



# HEAVEN RESCUED LAND

VOLUME I

**The History of the United States from the Colonial  
Period Until the Jacksonian Era and Manifest Destiny**

**Dr. Phil Stringer**  
With  
**Sharon Quimby**

# **THE HEAVEN RESCUED LAND**

## **VOLUME I**

**The History of the United States from the Colonial  
Period Until the Jacksonian Era and Manifest Destiny**

**Dr. Phil Stringer**

**with**

**Sharon Quimby**

Copyright 2013  
By Dr. Phil Stringer

**ISBN 978-0-9860377-4-0**

Phil Stringer  
27875 N. Fairfield Rd.  
Mundelein, IL 60060  
Phone: (773) 816-1240  
Email: philstringer@att.net

Cover Design, Interior Formatting, & Published by:  
The Old Paths Publications, Inc.  
Cleveland, Georgia, 30528  
Email: TOP@theoldpathspublications.com  
Web Address: www.theoldpathspublications.com

## DEDICATION

To my new daughter-in-law, Anna:

Thank you for bringing your sense of joy, transparency, compassion and enthusiasm to our family. We love you dearly. May you and Robbie have the opportunity to raise a family in an America with a renewed sense of the glory of our past.

Dad

To my sisters, Debbie and Carol. You are both so incredibly special to me and to my whole family! Thank you for all of your encouragement in this project. Hopefully God will use it to show Christ, again, to the United States and to the world. "Every good gift and every perfect gift is from above..." that is what you are to me! I love you.

Sharon Quimby

SAMPLE PAGES

# FOREWORD

There are few individuals who have studied and learned enough about history in order to be able to write about it effectively with incisive insight and application. Why? Not only must the student of history examine events from the reasons and causes behind an occurrence, but he must be able to relate it to the consequences that follow. Added to these important criteria, a Christian author of history must relate and understand history throughout the centuries from God's program as revealed in the Bible. In this present era, Dr. Phil Stringer along with Sharon Quimby are individuals who have mastered this broad knowledge. Their recent works on world history, *"The Foundations of Our World, Volume I, From Creation to the Middle Ages,"* and *"The Foundations of Our World, Volume II, From the Middle Ages Until The Return of Christ,"* helped to establish these authors as historical Christian authors and scholars. In their works they have presented the historical material in an easy to understand format (See the "Preface" for the author's unique approach to this volume).

John F. Kennedy said:

"History is a relentless master. It has no present, only the past rushing into the future. To try to hold fast is to be swept aside." (BrainyQuote.com)

President Kennedy was not correct. We do not need **to try** to "hold fast" to the founding principles of this nation (history), so aptly presented in this volume, *"The Heaven Rescued Land, the History of the United States from the Colonial Period until the Jacksonian Era and Manifest Destiny."* We must adhere to the founding principles of our nation from the Bible or we will be "swept aside." We must!

The authors have effectively portrayed to the informed, and most importantly, to the uninformed, the early historical, God-ordained events that influenced the compelling development of the United States. Their forthright, succinct, and penetrating words in all their volumes are unmatched in modern historical books. These volumes are a must read for any pastor, teacher, evangelist, scholar, or student; all would be greatly benefited by studying these great historical works on world and US history.

Sharon Quimby said in her dedication to this volume, *"Hopefully God will use it to show Christ, again, to the United States and to the world."* I greatly anticipate that this work will help the people of the United States to "turn again" (repent) before the judgment of God precipitously falls upon her and her people:

*If my people, which are called by my name, shall humble themselves, and pray, and seek my face, and turn from their wicked ways; then will I hear from heaven, and will forgive their sin, and will heal their land.* 2 Chronicles 7:14

H. D. Williams, M.D., Ph.D., President  
The Old Paths Publications, Inc.  
Treasurer KJB Research Council  
April, 2013

SAMPLE PAGES

# TABLE OF CONTENTS

<b>DEDICATION.....</b>	<b>3</b>
<b>FOREWORD.....</b>	<b>5</b>
<b>TABLE OF CONTENTS.....</b>	<b>7</b>
<b>PREFACE.....</b>	<b>15</b>
<b>CHAPTER 1: THE NORTH AMERICAN CONTINENT BEFORE ENGLISH COLONIZATION.....</b>	<b>17</b>
ISOLATIONISM VERSUS DIFFUSIONISM.....	17
EXAMPLES OF PRE-COLUMBIAN CONTACT BETWEEN EUROPE AND NORTH AMERICA.....	19
THE INDIANS.....	22
TRIBAL LIFE.....	22
INDIAN CULTURE.....	23
SPANISH EXPLORERS.....	24
FRENCH EXPLORERS.....	27
RECOMMENDED READING.....	30
<b>CHAPTER 2: ESTABLISHING THE ENGLISH COLONIES.....</b>	<b>31</b>
EARLY ENGLISH EXPLORATION.....	31
JOHN CABOT.....	31
HENRY HUDSON.....	32
MARTIN FROBISHER, HUMPHREY GILBERT, AND FRANCIS DRAKE.....	32
SIR WALTER RALEIGH AND ROANOKE.....	33
THE MOTIVES OF THE EXPLORERS.....	35
THE DESIRE FOR COLONIZATION.....	35
THE JAMESTOWN COLONY.....	36
THE TRUE STORY OF POCAHONTAS.....	39
POLITICALLY CORRECT A HONTAS.....	39
THE TRUTH ABOUT POWHATAN.....	40
THE TRUTH ABOUT THE SETTLERS.....	41
THE TRUTH ABOUT POCAHONTAS.....	41
POCAHONTAS' CONVERSION.....	42
TRIP TO ENGLAND.....	43
HER DEATH.....	44
THE AMERICAN INDIAN "PROBLEM".....	45
<b>CHAPTER 3: ESTABLISHING THE ENGLISH COLONIES (CONTINUED).....</b>	<b>49</b>
THE PILGRIMS.....	49
ORGANIZING THE COLONY.....	49
THE MAYFLOWER COMPACT.....	50
SAMOSET AND SQUANTO.....	51
THE FIRST AND SECOND THANKSGIVINGS.....	53

THE DEVELOPMENT OF THE PILGRIM COLONY .....	53
THE DUTCH COLONIES .....	54
THE MASSACHUSETTS BAY COLONY .....	55
ORGANIZING THE COLONY .....	55
REPRESENTATIVE GOVERNMENT .....	55
RELIGIOUS OPPRESSION .....	57
KING PHILIP'S WAR .....	57
NEW HAMPSHIRE .....	58
CONNECTICUT .....	58
MARYLAND .....	59
RHODE ISLAND .....	60
CAROLINA .....	61
PENNSYLVANIA .....	62
GEORGIA .....	63
VERMONT and MAINE .....	64
CONCLUSION .....	64
<b>CHAPTER 4: THE UNIQUENESS OF THE UNITED STATES .....</b>	<b>67</b>
<b>CHAPTER 5: LIFE IN THE COLONIES .....</b>	<b>71</b>
THE NEW SETTLERS .....	71
RELIGION IN THE COLONIES .....	72
FREEDOM AND PERSECUTION SIDE BY SIDE .....	72
DEISM .....	72
THE HALFWAY COVENANT .....	73
THE SALEM WITCHCRAFT TRIALS .....	74
EDUCATION .....	74
COLONIAL GOVERNMENT .....	75
SIR EDMUND ANDROS .....	75
BACON'S REBELLION .....	76
JURY NULLIFICATION AND FREE SPEECH .....	77
IMMIGRATION .....	77
THE FRENCH AND INDIAN WARS .....	78
THE WILDERNESS TRAIL .....	81
PONTIAC'S REBELLION .....	82
THE ALBANY PROPOSAL .....	82
<b>CHAPTER 6: THE CONFLICT BETWEEN ENGLAND AND THE COLONIES .....</b>	<b>85</b>
THE INEVITABLE CONFLICT .....	85
THE GREAT AWAKENING .....	86
THE INTOLERABLE ACTS .....	90
THE SUGAR ACT AND THE STAMP ACT .....	90

## TABLE OF CONTENTS

---

THE DECLARATORY ACT .....	91
THE QUEBEC ACT .....	91
THE QUARTERING ACT.....	92
THE RIGHT TO RESIST.....	92
<b>CHAPTER 7: THE CONFLICT BREAKS OUT IN VIOLENCE.....</b>	<b>95</b>
THE EXPERIENCE OF FREEDOM.....	95
THE COLONIAL ECONOMY WAS BOOMING .....	96
EXPORTS.....	96
THE BOSTON MASSACRE .....	97
THE REGULATORS.....	98
THE BOSTON TEA PARTY .....	99
THE FIRST CONTINENTAL CONGRESS.....	100
LEXINGTON and CONCORD.....	101
<b>CHAPTER 8: THE DECLARATION OF INDEPENDENCE.....</b>	<b>105</b>
THE DEBATE IN ENGLAND.....	105
THE DECLARATION OF INDEPENDENCE .....	106
THE DEBATE OVER THE DECLARATION .....	106
JOHN LOCKE WAS NO DEIST .....	107
THE HISTORICAL SETTING.....	109
THE CHRISTIAN PHILOSOPHY OF GOVERNMENT.....	109
SEPARATION OF CHURCH AND STATE.....	111
<b>CHAPTER 9: THE DECLARATION OF INDEPENDENCE (CONTINUED).....</b>	<b>113</b>
THE COMMENTARY ON THE TEXT OF THE DECLARATION OF INDEPENDENCE.....	113
CONCLUSION.....	129
<b>CHAPTER 10: THE WAR FOR INDEPENDENCE .....</b>	<b>131</b>
THE TWO SIDES.....	131
THE PATRIOTS .....	131
THE ROYALISTS .....	132
A HOLY CRUSADE.....	132
EARLY CONFLICTS.....	133
THE COLONIAL ARMY .....	135
THE CONTINENTALS .....	135
MILITIA:.....	135
FRONTIERSMEN: .....	135
ADVANTAGES OF THE BRITISH.....	137
ADVANTAGES OF THE COLONISTS.....	138
THE WAR.....	139
JUNE-JULY, 1776:.....	139
AUGUST 27-29, 1776:.....	139
OCTOBER-NOVEMBER, 1776:.....	139

DECEMBER 25-26, 1776: .....	140
JANUARY 3, 1777: .....	140
JUNE 17, 1777:.....	140
JULY, 1777: .....	141
SEPTEMBER, 1777:.....	141
OCTOBER, 1777:.....	142
FEBRUARY 23, 1778:.....	143
JUNE, 1778: .....	144
DECEMBER, 1778: .....	144
SEPTEMBER 23, 1779:.....	144
OCTOBER 17, 1779: .....	145
MAY 12, 1780:.....	145
MAY 25, 1780:.....	146
OCTOBER 14, 1780:.....	146
JANUARY 17, 1781: .....	147
AUGUST, 1781: .....	148
<b>CHAPTER 11: FROM INDEPENDENCE TO THE CONSTITUTION.....</b>	<b>151</b>
THE TREATY OF PARIS.....	151
THE ECONOMY OF THE NEW NATION.....	152
THE ARTICLES OF CONFEDERATION.....	152
THE NORTHWEST TERRITORY.....	153
THE CONSTITUTIONAL CONVENTION.....	153
DEMOCRACY OR REPUBLIC?.....	157
THE BATTLE OVER RATIFICATION.....	159
THE VOTING.....	160
CELEBRATING THE NEW CONSTITUTION.....	161
<b>CHAPTER 12: A BRIEF REVIEW OF THE CONSTITUTION.....</b>	<b>163</b>
THE INFLUENCE OF THE DECLARATION OF INDEPENDENCE.....	163
THE PREAMBLE TO THE CONSTITUTION.....	164
Article I – The Legislative Branch.....	166
THE SPECIFIC POWERS OF CONGRESS.....	167
LIMITATIONS ON CONGRESS.....	168
LIMITATIONS ON THE STATES.....	169
THE EXECUTIVE BRANCH.....	170
THE JUDICIAL BRANCH.....	170
THE STATES.....	170
FURTHER ARTICLES.....	170
MORALITY AND A FREE REPUBLIC.....	171
<b>CHAPTER 13: A BRIEF REVIEW OF THE BILL OF RIGHTS.....</b>	<b>173</b>
THE FIRST AMENDMENT.....	173
THE SECOND AMENDMENT.....	175
THE THIRD AMENDMENT.....	177

## TABLE OF CONTENTS

---

CIVIL PROTECTION .....	177
THE FOURTH AMENDMENT .....	177
THE FIFTH AMENDMENT .....	178
THE SIXTH AMENDMENT .....	178
THE SEVENTH AMENDMENT .....	179
THE EIGHTH AMENDMENT .....	179
SUMMARY .....	180
THE NINTH AMENDMENT .....	181
THE TENTH AMENDMENT .....	181
<b>CHAPTER 14: THE FEDERALIST YEARS.....</b>	<b>183</b>
TWO PARTIES – ONE CHOICE.....	183
WASHINGTON’S CABINET.....	184
ALEXANDER HAMILTON’S FINANCIAL PROGRAM .....	184
DIFFICULT FOREIGN RELATIONS .....	185
FRANCE .....	185
HAITI .....	186
LATIN AMERICA.....	186
ENGLAND .....	187
EMIGRATION TO THE WEST .....	187
THE WHISKEY REBELLION.....	188
WASHINGTON’S FAREWELL ADDRESS.....	188
THE SELECTION OF JOHN ADAMS.....	191
CONFLICT WITH FRANCE.....	191
THE ALIEN AND SEDITION ACTS.....	192
THE DEATH OF WASHINGTON.....	192
ELI WHITNEY AND THE COTTON GIN.....	193
THE ELECTION OF 1800.....	193
THE SECOND GREAT AWAKENING.....	194
<b>CHAPTER 15: DEMONSTRATIONS OF AMERICA’S CHRISTIAN HERITAGE.....</b>	<b>197</b>
THE FIRST CHARTER OF VIRGINIA – APRIL 10, 1606.....	197
THE FIRST CHARTER OF MASSACHUSETTS –.....	197
FUNDAMENTAL ORDERS OF CONNECTICUT OF 1639 .....	198
THE NEW ENGLAND CONFEDERATION – MAY 19, 1643.....	198
THE CAMBRIDGE PLATFORM OF 1648.....	198
THE MARYLAND TOLERATION ACT – APRIL 21, 1649 .....	198
THE PENNSYLVANIA CHARTER OF PRIVILEGES OCTOBER 28, 1701.....	199
THE DECLARATION OF THE CAUSES AND NECESSITY OF TAKING UP ARMS – JULY 6, 1775.....	199
THE VIRGINIA BILL OF RIGHTS – JUNE 12, 1776.....	200
THE MASSACHUSETTS BILL OF RIGHTS – 1780.....	200

## VOLUME 1: THE HEAVEN RESCUED LAND; THE HISTORY OF THE US

---

AMERICA’S SACRED TEXTS by Jerry McDaniel.....	202
<b>CHAPTER 16: MORE DEMONSTRATIONS OF AMERICA’S CHRISTIAN HERITAGE .....</b>	<b>211</b>
EARLY PROCLAMATIONS OF THANKSGIVING .....	211
THE NATIONAL ANTHEM.....	212
THE PLEDGE OF ALLEGIANCE .....	213
IN GOD WE TRUST .....	213
THE LIBERTY BELL.....	214
GOVERNMENT BUILDINGS.....	214
THE GREAT SEAL.....	214
HOW THE CHRISTIAN DOCTRINE OF GOVERNMENT SHAPED THE CONSTITUTION.....	215
OTHER CHRISTIAN PRINCIPLES.....	216
RECOGNITION OF THE CHRISTIAN INFLUENCE ON THE CONSTITUTION .....	217
CONSIDER THESE QUOTES BY OTHER PRESIDENTS: .....	217
<b>CHAPTER 17: JEFFERSONIAN DEMOCRACY.....</b>	<b>221</b>
THE AMERICAN’S CREED .....	221
THE REDUCTION IN GOVERNMENT.....	221
WAR WITH THE BARBARY PIRATES.....	222
THE LOUISIANA PURCHASE.....	222
THE EMBARGO ACTS.....	223
AARON BURR .....	224
FULTON’S FOLLY.....	224
JAMES MADISON.....	225
TECUMSEH.....	225
THE WAR OF 1812.....	226
JAMES MONROE.....	228
THE MONROE DOCTRINE .....	229
UNLIMITED OPTIMISM.....	229
<b>CHAPTER 18: THE JACKSONIAN ERA.....</b>	<b>231</b>
THE JACKSONIAN ERA.....	231
THE ROLE OF THE SUPREME COURT .....	231
SLAVERY .....	232
THE MISSOURI COMPROMISE .....	232
WESTWARD MIGRATION .....	233
FACTORIES.....	233
JOHN QUINCY ADAMS .....	234
THE ERIE CANAL.....	234
RAILROADS .....	235
ANDREW JACKSON .....	235
THE TRAIL OF TEARS.....	235

## TABLE OF CONTENTS

---

INDIAN WARS.....	237
TRANSCENDENTALISM.....	237
SOCIAL REFORMS.....	238
THE END OF THE NATIONAL BANK.....	239
THE NULLIFICATION CRISIS.....	240
MARTIN VAN BUREN.....	241
<b>CHAPTER 19: MANIFEST DESTINY.....</b>	<b>243</b>
THE AMERICAN MULTIPLICATION TABLE.....	243
THE ROARING FORTIES.....	244
THE TELEGRAPH.....	244
TRANSPORTATION.....	244
THE CONCEPT OF MANIFEST DESTINY.....	244
THE TEXAN WAR FOR INDEPENDENCE.....	246
CONTROVERSIES WITH ENGLAND.....	248
MORMONISM.....	249
THE WAR WITH MEXICO.....	249
DOMESTIC CONCERNS.....	251
THE CALIFORNIA GOLD RUSH.....	252
THE OREGON TRAIL.....	252
<b>REFERENCE READING.....</b>	<b>255</b>
<b>LIST OF WORDS AND PHRASES.....</b>	<b>257</b>
<b>INDEX OF WORDS AND PHRASES.....</b>	<b>271</b>
<b>ABOUT THE AUTHOR.....</b>	<b>287</b>
<b>BOOKS AND DVDS AVAILABLE FROM DR. PHIL STRINGER.....</b>	<b>288</b>

SAMPLE PAGES

# PREFACE

This is a different type of history book. It is a comprehensive, Biblical look at the history of the United States.

A hundred years ago there were two primary styles of historical recording. One was “the textbook style.” Graphs, pictures, footnotes and lists are found throughout the book. The other was “the popular style”—where history is reported as if the author was telling a story.

The popular style was written for the general public. Those with a special interest in history went on to study textbook style books. Today almost all history is written in textbook style, presenting large amounts of disconnected facts. Most people are bored quickly and lose all interest in history.

*The Heaven Rescued Land* is deliberately written in popular style. It is in story form, with practical applications and even some personal comments. These would be considered horrible mistakes by many historical writers today. However, it is done on purpose. The real story of the US is not boring. It is not irrelevant to our personal lives. This story needs to be told and understood.

This study is also designed to tell the story of the history of the United States in a Biblical framework.

The famous historian, J. H. Merle d’Aubigne, wrote history in a popular style. He wrote,

“History should be made to live with its own proper life. God is this life, God must be acknowledged—God proclaimed in history. The history of the world should purport to be the annals of the government of the supreme King.”

This book is the attempt to tell the story of the US from this very perspective.

I believe that men’s actions are controlled by their views on creation and redemption. When you understand that, history can be understood.

May God bless and enlighten the reader,

Dr. Phil Stringer  
April, 2013.

SAMPLE PAGES

# CHAPTER 1

## THE NORTH AMERICAN CONTINENT BEFORE ENGLISH COLONIZATION

“Observe the hand of God in the wise and beneficent timing of events in the dawn of our history. The events of history are not accidents. There are no accidents in the lives of men or nations. We may go back to the underlying cause of every event, and discover in each God’s overruling and intervening wisdom. It has been said that history is a biography of communities; in another, and profounder sense, it is the autobiography of Him who worketh all things after the counsel of His own will, Ephesians 1:11, and who is graciously timing all events in the interests of His Christ, and the kingdom of God on earth.” ~ *Reverend S. W. Foljambe, January 5, 1876*

There are no accidents in our lives or in the direction and development of nations. God is at work and we have the opportunity to study these acts and see the record of what God has done.

The history of the United States is a unique history. The United States is a nation produced by principles taught in the Word of God regarding nations and governments. That is what makes its history unique. Those who are opposed to the things of God have found they must not only rewrite the Bible but also American history in order to escape the truths which have created this country and the events which have happened here. While the United States, today, is not the model example of Biblical truth, this study will demonstrate that the unique, unparalleled freedoms and prosperity to be found in the United States have come as a direct result of the influence of Christian principles.

### ISOLATIONISM VERSUS DIFFUSIONISM

There are two different philosophies used for understanding history. The isolationist theory of world history states that mankind evolved in various parts of the world – individual civilizations developed independently of one another while gradually advancing, improving, developing, and spreading out. Isolationists believe that, finally, in our modern era, they came in contact with one another through increased communications and travel. The isolationist theory of history is

based on the idea and concept of evolution. It is currently the most commonly taught theory of history in the United States and probably in much of the world. However, isolationism is not the only philosophy of history.

The diffusionist theory of world history states that all of mankind began in one place. Most diffusionists believe that this is the result of divine creation. This early civilization spread out so far that sometimes contact with other regions was lost for periods of time. Diffusionists believe that the European exploration and colonization of the modern era reunited regions of the world. The Bible teaches diffusionism.

*“And there were dwelling at Jerusalem Jews, devout men of every nation under heaven,” Acts 2:5.*

Through a literal interpretation of the Bible, the phrase “every nation under heaven” means not only those nations from the known world of the Mediterranean region (as some may say), but *every* nation under heaven. The fact that we do not have the complete record of all the travels at that time is irrelevant. The important issue is what the Bible says about it.

*“But I say, Have they not heard? Yes verily, their sound went into all the earth, and their words unto the ends of the world.” Romans 10:18.*

The impression given through Romans 10:18 is that the Gospel was spread everywhere. Both of these verses would imply that contact around the world was universal.

Diffusionism does not align in any way with the teaching in most history classes today. However, until the Twentieth Century, diffusionism was the standard teaching in American schools. Old American history books reveal that all through the 1700’s, 1800’s, and even in the early 1900’s diffusionism was routinely taught in the United States. At that time, it was commonly believed that all parts of the world were in regular communication with each other in ancient eras. Various occurrences, though, would arise which would disrupt that communication. Eventually, communication would be restored and, then again, disrupted. When blind faith in evolution became common around the turn of the century, the theory of isolationism became much more popular. The isolationist theory fits easily with the theory of evolution but was contrary to Biblical teaching.

The theory of evolution began to be taught in science classes in United States’ schools. Eventually, though, people began to notice a tension from teaching one theory in science class and another theory in history class. So the history classes began to be adjusted to comply with the science class. By the 1920’s the theory of

diffusionism was almost unheard of in the United States. By the year 2000, however, diffusionism was making a comeback. Faith in evolution was not nearly as constant; more people were studying the Bible for truth about science and history, and the evidence of early European contact in the Western Hemisphere was becoming much more widely known.

Bible-believers assert that mankind centered in one place after the worldwide flood of Noah's day. Then, the Lord confounded the languages of men. This naturally prompted the people to spread apart into different places. Eventually they scattered around the earth. Many may have spread out by ship, after all, these were people who descended from a shipbuilder. Noah surely knew how to build ships; he spent 120 years building the ark. His children, too, helped with building the ark and developed these skills to pass on to their children.

The people broke up into various groups. The origin of races is a mystery. Neither the Bible nor history teaches us anything about how racial groups developed. There are theories that those with black skin developed their skin color by being in regions of the world where the sun was very hot, but today every skin type is found living in every region of the world. White people make their homes in Africa but they do not develop black skin and black people have spread to all nations of the world and they do not develop light skin as a result. How did the races develop? The Bible chooses to be silent on it. History does not record it. At times we must learn to say that we do not know.

It is easy for Bible-believers to accept the diffusionism theory and the concept that the various groups maintained contact with each other over the centuries. This is consistent with Biblical statements about the spread of the Gospel. And, of course, Bible-believers feel no need to twist history to protect the theory of evolution!

### **EXAMPLES OF PRE-COLUMBIAN CONTACT BETWEEN EUROPE AND NORTH AMERICA**

There are multiple examples indicating evidence of early contact between Europe and North America. Virtually all of these examples are disputed by some people. While some may turn out to be fraudulent, there are so many more yet to consider. Here are only a few of the examples:

In 300 B.C., the Greek writer Theopompus wrote about a continent across the Atlantic Ocean.

It is believed by many that Theopompus was talking about the continent of Atlantis. The stories of Atlantis, a continent between Europe and the western hemisphere, are mythical. Yet, could it be possible that Atlantis is just another name for the lands of the Western Hemisphere?

In 100 B.C., the Greek writer Diodorus also wrote about a continent across the Atlantic Ocean.

It was believed that people had traveled back and forth between the continents. This is quite possible. The ships of that day were not dramatically different from those which Columbus had. Though the voyage would be difficult, it was no impossibility for a ship to go that far and come back. Some argue that there are only vague records. However, a record indicates that it did happen; the fact that it is vague only means that we know little about it.

Ruins of Roman, Celtic, and Phoenician settlements along the eastern coast of the United States have been alleged.

Various locations along the eastern coast have given evidence of such settlements. Although some may prove to be falsified, with so many of these stories and so many of these locations, it is difficult to believe that they are all hoaxes. Because these stories raise many issues which are not consistent with the theory of evolution, some people have quickly dismissed them, not willing to see what is there.

Near Bat Creek, Tennessee, ruins have been uncovered of an ancient camp site that left written records in Hebrew (from around 100 A.D.).

This is one of the most debated locations. Yet, there are a great many people who have studied this and believe the writings uncovered are Hebrew. Also, not far away...

What appears to be a Roman settlement has been uncovered near Nashville, Tennessee.

Several people feel strongly that the settlement of Bat Creek and the Roman settlement are not only accurate, but that they are related. Some people believe that both of these locations were Roman settlements and the Hebrew writings were from Jewish slaves who had come with the Romans.

Ruins of a settlement in Arizona have been identified as a Roman colony from around 175 A.D.

There are many such stories and allegations with differing levels of evidence offered.

In Minnesota, many people believe that the Kensington Rune and various sites there are evidence of Viking settlements from much earlier than Eric the Red. Many books have been written about the Kensington Runes.

The Irish have legends from around 500 A.D. of Brendan the Bold.

For centuries, the Irish have taught their children that Brendan had explored across the Atlantic Ocean and had planted Irish settlements there. This teaching was as prominent in Irish schools as was the teaching in the United States that there was no contact across the ocean.

A sunken Italian ship, discovered off the coast of Honduras, has been dated from A.D. 700. This ship is still being studied but is largely ignored by the media.

Irish history and legends also indicate that colonies were founded across the Atlantic Ocean around 1000 A.D. Supposedly these Irish explorers used maps from the time of Brendan the Bold.

It is now commonly accepted that the Vikings explored Iceland, Canada, and New England, and established short-lived colonies on the North American continent. It is possible to tour some of the sites of these settlements.

Portuguese historical records claim that an explorer named Maydoc made several trips across the Atlantic around 1400 A.D. Linguists have reported many Portuguese words in the Mandan Indian language (west of the Mississippi). Early American scholars taught that the Mandans were descendants of Maydoc's explorations.

In light of the many legends, debate has also originated over where the American Indians came from. Some people try to connect American Indian tribes with the groups which came over from Europe. Again, there is much that is not known. There are so many differing racial characteristics. For example, many Indian males have no facial hair and many American Indians, very clearly, have red skin. The differing characteristics which identify the American Indians from Hispanics and Anglos are clear. While it does not seem reasonable to trace all of the American Indian tribes to different European groups, there was probably some intermingling with people who traveled back and forth. This would explain, for example, why some American Indians have skin so light that they are not

distinguishable as Indians. Though the Indians themselves should probably not be regarded as directly from European decent, there are many reasons to believe there may have been contact.

Writings from the time of the frontier settlement indicate a common belief that the Indians were the 10 lost tribes of Israel and they would even refer to the Indians as the Jews. The Indian ceremonies were believed to be corruptions of the Old Testament ceremonies. This belief was so common that some of the early Baptist missionaries to the American Indians referred to themselves as missionaries to the American Jews. Many Indian tribes held legends connecting at least some member of the tribe to civilizations from North Africa and from Europe. Many similarities could be found in the legends and rituals of the Indians to those of Europe. The similarities in their legends, though, are not surprising when it is understood that we all go back to the same family. We are all descendants of Noah.

## **THE INDIANS**

Most American Indians had the distinguishing physical characteristics of red skin, dark hair, and dark eyes. For unknown reasons, most Indians did not have facial hair, although this was not as universal as is sometimes taught.

### **TRIBAL LIFE**

The records of the early explorers of the New World tell us much about the Indian tribes they found. However, the historical records bear little resemblance to the modern, “politically correct” view of the American Indians. In truth, tribal cultures are usually evil. Today’s concept, “it takes a whole village to raise a child” and that of honoring tribes, cannot be justified by the historical records. Tribal cultures destroy individual responsibility and normally develop into a violent society. Race does not influence this. Tribal cultures normally develop in the same way whether they consist of red-skinned men in North America, black-skinned men in Africa, or white-skinned men like the Germanic tribes of Central Europe or the Celtic tribes of the British Isles

Christianity teaches individual responsibility before God and men, family living, and a distinct moral code. In tribal living there is no individual responsibility, people do not live primarily as families, and there is not a specific moral code. Everywhere Christianity has gone, it has destroyed tribal living. Modern day liberals find this very disturbing, saying that it is terrible because the people’s culture has been destroyed! There is a true story about an anthropologist who went to an island in the New Guinea chain. Immediately upon arrival, the anthropologist apologized to the local island chief for the fact that Christian

missionaries had come and destroyed the culture of their island. The chief, though, laughed at him and said, “You should have come when my grandfather was chief. They would have killed you, cooked you, and ate you!” While it was true that Christianity did come along and destroy that evil culture, it is nothing to apologize for.

### **INDIAN CULTURE**

Property rights were rarely recognized by the Indians (except in a limited way among immediate tribal members). Stealing from other tribes was considered praise-worthy. Frequent raiding and conflict glorified violence. Torture, scalp-taking, and slavery were common. Every Indian male was considered a warrior. Clubs, stone knives, bow and arrows, and spears were the primary weapons.

Indian tribes lived by hunting, fishing, crude forms of agriculture, and raiding. Males fought, hunted, and fished. Women and slaves did the farming and most forms of manual work. Women were considered property and were often sold or bartered.

Most Indian tribes did not build permanent dwellings but lived a nomadic life. When they over-hunted or over-fished an area, they simply moved. It was this practice of over-hunting and fishing, eventually killing more animals than are naturally bred, that necessitated their nomadic lifestyle. The life span for most Indians was short – especially for females.

Indian religion was primarily spiritist. It was common for Indians to claim contact with “animal spirit guides.” It was also common to claim that spirits lived in inanimate objects like rocks and trees. Today, ironically, there is a big cry for the Indians to go back to that primitive culture.

Each tribe had a chief but the tribal council usually exercised the actual control. The individual Indian typically had little freedom and was bound by the decision of the council.

The Indians sparsely inhabited the North American continent. A few hundred thousand Indians traveled through millions of square miles. What caused the Indian population to remain so small while the population of the colonists exploded? The difference was that the white man did not live in nomadic fashion, but rather, came to plant permanent settlements. The nomadic life of the Indian, along with constant warfare, generated a much higher mortality rate. People often portray the Indian life as wonderful because it was so natural. In reality, it was a harsh lifestyle with constant exposure to the elements and vulnerability to wild

animals, snakes, insects, etc. Children were the most vulnerable and many did not reach adulthood.

The Indians rarely settled any specific territory, and very little of the land could be said to “belong” to them. When a family of pioneers would move into a region, they would ordinarily look for a region where the Indian tribes had not been in years; an area thought to be safe. Yet, the Indian tribes would claim ownership of any land they had ever hunted on or traveled through, though this was hardly grounds for ownership.

There were several Indian inventions which became quite popular with the early settlers, including moccasins, snowshoes, and canoes.

## **SPANISH EXPLORERS**

Christopher Columbus had a vision for establishing trade routes to India. He did not believe that the earth was flat – in fact, few people did. The idea that most people of his day believed in a flat earth is simply a myth. Columbus was aware of the stories about a continent across the Atlantic Ocean, and he believed that this must be the western part of India. This convinced Columbus that he could establish such trading routes.

Columbus also had a deep missionary motive for his explorations. In his *Book of Prophecies*, he wrote:

“At a very early age I began to sail upon the ocean. For more than forty years, I have sailed everywhere that people go.

I prayed to the most merciful Lord about my heart’s great desire, and He gave me the spirit and the intelligence for the task: seafaring, astronomy, geometry, arithmetic, skill in drafting spherical maps, and placing correctly the cities, rivers, mountains, and ports. I also studied cosmology, history, chronology and philosophy.

It was the Lord who put into my mind (I would feel His hand upon me) to sail from here to the Indies.

I am a most unworthy sinner, but I have cried to the Lord for grace and mercy, and they have covered me completely. I have found the sweetest consolation since I made it my whole purpose to enjoy His marvelous presence.