

RICHARD OF
JAMESTOWN
A story of Virginia Colony

BY
JAMES OTIS

*with illustrations by
C.W. Kamis*



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A NOTE TO THE HOME EDUCATOR

THE *COLONIAL AMERICA SERIES*

LIVING BOOKS CURRICULUM is pleased to make available this series of books on Colonial America by James Otis (1848-1912). Otis was a writer, educator and historian who wrote over 150 books for children. He wrote the *Colonial America Series* to illustrate for children the home life of colonists. Otis felt history books did not adequately describe the fascinating details of this time in American history:

“Surely it is entertaining as well as instructive for young people to read of the toil and privations in the homes of those who came into a new world to build up a country for themselves, and such homely facts are not to be found in the real histories of our land.”

We believe that children should experience history through literature because the people and events in a well-written story are real in the child’s imagination. The future of the characters becomes significant to him; thus, history itself becomes meaningful and memorable.

Young children live their history on a day-to-day basis. They have a narrow perspective on historical events, even as far back as their own birth. This is why a child asks you to tell and retell the stories from his own life. He can then live the story in his own mind and play it in his games. To a child, “story” is history.

NARRATION

NARRATION IS A SIMPLE YET POWERFUL TOOL of learning that can be used throughout the reading of the *Colonial America Series*, as well as any quality literature. Most children enjoy telling what they know about a subject. It delights them to relate an incident, however small it may seem to us. Educational reformer Charlotte Mason believed that this love of telling could be used as a foundation for self-education.

Narration is retelling in one's own words what has just been read (either aloud or silently). It is a natural way for a child to demonstrate learning and to organize information. Narration requires an independence that expects the child to work through the material on his own rather than depending on the person teaching to pick out the important points through appropriate questions. Narration may be done in many forms, but the most beneficial to the student is oral retelling. Because of the increased need for oral communication in our society, learning to be verbal at an early age is a valuable skill. Narration is one method that provides an outstanding opportunity for your child to develop expressive skills.

When you are ready to do narration, sit with your child (this also works with more than one child) and say gently with a smile, "I am going to read (give the title) one time to you. I want you to listen carefully. Then tell me in your own words all you remember of the story." After you have read the story, pause a moment and let it settle in, then say, "Tell me all you remember about the story." At this point, listen without comment until the child is done. If there is more than one child, you can let one start and the others continue. Or, alternately, you can have the first child narrate and then ask the second (or third), "Is there anything you would like to add?" Taking turns narrating while others listen builds the habit of attention in children.

The *Colonial America Series* is ideal for narration because Otis uses short chapters. Children ages eight and up can narrate one of

these chapters with a bit of practice. However, a child of six or seven should narrate single paragraphs until he is able to retell with ease, then the passage length can be increased.

Narration, if done consistently and correctly, gives your child beauty of expression, recall of material, increased mental facility, and a means of evaluating what is understood.

If you would like to read a complete article describing the process, visit the Living Books Curriculum website:

www.livingbookscurriculum.com/successfulnarration.htm

CORRELATION OF LESSONS

TO CORRELATE MEANS to bring one thing into a complementary relation with another. To correlate studies means to bring one subject, such as history or science, into a complementary relationship with another, such as art or nature study. Charlotte Mason felt correlated studies enable greater exploration of ideas and ought not to result in “busy work”. (*A Philosophy of Education*, p. 114, ff)

Copywork, spelling, science, homemaking, handwork, math, dictation, geography are all areas of the curriculum that are enhanced by using the *Colonial America Series* as a starting point. Each book in the series references everyday skills, foods, customs, expressions and place names. For copywork, choose a particularly language-rich passage, and have your child practice penmanship by transcribing it. For geography, have your child discover on a map of the United States each of the place names. For spelling, note unfamiliar words during the reading and make these the subject of a spelling quiz once a week. For vocabulary building, take the same words used for spelling and have your child enter them and their definitions in a notebook.

MORE IN THE COLONIAL AMERICA SERIES

IF YOU ENJOY THIS BOOK and would like to read others in the series, or other high-quality literature, visit the Living Books Curriculum website: <www.livingbookscurriculum.com>.

Children have a right to the best we possess; therefore their lesson books should be, as far as possible, our best books.

Charlotte Mason, *A Philosophy of Education*

Sheila Carroll
Mount Pleasant, Michigan

FOREWARD

THE PURPOSE OF THIS SERIES OF STORIES is to show the children, and even those who have already taken up the study of history, the *home life* of the colonists with whom they meet in their books. To this end every effort has been made to avoid anything savoring of romance, and to deal only with facts, so far as it is possible, while describing the daily life of those people who conquered the wilderness whether for conscience sake or for gain.

That the stories may appeal more directly to the children, they are told from the viewpoint of a child, and purport to have been related by a child. Should any criticism be made regarding the seeming neglect to mention important historical facts, the answer would be that these books are not sent out as histories, —although it is believed that they will awaken a desire to learn more of the building of the nation,— and only such incidents as would be particularly noted by a child are used.

Surely it is entertaining as well as instructive for young people to read of the toil and privations in the homes of those who came into a new world to build up a country for themselves, and such homely facts are not to be found in the real histories of our land.

James Otis.

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RICHARD OF JAMESTOWN

WHO I AM



ES, MY NAME IS RICHARD MUTTON. Sounds rather queer, doesn't it? The lads in London town used to vex me sorely by calling, "Baa, baa, black sheep," whenever I passed them, and yet he who will may find the name Richard Mutton written in the list of those who were sent to Virginia, in the new world, by the London Company, on the nineteenth day of December, in the year of Our Lord, 1606.

Whosoever may chance to read what I am here setting down, will, perhaps, ask how it happened that a lad only ten years of age was allowed to sail for that new world in company with such a band of adventurous men as headed the enterprise.

Therefore it is that I must tell a certain portion of the story of my life, for the better understanding of how I came to be in this fair, wild, savage beset land of Virginia.

Yet I was not the only boy who sailed in the *Susan Constant*, as you may see by turning to the list of names, which is under the care, even to this day, of the London Company, for there you will find written in clerkly hand the names Samuel Collier, Nathaniel Peacock, James Brumfield, and Richard Mutton.

Nathaniel Peacock has declared more than once that my name comes last in the company at the very end of all, because I was not a full grown mutton; but only large enough to be called a sheep's tail, and therefore should be hung on behind, as is shown by the list.

LEFT ALONE IN THE WORLD

THE REASON OF MY BEING IN THIS COUNTRY OF VIRGINIA at so young an age, is directly concerned with that brave soldier and wondrous adventurer, Captain John Smith, of whom I make no doubt the people in this new world, when the land has been covered with towns and villages, will come to know right well, for of a truth he is a wonderful man.

In the sixth month of Grace, 1606, I was living as best I might in that great city of London, which is as much a wilderness of houses, as this country is a wilderness of trees.

My father was a soldier of fortune, which means that he stood ready to do battle in behalf of whatsoever nation he believed was in the right, or, perhaps, on the side of those people who would pay him the most money for risking his life.

He had fought with the Dutch soldiers under command of one Captain Miles Standish, an Englishman of renown among men of arms, and had been killed.

My mother died less than a week before the news was brought that my father had been shot to death. Not then fully understanding how great a disaster it is to a young lad when he loses father or mother, and how yet more sad is his lot when he has lost both parents, I made shift to live as best I might with a sore heart; but yet not so sore as if I had known the full extent of the misfortune which had overtaken me.

AN IDLE BOY

AT FIRST IT WAS AN EASY MATTER FOR ME to get food at the home of this lad, or of that, among my acquaintances, sleeping wherever night overtook me; but, finally, when mayhap three months had gone by, my welcome was worn threadbare, and I was told by more than one, that a hulking lad of ten years should have more pride than to beg his way from door to door.

It is with shame I here set down the fact, that many weeks passed before I came to understand, in ever so slight a degree, what a milksop I must be, thus eating the bread of idleness when I should have won the right, by labor, to a livelihood in this world.

This last thought had just begun to take root in my heart when Nathaniel Peacock, whose mother had been a good friend of mine during a certain time after I was made an orphan, and I, heard that a remarkably brave soldier was in the city of London, making ready to go into the new world, with the intent to build there a town for the king.



CAPTAIN JOHN SMITH COMES TO LONDON

THIS MAN WAS NO OTHER than Captain John Smith, who, although at this time not above six and twenty years of age, had already served in the French, in the Dutch, and in the Transylvanian armies, where he had met and overcome many dangers.

He had been robbed and beaten

and thrown into the sea because of not believing in the religion of the men who attacked him; he had been a slave among the Turks; he had fought, one after another, three of the bravest in the Turkish army, and had cut off the head of each in turn.

Can it be wondered at that Nathaniel Peacock and I were filled to overflowing with admiration for this wonderful soldier, or that we desired above all things to see him?

We loitered about the streets of London town from daylight until night had come again, hoping to feast our eyes upon this same John Smith, who was to us one of the wonders of the world, because in so short a time he had made his name as a soldier famous in all countries, and yet we saw him not.



We had searched London town over and over for mayhap a full month, doing nothing else save hunt for the man whose life had been so filled with adventure, and each time we returned home, Mistress Peacock reproached me with being an idle good-for-nothing, and Nathaniel but little better.

I believe it was her harsh words which caused to spring up in my heart a desire to venture into the new world, where it was said gold could be found in abundance, and even the smallest lad might pick up whatsoever of wealth he desired, if so be his heart was strong enough to brave the journey across the great ocean.

The more I thought of what could be found in that land, which was called Virginia, the stronger grew my desire, until the time came when it was a fixed purpose in my mind, and not until then did I breathe to Nathaniel a word of that which had been growing within me.

He took fire straightway I spoke of what it might be possible for us lads to do, and declared that whether his mother were willing or no, he would brave all the dangers of that terrible journey over-seas, if so be we found an opportunity.

To him it seemed a simple matter that, having once found a ship which was to sail for the far-off land, we might hide ourselves within her, having gathered sufficient of food to keep us alive during the journey. But how this last might be done, his plans had not been made.

MEETING CAPTAIN SMITH

LEST I SHOULD SET DOWN TOO MANY WORDS, and therefore bring upon myself the charge of being one who can work with his tongue better than with his hands, I will pass over all that which Nathaniel and I did during the long time we roamed the streets, in the hope of coming face to face with Captain Smith.

It is enough if I set it down at once that we finally succeeded in our purpose, having come upon him one certain morning on Cheapside, when there was a fight on among some apprentices, and the way so blocked that neither he nor any other could pass through the street, until the quarrelsome fellows were done playing upon each other's heads with sticks and stones.

It seemed much as if fortune had at last consented to smile upon us, for we were standing directly in front of the great man.

I know not how it chanced that I, a lad whose apparel was far from being either cleanly or whole, should have dared to raise my voice in speech with one who was said to have talked even with a king. Yet so I did, coming without many words to that matter which had been growing these many days in my mind, and mayhap it was the very suddenness of the words that caught his fancy.



“Nathaniel Peacock and I are minded to go with you into that new world, Captain John Smith, if so be you permit us,” I said, “and there we will serve you with honesty and industry.”

CAPTAIN SMITH SPEAKS TO ME

THERE WAS A SMILE COME UPON HIS FACE as I spoke, and he looked down upon Nathaniel and me, who were wedged among that throng which watched the apprentices quarrel, until we were like to be squeezed flat, and said in what I took to be a friendly tone:

“So, my master, you would journey into Virginia with the hope of making yourself rich, and you not out from under your mother’s apron as yet?”

“I have no mother to wear an apron, Captain Smith, nor father to say I may go there or shall come here; but yet would serve you as keenly as might any man, save mayhap my strength, which will increase, be not so great as would be found in those older.”

Whether this valiant soldier was pleased with my words, or if in good truth boys were needed in the enterprise, I cannot say; but certain it is he spoke to me fairly, writing down upon a piece of paper, which he tore from his tablets, the name of the street in which he had lodgings, and asking, as he handed it to me, if I could read.

Now it was that I gave silent thanks, because of what had seemed to me a hardship when my mother forced me to spend so many hours each day in learning to use a quill, until I was able to write a clerkly hand.

It seemed to please this great soldier that I could do what few of the lads in that day had been taught to master, and, without further ado, he said to me boldly:

“You shall journey into Virginia with me, an’ it please you, lad. What is more, I will take upon myself the charge of outfitting you, and time shall tell whether you have enough of manliness in you to repay me the cost.”

Then it was that Nathaniel raised his voice; but the captain gave him no satisfaction, declaring it was the duty of a true lad to stand by his mother, and that he would lend his aid to none who had a home, and in it those who cared for him.

I could have talked with this brave soldier until the night had come, and would never have wearied of asking concerning what might be found in that new world of Virginia; but it so chanced that when the business was thus far advanced, the apprentices were done with striving to break each other’s heads, and Captain Smith, bidding me come to his house next morning, went his way.

THE PLANS OF THE LONDON COMPANY

THEN IT WAS THAT NATHANIEL DECLARED he also would go on the voyage to Virginia, whether it pleased Captain Smith or no, and I, who should have set my face against his running away from home, spoke no word to oppose him, because it would please me to have him as comrade.

After this I went more than once to the house where Captain Smith lodged, and learned very much concerning what it was proposed to do toward building a town in the new world.



Both Nathaniel and I had believed it was the king who counted to send all these people over-seas; but I learned from my new master that a company of London merchants was in charge of the enterprise, these merchants believing

much profit might come to them in the way of getting gold.

The whole business was to be under the control of Captain Bartholomew Gosnold, who, it was said, had already made one voyage to the new world, and had brought back word that it was a goodly place in which to settle and to build up towns. The one chosen to act as admiral of the fleet, for there were to be three ships instead of one, as I had fancied, was Captain Christopher Newport, a man who had no little fame as a seaman.

In due time, as the preparations for the voyage were being

forwarded, I was sent by my master into lodgings at Blackwall, just below London town, for the fleet lay nearby, and because it was understood by those in charge of the adventure that I was in Captain Smith's service, no hindrance was made to my going on board the vessels.

THE VESSELS OF THE FLEET

THESE WERE THREE IN NUMBER, as I have already said: the *Susan Constant*, a ship of near to one hundred tons in size; the *Goodspeed*, of forty tons, and the *Discovery*, which was a pinnace of only twenty tons.

And now, lest some who read what I have set down may not be acquainted with the words used by seamen, let me explain that the



The "Susan Constant"

measurement of a vessel by tons, means that she will fill so much space in the water. Now, in measuring a vessel, a ton is reckoned as forty cubic feet of space, therefore when I say the *Susan Constant* was one hundred tons in size, it is the same as if I had set down that