

# SETTLING THE MAINE WILDERNESS



## Moses Greenleaf, Maine's First Mapmaker

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Lesson 7

### *Maine Statehood*

#### SUBJECT

The historical processes that led to the separation of Maine from Massachusetts

#### STUDENTS WILL

Understand the historical events that led to Maine Statehood and Moses Greenleaf's role in the process

VOCABULARY *See note regarding Vocabulary in "How to Use" section*

moderates, polemical, caucus

#### PREPARATION

1. Read *Finding Katahdin*, pp. 112-122, and make copies for the students.
2. Read excerpts from Chapter 11 of *Settling the Maine Wilderness*, "Politics and Societies," pp. 57-59, (attached) and make copies for the students.
3. Optional: Obtain information online about Maine statehood. If students have laptops and web access they can access the following or similar websites:

[www.maine.gov/sos/kids](http://www.maine.gov/sos/kids) Secretary of State Kids Page

[www.massmoments.org](http://www.massmoments.org) (search for "Maine Statehood")

[www.mainehistory.info/history.html](http://www.mainehistory.info/history.html) A Brief History of Maine by Jim Brunelle

## BODY OF LESSON

### Activity 1.

Have students read the materials from *Finding Katahdin* and *Settling the Maine Wilderness* and seek out further information online if laptops are available about the motivations for Mainers to separate from Massachusetts in the late 1700s and early 1800s. They can take notes on the graphic organizer at [www.readwritethink.org](http://www.readwritethink.org).

### Activity 2.

Have a class discussion addressing the following questions:

1. How did Williamsburg residents vote on this controversial subject? Why did they vote this way?
2. Why did William King change political parties?
3. When did the “Separation Movement” begin to pick up momentum?
4. What were the “hot topics” looming in this debate?
5. How did a separation with Massachusetts benefit Maine in the early settlers’ opinion?
6. How could a separation with Massachusetts put Maine at a disadvantage?

**(Knowledge, Comprehension, Application)**

### Homework Assignment (optional)

Have the students write a brief description of three advantages and three disadvantages of Maine becoming an independent state as viewed by Moses Greenleaf and William King.

### Activity 3.

Do one of the following:

#### **Choice 1:**

Students will write a letter (they can use the [www.readwritethink.org](http://www.readwritethink.org) site for letter writing if laptops are available) from the perspective of a prominent Mainer to a family member, colleague, or friend (such as Moses Greenleaf writing to his brother, Eben or William King writing to his brother, Rufus). This letter will be five-paragraphs attempting to persuade another Mainer to vote for or against Maine statehood. Letters should take a clear side and use the disadvantages or advantages researched earlier to support their opinion. **(Application, Synthesis)**

#### **Choice 2:**

Students will make a poster and write a short speech (one paragraph) from the perspective of a prominent Mainer such as Moses Greenleaf or William King that could have been used to convince other Mainers of their point of view prior to the vote for Maine statehood. The poster and speech should contain specific viewpoints and the reasons behind these viewpoints. **(Application, Analysis)**

#### ASSESSMENT

Student criteria for self-assessment on this assignment should be based on the utilization of vocabulary from the readings, use of specific supporting advantages/disadvantages, and creativity and clarity of the product:

1. Was it clear how the author of the letter, speech, and/or poster stood on Maine statehood?
2. Was it well communicated?
3. Was creativity used to represent the time period? Was relevant language used? Maine symbols? Creative Maine slogans?

#### EXTENSION

What were issues that complicated the Maine Statehood controversy?  
**(Application, Analysis)**

## Moses Greenleaf and the Separation of Maine From Massachusetts

From Chapter 11 Politics and Societies, pp. 57-59

***The following is a description of some of the issues of Maine statehood surrounding Moses Greenleaf.***

p. 57-58

As the new century began, Maine's political battle lines formed upon the issue of separation from Massachusetts. This was not a new issue by the time Moses took an interest. He was eight when the first separation meeting was held in Portland. Five conventions had been held, and the first movement for separation had collapsed with another taking its place before Captain Moses Greenleaf moved his family north to New Gloucester. Coming from an arch-Federalist household, there can be little doubt that Greenleaf received an early anti-separationist influence. What remains to be explored is whether Moses' concerns rose above prejudice and party adherence.

Edgar Crosby Smith, Greenleaf's first biographer, assumed that Moses supported the separation movement. This assumption was repeated by Samuel Boardman, who wrote the introduction to Smith's biography. Boardman stated: "Mr. Greenleaf was the real state-maker of Maine" and stressed that Moses' writing and maps did "more than any other man to make known . . . the value and importance of Maine." Smith and Boardman were indisputably correct in their estimation of Moses' role in bringing attention to Maine. However, evidence is lacking that he approved of the separation movement in 1819 or aided in the final success of that cause. After all available data are considered, we are left with Greenleaf's noncommittal statement of fact found in his journal entry for March 15, 1820:

Captain Hazly of Bangor called—brought intelligence that Maine is admitted into the union & therefore this day commences the existence of the District as a new state.

When the citizens of Williamsburg voted on the issue of Maine's separation from Massachusetts in 1819, there were thirteen nays and two votes in favor. Of course we do not know who cast the two affirmative ballots, but it is unlikely that it was the Greenleaf brothers. If Moses had been in favor of separation, he certainly would have been more successful in winning his neighbors' support for the cause of statehood, especially in light of the fact that the neighboring towns overwhelmingly voted in favor of separation. It is likely Moses assumed that in due time Maine would leave the commonwealth, as did many moderates. He no doubt agreed with such fine sentiments as those expressed in James Sullivan's *History of the District of Maine*:

This extensive country [Maine] is so large and populous and in its situation so peculiar, that it cannot remain long a part of the commonwealth of Massachusetts . . . we rejoice in the anticipation of that elevated prosperity, and high degree of importance, to which the District must, from its peculiar advantages, be finally raised.

But the evidence indicates that at the time the final vote was taken, Greenleaf felt that the issues had become polemical, surcharged with emotion, and darkened by a rough-and-ready element he distrusted. It is probable that he would have subscribed to a statement made by John Adams:

But I can tell you how it will be when there arises in Maine a bold, daring, ardent genius with talents capable of inspiring the people with his own enthusiasm and

ambition; he will tear off Maine from old Massachusetts and leave her in a state below mediocrity in the Union.

Edgar Crosby Smith cited, as proof of Moses' approval of the separation movement, a letter written by Moses to his brother-in-law Eleazer Alley Jenks. The date was 1807, and Moses was in Boston attending a session of the General Court; he planned to be present at a caucus held by the ardent separatists. He reported his impressions:

Massachusetts will be restored to correct principles, for the "Squatters" are about to manage their affairs in their own way. A caucus was held yesterday morning on the subject of *separation*, and adjourned to this evening at 6 o'clock. The Demo's are decided in favor and many of the Federalists—who knows amid the revolutions that are impending what may await us—Gov. King! Chief Justice Widgery!!! how do they look together?

Back from a later meeting, Greenleaf added this postscript:

10 o'clock, P.M. The Grand Caucus was held this evening in the Senate chamber, *Old W* [Widgery] in the chair! A resolve passed that the members then present exert their influence in the Legislature to produce an order directing the several towns in Maine to give in their vote, . . . for or against separation. . . . The cause of the debate did not allow much argument against the measure. *Mr. Bradbury* attempted to oppose it, but was borne down by "Mr. Chairman;" the principal speakers in its favor were King, Greenwood, Kinsley, Foxcroft and some others. 55 in favor, 10 against.

What is the implication of the exclamation points for both these quotes? William King had recently left the Federalist Party to climb upward in the power structure of the

Democratic Republicans. If, despite this, King rated one exclamation point of admiration, it is extremely doubtful that, in Greenleaf's generous estimation, Widgery would have earned three exclamation points!

William Widgery was either much liked or greatly disliked. His friends thought him a man of tremendous energy who had pulled himself up from poverty to a position of property and prestige. To others he appeared crude and self-seeking. Leverett Saltonstall, a Federalist from Salem who met Widgery on a stage ride, thought him an uncouth bore and a disgrace to the commonwealth.

Tired out, Moses ended his postscript with a hurried reference to Aaron Burr's insurrection—"So we go," Moses closed, "good night." His letter to Jenks had the usual enthusiasm when he wrote of those projects relating to the lands north of the Piscataquis, but the rest of his letter revealed the tone of a man watching disturbing events. He mentioned an attempt to change the penal code and talk of impeaching the judges of Massachusetts' higher court. It is hard to escape the conclusion that he placed the separation movement in the same category with these indications that the old, responsible order was breaking down.

In such apprehensions Greenleaf was not alone. There were many who feared that the separation movement would fall into the hand of radicals—in fact, that it already had done so. Moreover, conservatives pointed to the armed insurrection that had occurred in western Massachusetts. It was not the time or the season for separation, a partition that would be a Brutus stab to the old commonwealth and a step for Maine toward anarchy. At the very least, Greenleaf was keenly aware of the issues that compounded the

problems of separation. In retrospect we can see how involved the issues truly were and why many felt they were witnessing the making of a baleful legacy for Maine.

***The following compares and contrasts Maine's first governor William King and Moses Greenleaf:***

It would be especially interesting to know how Greenleaf and William King viewed each other. Apparently Greenleaf did not make King's personal acquaintance until late in 1819, when he met him at a gathering of the Maine Agricultural Society held in Brunswick. In a letter written soon after this meeting, Greenleaf sought King's opinion concerning a proposal "to encourage the immigration of foreigners" and asked if King would furnish him with information respecting lands for sale and settlement on the Kennebec River, along with the names of persons in that part of the state to whom immigrants might be referred. Moses wrote that he was persuaded of King's dedication to pursue "any proper measure tending to increase the population or add to the advantages of the State." His closing seems sincere: "with much respect, your obedient servant, Moses Greenleaf."

But King and Greenleaf had quite different capabilities and personalities. Both men had a special attachment to Maine—that place to which they devoted so much energy—but King was a politician in the contemporary sense. He remains a complex figure. He was a cunning manipulator, yet the man who had Jefferson contribute Article Six of Maine's constitution, which deals with education. He was the populist hero of the squatter and the struggling poor, yet he was also appropriately dubbed the "Sultan of Bath."



## SECTION TWO CHECK

1. What position did the Wabanaki Indians take during the Revolution?
2. What was the outcome of the Penobscot Expedition?
3. Why could Maine be called a colony within a colony?
4. Name three reasons supporting Maine's separation from Massachusetts.

## SECTION THREE

**Key Words:** impress, Democratic Republican, Federalist, legislative branch, executive branch, judicial branch, elector

## THE WAR OF 1812 A TURNING POINT

America's problems with Britain were not over yet. In 1803, England and France were at war once again. The United States attempted to remain neutral and to continue to trade with both countries. But at sea, British sailors began to kidnap American sailors and to **impress** them into service, forcing them to join the British Navy. By 1812, America and England were back at war.

Governor Caleb Strong of Massachusetts was opposed to the war. It interrupted trade with England, putting many people out of work. But he was alarmed when Britain recaptured Castine in 1814 and proceeded to occupy eastern Maine again. He held a special session of the General Court to discuss the issue, but legislators refused to send extra help to Maine. It seemed that the Massachusetts government would rather let eastern Maine return to British rule than sacrifice any of its troops to save it.

Instead, President James Madison nationalized part of the Massachusetts militia, making the state troops follow federal orders. He appointed William King (*Figure 4.17*) as their commander. King's orders were to lead the troops in an attack on Castine. But the federal government could not fund the expedition. What they did to raise money was almost comical. They asked for a loan from the Massachusetts government. Of course, Governor Strong refused. The expedition never left Boston and eastern Maine was left to the British until they vacated the area almost a year later.

Massachusetts' refusal to defend Maine during the war opened many people's eyes to the need for a separate Maine state government. Those who had ignored the separation issue before now began to show interest in the movement.

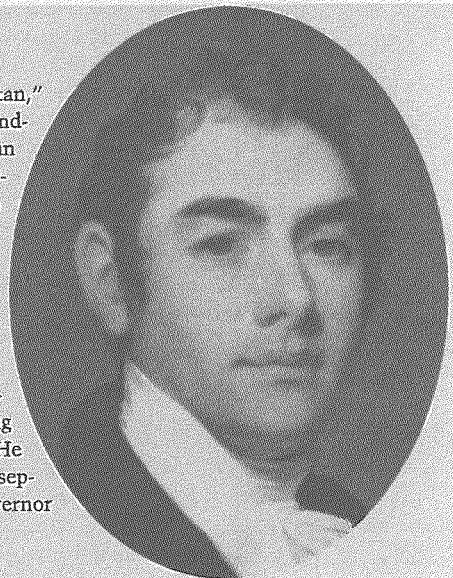
## A FINAL PUSH TO VICTORY

Meanwhile, the population of Maine continued to grow. By 1810, about 230,000 people lived in the District. Most of these newcomers resembled Jeremiah Stern more than they did James Townsend: farmers and laborers who moved to Maine to work the land and raise their families. Most of these new immigrants to Maine identified with the new Democratic Republican Party. People from this political party supported low taxes and small government. Their opposing party was the Federalist Party, which supported a large federal government and higher taxes. William King, the commander of the militia that never left Boston, became a new leader of the Democratic Republican Party.

King, a wealthy merchant from Bath, was one of the most influential men in Maine. He was also an advocate of separation. After the War of 1812, King quickly became the new spokesperson of the now Democratic Republican separationist movement. He helped fund the *Eastern Argus*, a pro-separationist newspaper. He spoke with politicians, organized meetings, and convinced many people to support the movement. But even as interest in the movement increased, a group of staunch anti-separationists remained. Why? The old 1789 Coasting Law. The same law that had discouraged our character James Townsend from supporting separation back in 1792 was still on the

## WILLIAM KING

William King, otherwise known as the "Sultan," became Maine's first governor. He was a landowner, a shipbuilder, and a powerful politician in Maine for many years. Born in Scarborough in 1768, King left school at the age of 13 and went to work in a sawmill to help support his family. In 1800, he moved to Bath and became a shipbuilder and a merchant, earning a good sum of money despite his lack of education. President of Bath's first bank, proprietor of Maine's first cotton mill in Brunswick, and landowner (his holdings included the town of Kingfield), King became well-known throughout the state. He was praised for his efforts in helping Maine separate from Massachusetts and became governor largely because of them. (Figure 4.17)



books. Even in 1816, merchants and shipowners were reluctant to give up the advantage they enjoyed by being a part of Massachusetts.

King realized that the only way Maine would ever gain enough votes to separate from Massachusetts would be to change the Coasting Law. He appealed to his half-brother Rufus, who was a member of the U.S. Congress. Rufus King wrote a revised coasting bill. The bill passed in March 1819. The new Coasting Law no longer required ships to pass through customs in every state that did not share a border with its state of origin. Ships could travel the entire east coast, from Eastport to Florida, without going through customs.

With the passage of the new coasting law, those who had opposed separation lost the primary reason for their opposition. A final election in July clinched it: separationists won the vote by a margin of 10,000. Finally, thirty-five years after the separation movement began, Maine could now become an independent state. (Figure 4.18)

#### DRAFTING THE MAINE CONSTITUTION

Mainers were now faced with the difficult task of creating a just and responsive state government. Drafting a constitution would be the first step. On October 11, 1819, representatives from almost each town within every Maine county gathered at the Constitutional Convention in Portland to draft the Maine Constitution. The delegates debated for eighteen days, each man making sure that the interests of his town were not left out. By October 29, the men produced and signed a final copy of "the supreme law" of the state of Maine. The Maine Constitution was based on the Massachusetts Constitution, with a few important changes.

Like the Massachusetts Constitution, Maine's Constitution begins with a declaration of rights. Maine's declaration states the basic rights of its citizens, including such rights as "All men are born equally free and independent," "All power is inherent in the people," and "Every citizen may freely speak, write and publish his sentiments on any subject." Maine's Declaration of Rights also states that "All men have a natural and unalienable right to worship Almighty God according to the dictates of their own consciences." This statement differed from the Massachusetts Constitution, which did not protect freedom of worship as a right. Maine's entire declaration includes twenty-four such statements.

Along with the Declaration of Rights, Maine's Constitution set the structure of the state government. It distributed the power of government between three branches: the **legislative branch**, the **executive branch**, and the **judicial branch**. These branches continue to govern in the same manner as they were originally conceived. The legislative branch, made up of the House of Representatives and the Senate, passes laws. The executive branch is made up of the Governor, the secretary of state, the treasurer, and other officers. It has

Figure 4.18 (opposite page).  
A broadside for  
Maine statehood.

# INDEPENDENCE !!

## July 26th, 1819.

### CITIZENS OF MAINE,

*Shall Maine be a free, sovereign and independent State, or shall you and your children remain forever the subjects of a foreign power? This is the great question that is to be settled by your votes on Monday next. The interests of liberty, justice, honor, and the sacred rights of freedom and independence.*

What shall we lose by renouncing the privileges of being governed by Massachusetts. What shall we gain? the right of governing ourselves.

1<sup>st</sup> The last year we paid Massachusetts EIGHTY EIGHT THOUSAND DOLLARS for nothing at all. This is proved by the vouchers & receipts signed by the Secretary of State. It will cost us less, probably not more than our own State would pay to govern ourselves. Alas! the whole of this is now levied on those who object to them. Demand freedom and independence and our debt of this year will be added to the people, and the other six will be upon us here.

2<sup>nd</sup> Six millions of acres of Land in Maine are now owned by one hundred land holders, all the rest of which is owned in England. These lands were your land a hundred years. The owners of the tax levied on it, and what gave it? 3<sup>rd</sup> It is owned by the French and Massachusetts in their own right as close as they can get. 4<sup>th</sup> It is owned by the French and Massachusetts in their own right as close as they can get. 5<sup>th</sup> Their land is taxed at 100 per cent, yours at 20 per cent.

6<sup>th</sup> They now pay a State tax of 100 per cent, whereas we have a right to through the borders with the highest tax. What is taken from their tax is added to yours. Their revenues, by mutual consent will be diminished.

These land holders are now governing Maine in every direction. They have their agents to pay to every quarter, and they are all opposed to your independence.

If you do not wish that you and your children should become part of some colony of Massachusetts and New York, turn out in the week of Monday next give your votes for independence.

### FELLOW CITIZENS,

The eyes of all America are upon you. Your own are now called and engaged, and already bent of their sacred mission. We called you in here not to give advice, but to let us see how you do your private business for a day or half a day at an hour, and consider the result by an ever-blasting, rejoicing that you deserve.

July 25.

LIBERTY AND INDEPENDENCE.

a variety of duties, but it is primarily responsible for seeing that the laws the legislature passes are carried out. The judicial branch, made up of the Supreme Judicial Court, superior courts, and district courts, serves as judges and counselors of law to the legislative and executive branches. All of these branches work together to govern the state.

Finally, the electors, or the voters, choose the people that will fill the seats in the legislative and executive branches. The Constitution originally declared that all male residents of Maine over twenty-one could vote. Our Jeremiah Stern had been kept from voting under Massachusetts law because he owned no property. Under Maine law, property was not a consideration; Jeremiah Stern's right to vote would not be taken away from him. Many Mainers still could not vote, however: women, poor people supported by the state, untaxed Indians, and people under guardianship. It took over a hundred years for that to change. Today all adult citizens of the state may vote, regardless of their gender, class, or race.

Mainers now had provisions for their own independent government. The final step in gaining independence was the formal process of becoming a state. Maine applied for entry into the United States of America, expecting that its statehood would be accepted. No one anticipated the controversy that almost sent Maine back to its status as a colony of Massachusetts.

#### SECTION THREE CHECK

1. Identify three reasons why some Mainers wanted to separate from Massachusetts.
2. What made the War of 1812 a turning point in the struggle for separation?
3. Who was William King and how did he affect the separation movement?
4. Name three rights listed in the Declaration of Rights that we enjoy today.
5. What are the three branches of Maine's government? What are their duties?

#### SECTION FOUR

**Key Words:** Acadians, disputed territory

#### THE MISSOURI COMPROMISE

Northern and southern states had been fighting bitterly over the issue of slavery for years. The U.S. Constitution had almost failed to pass because of it: northern states insisted that slavery be declared illegal, while southern states insisted it remain legal. By 1819, the states in the union were evenly balanced: eleven slaveholding states, eleven free states. (Figure 4.19) If Maine joined the

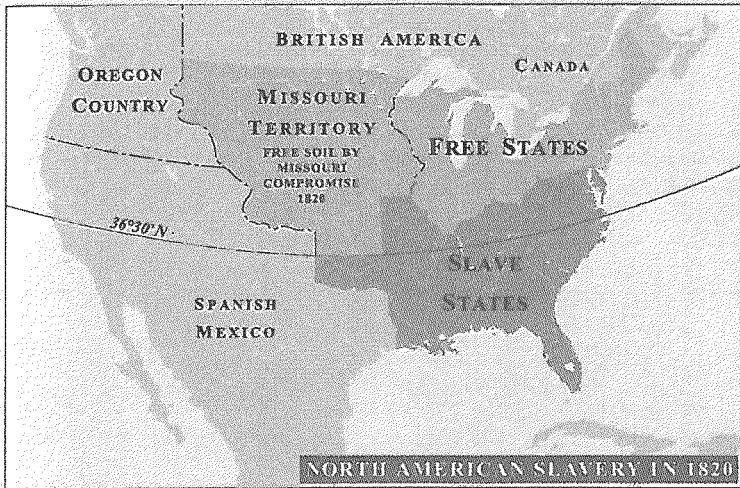


Figure 4.19.

union as a free state, the slaveholding states would be in the minority in the U.S. Senate, and would therefore have less legislative power. Slaveholders were unhappy with this idea. Terrible arguments broke out in Congress. Mainers looked on in disbelief. If Maine could not become a state by March 4, 1820, it would once again be governed by Massachusetts. Would Maine's long fight for independence end in failure?

Missouri had also applied for statehood at the same time as Maine. But Missouri hoped to enter the union as a slave state. Congress saw that there was a chance to keep the even balance between free and slave states if both states were allowed to join. One congressman proposed a compromise: Maine could enter the union as a free state, if Missouri would be allowed to enter as a slaveholding state. Then, from that point on, slavery would be illegal in any territory above the latitude line 36°30", except for the state of Missouri. The Missouri Compromise effectively split the nation into two halves: slavery would be illegal in the north, but legal in the south.

Most Mainers at the time believed that slavery was wrong. Many of them were outraged that Maine's application for statehood should be tainted by such an evil institution. One delegate to the Constitutional Convention declared that Maine should "suffer martyrdom in the cause of liberty, rather than yield an inch in favor of slavery." Many politicians agreed—they did not want to see Maine's statehood bring slavery to Missouri. Others felt that a compromise was the only way to go. What should Maine politicians do? Sacrifice Maine's chance at statehood by standing up for freedom in the south?



Or ensure Maine's independence by compromising the anti-slavery values of its citizens?

When Congress voted on the Missouri Compromise in March 1820, five of the seven representatives from Maine voted against the bill. Even so, the Missouri Compromise passed. On March 15, 1820, Maine became the 23rd state in the Union, free of slavery. William King was elected as Maine's first governor. But Maine's freedom meant enslavement for African Americans in Missouri. The long struggle for independence resulted in a bittersweet victory

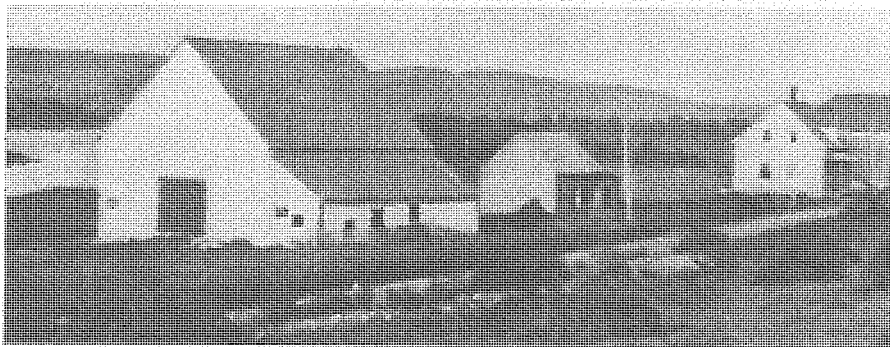
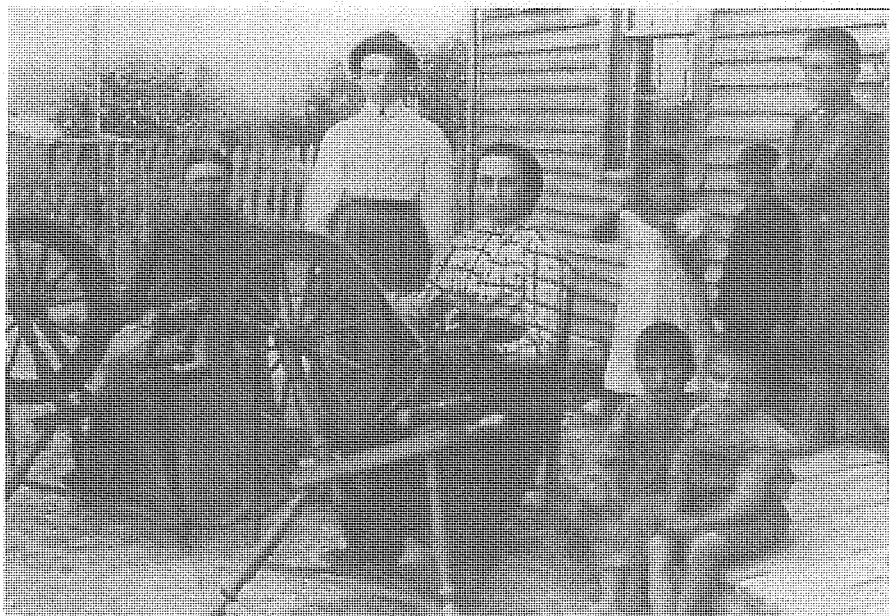


Figure 4.20.  
Madawaska.

#### DEFINING MAINE'S BOUNDARIES THE AROOSTOOK WAR

At the northern tip of present-day Maine, nestled in the valley of the St. John River and surrounded by beautiful, towering forests, sits a small settlement called Madawaska. (Figure 4.20) A group of **Acadians**, French-speakers from New Brunswick, Nova Scotia, and eastern Maine, moved to this area after they were kicked off their land in 1755 (see sidebar). These settlers lived a rural life, growing potatoes and wheat, fishing, and hunting to survive. Madawaska was an isolated town. The State of Maine hardly knew it existed until the year 1817, just before Maine separated from Massachusetts. But the little town and the land surrounding it soon became the source of confusion and bitterness between the Maine and New Brunswick governments.

Where did the new state of Maine begin and where did it end? At that time, no one really knew. The 1783 Treaty of Paris that ended the American Revolution had created a conflict. It had defined the eastern boundary of the United States as the St. Croix River, but it had not made it clear which river in the area was truly the St. Croix. The U.S. claimed it was the easternmost river, while Canada chose the westernmost one. Also, it left the northern border unclear. About seven thousand square miles of land lay in this area. This was



THE ACADIAN DEPORTATION

In 1748, at the end of King George's War (see Chapter Three), France and England made a deal: if England gave Louisbourg back to France, France would allow England to strengthen its presence in Acadia. England grew nervous about the Acadians in the Maritimes, and began to fear they might interfere with British settlement of New Brunswick and Nova Scotia. In 1755, British soldiers ordered Acadians to pledge their allegiance to England. The Acadians refused. England's solution was to force the French-speaking population in New Brunswick and Nova Scotia to leave. About 13,000 Acadians watched armed British soldiers burn their homes and drive off their cattle. Stunned, they crowded onto British ships and sailed off in small groups to Massachusetts, Connecticut, Maryland, Louisiana, England, France, and Quebec, among other places. Many died aboard ship. Those who remained in the Maritimes fled. Several of them traveled up the St. John River to found the settlement of Madawaska. The Acadian deportation continued until 1763, when Acadians were again allowed to settle in their homeland. (Figure 4.21. An Acadian family in Arrowscook County.)



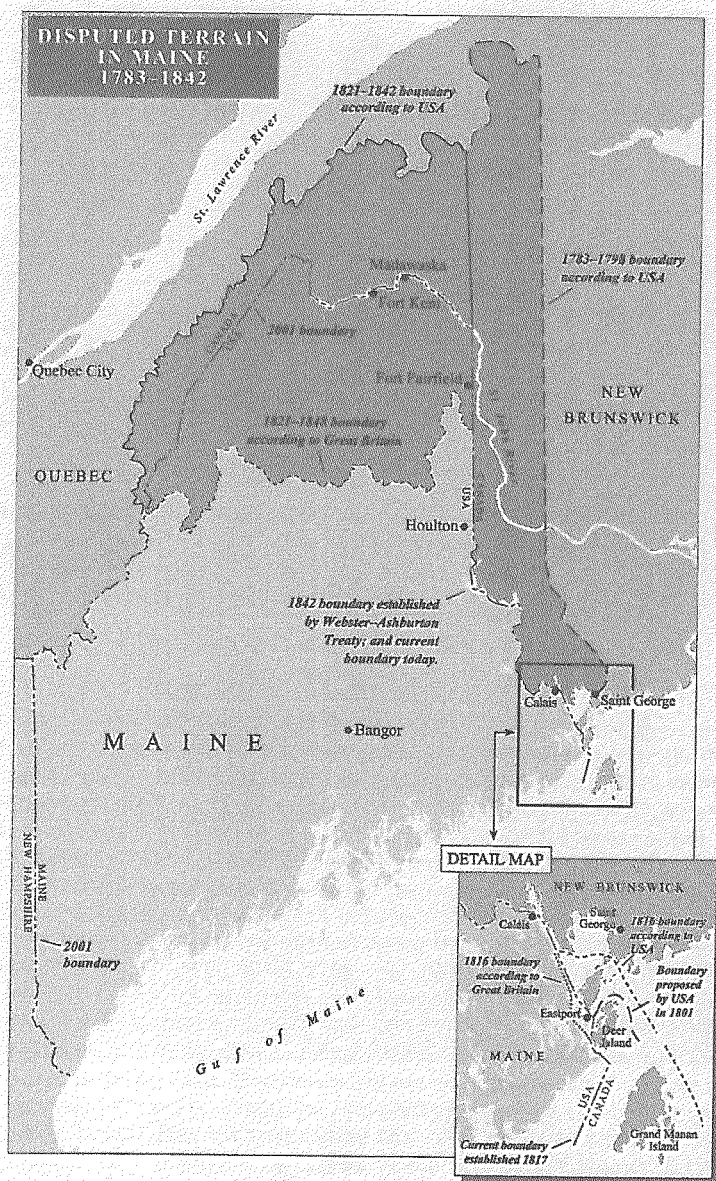


Figure 4.22.

the **disputed territory**, the land claimed by both Maine and New Brunswick. It was like a no man's land, and Madawaska sat right in the middle of it. (Figure 4.22)

Not far from Madawaska, a few farmers from the Kennebec area had begun an American settlement. One of these farmers was a feisty man named John Baker who ran a saw mill and a general store. On July 4, 1827, Baker held an Independence Day party. He invited Americans and Acadians, served food, played music, and flew an American flag. Baker's party was interpreted by the New Brunswick government as a threat to their authority. To make matters worse, Baker signed a paper declaring that the Americans in the area would no longer consider themselves under the jurisdiction of the New Brunswick government. Baker, along with two of his friends, would act as temporary state officials. New Brunswick sent an official to investigate Baker and his friends. When he arrived, Baker hoisted the flag and refused to remove it. He was arrested and charged with trespassing on British territory.

Baker's arrest angered Maine's new government. In the eyes of Maine officials, Baker had been conducting his own affairs on American soil. What right did Britain have to arrest him? A few years after Baker's arrest, New Brunswick arrested a Maine census taker who was counting the Madawaska population. This second arrest angered Maine's legislators further. Maine notified the U.S. federal government, which sent peacekeeping army troops to Houlton in June 1828. The troops were able to keep the peace for the next 11 years. During this time, they built a military road from Bangor to Houlton, the first road leading into northern Maine. Meanwhile, trespassers from both Maine and New Brunswick were busily stealing timber worth hundreds of thousands of dollars from the north woods. Something had to be done.

In 1839, Governor John Fairfield sent land agent Rufus McIntyre up to the Madawaska area, accompanied by a group of two hundred Bangor men. The group's job was to break up any illegal lumbering crews and arrest suspicious-looking men. One of the men they arrested happened to be a New Brunswick government official, who was also out patrolling the area. New Brunswick retaliated by arresting McIntyre. That was the last straw for Maine. The state prepared its militia for war. New Brunswick also sent militia men to Madawaska and the surrounding territories.

The Aroostook War presented the federal government with a difficult choice. The country was reluctant to begin another war with Britain. But it could not ignore the threats New Brunswick was making to the northeastern boundary of the United States. President Van Buren decided to send General Winfield Scott to Maine to assess the situation and to try to avoid war if possible. Scott set up a conference with Governor John Harvey of New Brunswick, and the two men reached an agreement. Maine militia men gradually moved out of the area and headed home. The "bloodless war" had ended.

Daniel Webster, a U.S. senator, and Lord Ashburton, a British banker, nego-

tiated the final boundary. They wrote up the Webster-Ashburton Treaty, which established the St. John River as the dividing line between Maine and New Brunswick. It gave both countries rights to navigate ships on the lower half of the river. Just about everyone involved—Maine and New Brunswick, the United States and Great Britain—was satisfied with the arrangement. But the Acadians were not. The Webster-Ashburton Treaty split Madawaska into two settlements, one on the north side of the St. John and one on the south. Half of the Madawaska residents became American citizens, while the other half became Canadian citizens. For settlers that had basically governed themselves for many years, this was a rude awakening.

The Aroostook War paved the way for the development of Maine's northern territory, the region that soon became Aroostook County. Settlements in that area began to increase. The timber business boomed. Maine had solved the problem of an unclear boundary and avoided a violent war. Finally, Maine could call itself a truly independent state.

#### SECTION FOUR CHECK

1. What was the Missouri Compromise?
2. Why was it a controversial way for Maine to become a state?
3. What was the Aroostook War?
4. Name two important results of the "bloodless war."