remain in certain American words.
- j. The French were the most tenacious of minorities in clinging to their native cultural ties.
- k. William Penn recruited many German families directly from the Continent.
- l. The greatest number of Germans came from Bavaria.

8. Select the word which best matches the expressions underlined in the following sentences.

1. The distance that separated them was as great as that which separated America from the Old World and its people.
A. to change B. to divide C. to remove
2. No one can measure precisely how many the special American traits came from the infusion of non-English elements into colonial life.
A. correctly B. exactly C. distinctly
3. Post-World War I laws curtailed immigration from lands not heavily represented in America.

A. to diminish B. to stop C. to cut down

4. The report drew its statistics from names in the census of 1790.

A. to rely upon B. to focus on C. to depend on

5. In the South English settlers comprised considerably less of the total.

A. to form B. to constitute C. to represent

6. The degree to which a group continues to speak its mother tongue is by no means infallible index of cultural durability.

A. correct B. reliable C. the only

7. A sizable group of Germans responded to the invitation and settled Germantown in 1683.

A. large B. considerable C. numerous

9. Complete each sentence by using information from the text.

a. The American historian George Bancroft insisted that the Thirteen Colonies were _____.

b. A Census Bureau report of 1909 served as _____.

c. This report used a wrong approach as _____.

d. The Yankees of New England were _____ with a liberal infusion of _____.

e. And though little survived of Dutch culture, _____.

f. Many thousands of Germans had settled _____.

g. England was only temporary stopping place and nearly half of the immigrants _____.

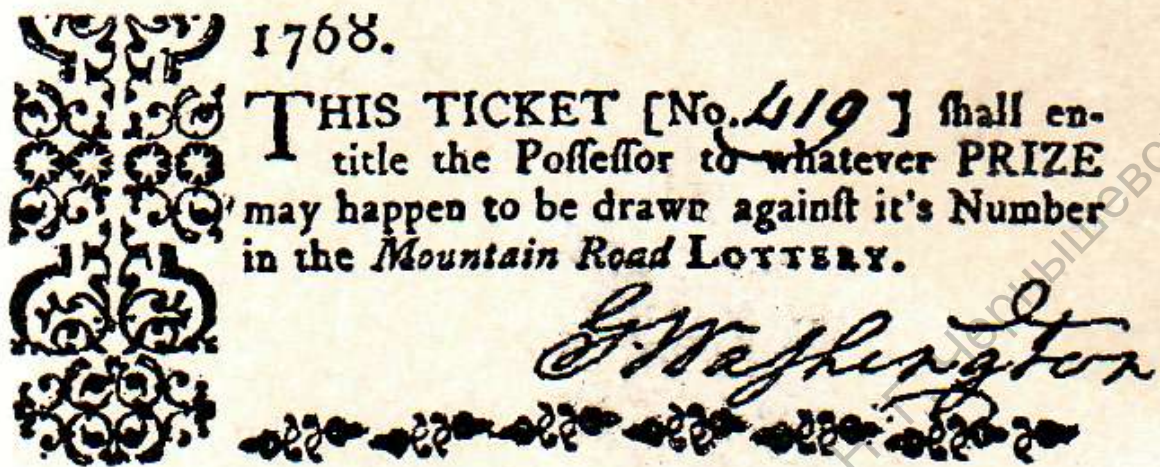
Notes

1. ... along tight linguistic, national and religious lines – в отношении языка, национальности и религии

2. melting pot – плавильный котел

3. other than – иной, чем
4. the Dutch – голландец, голландский
5. by no means – отнюдь не
6. to hold the dikes against the floodwaters – сдерживать напор
7. cruller – хворост (печенье)
8. cooky – кухарка
9. crib – колыбель
10. stoop – поклон
11. spook – дух, призрак
12. Palatine – граф
13. Pietist – набожный человек

Do you know that ...



America's flourishing 18th Century lotteries built bridges, paved streets and financed colleges, hospitals, defenses and libraries. Even George Washington signed and sold some tickets (above) and managed raffles. The varied prizes included land, diamonds, telescopes, silverware and a Negro woman.

Саратовский государственный университет имени Г.И. Уварова

UNIT VIII

Immigrants from Many Lands

The first wave of German immigrants brought mostly German Quakers; Mennonites; Baptist Brethren, or Dunkers [1]; and other small sects who made Lancaster County their own. A second wave after 1730 consisted largely of Lutherans and Calvinists. Still a third group called the United Brethren, or Moravians, had originally fled from Moravia in Austria. They established themselves in the Pennsylvania towns of Bethlehem, Nazareth and Lititz, and at Salem, North Carolina. These groups won recognition for their communal industrial projects, their fine schools, their magnificent choral music and their missionary work among the Indians.

Most German immigrants were poor, and families were often broken up by purchasers of their indentures. But through thrift and industry, prudent farm management and skills in the crafts, they overcame initial handicaps and achieved comfort and independence. Their gunsmiths pioneered the Pennsylvania (or Kentucky) rifle, their wagonmakers the Conestoga wagon [2].

In the area between the Lehigh and the Susquehanna, the Germans formed a cultural island cut off from the mainstream of the English-speaking population. With their own printing presses, newspapers, schools, churches and language (a corruption of German and English popularly called Pennsylvania Dutch), they posed a problem to Pennsylvania's leaders and molders of public opinion. As broadminded as Benjamin Franklin was, he felt concern about this self-imposed isolation, and feared that unless the current of German immigrants could be diverted to other colonies, they would "soon so outnumber us that all the advantages we have will, in my opinion, be not able to preserve our language." Jefferson, too, wished the Germans would distribute themselves among the native-born for "quicker amalgamation."

In the 17th Century the Scots formed a separate nation connected with England only because the two peoples shared the same monarch. Varying English dialects

were spoken in the Lowlands; the Highlanders brought their Gaelic [3] to America. Most of the emigrant [4] Scots were Presbyterian Lowlanders who had settled in northern Ireland when James I began his "Great Plantation" to put down rebellion among chieftains in the Ulster area. Persecuted by Cromwell, and later by William and Mary after the battle of the Boyne, the native Irish were relegated to the backward mountainous regions with the poorest, least arable land.

The Scotch-Irish, as the Ulster Scots came to be known, fared only little better than the supplanted Irish. They were hard hit by the Woolen Act of 1699, which made it illegal for their weavers to export their cloth to any foreign country. Furthermore, an act of 1704 disenfranchised all who would not conform to the established Anglican Church. Disillusioned and embittered, a steady stream embarked for America; some 200,000 Scots had left Ulster up to 1776. A substantial number of the Scotch-Irish settled in the back country of Pennsylvania. Many moved down the Appalachian valleys into the Carolinas, where they settled the frontier wilderness, often as squatters, and took over a considerable share of the Indian trade.

Highlanders began coming to America after the unsuccessful Scottish rebellions of 1715 and 1745-1746, which attempted to restore the Stuarts to the English throne. Some came as fugitives, most as exiles who swore allegiance to the Hanoverian kings of England as the price of their freedom. Most Highlanders gravitated to communities made up of their countrymen on the farming frontier. Many Lowlanders, pressed by rising unemployment in Scotland, emigrated to new homes up and down the Atlantic Seaboard. When England and Scotland were joined by the Act of Union of 1707, Scottish businessmen at last had the full benefits of the English trade laws, and many of them emigrated to the colonies, where they became important in the tobacco trade of Maryland and Virginia. During the Revolution most of the Scots remained loyal to the crown. The Scotch-Irish, on the contrary, stood in the forefront of rebellion, for they, along with the Celtic Irish, abhorred English rule. An inscription on a tombstone in Virginia's Shenandoah Valley dramatically epitomizes the history of these emigrants: "Here

lie the remains of John Lewis, who slew the Irish lord, settled Augusta County, located the town of Staunton, and furnished five sons to fight the battles of the American Revolution."

In 16th century France, relations between the Huguenots, as John Calvin's French followers were known, and the Catholics grew steadily worse. Thousands of Huguenots were killed in one night during the St. Bartholomew's Massacre of 1572. Many of the survivors found refuge in England and Holland, and their descendants often emigrated to the New World. In 1598 Henri IV promulgated the Edict of Nantes, which granted the Huguenots toleration. Decades of relative peace followed, but when the edict was revoked in 1685, many more Huguenots fled to the English colonies, the bulk of them going to South Carolina, Virginia, New York and Pennsylvania. Names like Huger, Izard, Laurens and Porcher in South Carolina; Girard, Boudinot and Roberdeau in Philadelphia; DeLancey, Jay and Delano (from de La Noye) in New York; and Faneuil, Revere and Bowdoin in New England supply ample evidence of the wide political and social prominence achieved by the Huguenots on the eve of the Revolution.

A relatively small group (about 50,000 in 1776), the French assimilated remarkably well. In South Carolina many became Anglicans; in Pennsylvania, they mingled with the Swiss and Germans; in New York, with the Dutch and English. For example, John Jay, first Chief Justice of the United States, was the grandson of Augustus Jay, a French Huguenot exile who settled in New York about 1686. His mother was a Dutch Van Cortlandt, and he himself married the youngest daughter of William Livingston, governor of New Jersey during the Revolution, thus combining French, Dutch and Scottish stock. Other Huguenot families had similar stories. With their great drive, intelligence and ingenuity, the French left a distinctive mark on American culture.

1. Make sure you know the words and word combinations in the box.

country, to establish, magnificent, indenture, thrift, prudent, mainstream, self-imposed isolation, unless, to outnumber, chieftain, to relegate, arable, to fare, to

supplant, to disenfranchise, allegiance, to abhor, massacre, ingenuity

2. Identify the part of speech the words belong to and translate them.

recognition, purchaser, management, molder (moulder), wilderness, squatter, backward, illegal, rebellion, fugitive, trade, forefront, survivor, descendant, toleration

3. Use context clues to get the meaning of the words and give their Russian equivalents.

P1: originally, mostly, Quaker, communal, choral;

P2: to break up, industry, to overcome, handicap, broad-minded;

P3: to cut off, printing, corruption, native-born;

P4: to share, varying, to put down;

P5: furthermore, to conform, to embark;

P6: to attempt, to gravitate, unemployment, seaboard, to join, inscription, to epitomize, to furnish;

P7: steadily, to promulgate, to revoke, bulk, to supply, prominence;

P8: to mingle, to combine, drive.

4. Find English equivalents for the following Russian words and word combinations.

P1: обосновываться, завоевать признание, миссионерская деятельность;

P2: ведение сельского хозяйства, мастерство, оружейник;

P3: создать затруднение, общественное мнение, (человек) широких взглядов, беспокоиться о ч.-л., направлять в другую сторону, сохранить;

P4: шотландский горец, житель южной части Шотландии;

P5: наносить удар, ткач, подчиняться, разочаровывать, ожесточать, перенимать;

P6: пытаться, заключенный, клясться в верности, община, растущая безработица, наконец, наоборот, наряду с ч.-л., могильный камень;

P7: найти убежище, полный, накануне;

P8: смешиваться, род, губернатор.

5. Look through the text and find paragraphs dealing with the following.

- cultural isolation of German immigrants
- the originators of the Pennsylvania rifle and the Conestoga wagon
- several waves of German immigrants
- the formation of the Scots as a separate nation
- where the Scotch-Irish immigrants settled in America
- when and why Highlanders and Lowlanders began coming to America
- the St. Bartholomew's Massacre of 1572
- the mark the French left on American culture

6. Read the text and find answers to the following questions.

- a. In what counties did the German immigrants of different waves settle?
- b. What did they win recognition for?
- c. How did they manage to overcome initial hardships?
- d. Who pioneered the Pennsylvania rifle and the Conestoga wagon?
- e. Why did the Germans pose a problem to Pennsylvania's leaders?
- f. Why is the area of German settlement called their self-imposed isolation?
- g. What language did the German immigrants speak?
- h. What had to be done to preserve the English language?
- i. What English dialect did the Highlanders bring to America?
- j. Where were the native Irish relegated by Cromwell?
- k. Why were the Scotch-Irish hardly hit by the Woolen Act of 1699?
- m. Who did the act of 1709 disenfranchise?
- n. Where did the squatters settle?
- o. Why did Highlanders begin coming to America?
- p. What allegiance had they to swear as the price of their freedom?
- q. What did the Act of Union of 1707 state?

- r. Why did many Scottish businessmen immigrate to colonies?
- s. Where did thousands of Huguenots find refuge?
- t. What state did the Huguenots achieve on the eve of the Revolution?

7. Read the statements below and determine whether they are true or false. If the statement is false, correct it.

- a. The first wave of German immigration brought mostly Lutherans and Calvinists.
- b. The Germans won recognition mostly for their magnificent choral music.
- c. But even through thrift and skills in the craft they failed to achieve comfort and independence.
- d. As a culture group the Germans were not cut off from the mainstream of the English-speaking population.
- e. Benjamin Franklin and Thomas Jefferson wished the Germans would distribute themselves among the native-born.
- f. In the 17th century the Scots didn't form a separate nation and shared the same monarch with the English.
- g. English was spoken both in the Highlands and the Lowlands.
- h. The native Irish were not persecuted by Cromwell.
- i. The Highlanders settled the frontier wilderness of the Carolinas often as squatters.
- j. Irish businessmen had the full benefits of the English trade laws.
- k. During the Revolution most of the Scots remained loyal to the crown.
- l. Many of the survivors found refuge in Germany.
- m. The French assimilated in South Carolina with the Swiss and Germans.

8. Select the word which best matches the expressions underlined in the following sentences.

- 1. The Moravians established themselves in Pennsylvania and North Carolina.
A. to settle B. to make one's home C. to arrive

2. The families of many German immigrants were often broken up by purchasers of their indentures.

A. to ruin B. destroy C. dissolve

3. The language they spoke was a corruption of German and English popularly called Pennsylvania Dutch.

A. generally B. as a rule C. mostly

4. As broadminded as Benjamin Franklin was, he felt concern about the self-imposed isolation of the Germans.

A. indulgent B. good-natured C. tolerant

5. Benjamin Franklin thought that all the advantages the English would not be able to preserve their language.

A. benefit B. preference C. superiority

6. In the 17th century the Scots were connected with England only because the two peoples shared the same monarch.

A. to divide B. to have in common C. to separate

7. James I wanted to put down rebellion among chieftains in the Ulster area.

A. to suppress B. to crush C. to encourage

8. The Scotch-Irish fared only little better than the supplanted Irish.

A. to get on B. to make living C. to exist

9. The squatters settled the frontier wilderness in the Carolinas.

A. waste B. desert C. space

10. During the Revolution most of the Scots remained loyal to the crown.

A. devoted B. true C. right

9. Match the words to the definitions in the column on the right.

Quaker	economical, careful;
indenture	becoming impure or making impure;
prudent	a member of a Christian body known as a society of friends;
corruption (of a language)	

to disenfranchise	a written agreement;
to outnumber	mixing or joining, a combination or union;
Presbyterian	to write or cut words on a tomb or monument in memory of a dead person;
Massacre	a French Protestant of the 16 th or 17 th century;
amalgamation	the chief of a tribe;
chieftain	to take away the rights of a citizen, esp. the right to vote at elections;
arable	relating to church government by presbyters (elders);
to epitomize	a person who settles on land without permission;
Huguenot	one who is running away from justice, danger;
Gaelic	cruel killing of a large number of defenseless persons;
squatter	the very front, the center of greatest activity;
fugitive	suitable for ploughing;
forefront	all the people living in one place or district;
	the language of the Scottish and Irish Celts;
	to be greater in number than

10. Discussion. Give your opinion on the grounds people left their motherland and moved to the New World. Working with a partner fill in the table.

	<i>Persecuted due to their religious outlook or by law</i>	<i>On the political grounds</i>	<i>Forced by economic hardships</i>
<i>Country</i>			

<i>Event</i>			
--------------	--	--	--

Notes

1. Dunkers – окунанцы (баптистская секта)
2. Conestoga wagon – крытый конный фургон
3. Gaelic – гаэльский язык
4. emigrant – переселенец, to emigrate – переселяться

UNIT IX

A Thirst for Education

THE 18th century was marked by the philosophical movement called the Enlightenment, a rationalistic and scientific approach to life. Benjamin Franklin perhaps best exemplified this school in America. His volume on electricity was to be the most influential American book of colonial times. But education as a whole lagged far behind [1] such outstanding achievements. A Puritan innovation, American education reflected the Protestant Reformation, and religion and the classics dominated the curriculum [2] at all levels.

The Puritans were first in education partly because they were better educated than most 17th century pioneers. At least 130 university alumni [3] came to New England before 1646, an average of one to every 40 or 50 families, an astonishing proportion for that time. These alumni of Oxford and Cambridge Universities founded the Boston Latin School in 1635 and a college in 1636. (Two years later the college was named for a benefactor, John Harvard.) Then they forced the passage of the great Massachusetts school laws of 1642 and 1647. The 1642 act set fines for parents who failed to teach their children how to read. By the act of 1647 every town of 50 families was required to appoint a schoolteacher, and towns of 100 families had to set up a grammar school where children could be educated for Harvard.

In the Middle Colonies, by contrast, education was largely a church effort. The outstanding New York schools were the Collegiate [4] School, founded in 1638 under Dutch Reformed auspices [5] but supported by the town of New Amsterdam, and Trinity School, founded in 1710 by the S.P.G. [6] In Philadelphia the Friends' Public School, later known as William Penn Charter School, was established in 1689. In the South, the isolation of the plantations made the assembling of children in a formal schoolroom both expensive and impractical. So there was tutoring for the sons of the rich, apprenticeship for working-class children and pauper schools

for the indigent. By 1775, however, private fee-supported schools and academies were taking hold [7].

Colonial colleges, with a few exceptions, pursued theological ends with a sectarian bias. The first, Harvard, was founded to make sure that the Puritans would be ministered to by literate preachers. The same purpose prompted a college in Connecticut in 1701, later named for its benefactor, Elihu Yale. In 1693 William and Mary was established in Virginia under Anglican auspices as "a seminary of ministers of the Gospel." Each sect hastened to found its own college, the New Side Presbyterians establishing Princeton in 1746; the Baptists, Brown in 1764 (but with no religious test for admission); the Dutch Reformed revivalists, Queen's College, or Rutgers, in 1766. In 1770 a Congregational minister, the Reverend Eleazar Wheelock, transformed an Indian missionary school begun earlier in Connecticut into Dartmouth College at Hanover, New Hampshire.

At least two institutions reflected new nondenominational [8] influences. Franklin's Academy (later to become the University of Pennsylvania) was nonsectarian at the start. Soon, however, it came under Anglican direction. King's College (now Columbia) was initially sponsored by the Church of England, but an effort was made to conciliate the Presbyterian opposition by placing ministers of four other denominations on the first governing board. These two colleges also differed from the others in the courses they offered. Franklin, with his utilitarian outlook, emphasized the teaching of science and modern languages, and put less stress upon the classics. Samuel Johnson, first president of King's College, optimistically announced that the college would give instruction in "everything that can contribute to the true happiness" of youth, "both here and hereafter."

Despite their lofty ambitions the colleges did a good deal less than might have been expected to encourage the theoretical and experimental sciences. Nor did the colonial scientists enjoy the support of philanthropy. But scientists of the day found ample challenge in the still largely undiscovered and untapped resources of a vast continent which remained to be explored, mapped, described and botanized. William Byrd II explored western Virginia and North Carolina, and his racy

narrative of a mixed Indian-and-poor-white frontier life has become a classic of its kind. Young George Washington, who penetrated deep into the Ohio country, added much to geographical lore.

Botany nourished. John Clayton gathered an enormous fund of data in Virginia; John Bartram, a Quaker farmer, collected exotic specimens on his extensive travels and set up his own botanical garden near Philadelphia. Mark Catesby wrote the most extensive work on the natural history of the South. Cotton Mather, whose mind was both prejudiced and experimental, contributed a series of letters on natural history and biology to the *Philosophical Transactions* of England's renowned Royal Society. In 1721 Mather also wrote the first lengthy colonial commentary on Newton's *Principia Mathematica*, thus acquainting America with the law of gravitation.

Other men were also pursuing the physical sciences. Cadwallader Colden supplemented Newton's ideas with the highly original theory that gravitation was a force exerted by an elastic, contractive form of matter. Harvard professor John Winthrop IV, whose ancestors included governors and scientists, made early observations on the nature of sunspots and planetary movements, and sponsored an expedition to Newfoundland in 1761 to observe the passage of Venus across the sun. In Philadelphia ingenious David Rittenhouse constructed clocks, mathematical instruments and an orrery, a working model of the solar system. And Benjamin Franklin, that most versatile of all American colonials, achieved the status of an international celebrity with his contributions to both theoretical science and invention.

For pioneers, the colonists were a remarkably bookish people. They brought with them or imported from Europe books on theology, science, the classics, outlines of universal knowledge and a few lawbooks. Remarkable collections were assembled by men like John Winthrop Jr., who in the late 17th Century boasted the largest scientific library in America. Those who could not buy their own books often could borrow them. In the 18th Century the S.P.G. started libraries for public use in the South. Franklin established a subscription library in Philadelphia; others

were begun at Newport, Charleston, New York and elsewhere. Later Franklin observed that libraries had "improved the general conversation of Americans, made the common tradesman and farmers as intelligent as most gentlemen from other countries, and perhaps have contributed in some degree to the stand so generally made throughout the colonies in defense of their privileges."

1. Make sure you know the words and word combinations in the box.

Enlightenment, to dominate, average, passage of the law, fine (n), to fail, to set up, grammar school, fee-supported, to pursue ends, lore, tutoring, to pursue a science

2. Identify the part of speech the words belong to and translate them.

influential, benefactor, apprenticeship, bias, preacher, nonsectarian, conciliate, utilitarian, lofty, botanize, flourish, extensive, ancestor, ingenious, celebrity, bookish

3. Use context clues to get the meaning of the words and give their Russian equivalents.

P1: approach, to exemplify, outstanding;

P2: astonishing, to found, to appoint, to name for smb.;

P3: by contrast, to assemble, pauper, exception, literate;

P4: to prompt, seminary;

P5: to emphasize, to announce;

P6: despite, vast, to map;

P7: enormous, to contribute, to acquaint;

P8: to exert, contractive, support, solar;

P9: outline, to assemble, to borrow, subscription.

4. Find English equivalents for the following Russian words and word combinations.

P1: оказывать влияние, в целом, нововведение, на всех уровнях;

P2: соотношение, требовать;

P3: дело церкви, дорогостоящий, требовать;

P4: за небольшим исключением, убеждаться, побуждать (вызывать появление), спешить, приемное испытание;

P5: первоначально, постараться, управляющий совет, отличаться, практический подход, обращать внимание (подчеркивать), способствовать;

P6: благородные стремления, пользоваться поддержкой, множество задач, неиспользованные ресурсы, исследовать, яркое описание;

P7: огромное количество (объем) данных, редкие образцы, предубежденный (ограниченный), обширный комментарий:

P8: движение планет, прохождение, планетарий, разносторонне (универсально) одаренный, добиться международной известности;

P9: гордиться, брать на время, простой труженик, в некоторой степени, защита.

5. Look through the text and find paragraphs dealing with the following.

- the law which set fines for parents who failed to teach their children how to read
- the apprenticeship for working-class children
- why religion and the classics dominated the curriculum at all levels
- the institutions which reflected nondenominational influences
- the challenge the scientists found in the vast continent
- exotic botany specimens
- the supplement to Newton's ideas
- the construction of orrery
- the establishment of a subscription library

6. Read the text and find answers to the following questions.

a. What approach to life was characteristic of the Enlightenment?

- b. Why did education as whole lag behind the outstanding achievements of the colonial times?
- c. What settlers were better educated than the pioneers?
- d. What alumni forced the passage of the great Massachusetts school laws?
- e. What institution was responsible for the foundation of colleges and schools in the Middle Colonies?
- f. Why were colleges named for John Harvard and Elihu Jale?
- g. What was the aim of King's College according to its first President Samuel Johnson?
- h. What did the scientists of the day find ample challenge in?
- i. Who explored western Virginia and North Carolina?
- j. Where was John Bartram's botanical garden set up?
- k. Who acquainted America with Newton's law of gravitation?
- l. Who supplemented Newton's ideas with the highly original theory?
- m. What scientist studied the nature to sunspots and planetary movements?
- n. When were the libraries for public use started in the South?

7. Read the statements below and determine whether they are true or false. If the statement is false, correct it.

- a. Franklin's work on electricity was the most influential American book of colonial times.
- b. American education reflected the philosophical movement called the Enlightenment.
- c. The fines were set for parents who failed to teach their children how to read.
- d. The towns of 80 families had to set up a grammar school for children to be educated for Harvard.
- e. In the South children were sent to grammar schools.
- f. The colonial colleges pursued theological ends to prepare literate preachers.
- g. Franklin's Academy and King's College differed from the others in the courses they offered.

- h. As a rule, the college encouraged the theoretical and experimental sciences.
- i. Meanwhile the still largely undiscovered and untapped resources of a vast continent remained to be explored, mapped and botanized.
- j. Young George Washington penetrated deep into the Appalachian valleys and added much to geographical lore.
- k. John Bartram collected exotic specimens on his extensive travels and set up his own botanical garden near Boston.
- l. Many scientists were also pursuing chemistry and biology.
- m. David Rittenhouse constructed an orrery and sponsored an expedition to Newfoundland to observe the passage of Venus across the Sun.
- n. For pioneers, the colonists were common people just like themselves.

8. Select the word which best matches the expressions underlined in the following sentences.

1. But education in America lagged far behind the outstanding achievement of the scientists.
A. remarkable B. notable C. striking
2. The alumni of Oxford and Cambridge Universities forced the passage of very important school laws.
A. to compel B. to induce C. to arrange
3. In the South, the isolation of the plantation made it difficult to assemble the children in a formal schoolroom.
A. to collect B. to gather C. to intend
4. The same purpose prompted a college in Connecticut later named for its benefactor, Elihu Yale.
A. object B. end C. perspective
5. At least two institutions reflected a new nondenominational influence.
A. authority B. impact C. trend
6. The effort was made to conciliate the opposition by placing ministers of four other denominations on the governing board.

A. to calm (down) B. to accept C. to balance

7. Franklin emphasized the teaching of science and modern languages.

A. to lay stress on B. to underline C. to put forward

8. Despite their lofty ambitions the colleges did much less than might have been expected.

A. in spite of B. contrary to C. against

9. But scientists of the day found ample challenge in the still undiscovered resources of the country.

A. rich B. abundant C. heavy

10. Benjamin Franklin, the most versatile of all American colonials, achieved the status of an international celebrity.

A. gifted B. talented C. prominent

9. Match the words to the definitions in the column on the right.

innovations	a person who goes first or does something first;
benefactor	one who is learning a trade and has agreed to work for his employer for a number of years while he is learning;
pioneer	something new that is introduced;
pauper	one who gives money to help a school, college, hospital, etc.;
seminary	a member of the Protestant party, which wished to abolish all forms and ceremonies in religion and came to look upon many kinds of pleasure as sinful;
revivalist	a turning in a particular direction;
bias	a man with no means of livelihood;
apprentice	a person who conducts meetings for the purpose of arousing religious enthusiasm;
	a famous person, fame or honour;

lore	a special knowledge possessed by particular group of people or about a certain subject;
celebrity	college for those who are being trained to become Catholic priests
Puritan	

10. The sentences below describe the emergence of American education system. Working with a partner, arrange them into a logical order.

- The Puritans were first in education and there were many university alumni among them.
- American education reflected the Protestant Reformation and religion and classics dominated the curriculum at all levels.
- The great Massachusetts school laws set fines for parents who failed to teach their children how to read and required that grammar schools be set up in towns.
- Benjamin Franklin emphasized the teaching of science and modern languages.
- The first colonial college, Harvard, was founded to train literate preachers.
- The isolation of plantations in the South resulted in establishing tutoring for the sons of the rich, apprenticeship for working-class children and pauper schools for the indigent.
- The University of Pennsylvania was nonsectarian at the start.
- In the 18th century libraries for public use were started in the South.

11. Discussion. Give the opinion on the interaction of religion and science in colonial America, using the following expressions:

to begin with, my personal feeling is that, in this respect, in particular, speaking from the particular to general, to be against smth., to be for smth., to argue, the point is that, in a modern sense, historically speaking, as a rule, eventually, to give some evidence, to support the opinion, to adduce the example.

Notes

1. to lag behind – отставать
2. curriculum – учебный план
3. alumni – pl. от alumnus – выпускник
4. Collegiate – университетский
5. under the auspices – под покровительством
6. S.P.G. – the Society for the Propaganda of the Gospel – Общество по распространению евангельского учения
7. to take hold – приобретать влияние
8. nondenominational – не относящийся ни к какому вероисповеданию

Do you know that ...



Elihu Yale was "Born in America, in Europe bred, / In Africa travell'd, and in Asia wed, / I Where long he liv'd and thiv'd; in London dead." A writer, official in India and diamond merchant, he donated three bales of goods, some books and a portrait of George I, worth in all £800, to a college in New Haven. The school took his name and, in exchange, he received lasting fame.



UNIT X

Lawyers and the Rights of Man

EDMUND BURKE shrewdly observed that the "untractable spirit" [1] of the colonists, their devotion to "liberty according to English ideas and on English principles," drew vital support [2] from the widespread study of the law. Looking back at the early legal beginnings of the colonies, it seems a minor miracle that the common law [3] of England and the legal profession should both have attained such eminence by 1776. Law was first administered in the colonies largely without benefit of lawyers, who were looked on with a distaste characteristic of frontier societies. The clergy in New England pressed hard for rule by Biblical law. The average settler wanted the kind of law and procedure which he had known in England—the local and customary law of borough and county courts, which was far less formal than the king's (or common) law administered in the royal courts of Westminster. Lacking trained lawyers, the colonists worked out legal systems which freed them from the rigid technicalities of medieval jurisprudence. Many archaisms of the procedural law and rules of evidence in England were abandoned; legal remedies were simplified. Real property in New England descended to all children rather than to the eldest son alone, and in the administration of estates, the old distinctions between real and personal property were abandoned. Criminal punishments were humanized, for in America people were too valuable to be put to death for small thefts as they were in England. Under Calvinist influence, a liberal civil divorce law was instituted in the Puritan colonies and married women enjoyed various legal rights denied them in England.

Many of these radical reforms did not survive the conservative reaction that set in around 1700. By then the royal government could curb an independent legal policy through devices such as its veto on colonial laws or the review by the king in council of decisions rendered by colonial courts. And the rising propertied and

merchant classes pressed for the adoption of England's legal system, which they felt offered greater security to property and business.

The legal profession played a significant role in abetting this conservatism. Young men served their apprenticeship as clerks with established lawyers or attended London's Inns of Court [4], where barristers had been trained for centuries. To protect their monopolistic position and keep out pettifoggers ("the Liberty dabblers of the law," John Adams called them), lawyers formed bar associations, and the courts set rigid standards for admission to practice. With lawyer's advance in stature went wider political influence. When the Declaration of independence was signed, 25 of its 56 signers belonged to the bar.

By the mid-18th century, the English legal system was widely adopted. Lawyers now seemed to take malevolent delight in confounding courts, still chiefly composed of laymen, with technical distinctions and wrangles over trivialities. Rights and duties were often based on hairsplitting. The humanizing forces in the early colonial criminal law were counteracted by increases in the penalties for crimes against property, emulating the harsh English statutes. But, while it aided conservative property interests, the common law also gave the patriot lawyers (many lawyers chose to remain loyal to the crown) precedents for preserving the historic "rights of Englishmen." But the appeal to the "rights of Englishmen" was far more influential in the Revolutionary era than that to the "rights of man," and as a result common-law traditions were nurtured that have continued to flourish in our legal system.

JARED ELIOT, author of a colonial book on husbandry, remarked of the colonists "that in a sort, they began the world anew." As early as 1767 Benjamin Franklin predicted that America must become "a great country." Crèvecoeur saw the American as a man who left behind his "ancient prejudices" and discarded Europe's "mechanism of subordination."

All three paid tribute to the distinctive and the original in American life, to the rising spirit of nationalism as it was reflected in America's arts and letters, religious outlook and laws, cosmopolitan population and growing psychological unity. All

three observers managed to capture in their writings something of the essence of this new breed of men who were meeting the challenge of the New World with new ideas and a new way of life, freed from the dead, restraining hand of the past and encouraged by the growing opportunities for cultural fulfillment. Now this new breed confronted a critical decade.

1. Make sure you know the words and word combinations in the box.

eminence, lawyer, clergy, borough, rather than, divorce, barrister, husbandry, to lack, hairsplitting

2. Identify the part of speech the words belong to and translate them.

shrewdly, vital, customary, medieval, technicality, punishment, valuable, deny, rigid, subordination, distinctive, criminal, property, formerly, court, malevolent

3. Use context clues to get the meaning of the words and give their Russian equivalents.

P1: devotion, distaste, to administer, trained, to simplify, liberty;

P2: to survive, veto, review, device;

P3: established, advance, signer;

P4: to adopt, to compose, triviality, penalty, statute;

P5: to remark, anew, ancient, subordination;

P6: original, to reflect, psychological, to manage.

4. Find English equivalents for the following Russian words and word combinations.

P1: получать поддержку, малоудивительный, общее право, настаивать (требовать), обычное доказательство, средство судебной защиты, недвижимое имущество, личное имущество, уголовное наказание;

P2: препятствовать, решение суда в колониях, классы собственников и торговцев;

P3: способствовать, известный юрист, стряпчий, ведущий сомнительные дела, коллегия адвокатов, сословие адвокатов;

P4: злобное удовольствие, неспециалист, спор, уголовное право, подражать, суровый законодательный акт, поддерживать (сохранить);

P5: книга по ведению сельского хозяйства, предсказывать, отбрасывать, предрассудок;

P6: отдавать должное, искусство и литература, основная суть, решать задачи (проблемы), порода людей.

5. Look through the text and find paragraphs dealing with the following.

- the kind of law the average settler wanted
- why criminal punishments were humanized in America
- why lawyers formed bar association
- when the English legal system was adopted
- penalties for crimes against property
- the right of veto on colonial laws
- what was reflected in America's arts and letters

6. Read the text and find answers to the following questions.

- a. Why was law studied widely in America?
- b. How was law first administered in the colonies?
- c. What legal system did the colonists work out?
- d. How was real property in New England descended?
- e. Did married women enjoy legal rights?
- f. What does the right of veto mean?
- g. What legal system offered greater security to property and business?
- h. Where did young men serve their apprenticeship to be admitted to practice as lawyers?
- i. Why did courts set rigid standards for admission to practice?
- j. How many lawyers signed the Declaration of Independence?

- k. What were rights and duties often based on?
- l. What rights were more influential in the Revolutionary era in America?
- m. Who predicted that America must become a great country?

7. Read the statements below and determine whether they are true or false. If the statement is false, correct it.

- a. The devotion of the colonists to liberty according to English principles drew support from religion.
- b. Real property in New England descended to the eldest son alone.
- c. In America people were put to death for small thefts as they were in England.
- d. And again, women in colonies were denied various legal rights.
- e. England's legal system offered the Americans greater security to property and business.
- f. Barristers had been trained in London's Inns of Court for centuries.
- g. The courts were still chiefly composed of laymen and lawyers often confounded them with wrangles over trivialities.
- h. Common law traditions were nurtured and the "rights of Englishmen" were much more influential than the "rights of man".

8. Select the word which best matches the expressions underlined in the following sentences.

- 1. It seems a minor miracle that legal profession has attained such eminence by 1776.
A. acknowledgement B. recognition C. confession
- 2. Lawyers were first looked on with a distaste characteristic.
A. disgusting B. hostile C. unfriendly
- 3. The average settler wanted the kind of law which he had known in England.
A. common B. simple C. ordinary
- 4. The rules of evidence in England were abandoned and the legal remedies were simplified.

A. means B. action C. procedure

5. In the Puritan colonies married women enjoyed various legal rules denied them in England.

A. to forbid B. to give up C. to refuse

6. The rising propertied class pressed for the adoption of England's legal system.

A. to need B. to demand C. to require

7. Common-law traditions continued to flourish in the American legal system.

A. to prosper B. to succeed C. to develop

9. Match the words to the definitions in the column on the right.

barrister	a man who studies not seriously or continuously;
hairsplitting	a person who is not expert;
layman	making or showing too fine differences or distinction;
statute	to take part in a noisy argument or quarrel;
to nurture	a law, an Act of Parliament;
husbandry	a lawyer who has the right to speak and argue in courts;
dabbler	to bring up, to educate;
to wrangle	farming, careful management

10. Complete each sentence by using information from the text.

- a. The devotion of colonists to liberty according to English ideas and principles drew support _____.
- b. The local and customary law of borough and county courts were for less formal than _____.
- c. The colonists worked out legal system which _____.
- d. The royal government could curb an independent legal policy through _____.
- e. The common laws not only aided conservative property interests but also gave the lawyers possibility _____.
- f. The rising spirit of nationalism was reflected in America's _____.

11. Discussion.

By radical reforms in America's legal system many archaisms of the procedural law and rules of evidence practiced in England were abandoned. From your point of view, what were these reforms aimed at? Can you give some evidence of the significant role the legal profession played in America's society?

Notes

1. "untractable spirit" – негибкая воля, сильный характер
2. to draw support – находить поддержку
3. common law – общее право
4. London's Inns of court – «Судебные инны» Лондона, четыре корпорации барристеров (адвокатов)

Do you know that ...



The French-born essayist Hector St. John Crèvecoeur declared that "there is room for everybody in America/a land he referred to as "this smiling country." His- faith remained unshaken, even after he returned from France in 1783 to discover that his home in upstate New York had been burned, his wife had died and his children had disappeared after an Indian raid.

Саратовский государственный университет имени Н. Г. Чернышевского