Influences affecting the teaching of the social studies in the public schools

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Influences Affecting the Teaching
of the Social Studies in the Public Schools

By

Bessie Louise Pierce

A Thesis

Submitted to the Faculty of the
Graduate College of the University of Iowa in
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the Degree of Doctor of Philosophy

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Preface

The purpose of this study is to give an historical account of the attempts to control the teaching of the social studies in the public schools. It traces the influences of legislation which have affected the presentation of these subjects, beginning with laws of the early colonies and following the development of the social study curriculum to the present time.

In addition to the legislative aspects of the subject, an effort has been made to set forth the propagandist influences on text-book making exerted by religious, patriotic, racial and other organized groups.

In the preparation of this study use has been made of state laws, periodicals, the literature of propagandist societies, text-books, and correspondence with state superintendents and text-book authors and publishers.

The term social studies has been used to embrace history, economics, government, and sociology. Geography has not been included, since it has but recently acquired a place in the curriculum as a social study. More attention has been focused upon history, because it has been the chief social study in the public school curriculum. I have not attempted to set forth the extent to which the social studies have been taught in the public schools, nor the extent to which the laws were enforced.
In the preparation of this study I am particularly indebted to Professor Arthur M. Schlesinger, at whose suggestion the subject was undertaken. His consistently helpful suggestions and constructive criticisms are responsible for whatever of merit there is in the study.

Appreciation should also be expressed to numerous correspondents who have aided in the search for material, to Mr. W. E. Schenck of the University of Chicago Law Library, and the staff of the University of Iowa Library. Especially to Miss Grace E. Wormer of the University of Iowa Library does the author wish to express thanks for her co-operation in securing material.

D. L. P.
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The Evolution of Laws for the Teaching
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Many influences have conditioned the content of
the social studies in the public schools—statutory,
constitutional, traditional, imitative, religious,
racial and patriotic. The purpose of the first four
chapters of this study is to set forth the legal con­
trol that has been exerted in all periods of our history
over the social studies curriculum.

Such legal control falls into fairly definite
periods. The first period embraces the colonial and
early national eras. In this period legislation of a
general character was the precursor of enactments
naming specific subjects in the curriculum. The second
period, from 1827 to 1860, marked the introduction of
history into the curriculum as a separate subject speci­
fied by law. The next period, from 1860 to 1900, was
characterized by the influences set in motion by the
Civil War and the economic revolution. In this period
the study of national history, encouraged by Reconstruc­
tion agencies, was followed by a reaction in the direc­
tion of local history in the eighties, and an expansion
of the social studies at approximately the same time. In
the years from 1900 to 1917 the social study curriculum
reflected the new interest of the American people in the social and economic conditions that had developed, and mirrored the new attention of the American people in world affairs. From 1917 to the present, the dominant note has been the feeling of a dynamic patriotism growing out of the World War.

In general these statutes fall into certain definite categories. In all periods laws have been enacted for the encouragement of patriotism. Laws of this kind, designed to bring pupils under a common influence, have taken a variety of forms: the promotion of patriotism and citizenship by all available means through the agency of the teacher, the celebration of days and events revered for historic reasons, proper respect for the flag and its meaning, citizenship teaching for the youth of America through specifically designated social studies, and the training of our foreign element for citizenship by Americanization courses. Beginning with 1827 and continuing through all periods are found those statutes which prescribe the subjects of the curriculum. Besides laws incorporating the social sciences as a part of the course of study, there are those pertaining to teacher requirements. These include provisions regarding certification through examination in specified subjects, the taking of oaths of loyalty, and the prohibition of aliens from teaching in
the public schools. In addition, much legislation regarding text-books is found on the statute books.

The Period of Beginnings.

The theory of state control over education has its source in the colonial laws of New England. Imbued with the Calvinistic doctrines of their period, these pioneers made education a handmaid of religion, and in the words of New England's First Fruits, "after God had carried us safe to New England and we had builded our houses, provided necessaries for our livelihood, reared convenient places for God's worship, and settled the civil government, one of the next things we longed for and looked after was to advance learning and perpetuate it to posterity, dreading to leave an illiterate ministry to the churches when our present ministers shall lie in the dust".  

In such a spirit the Massachusetts law of 1642 was enacted. It pointed out the necessity of every child being taught enough "to read and understand the principles of religion and the capital laws of the country."

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Five years later, the famous law of 1647 established the principle of compulsory education, because "one chiefe project of that auld deluder Sathan [was] to keep men from the knowledge of the scriptures, as in former times, keeping them in an unknowne tongue so in the latter times by persuading them from the use of tongues, so that at least the true sense and meaning of the orignal might be clouded with false glasses of saint seeming deceivers," and for the further reason that "learning may not be buried in the grave of our forefathers, in church and in commonwealth, the Lord assisting our endeavors." 3 Taken over by Connecticut in 1650, that colony echoed the same purpose in her statute proposing the establishment of schools. 4

Toward the close of the colonial period came the belief that education should fit men for service in the state and should inculcate principles of "right living". This changing attitude toward education was exemplified by New York in 1732 when the legislature declared that education was the "properest means to attain knowledge, improve the mind, morality and good manners, and to make men better, wiser and more usefull to their country as well as to themselves". 5 The individual, as a virtuous,

3 Ibid., p. 203.
polite, and exemplary force in the community became the hope of the law-makers and laws for personal morality began to find a place on the statute books.

Especially conspicuous in its endorsement of personal morality was Article III of the Northwest Ordinance of 1887. Here is exemplified the three-fold purpose of education: "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged". With this as a model, many state constitutions later expressed similar belief in the value of education.

Yet even before the Northwest Ordinance sponsored education as a safeguard for good government, Massachusetts again had led the way. "Wisdom and knowledge, as well as virtue," she had declared in 1780, "diffused generally among the body of the people being necessary for the preservation of their rights and liberties, and as these depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people, it shall be the duty of legislatures and magistrates, in all future periods of this commonwealth, to cherish the interests of literature and the sciences and all seminaries of them;
especially public schools and grammar schools in towns;...."\(^7\)

Succeeding the conception that schools should train the individual to be "virtuous" and "polite-mannered," came the belief that education should produce a patriotic citizenry. Massachusetts broke ground with such a law on June 25, 1789, whereby it was made "the duty of the President, Professors and Tutors of the University at Cambridge, Preceptors and Teachers of Academies, and all other instructors of youth, to take diligent care, and to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the


Similar statements were placed in the constitutions of neighboring New Hampshire, Vermont and Maine, Indiana, Arkansas, Mississippi, Missouri, Rhode Island, South Dakota, Tennessee, Kansas and North Dakota have likewise pinned their faith to "knowledge and learning" as an agent for democratizing the government as well as for the encouragement of "the principles of humanity, industry, and morality." Ibid., vol. 4, p. 2487; vol. 2, pp. 1068; 1080; vol. 1, pp. 282, 322, 356; vol. 4, p. 2060; p. 2212; vol. 6, p. 3233; p. 3373; p. 3469; vol. 2, p. 1232; vol. 5, p. 2872. In constitutions adopted at a much later time, the same purpose of education are often expressed.
principles of piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which the Republican Constitution is structured. And it shall be the duty of such instructors to endeavor to lead those under their care (as their ages and capacities will admit) into a particular understanding of the tendency of the above mentioned virtues, to preserve and perfect a Republican Constitution, and to secure the blessings of liberty, as well as to promote their future happiness; and the tendency of the opposite vices to slavery and ruin.  

This law became the source of many of a similar character. Maine accepted it in 1821, after she had severed relationship from Massachusetts, of which she had been a part. 9 Mississippi, too, in 1824, took it over in substance, 10 and New Hampshire six years later, made teachers

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9 Laws of Maine, 1821, vol.2, sec.2, p.504. In 1840, there was added to "the opposite vices," besides slavery and ruin, "degradation." In the Revision of 1885-1895 the law was phrased to include instructors both in private and public institutions. Substantially the same law was preserved in an act of 1917, by which is shown a permanence of conviction in its value. Revised Statutes, 1840, ch.17, p.170; Supplement to Revised Statutes 1885-1895, ch.11, sec. 91; Acts and Resolves, 1917, ch.228, p.263.

10 Revised Code of Mississippi, 1824, ch.62, sec.14, p.407; Ibid., 1840, ch.9, sec.12, p.124. (Retained in Codes of 1840)
of youth guardians for the preservation of "a republican form of government."

The Massachusetts law is prophetic of the new conception of education. Closely allied to those laws to promote a patriotic citizenry are those statutes designed to train for self-government. The conviction that democratic institutions can be maintained only through a citizenry educated in its tenets, without doubt stimulated their enactment. Jefferson, in 1784, had expressed this faith in education when he said, "In every government on earth is some trace of human weakness, some germ of corruption and degeneracy, which cunning will discover, and wickedness insensibly open, cultivate and improve. Every government degenerates when trusted to the rulers of the people alone.

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Laws of New Hampshire, 1830, title XXII, ch.1, sec.6, p.431. In her constitution 1853, she retained the conviction that it was the duty of teachers to inculcate patriotism in the minds of their pupils, but changed the phraseology of the law to read: "It shall be the duty of all persons entrusted with or engaged in the instruction of the young, diligently to impress upon their minds the principles of piety and justice; a sacred regard to truth, love of country, humanity and benevolence, sobriety, industry and frugality, chastity, moderation and temperance; and all other virtues which are the ornament and support of human society; and to endeavor to lead them to a particular understanding of the tendency of all such virtues to preserve and perfect a republican form of government, to secure the blessings of liberty and to promote their future happiness, and the tendency of the opposite vices to degradation, ruin, and slavery." Compiled Statutes, 1853, sec. 20, p. 179.
The people themselves therefore are its only safe depositories; and to render even them safe, their minds must be improved to a certain degree. 12

Symptomatic of this conviction was the law of Indiana Territory of 1806, which endorsed a system of education because "in a commonwealth, where the humblest citizen may be elected to the highest office, and where the heaven born prerogative of the right to elect, and to reject, is retained, and secured to the citizens, the knowledge which is required of a magistrate and elector, should be widely diffused." 13

Illinois expressed a similar belief in a law which became effective January 15, 1825, when she declared: "To enjoy our rights and liberties, we must understand them; their security and protection ought to be the first object of a free people; and it is a well established fact that no nation has ever continued long in the enjoyment of civil and political freedom, which was not both virtuous and enlightened; and believing that the advancement of literature always has been and ever will be the means of developing more fully the rights of man, 14 and that the mind of

13 Approved November 29, 1806, Laws of Indiana, 1806, p. 17
14 The terms literature and literary, found in many statutes of the early period, seem to denote education as we use the word to-day.
every citizen in a republic is the common property of society, and constitutes the basis of its strength and happiness; it is therefore considered the peculiar duty of a free government, like ours, to encourage and extend the improvement and cultivation of the intellectual energies of the whole."15


Illustrative of that tendency to revert to a sentiment of a former period, Arkansas voiced the same belief in 1904, in decreeing "intelligence and virtue being the safeguards of liberty, and the bulwark of a free and good government, the state shall ever maintain a general, suitable and efficient system of free schools". Digest of the Statutes of Arkansas, 1904, sec. 7484, p. 1537; also Digest, 1916, sec. 9321, p 2122.

Texas, in 1845, 1866, 1876, and Kansas, in 1857, in their state constitutions committed themselves to an endorsement of "a general diffusion of knowledge" as "essential to the preservation of the rights and liberties of the people". Thorpe, vol. 6, p.3564,p.3568,p.3643,ibid., vol.2,p.1214.

Minnesota, in 1857, declared in article VIII of her constitution, "The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature to establish a general and uniform system of public schools." Ibid., vol.4,p.2006.

Substantially the same statement appears in Idaho's constitution of 1889. Ibid., vol.2,p.936. In these provisions it will be noticed that there is no suggestion of education as a means to inculcate religious and moral principles.
Chapter II.

First Laws Requiring the Teaching of History
1827-1860

The Curriculum.

In the two decades following the War of 1812, came that transformation in American life which expressed itself in the election of the people's president, Andrew Jackson. With an extension of the ballot to the masses came the development of the public school. In 1821 the first public high school was established in Boston for the purpose of equipping young men for their life's activities. Gradually the public school supported by public funds became the embodiment of the democratic idea in which "intelligence is the grand condition". Through education class differentiation, it was believed, would give way to equality of opportunity, not only politically, but industrially. Seth Luther advanced such a thesis in his address on The Education of the Workingmen in 1832, when he said, "In our review we have seen a large body of human beings ruined by a neglect of education, rendered miserable in the extreme, and incapable of self-government; and this by the grinding of the rich on the faces of the poor, through the operations of cotton and other machinery." ¹

¹ See Horace Mann's Report for 1846. Mann, Horace, Annual Reports on Education (Boston, 1868), pp. 523-556
² Carlton, Frank Tracy, Economic Influences upon Educational Progress in the United States, 1820-1860 (Madison, University of Wisconsin Bulletins No. 221, 1908), p. 48
The development of the factory system with its long hours of toil accompanied by woman and child labor, brought in its wake tendencies toward crime, demoralization of home life, poverty, and other hardships attendant upon a rapidly urbanizing life. Humanitarian joined hands with workingman to urge state systems of schools in order to undermine the destructive forces.

Thus the social benefits of education were recognized by Robert Dale Owen when he said, "I believe in a national system of Equal, Republican, Protective, Practical Education, the sole regenerator of a profligate age, and the only redeemer of our suffering country from the equal curses of chilling poverty and corrupting riches, of knowing want and destroying debauchery; of blind ignorance and of unprincipled intrigue." And Horace Mann added his influence for education because it would serve as a preventive of vice and crime.

With the realization of the new economic tendencies of the period and the democratization of the people largely through the extension of manhood suffrage, it is not unnatural that the church in its control over education was superseded by the state. A buoyant national pride possessed the people, expressing itself in all phases of life. Literature for the first time showed a spirit free from the dominance of English writers, and Washington Irving and James Fenimore Cooper

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2 Carlton, op. cit., p. 56.
4 Mann, op. cit., p. 532.
inaugurated the movement toward a truly American literature. The new national spirit also manifested itself in the historical writings of Irving, Sparks and Bancroft; and state legislatures began, not only to enact laws for the teaching of history to the young, but to urge the accumulation of records pertaining to our national existence.

It is not surprising, then, that the first law prescribing United States history in the curriculum was passed in 1827, and became the precursor of legislation of a widely extending character to the present time. However, it was not until the latter part of the nineteenth century that the social studies had secured a real part in the public school curriculum.

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5 Connecticut, as early as 1796, had emphasized the necessity of inculcating a knowledge of the state law, prescribing that "all parents and masters of children, shall by themselves and others teach and instruct... all such children as are under their care and government, according to their ability, to read the English tongue well, and to know the laws against capital offences...."

Statutes of Connecticut, 1796, p. 60. The law further stated that in case it was impossible to comply with the statement quoted above the children should at least be instructed to answer certain parts of the catechism. To enforce the law, a fine of $3.34 to be used for the poor of the town was imposed upon all parents who failed in compliance. Also cf. law of Massachusetts of 1642, Chapter 1, p. 3 of Ms.
The first law to require the study of United States history was enacted by Massachusetts in 1827 and provided that "every town, containing five hundred families or householders, shall maintain a school to be kept by a master of competent ability and good morals, who shall . . . give instruction in the history of the United States, book-keeping, surveying, geometry, and algebra; and such last mentioned school shall be kept for the benefit of all the inhabitants of the town, ten months at least, exclusive of vacations each year . . .; and in every town containing four thousand inhabitants, the said master shall, in addition to all the branches of instruction, before required in this chapter be competent to instruct in the Latin and Greek languages, and history, rhetoric and logic."^6

The Massachusetts law became the basis for laws in other states. Vermont, also in 1827, by statutory mandate placed history in her school curriculum, requiring that "each organized town in this state shall keep and support a school or schools, provided with a teacher or teachers, of good morals, for the instruction of youth in orthography, reading, writing, English grammar, geography, arithmetic, history of the United States, and good behavior."^7

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^6 Laws of Massachusetts, 1827, ch. 143, p. 180; also Revised Statutes, 1856, ch. 23, p. 288. In the Revised Statutes "general history" not "history" is required.

^7 Laws of Vermont of a Public and Permanent Nature ... to 1834, ch. 50, (1827), sec. 1, p. 136
In 1845 New Hampshire prescribed history as a subject in her high schools, and, although there were not many laws for public education in the South during the early period due to the character of its institutional and economic development, Virginia in 1849 provided that in district schools "shall be thoroughly taught reading, writing, geography, history, especially that of the United States and of Virginia, the elements of physical and moral science, and such other branches of knowledge as the board of school commissioners may judge most useful and proper." 

California, while in her statehood infancy, prescribed for her grammar school curriculum instruction in the constitution of the United States and of California, and in the high school the subject of political economy. This provision constitutes one of the first attempts by law to place the subject of government in the curriculum, although Massachusetts by legislation of June 25, 1789, had emphasized the necessity of training the youth of the commonwealth "to preserve and perfect a Republican Constitution, and to secure the blessings of liberty, as well as to promote their

8 Laws of New Hampshire, 1845, ch.222, sec.6; also Compiled Statutes, 1853, ch.79, sec.6, p.183. The law retained in 1853.

9 Laws of Virginia, 1848-49, ch.110, an act establishing free schools in the county of Abemarle, p. 60.

10 Laws of California, 1851, ch.126, art.VII, sec.2, p.499
future happiness,"\textsuperscript{11}

By 1857, history had found a place in Rhode Island,\textsuperscript{12} and in Massachusetts a new law prescribed United States history for the elementary schools, and general history, the "civil polity" of the commonwealth, and political economy for the high school.\textsuperscript{13} By an act three years later, she again committed herself in favor of the social studies in the curriculum. "In every town," the law decreed,"there shall be kept for at least six months in each year, a sufficient number of schools for the instruction of all the children. . . . in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States and good behavior. . . ." This law made obligatory, also, in every town of five hundred families or householders the maintenance of a school in which instruction in general history and the "civil polity" of the commonwealth of the United States should be given, as well as permissible that political economy be taught.

\begin{itemize}
\item[14] General Statutes of Massachusetts, 1860, ch. 35, sec. 1, p. 215. According to a table in Inglis, A.J., The Rise of the High School in Massachusetts, (Columbia University, 1911), p. 90, history was offered in six out of seven towns in 1860, with a per cent of 200 with algebra as base of 100 per cent. This would indicate an interest in history to a considerable extent.
\item[15] Political Economy as a term often included political science as we understand it today. Cf. Inglis, op. cit. p. 141
\end{itemize}
Thus, in the period inaugurated by the passage of the first "history" laws, five states besides Massachusetts had passed laws regarding the social studies. To the far east lay Vermont, New Hampshire and Rhode Island; to the South, Virginia, and the far West, California. To the first requirement of United States history had been added provisions necessitating the presentation of general history, political economy and civil government, and Virginia had prescribed a study of the history of the state.\textsuperscript{16}

The Certification of Teachers.

The awakened interest in public education characteristic of the period, also led to the passage of laws for the licensing of teachers. Often legislation of this type indirectly described the character of the curriculum, for, in general, the teacher was examined in those subjects which he was expected to teach. At an early time, the chief qualifications seemed to be "good morals" and "competency", but with the expansion of the curriculum, to these requirements were added, in many cases, specifically named subjects.\textsuperscript{17}

\textsuperscript{16} The year in which the Virginia law was passed, 1849, was in a time of sectional discord. Sectional interest may have entered into the passage of the law.

\textsuperscript{17} In the discussion of the qualification of teachers, in each period there is a neglect of all laws in which history or some other social study is not specifically named. Regulations often are quite definite regarding the qualifications of teachers in rural and elementary schools, but no statement or with no definitely named qualifications for high school teachers. The tendency of recent legislation has been to accept graduation from reputable colleges or universities in lieu of examination. In some states, the superintendent of public instruction or some other official prescribes the subjects in which examination is held.
Illustrative of this type was the law of 1841 of Connecticut which provided that "the board of visitors [of the schools] shall prescribe rules and regulations for the management, studies, books, classification, and discipline of the schools in the society; shall... examine all candidates for teachers in the common schools of such society, and shall give to those persons with whose moral character, literary attainments, and ability to teach, they are satisfied, a certificate, setting forth the branches he or she is found capable of teaching; provided that no certificate shall be given to any person not found qualified to teach reading, writing, arithmetic, and grammar, thoroughly, and the rudiments of geography and history."  In 1857 in the Revisions of their laws, Maine and Rhode Island specified a knowledge of history as a necessary qualification for a teacher. Illinois, in her Revised Statutes of 1845 included a law making it the duty of the school commissioner to examine "any persons proposing to teach a common school, in any township in his county", on the candidate's ability

16 Acts of Connecticut, 1841, p. 47; Revised Statutes, 1849, sec. 22, p. 300; Statutes, 1854, p. 414; General Statutes, 1866; ibid., 1875, ch. 4, sec. 1, p. 132; ibid., 1886, sec. 2135, p. 466; ibid., 1902, par. 2245, p. 584; ibid., 1918, ch. 56, par. 1007, vol. 1, p. 549. Additions and slight changes have occurred in the list of subjects but no changes have been made in the regulation for the social studies. With modifications the law has been on the statute books from 1841 to the present.

19 Revised Statutes of Maine, 1857, sec. 49; ibid., 1873, ch. 11, sec. 54; Acts and Resolves, 1873, ch. 120, p. 76; ibid., 1891, ch. 32, p. 20; ibid., 1895, ch. 155, p. 175. Revised Statutes of Rhode Island, 1857, ch. 67, sec. 3, p. 173
to teach the usual branches including "the history of the United States".20

Iowa, during the period of her earliest legislation, prescribed in 1846, the history of the United States as a requirement for a teacher's license. This state is an example of that group of states which has passed little legislation defining the content of courses of study, but has secured the same end by specifying subjects for the examination of her teachers. The law appeared again in the Code of 1851, but history seems to have dropped from the required list of subjects in 1858. Legislation in Nebraska took much the same course as had that in Iowa. In 1855, the

20 In 1865 the law was slightly modified to distinguish between grades of certificates, but in all cases United States history was prerequisite to certification, and in 1905, Illinois history was added to the qualifications necessary for a license. In 1913, in her requirements for a state certificate she included sociology among the subjects for examination, and for the first, second, and third grade certificates, United States history, civics, and the history of Illinois. Revised Statutes of Illinois, 1845, ch. XCVIII, sec. 12, p. 498. Law is substantially the same Statutes, 1856, ch. 159, sec. XLVI, vol. 2, p. 1098; ibid., 1858, sec. 50, p. 449, Laws, 1865, sec. 119, p. 119; Revised Statutes, 1874, ch. 122, 50, p. 963; Annotated Statutes, 1885, ch. 122, sec. 51, p. 229; Revised Statutes, 1903, ch. 122, 187, par. 3, p. 1683; ibid., 1906, 187, par. 3, p. 1820. During this period these subjects were to be taught in the schools. Revised Statutes of Illinois, 1913, ch. 122, 541, par. 2, p. 2270; Laws 1913, p. 588 (Senate Bill No. 355, approved June 28, 1913); same for social studies in laws of 1903 and 1905, also in 1917 and 1919. See Revised Statutes, 1917, ch. 122, p. 2216; and Laws 1919, ch. 122, p. 900.

21 Acts of Iowa, 1846, sec. 72, p. 105; Code of Iowa, 1851, sec. 1148, p. 151; Acts, 1865, p. 72; Code 1873, sec. 1756, p. 325; Acts, 1878, ch. 143, p. 130. In 1882, regulatory provision requiring for a state certificate a knowledge of civil government, the constitution and laws of Iowa, besides history (continued on next page)
Territorial laws placed United States history among the subjects required in a teacher's examination, but the laws of 1850 ignored it as a prescribed subject. 22

In the period 1827 to 1860, therefore, a knowledge of "history" was prescribed for teachers' certificates in Connecticut, Rhode Island and Maine. In general, the term "history" probably referred to United States history. Of the middle Western States only Illinois, Iowa, and Nebraska required a knowledge of United States history to license a teacher; and no southern state during this period imposed restrictions of this character upon the teaching personnel of that section.

21 (continued)

of the United States, passed the legislature, and economics and civics was added to the subjects required for certification in 1896. Ibid., ch.167, sec.4, p.153. Acts, 1896, ch. 39, (H.F.135) p.44. Supplement to Code, 1906, sec. 2736, p.215 for first grade certificates, civics, elementary economics besides requirements of second grade, which included history of the United States; also Acts, 1906, ch.122, sec.4, p.88.

22 Laws of Nebraska,1855,par.61,p.220;ibid.,1858,p.292;ibid. 1872,p.56;ibid., 1861,sec.5,pp.359,366;ibid., 1866,sec.5, p.327. Same subjects as 1861, in Laws, 1901, ch.66, p.448; ibid., 1903, ch.135, p.559. Also Consolidated Statutes, 1891, ch.44,3624, p.792;ibid., 1903,5642, sec.5. In 1891 there is a distinction made in the grades of certificates, requiring civil government and United States history in all but the lowest grade. Revised Statutes,1913,ch.71,art. XIII,6657,sec.158,p.1913,6651,sec.160 p.1914. In 1881 United States history and civics were added to the prescribed subjects for second grade certificates and for a professional state certificate was required general history, political economy, civil government and American history. In the forty years intervening between 1881 and 1921, there is no change in the prerequisites for county certificates, state certificates, and the additional certificate of more recent origin - city certificates - so far as the social studies are concerned, with the exception of the dropping of political economy from the required list by 1919. Laws of Nebraska,1919,1921, ch.70, sec. E. p.762.
Chapter III

Nationalism and Localism in Social Study Legislation
1860 - 1900

The Curriculum

The years of the Civil War period and after witnessed the incoming of a new and colorful life to America. This period is expressive of the forces set in motion by the results of the war and the interests aroused by the economic transformation of American life. To the political theorist came the demolition of a state rights' doctrine. Simplicity in economic and social life perforce gave way to complexity, in which were to play, in opposite roles, poverty and colossal wealth, labor and capital. Forced to emerge from the chrysalis of a simple agricultural stage, American society was soon confronted with the problems of a rapidly growing industrialism. The railroad, inventions, steam and electricity, the movement of peoples, the opening of the great hinterland to white colonization, made of the United States a new nation.

A national sentiment, begotten of the war, became the passion of the people; later followed by a reaction
toward deep-seated local interests. A realization of the great opportunities of their own country have the fruit of patriotic fervor. Nationalism expressed itself in the nationalization of industry, in the organization of national labor units, and in the nationalization of the financial resources of the country.

The schools caught the spirit of the times and reflected the results of nationalism, industrialism and social change. By 1880, objections of a legal and legislative character to the establishment of high schools had succumbed to the conviction that education was essential in the new social and industrial order. New educational aims were substituted for those of "morality", "virtue", and "good behavior". The desire for a "good citizenship" took root; and those subjects in the curriculum tending to promote patriotism and good citizenship received the sanction of the educator.

Although history had been found to some extent in the school curriculum before the Civil War, there had been no general acceptance of it as a required study. Now in the form of national history it was received with widespread approbation. A gradual extension of the requirements grew out of the spirit of the times, and to United States history was added in many states, the study of the constitution of state and nation as well as the
study of state history. The emphasis placed upon the study of state history and government was but the reaction from the intense nationalism of the first years following the Civil War. During the last two decades of the nineteenth century local pride and self-interest manifested themselves in the organization of local patriotic organizations such as the Sons of Veterans in 1861, the United Confederate Veterans in 1889, the Sons of the American Revolution in 1889, The Daughters of the American Revolution in 1890, and the Sons of the Confederate Veterans in 1896. In literature, writers like Cable, Eggleston, Harte, and Stockton expressed the same interest in their newly discovered themes of a local character. It was quite natural that laws respecting the public school curriculum should show the influence of the characteristics of the times.

In 1862, Vermont placed upon her statute books provisions making necessary "the instruction of the young" in history and the constitution of the United States, and special instruction in "the geography, and history, constitution and principles of government of the state of Vermont."^2

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^1 Cf. Johnson, Henry, The Teaching of History in the Elementary and Secondary Schools (New York, 1915), chapter V; Russell, W.F., The Early Teaching of History in the Secondary Schools of New York and Massachusetts (Philadelphia, 1915). History was offered in states where there were no statutory requirements. The enumeration of these laws does not, moreover, indicate the amount of history studied.

^2 General Statutes of Vermont, 1862, ch. 22, sec. 19, p. 151.
Indicative of the coming popularity of state history is the action of the Vermont state legislature of that year in approving a bill November 29, 1862, which directed the board of education to select at its session next after the passage of the act, some book or books to be used in the district schools of the state as text-books on the geography and history of Vermont. The selection was to be made as soon as possible and to be binding upon all superintendents, teachers, and boards of education until January, 1867. A later law extended the social studies curriculum for towns of twenty-five hundred inhabitants to include in the high school course political economy, general history and civil government.

In Massachusetts a law of 1860, which retained its popularity throughout the period under discussion, prescribed United States history for all town schools, and "the civil polity of the commonwealth and of the United States" and general history in schools maintained in towns of five hundred families or householders. The additional subject of political economy was also authorized for the latter class. Connecticut included among the "common

3 Ibid., p. 169. Also Session Laws of Vermont, 1862, No.8, p.28. This law is again found in 1880. Revised Laws of Vermont, 1880, ch.33, sec.558, p.169; Vermont Statutes, 1894, sec.700, p. 189.
4 Ibid., 1894, sec. 700, p.189.
5 General Statutes of Massachusetts, 1860, ch.38, sec.1, p.215; Public Statutes, 1882, ch.44, sec.1, p.299.
branches" to be taught in her schools the subject of "history", and later specifying "United States history."

The greatest amount of legislation during the early part of the period is found in the South, either in the border states or in those of the Confederacy. In both cases the legislation is responsive to the nationalists tendencies of the time. In the states of the Confederacy, the study of national history and of the national constitution were demanded by law in most cases for the first time. Such laws, forced upon the South by the carpet-bag legislatures or other Reconstruction agencies, sought to accomplish through the public schools the nationalization of that section. Laws making it a duty of the teacher to inculcate a proper attitude toward "the laws and government of the country" had much the same purpose as those requiring specifically the study of United States history and government.

Such a law was passed by the first legislative assembly of West Virginia on December 10, 1863. This statute made it the duty of all public school teachers "to inculcate the duties of piety, morality and respect for the laws and government of their country"; and all teachers and boards of education were expressly "charged with the

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6 Laws of Connecticut, 1883, ch. LXXIV, p. 264. Laws of successive years carried on substantially the same requirements. In 1902 the law appeared with slight modifications, being accepted in 1863, 1870, 1884, 1888, 1889, 1895, 1897, 1899. General Statutes of Connecticut, 1902, ch. 131, par. 2130, p. 561, cites revision 1888, par. 2118; ch. 6; 1895, ch. 119; 1897, ch. 101; 1899, ch. 54.
duty of providing that moral training for the youth of this state which shall contribute to securing good behavior and virtuous conduct, and to furnishing the state with exemplary citizens*. In 1874, West Virginia specified for primary schools the teaching of the common school subjects including geography and history.

Similar enactments were passed by Missouri and Maryland in 1865. In Missouri, it was provided that "all teachers, when employed, shall be required to instruct their pupils in the fundamental principles of the Government of the United States and of the State of Missouri, and the duties of loyal citizens thereto". Maryland in 1865, made it a duty of teachers to instruct in piety and justice, loyalty and a sacred regard for truth, love of country; and to lead their pupils into a clear understanding of the virtues which were the basis upon which was founded a republican constitution; "to preserve the blessings of liberty, promote temporal happiness and advance the greatness of the American Nation".


8 General Statutes of Missouri, 1864-65, sec.4, p.123. Approved February 10, 1865.

9 Laws of Maryland, 1865, ch.5, sec.4, p.284.
During the same year, Maryland passed a law which made obligatory the teaching of the history of the United States. Three years later the study of the constitution of the United States and of the state were included among the required subjects. Laws of 1870 and 1872 reemphasized the importance of these subjects, and by 1879 the Revised Code showed the addition of state history.

In 1868 Arkansas added to the history of the United States, the constitution of the United States and the constitution and laws of the state; and South Carolina, two years later made it mandatory upon the school commissioner "to see that in every school under his care there shall be taught as far as practicable, orthography, reading, arithmetic, geography, English grammar, history of the United States, the principles of the constitution and laws of the United States and of this State, and good behavior." North Carolina, in 1881, made it obligatory that the public school course of study contain both United States history and the history of the state.

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In Alabama it became the duty of the Superintendent of Education to provide "for instructing all pupils in all schools and colleges supported, in whole or in part, by public money, or under state control, in the constitution of the United States and the Constitution of the State of Alabama." To the teaching of history, Kentucky added the requirement of civil government after "July 1, 1889." Tennessee and Mississippi prescribed for their schools the study of United States history.

In her legislation, Florida reverted to the old morality laws. In 1881, a law directed and authorized each teacher "to labor faithfully and earnestly for the advancement of the pupils in their studies, deportment and morals, and embrace every opportunity to inculcate by precept and example, the principles of truth, honesty, patriotism and the practice of every Christian virtue; to require the pupils to observe personal cleanliness, neatness, order, promptness and gentility of manners, to

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14 Code of Alabama, 1897, art.3,3456,4, vol.1, p.998; ibid., 1907,1685,4, vol.1,p.741. The Code of a decade later repeated the same statute, indicating that it had not been abrogated.

15 Laws of Kentucky, 1888, par.6, vol.1, p.157. A law in General Statutes, 1873, p.212, prescribed "the elements of a plain education in English," which included history.

avoid vulgarity and profanity, and to cultivate in them habits of industry and economy, a regard for the rights and feelings of others, and their own responsibilities and duties as citizens. In 1889 there was added another duty to the list enumerated above: that of "reading at least once a month the Declaration of Rights as set forth by the constitution of the state of Florida".

Minnesota, by successive laws in 1861, 1862, 1864, and 1873 sanctioned the study of the "history of the United States". In 1878, "An Act to Introduce moral and social science in the public schools of the state",

\[\text{Dig\textit{est of Florida, 1822-1881, sec.36, p.910; Revised Statutes, 1892, sec.253, p.184; Compiled Laws, vol.1, p.139; Acts of Florida, 1889, ch.3872, sec.31, p.82. Approved June 8, 1889. A law pertaining to the teaching of citizenship had been passed in Florida on January 24, 1851, and is unique in its period. By this law, two seminaries of learning were established upon the east and west sides of the Suwanee River. The first purpose of these seminaries was to be the instruction of persons in "all the various branches that pertain to a good common school education; and next to give instruction in the mechanic arts, husbandry and agricultural chemistry, in the fundamental laws, and in what regards the rights and duties of citizens". Acts of Florida, 1850-1851, ch.337 (no.26), p.97; also Digest, 1822-1881 inclusive, ch.178, sec.1, p.916; Revised Statutes, 1892, ch.V, par.301, p.192.}

\[\text{Laws of Minnesota, 1861, sec.22, p.60; 1862, sec.29, p.26; 1864, sec.29, p.23; 1873, sec.64, p.71. Successive laws do not necessarily mean re-enactments, but other subjects have been added with the social studies remaining the same and simply reappearing in the laws.} \]
received sanction. It re-echoed the sentiment of the morality laws of a former time by providing "that all school officers in the state may introduce, as part of the daily exercises of each school in their jurisdiction, instruction in the elements of social and moral science, including industry, order, economy, punctuality, patience, self-denial, health, purity, temperance, cleanliness, honesty, truth, justice, politeness, peace, fidelity, philanthropy, patriotism, self-respect, hope, perseverance, cheerfulness, courage, self-reliance, gratitude, piety, mercy, kindness, conscience, reflection, and the will". Further provisions suggested the mode for carrying out the laws. "That it may be the duty of the teachers to give a short oral lesson every day upon one of the topics mentioned..., and to require the pupils to furnish illustrations of the same upon the following morning". By this law it was hoped that "emulation may be cherished between pupils in accumulating facts in regard to the noble traits possible, and in illustrating them by daily conduct..."

20 General Statutes, of Minnesota, 1881, (including Statutes 1878), ch. 36, sec.178, vol.22; General Statutes, 1894, ch. 36 (Title 5), sec. 3889, sec. 3890, sec. 3891, p. 1053. If only one lesson were given and only one topic discussed daily by the teacher, a full calendar month would have been consumed in the carrying out of this law.
By 1878, Wisconsin had allied herself with the exponents of the study of government, proposing that "the constitution of the United States and of this state shall be taught in every district school," and by future laws respecting the school curriculum endorsement was accorded for the study of United States history and civil government. Among the subjects required in Indiana and Missouri were United States history, the latter state directing that elementary school pupils before entering the high school must have completed the subject. South Dakota, in 1895, made United States history a requirement of her common school curriculum, and North Dakota by laws of 1895, 1897, 1901, 1903, 1905, and 1909 sanctioned both United States history and civil government. However, before statehood had been achieved, the territory of Dakota had prescribed, in 1883, that "the highest standard

21 Revised Statutes of Wisconsin, 1878, ch.27, sec.447, p.173.
22 Laws of Wisconsin, 1887, ch.79, p.77; ibid., 1898, ch.27, sec.447, p.363; Statutes 1913, ch.27, sec.447, p.258.
24 Laws of South Dakota, 1895, sec.13, p. 142.
25 Laws of North Dakota, 1895, ch. 56, p.79; ibid., 1897, sec.741, p1108; 1905, sec.750, p.202; 1909, sec.853, p.302, Dakota Territory Compiled Laws, 1887, sec. 1770; p.395, shows that United States history was required in the common schools, as well as in 1883, Session Laws of Dakota Territory, 1883, ch.44, par.83.
of morals shall be taught, and industry, truthfulness, integrity, and self-respect inculcated, obedience to law enjoined, and the aims of an upright and useful life cultivated. The same purpose was evident in North Dakota's law of 1890 and that of South Dakota of 1893, which provided for "Moral instruction tending to impress upon the minds of pupils the importance of Truthfulness, temperance, purity, public spirit, patriotism, and respect for honest labor, obedience to parents and due deference for old age, shall be given by each teacher in the public schools."

The states of the far west were likewise active. They followed in the wake of the older states by prescribing in most cases, the teaching of United States history, and in some instances the study of government. In addition, they reverted to the type of law found at an early time in the eastern states, which required a teacher to instruct in the principles of a free government, "to train them [the pupils] up to a true comprehension of the rights, duties, and dignity of American citizenship." Both types of law are found in the legislation of

of Washington, Montana, California, and Arizona.

Nevada and New Mexico allied themselves with the movement to teach United States history in the public schools. Utah also prescribed United States history


29 Revised Statutes of Montana, 1879, sec.1118, p.646, prescribed United States history. Laws of Montana, 1871-72, p.630; Revised Statutes, 1879, p.648; again on statute books, Laws 1874, sec.41, p.132; Compiled Statutes, 1887, sec.1900, p.1187; Revised Code, 1907 (see act of March 11, 1895); Laws, 1913, ch. I, 302, p.245, for prescribing teaching of patriotism. This law was carried on by Montana in her statute books for fifty years. In Washington, also, it passed through a similar experience, being found in the Code of 1910. See Remington and Sallinger's Code, 1910, vol.2, sec.4500, p.490.


31 Laws of Arizona, 1883, sec.59, p.49; Laws, 1885, p.157; Revised Statutes, 1887, p.284; Revised Laws of the Territory of Arizona, 1901, 2214, sec.85, p.602. The study of United States history required. Revised Statutes of Arizona, 1887, 1866 (sec.94), p.285; Laws, 1885, p.160; Revised Laws of Territory, 1901, 2243, (sec.113), p.608. Law prescribes that a teacher instruct in principles "morality, truth, justice, and patriotism... to train them up to a true comprehension of the rights, duties, and dignity of American citizenship."

32 See next page.
as a part of the school curriculum and included in another law an admonition for the instruction of patriotism. This last statute is a good example of the evolutionary stage through which most states passed in the making of laws, and shows the tendency of the newer states to revert to the old type of laws in the early period of statehood. In Idaho no content subject was prescribed by law, but the teacher was held responsible

32 Statutes of Nevada, 1864-5, sec.42, p.424. Also General Statutes, 1861-1885, 1330, sec.42, p.384. This last would indicate the inclusion of the law in the statutes to 1885. Compiled Laws of Nevada, 1861-1900, 1346, sec.4. Compiled Laws of New Mexico, 1884, sec. 1301, p.543; ibid., 1897, sec.1529, p.425; Laws of Utah, 1890, art.VIII, sec.60, p.121. The requirement was for district schools in which were to be taught spelling, writing, arithmetic, language lessons, English grammar, geography, United States history, physiology, and hygiene.

33 Utah's law regarding the teaching of patriotism came under a statute regarding "Prohibited Doctrines, Moral Instruction." It prescribed that "no atheistic, infidel, sectarian, religions, or denominational doctrine shall be taught in any of the district schools of this state. Moral instruction tending to impress on the minds of the pupils the importance of good manners, truthfulness, temperance, purity, patriotism, and industry, and all such schools shall be free from sectarian control." The law prescribing the study of United States history is found in Laws of Utah, 1896, p.487; ibid., 1897, p.131; Revised Statutes 1848, p.441; again on the statute book in Compiled Laws, 1908, sec. 1848, p.704.
for inculcating the "principles of morality, truth, justice, and patriotism."

Thus, by the close of the nineteenth century the place of history had become established by law. Added to the study of national history had come that of civil government, both federal and state, and local or state history. In the high school, in some instances, the study of political economy was required, and general history found some adherents. In 1876, a committee of the National Education Association recommended United States history for the elementary school and a study of "universal history and the Constitution of the United States for high schools". In 1892 the Committee of Ten was created by the same organization to consider "programs of the secondary schools in the United States and... the requirements for admission to college". Eight years of history were asked by this committee, four for the high school and four for the elementary.

34 Laws of Idaho, 1884, sec.34, p.193; Revised Statutes, 1887, ch.VII, sec.687, p.134; Laws, 1899, sec.48, p.97; Political Code, 1901, ch.XL, sec.1067, vol.1, p.529; Compiled Statutes, 1919, sec.944, p.269. This last citation would indicate the permanence of the character of the law.
35 Johnson, op.cit., p. 133.
36 Ibid., p. 134.
37 Ibid., pp. 134-135. 1st and 2nd years, biography and mythology; 3rd year, American History, the elements of civil government; 4th year, Greek and Roman history; 5th year (High School), French history; 6th year, English history; 7th year, American history; 8th year, a special period for intensive study and civil government.
In 1896, the Committee of Seven of the American Historical Association was appointed, and in 1899 recommended a four-year course in history. During this time colleges also extended their entrance credits to include more history, which, with the committee reports, aided much in increasing the offerings in the public school curriculum. These activities are an indication of the place that history was coming to hold in the education of the young. They are added proof of the attention which the public was giving to these subjects in a period in which twenty-four states passed laws to include the social studies in a required course of study.

Certification of Teachers

During the decade of the sixties laws regarding the certification of teachers were passed by New Hampshire, Pennsylvania, Minnesota, Maryland, Wisconsin, Indiana, Missouri, Arkansas, and California. "History" was a requirement of New Hampshire, Minnesota, and Maryland and "United States History" received mention in

38 Ibid., p. 143. 1st year Ancient history to 800 A.D., 814 A.D., or 843 A.D.; 2d year, Mediaeval and Modern European history; 3d year, English history, and 4th year, American history and civil government.

the laws of Pennsylvania, Wisconsin, Indiana, Missouri, Arkansas, and California. To the requirement of United States history, California added that of the "Constitution and Government of the United States", which was further amplified by a requirement for the teaching of the constitution of California, in an amendment of 1874.

From 1870 to 1880 there was little departure from the subjects required in the preceding period, "history" being considered essential in Idaho by a law of 1870, by Arkansas, in 1873 and in 1875, and by West

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Virginia in 1874 and in 1879 for primary school certificates. In Texas, Washington, Kansas, Colorado, and Delaware, the law specified United States history, and in Oregon, modern history. Besides history being required in the statute of Arkansas, an applicant for a state certificate was required to have a knowledge of the constitution of the state and nation, an innovation in the required list of subjects. In Wisconsin, the law pertaining to the certification of teachers was revised in 1879 for the express purpose of examining persons in the federal and state constitutions, and was carried over in the statutes of the next thirty years. In the decade following 1880, New York, Ohio, Michigan, the Dakotas, Alabama, Arizona, and Montana

41 Laws of Idaho, 1870-71, sec.12, p.10; Laws of Arkansas, 1875, sec.33, p.65; Laws of West Virginia, 1874, ch.123, 28, p.399; also ibid., 1879, ch.74,28, p.143.


43 Laws of Arkansas, 1875, sec.35, p.65, also ibid., 1868, p.181, ibid., 1873, sec.62, p.410. Laws of New Hampshire, Minnesota, Missouri, Maryland, Maine, Iowa Nebraska, Illinois, California, were discussed in connection with the passage of earlier laws in a previous chapter.

added their names to the states which had prescribed certification requirements in the previous decade. Upon the statute books of Connecticut, Pennsylvania, Delaware, West Virginia, Wisconsin, Indiana, California, and Washington were continued laws previously enacted.

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General Statutes of Connecticut, 1888, sec.2135, p.466; Digest of Laws of Pennsylvania, 1885, 173; p.506, United States history from law of 1867; Laws of Delaware, 1887, sec.4, p.120, United States history; Laws of West Virginia, 1881, sec.28, p.182, "history required for primary school certificate; see Laws,1874, p.399; Revised Statutes of Indiana, 1881, 4425, p.957, Laws of 1889,ch. LV, p.35 for common schools, United States history required; Supplement to Revised Statutes of Wisconsin of United States history, federal and state constitution for first, second, third grade certificates, also Laws, 1887, ch.79, p.77; General Statutes of Kansas, 1889, 5651, par.90, p.1931, United States history required for first, second, and third grade certificates; also Laws, 1881, ch.151, par.6, amended by Laws, 1885, ch.170, par.1, p.274; Revised Statutes of Idaho Territory, 1887, ch.VII, sec.680, county certificates with requirement of United States history; Code of Washington, 1881, sec.3240, p.564, United States history required, from Laws 1871,also Laws 1883, p.23, ibid., 1885, p.27;Codes and Statutes of California, 1885, par.1772, vol.1, p.298, same as in 1876; for county certificate United States history.
To her requirement of United States history, Colorado prescribed a knowledge of the federal constitution. Civil government, as well as United States history, was required for licensing in New York, Ohio, Michigan, the Dakotas, Alabama, Montana, and Arizona. In Idaho, by a law of 1884, territorial certificates could be secured only by those showing proficiency not only in United States history but in general history, political economy, and civil government as well. Oregon also extended her requirements beyond those commonly found to include modern history.

From 1890 to 1900 only four states became new legislators. All other legislation of the period was enacted by states which had previously prescribed the subjects prerequisite for a teacher's license. In the states where there had been statutes enacted, the list of required subjects was frequently extended to include political economy.

Florida, Oklahoma, Utah, and Wyoming, in prescribing that their teachers must show a satisfactory knowledge

48 Laws of Idaho, 1884, sec.30, p.192; also Revised Statutes, 1887 ch.VII, secs.682,683, p.133. See p.15 suff. for requirement in Nebraska, pp §1, for Iowa, Illinois, Connecticut, and Maine, which are among the early legislators for certification of teachers.
49 Laws of Oregon, 1885, p.44, also Laws, 1872, sec.25, p.507.
of United States history, followed the usual practice, although acting for the first time. To this requirement was added also that of a knowledge of civil government, a common prerequisite whose popularity had been established in the eighties. Florida, however, for the third and second grade certificates did not require a knowledge of civil government, reserving that only for the first grade and state licenses. For the latter, a knowledge of general history was also required by the law of 1893. Wyoming, also required not only United States history and civil government, but for a first grade certificate added "political economy".

From 1890 to 1900 Pennsylvania, Delaware, West Virginia, Michigan, Wisconsin, Minnesota, North Dakota, South Dakota, Missouri, Kansas, Mississippi, Texas, Idaho, Washington, Utah, California, and Wyoming required proficiency in United States history and civil

50 Statutes of Oklahoma, 1893 (compilation), ch.73, art.5, p.1094, for first and second grade certificates, also Laws, 1897, ch.34, art.6, p.273. Revised Statutes of Wyoming, 1899, sec.627, p.228; Laws, 1899, ch.70, p.136, for second and third grade certificates. Laws of Florida, 1893, ch.4192, p.125, also Compiled Laws, 1914, 265, vol.1, p.136, for first grade certificate.


52 Laws of Wyoming, 1899, ch.70, p.136, also Revised Statutes, 1899, sec.627, p.128.
government for some grade of teacher's license.

Laws of Pennsylvania, 1895, 41, p.155, for high schools demanded general history and civics, but no mention of United States history, in Digest, 1894, p.345, requires United States history for certificate from any county, borough, or its superintendent. Laws of Delaware, sec.5, p.691, professional certificates, ibid., 1898, sec.24, p.198, professional, first, second and third grade certificates; Laws of Delaware, 1890-91, sec.11, p.134, ibid., 1893, sec.12, p.192, ibid., 1897, sec.7, p.75; Acts of West Virginia, 1891, ch.64, p.169, "history" and civil government for primary certificate, also Acts, 1895, ch.26,28, p.81, for first, second, and third grade certificates; adding general history in first grade certificate, see ibid., p.82, also Code, 1899, ch.45,28,29; Public Acts of Michigan, 1893, sec.5, p.35, also in Compiled Laws, 1915 (5881), sec.5, vol.2, p.2213; Statutes of Wisconsin, 1898, ch.27, sec.447, p.363, for all grades of licenses; General Statutes of Minnesota, 1894, ch.30, par.3749, par.3750, vol.1, p.1052, for professional state certificate, by law of 1893 approved April 18,1893: Laws of North Dakota, 1895, 52, p.27, for all certificates, ibid., 1897, par.741, p.103; Laws of South Dakota, 1891, ch.56, par.4, p.119, ibid., 1893, ch.28,105, ibid., 1895, ch.78, p.83, in Compiled Laws, 1913, par.55, vol.1, p.572; Revised Statutes of Missouri, 1899, sec.1798, vol.2, p.2227, any certificate; General Statutes of Kansas, 1897, ch.63, par.200, p.671, first grade certificate, but second and third grade required only United States history; Annotated Code of General Statute Laws of Mississippi, 1892, 4022, p.889, first grade license; professional and state in 1896, Laws, 1896, p.111, sec.6 and 7; Laws of Texas, 1822-1897, sec.65, first, second, and permanent certificates (23d legislature of 1893), by laws of 1891, state certificate general history and civil government; Revised Statute, 1895, art.3979, p.787; Laws of Idaho, 1897, sec.17, p.85, ibid.; 1899, sec.17, p.310; Laws of Washington, 1891, ch. XCVII, sec.4, p.74, Code, 1891, par.773, vol.1, p.361, state certificate, ibid., par.777, p.285, first grade certificate; Revised Statutes of Utah, 1898, 1767, p.425, state professional certificate, ibid., 1923, p.455, for primary and grammar certificates, United States history only, but ibid., 1924, high school certificate, both United States history and civics for territorial certificate of first grade in 1890, civics and United States history, Laws, 1890, sec.23, p.115, Revised Statutes, op.cit., 1767, p.425, state professional diplomas of high school grade, general history, civil government, United States history; Statutes of California 1893, p.260, primary county certificates; Revised Statutes of Wyoming, 1899, sec.627, p.228, first, second, and third grade licenses, with political economy required for first grade.
In 1891, Alabama added to the requirement of United States history for a first grade license, the constitution of the state of Alabama and of the United States, thereby conforming with the popular tendency. A knowledge of state history was required in Pennsylvania, Mississippi, South Dakota and Texas; and Pennsylvania, West Virginia, Minnesota, Texas, Utah, Washington, and Wyoming required general history for the higher grade of certification. Political economy became a prerequisite for a professional state certificate in Minnesota by the laws of 1893, in Iowa in 1896, and in Wyoming in 1899 for a first grade license.

United States history only was required in Utah for county certificates of the grammar and primary grades, in Kansas for the second and third grade certificates, in Indiana for common school licenses, and in Arkansas for county certificates.

Substantially all legislation affecting the certification of teachers was first passed from 1860 to 1900, thirty-six states enacting laws during this period. Of

55 See citations in footnote 53.
56 Citation of reference in footnote 53. Also Acts of Iowa, 1896, ch.39, p.44, amends 1766 of Code.
57 Digest of Statutes of Arkansas, 1894, ch.139, sec. 7010, p.1523, Act of April 14, 1893; Laws of Indiana,1899; ch.6XIV, p.489, General Statutes of Kansas, 1897, ch.63, par.201,202, p.571; Revised Statutes of Utah, 1893,1796, p.432.
this number, only six states had passed laws prior to 1860. Massachusetts, New Jersey, Virginia, North and South Carolina, and Georgia have passed no laws directly specifying a knowledge of the social studies as requirements for teaching. Kentucky, Louisiana, Nevada and New Mexico are the only states since 1900 to initiate this type of legislation. In all states a knowledge of United States history has been a prerequisite for licensing throughout the period, and, in most cases civil government has been required.

Teachers' Qualifications: Oaths of Loyalty

The fear of apostacy on the part of the teaching craft led legislatures in this period to impose other than scholastic requirements upon those who would guide the young from the known into the unknown. These regulations, indicating a distrust of the loyalty of teachers, have required oaths of allegiance from all who would qualify as teachers.

Legislation of this character was originally an outgrowth of the Civil War, the first laws being passed in 1862. And it is not strange that the border

59 Connecticut, Illinois, Montana, Ohio, Oregon being the states which required only history. Oregon's requirement was Modern history.
60 Kentucky and Oregon passed laws this year.
state, Kentucky, was a pioneer in the inauguration of restrictive statutes of this character. Here the law was made to apply to all school commissioners, examiners of teachers for the common schools, and school trustees and teachers elected to teach in the common schools, all presidents, professors and teachers in colleges, and high schools incorporated by legislative enactment. It pledged loyalty to the Union and renounced the tenets of the Confederacy.

"I do solemnly swear that I will support the Constitution of the United States, and the Constitution of Kentucky," vowed the applicant, "and be true and faithful to the commonwealth as long as I remain a citizen thereof. That I recognize the binding obligation of the Constitution of the United States and the duty of every citizen to submit thereto as the supreme law of the land. That I will not give aid to the rebellion against the government of the United States, nor give aid to the so-called provisional government of Kentucky, either directly or indirectly, so long as I remain a citizen of or reside in Kentucky, and that this oath is taken by me without any mental reservation - so help me God." This oath, given in writing, was kept at the county court office where the school was located, and a violation of the oath or false swearing upon conviction, led to the imposition of a penalty. Evasion of the law, too was
subject to punishment through a fine of not less than

\[ \text{twenty-five dollars nor more than two hundred dollars.} \]

In 1889 it was made incumbent upon the county superin­
tendent to administer such oaths.

Similar laws appeared on the statute books of

West Virginia and Missouri. Like Kentucky, as border

states, the necessity of a loyal citizenship was im­
perative. On December 10, 1863, the former common­
wealth declared that no applicant should be admitted to

an examination for a teacher's license unless the

county superintendent had reasonable evidence that the

candidate was not only "of good moral character and

temperate habits", but that he was "loyal to the govern­

ment of the United States and of West Virginia." To

buttress this law it was prescribed that all teachers

should take the oath of loyalty required of all state

officers. The latter regulation was operative after

November 16, 1863, but no specific mention was made of

teachers subscribing to such an oath until 1867. How­
ever, it seems probable that they, as well as state

officers, affirmed their loyalty at the earliest period

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61 Laws of Kentucky, 1862, ch.636, p.265. Approved August

30, 1862. Laws, 1889, vol.1, p.169, par.15. In the law

for the qualifications of teachers, however, the taking of

the oath was not mentioned.

62 Acts of West Virginia, 1863, ch.137, 35, p.355; also

Code, 1868, ch.45, 31, p.298; again Acts, 1866, ch.74,

37, p.65.\]
of statehood, since it is recorded that two teachers, J.B. Solomon and G.T. Wilson, in 1869, were exempted from subscribing to the oath prescribed in the act of 1863. A statute moreover, directly prescribed for teachers in 1867, the taking of the following oath: "I, A.B., do solemnly swear that I will support the constitution of the United States and the constitution of the state of West Virginia, that I have never voluntarily borne arms against the United States, that I have voluntarily given no aid or comfort to persons engaged in armed hostility thereto, by countenancing, counseling or encouraging them in the same, that I have not sought, accepted, nor attempted to exercise the functions of any office whatever under any authority in hostility to the United States; that I have not yielded a voluntary support to any pretended government, authority, power or constitution within the United States, hostile or inimical thereto; and that I take this obligation freely, without any mental reservations or purpose of evasion."

The cessation of armed hostilities between the North and the South induced Missouri to require an

avowal of loyalty by her teachers. On March 29, 1866, there was approved a law by which "all teachers before entering upon the discharge of their duties should take and subscribe to the oath of loyalty prescribed by the constitution."^

Regarding the lessons of the war, Arkansas, in 1868, believed there should be no disagreement. Here not only did the applicant for a teacher's certificate swear to support the constitution and laws of the United States and Arkansas, but he also promised that he would encourage all others to do likewise. "... I will never countenance or aid in the secession of this state from the United States," the affirmand declared, and added his pledge "to inculcate in the minds of youth sentiments of patriotism and loyalty."

Oregon also required a pledge of her teachers by legislation in 1862. Before the county superintendent of schools, disloyalty to the state and nation must be forsworn by the applicant for a certificate, who promised "without any mental reservation or evasion whatever," that he would "bear true allegiance and fidelity to the same against all enemies, foreign or domestic."

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64 Laws of Missouri, 1865-6, par.39, p.189.
66 Code of Oregon, 1862, sec.9, p.40.
Dissentient opinions received scant courtesy in Rhode Island at the time of the Civil War although no law forbade them. However, a fervent warning from the state commissioner of education to the general assembly at the January session of 1865 undoubtedly provoked the same response as the enactment of a law. Here, too, there was to be no tolerance for a passive loyalty.

"The war tocsin has sounded," the report declared, "our country is convulsed in mighty conflict, our friends are in the contesting field, their blood has been made to redden and fertilize the rebel soil... Traitors and rebel sympathizers are among us, rendering every available assistance and using every means within their power to further the rebel cause and aid them in the accomplishment of their hellish design. Therefore, let us be on our guard, lest some of them unawares be ushered into our schools as teachers. For if the teacher be a traitor, his actions will correspond therewith, and by example, if not be precept, he will be sowing the seeds of rebellion in the susceptible hearts of our children. Should the pure minds of our little ones be poisoned with the damnable principles of rebellion, or be led astray by the pernicious examples of rebel sympathizers? Shall the hand already stained with the blood of the murdered father, be employed to guide his orphan child? - the hand that applied the lighted torch, and made the orphan a homeless wanderer, shall that be the hand to trace the
chart by which his little bark is to be guided to its destined haven? No, most assuredly, no. Better by far remain as he is, his untutored mind wrapped up in ignorance, than to be thus guided and piloted by the vile traitor, only to be finally dashed against the rocks and engulfed in the waves of rebellion. But let our teachers be noble, loyal sons and daughters of America — those who, while instructing our little ones in the sciences that pertain to the secular concerns of life, will also teach them their obligations to their country, and at the same time will point them to that never-fading star by which their frail barks may be safely guided over life's treacherous seas to the port of eternal rest, to gain that blood-washed throng who chant the praises of God and the Lamb from Mount Zion's balmy top. 67

As a survival of the legislation regarding teachers' qualifications which had been superinduced in the period of reconstruction came that of Arizona in 1883 and 1885, in which it was made a duty of the superintendent of public instruction and the county superintendents of schools to administer oaths and affirmations of

Loyalty to teachers.

Citizenship as a Qualification for Teachers

Beginning in 1899 came legislation eliminating from the teaching profession those who were not American citizens. At this time North Dakota became an instigator in a movement to provide a teaching personnel composed entirely of American citizens, prohibiting the issuance of certificates or permits to teach to persons not citizens of the United States, unless they had resided in the United States "for at least one year prior to the time of such applications or permit." The same

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Laws of Arizona, 1883, p. 41 and 157 ibid., 1885, p. 146. Law makes it a duty of Superintendent of Public Instruction or County Superintendents of schools to administer the following oath, but there is no separate law prescribing that a teacher take such an oath: "I, ---, do solemnly swear that I will support the constitution of the United States and the laws of the territory of Arizona; that I will true faith and allegiance bear to the same, and defend them against all enemies whatsoever, and that I will faithfully and impartially discharge the duties of the office [name of office] according to the best of my ability, so help me God."

Laws of North Dakota, 1897, par. 742, p. 109; ibid., 1901, p. 99; ibid., 1905, p. 206. Shows permanence of law by continuing it on statute books. In 1900, North Dakota's total population was 319,146 with a foreign population of 113,091.
year Idaho subscribed to a similar restriction, by forbidding the granting of certificates or the employment of any teacher in the public schools "not a citizen of the United States." A decade later (1907) Nevada attempted to promote patriotism by requiring an oath of all public officials including teachers in schools and university professors. In this was affirmed the dominance of the national over the state government and the abjuration of duelling, a relic of frontier conditions.

"I, ---, do solemnly swear," declared the official, or teacher, "that I will support, protect and defend the constitution, and government of the United States and the Constitution and government of the State of Nevada against all enemies, whether domestic or foreign, and that I will bear true faith, allegiance, and loyalty to the same, any state convention or legislature to the contrary notwithstanding; and further that I do this, with a full determination, pledge and purpose, without any mental reservation or evasion whatsoever, and I do further solemnly swear (or affirm) that I have not fought a duel, nor sent or accepted a challenge to fight a duel, nor been a second to either party, nor in any manner aided or assisted in such a duel, nor been know-

70 Laws of Idaho, 1897, sec.17, p.85, ibid., 1889, p. 310; Code, 1901, ch.XI, vol.1, p.330, Found as late as 1919, Compiled Statutes, par.946, vol.1, p.270. In 1900, Idaho's population was 161,772 of which 24,604 were foreigners.
ingly the bearer of such challenge or acceptance, since
the adoption of the constitution of the State of Nevada,
and that I will not be so engaged or concerned directly
or indirectly in or about any such duel, during my
continuance in office."

Text-Book Legislation

Substantially all legislation regarding history
text-books has developed since the Civil War, only three
states passing statutes of this character before 1860.
This form of regulation falls, in general, into laws in
which certain text-books are named as suitable for use
or are definitely prescribed, laws in which the subjects
of the curriculum are enumerated by a statement concerning
text-books, enactments limiting the price of books,
statutes by which books of a partisan or political bias
are forbidden, and laws prescribing fundamentals of
history text-books whose source is a sectional or partisan
animus.

In 1862, the state of Vermont passed An Act
directing the Board of Education to select a Text-Book of

71 Laws of Nevada, 1897, ch.CLXXXII, sec.30, p.386; also
Revised Statutes, 1912, sec.3277, also Revised Laws,1861-
1912, 370, sec.2, vol.1, p.113. Out of a total popula-
tion, in 1900, of 42,335 Nevada's foreign population
was 10,093.
72 New Hampshire, Virginia and Louisiana.
the Geography and History of Vermont which was to be used in all district schools of the state for a period of five years. Ten years later Hall's Geography and History of Vermont, which was then in use by sanction of the law, was continued as a text-book until 1878. In Rhode Island, the report of the Superintendent of Public Education, in 1865, named the histories written by Berard and Goodrich as those commonly used in the public schools.

By legislative enactment, North Carolina in 1879, designated Moore's History of North Carolina for use in her public schools.

Of the text-books prescribed in West Virginia, Goodrich's Common School History, Quackenbos's History

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73 General Statutes of Vermont, 1862, ch.22, sec.1, p.169.
74 Laws of Vermont, 1872, No.14, sec.1, p.54. "Hall's Geography and History of Vermont now in use by the authority of law, in the schools of Vermont, or such revised editions of the same as may be issued, shall be continued as a text-book for the term of five years from the first day of November A.D., 1873." Approved November 26, 1872. Legislation of this character is found also in 1888 and in 1890. Laws, 1888, No.9, sec. 171 and 172; ibid., 1890, No.7, p.125.
76 Report of Superintendent of Public Education.
of the United States, and Holmes' History of the United States were named by laws in 1868 and in 1873. Later the price of Myers' General History, Montgomery's General History and Montgomery's Beginner's American History was regulated by law. In Virginia "the two works of John Esten Cooke, entitled respectively 'Virginia: A History of her People', and 'Stories of the Old Dominion' were included in the list of text-books selected. In Indiana, in 1889, the state board of education were directed to choose a history equal to Thalheimer's History of the United States, and two years later it was enacted that

77 Code of West Virginia, 1888, 55, p.308. For Holmes' History of the United States, Laws, 1873, 58, p.419. For geography, Knott's Geography of West Virginia, Mitchell's New Revised Geographies, Macy--Howe-Smith's Lessons on the Globe, by laws of 1873 and again in 1891. Laws, 1891, p.313. Laws of West Virginia, 1895, ch.37, p.63. For General History by Myers, contract price $1.10, contract exchange price 82 cents; for Leading Facts of American History, contract price 65 cents, exchange price 50 cents; Beginner's American History, contract price 43 cents, exchange price 35 cents. Lewis' History and Government of West Virginia received like restriction in fixing 80 cents as the contract price, and Dole's The American Citizen with 65 cents as the exchange price.


79 Laws of Indiana, 1889, ch.L, sec.1, p.75.
the price of the text-book on the history of the United States should not exceed sixty-five cents a volume.

Minnesota, Kansas, and Montana insisted that the histories be the equal of Barnes' School Histories. In Kansas the law also made it conditional that the civil government text-book be equal to Thummel's Government of the United States with the Kansas addendum, and that among the text-books selected by the state commission should be included books on general history, history of Kansas and English history. Montana's law also limited the price to be paid for her books: Barnes' Brief History of the United States, retail price, $1.20; Barnes' Primary History of the United States, retail price 70 cents; and Lovell's Civics for Young People (also a prescribed text-book), retail price 50 cents.

In South Dakota the maximum price for a text-book on the

80 Ibid., 1891, ch.LXXX, sec.1, p.100.
82 Laws of Kansas, op.cit.
83 Laws of Kansas, 1899, ch.176, p.357. It was required that the general history text-book must equal Myers' General History and the English history must equal Montgomery's English History.
84 Laws of Montana, op.cit.
history of the United States was fixed at eighty cents by a law of 1891.

The duty of choosing text-books was delegated to various officials in the different states. Missouri directed, in 1897, that a state commission should select the text-books in United States history and civil government. Arkansas delegated the task of choosing a history of the United States to the state superintendent of public instruction, as well as providing, in 1899, that there be included among the text-books of the schools, the history and civil government of Arkansas, and the civil government of the federal government. In Idaho, the county superintendent selected the text-books in "history", and in California the duty devolved upon the state board of education.

Among the branches of study for which law prescribed that there must be a uniform series of books was

85 Laws of South Dakota, 1891, par.11, p.239.
86 Laws of Missouri, sec.5, p.23. Approved March 31, 1897.
88 Laws of Arkansas, 1899, sec.5, p.148; ibid., 1875, sec.34, p.65.
United States history in Texas and Alabama, and in the latter state, the history and constitution of the state.

The most common regulation regarding text-books pertained to the prohibition of books containing partisan, political or sectarian material. As early as 1842, New Hampshire had prescribed that "no book shall be directed to be used as a school book which is calculated to favor any particular religious or political sect or tenet."

The influence of the text-book in the teaching of history was clearly recognized by the South. In February, 1890, a joint resolution "in relation to histories to be taught in the public schools of Mississippi" passed the legislature of that state. "Whereas", the resolution declared, "the proper instruction of youth in American history is generally recognized to be a most important function of the public school; and Whereas, this instruction can be imparted only as the principles of patriotism are inculcated, national and state pride awakened, and the self-respect of every coming citizen preserved; and Whereas, these important results can never be obtained by means of biased, prejudiced, and unfair text-books, or books that suppress full, free

90 Laws of Texas, 1822-1897, sec.1, vol.10, p.145; Code of Alabama, 1897, art.18, 1810.
91 Revised Statutes of New Hampshire, 1842, ch.73, sec. 12, p.151; Compiled Statutes, 1853, sec.13, p.178; General Laws, 1878, ch.89, sec.12, p.217.
and candid presentations of questions and principles upon which the American people have been honestly divided, and in the maintenance of which they have acted according to the promptings of courage and honor; therefore,

"Be it Resolved, That the superintendents, school officers and teachers of this state be urged to exercise the utmost care in the selection and introduction of school histories, that works not in accord with the spirit of these resolutions be excluded from the public schools of the state; and that the state superintendent, governor, and attorney-general constitute themselves a committee to examine the various text-books upon United States history, and recommend with their approval such works as accord with their best judgment."

Precisely the same motive actuated the lawmakers of Alabama later in establishing county school boards to select uniform series of text-books for the public schools. These boards were instructed in the selection of books that "there be no text-books containing anything partisan, prejudicial or inimical to the interests of the people of the State" or which should "cast a reflection on their past history."

92 *Laws of Mississippi, 1890, ch.74, p.88.
93 Acts of Alabama, 1896-7, p.204. County School Book Board for the county of Winston; ibid., for the county of Limestone; ibid., p.637, for the counties of Sumter and Madison.
Endorsement of history books favorable to the South was the burden of a resolution of Georgia, in 1866, which commended the Southern University series of school text-books under the auspices of the University of Virginia from the pens of Captain M.F.Maury, Gilmore Simms, Honorable Charles Gayarre, Judge B.F.Porter, Professors Le Compte, Holmes, Venable Schele, Devere, because they expressed a "correct sentiment." His particularism became more evident toward the close of the period as Southern legislatures threw off the influences of carpet-bag domination.

Maryland's legislation of 1868 and South Carolina's of 1870 declared that "school books shall contain nothing of a sectarian or partisan character", Virginia as early as 1849 had subscribed to a similar statement; and in 1872 both North Carolina and Georgia precluded the use of books in the public schools which might partake of a "political" or sectional" bias.

94 Acts of Georgia, 1866, p.222. The same series were endorsed by Mississippi.
95 Laws of Maryland, 1868, ch.IX, sec.1, p.756; ibid., 1870, ch.10, sec.1, p.547; Laws of South Carolina, 1870, sec.10, p.341.
96 Laws of Virginia, 1849, ch.113, p.66.
97 Revised Statutes of North Carolina, 1872-3, sec.59, p.583. Provided that no sectarian or political text-books or influences shall be used in any public school." In Georgia the law prescribed that "the county board of education shall not be permitted to introduce into the See next page for conclusion of note 97.
In Georgia, the county boards were not permitted "to introduce into the schools any text-book or miscellaneous book of a sectarian or sectional character". 

South Carolina's law pertaining to the general duties of the state superintendent of education accepted the phraseology common to many laws regarding text-books in forbidding "partisan" books or instruction.

Partisan text-books were also excluded from the schools of Alabama, Kansas, Arizona, Washington, and California. In Idaho and Montana legislation stipulated the rejection of all books which would propagate "political" doctrines, and in Texas it provided that nothing of a sectional or partisan character should be

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97 (Concluded) 
schools any text-book or miscellaneous books of a sectarian or sectional character". Code of Georgia, part I, title XIII, ch.V, par.1224, p.270; also Acts of 1872, sec.XXXIII, p.75; also Laws, 1887, sec.XXIII, p.74. 


100 Code of Alabama, 1897, art.18, 1811; ibid., 1907; 
Session Laws of Kansas, 1899, ch.179, sec.4, p.378; Revised Statutes of Arizona, 1887, 1530, sec.58, p.281, 
Laws, 1885, p.153; Code of Washington, 1891, par.791, 
included in the uniform series of text-books selected. In Kentucky the County Board of Examiners was given the task of selecting a uniform series of text-books for the county providing that the selection did not include any books of "an immoral, sectional or sectarian character." The territory of Dakota legislating regarding school libraries forbade not only books unsuited "to the cultivation of good character and good morals and manners" but all "partisan political pamphlets and books."

The evolution of laws respecting text-books in this period indicated the tendency toward the spirit of localism of the post-bellum times. The South seized upon another opportunity in her legislation for text-books

101 Revised Statutes of Idaho Territory, 1887, ch. IX, sec. 705, p. 135. Also Laws, 1865, p. 27; Laws, 1870, p. 13; Laws, 1879; p. 84; Laws, 1890, p. 148; Laws, 1893, p. 211; Codes, 1908, sec. 68, vol. 1, p. 406. This last forbade "sectarian and partisan instruction." Compiled Statutes of Montana, 1885, sec. 1893, p. 1185. The term "partisan" in some states may have referred to the teaching of religious or political doctrines. Laws of Texas, 1822-1897, sec. 1, vol. 10, p. 145. Passed 1891.

102 Acts of Kentucky, 1893, art. VI, par. 61, p. 1439. Approved July 12, 1893.

103 Compiled Laws of Dakota Territory, 1887, par. 1798, p. 401; Revised Code, 1883, p. 597, Session Laws, 1883, c. 44, par. 130.
to prohibit the teaching of a pro-Northern viewpoint. Nine states of the Confederacy passed laws prohibiting the use of "partisan" histories in their schools. The border state of Kentucky also forbade "sectional" textbooks, whereas the West attempted to exclude "partisan political books". The laws passed by the North during the period dealt largely with the naming of text-books to be used in the public schools.

104 Dakota Territory, Montana, Idaho; Washington excluded from her schools "partisan" text-books.
Chapter IV

Laws for the Expansion of the Social Studies Curriculum 1900-1917

The Curriculum

By the opening of the twentieth century the tendencies begotten of the years following the Civil War had matured, bringing to the American people a new and wider outlook. It was a time of social, moral, political, and economic awakening. Naturally the schools caught the new spirit and sought to play their part in the democratic movement.

This social viewpoint found expression in the introduction of additional social studies into the curriculum. "Preparation for citizenship" became the keynote of the period, perhaps better expressed by John Dewey's definition of education as "the process of remaking experience, giving it a more socialized value through increased individual experience by giving the individual better control over his own powers."

An interest in world affairs, as well, had been quickened by the Spanish-American War. This international
view point was further encouraged by the fact that by 1900 the United States had reached the first place as an exporting nation. As a result, foreign history gained in popularity and increased offerings in the social study curriculum attested the growing favor of those subjects. In the making of the course of study, educational associations showed much activity in committee reports. The report of the Committee of Seven of the American Historical Association doubtless had a pronounced influence in the curriculum making of the greater part of this period. In 1907 it was followed by the report of the Committee of Five, who made slight changes in the list of studies recommended by the Committee of Seven. However, modern European history received greater emphasis than in the first report, showing the tendency of the history curriculum of the time. In 1909 the Committee of Eight attempted to standardize a course in history for the elementary schools, in which was included not only United States history but a study of European history.

From 1900 to the year of our entrance into the World War, thirty-two states approved laws incorporating history and other social studies in the curriculum of the

Only the outstanding committee reports are mentioned. Cf. Johnson, op. cit. An N. E. A. committee report appeared in 1915, but played no part in the social studies curriculum of the period. It showed, however, the practical and social viewpoint developed during the time.
public schools, approximately twice as many as had legislated from 1860 to 1900. The emphasis placed upon the study of United States history, federal and local civics, and continued state history. The early years of the period are characterized also by laws pertaining to the teaching of patriotism through the celebration of historic events, laws to inculcate reverence for the flag, and laws manifesting sectional interests.

In 1900, Vermont amended her law prescribing the high school course of study, and designated political economy, civil government and general history among the branches to be taught. Enactments of 1902, 1904, and 1906, enumerating the prerequisites for a high school, included thirty-three weeks of history and the natural, political, social, moral and industrial sciences. For elementary pupils, in 1906, there was provided instruction in the history and constitution of the United States and the history, constitution and principles of the government of Vermont. In 1915, the teaching of "citizenship"

2 Eighteen states.


4 Laws of Vermont, 1902, no. 27, sec. 3, p. 39; ibid., 1904, no. 37, sec. 4, p. 62; Public Statutes, ch. 47, sec. 1016, p. 277

was approved for all rural schools of a six year course, and for elementary schools of eight years.

The tendency to emphasize a study of the constitution has no better illustration than in the laws of New Hampshire. In 1901 it was made compulsory for every high school to give "reasonable instruction in the constitution of the United States and in the constitution of New Hampshire." Enactments of 1903, 1909, and 1911 further stressed the importance of a knowledge of the state and federal constitutions by prescribing that "in all mixed schools and in all grades above the primary, the constitution of the United States and of the state of New Hampshire be read aloud by the scholars at least once during the last year of the course below the high school."

The teaching of citizenship was the purpose of Connecticut's law of 1903, followed by a law of 1915

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6 Public Acts of Vermont, 1915, sec. 44, p. 131

7 Supplement to the Public Statutes of New Hampshire, 1901-1913, p. 17 (1901, ch. 96, sec. 4, 1903; 31:1; 1903, 118:2; 1905, 19:1).

anticipatory of the post-war legislation of most states. This law prescribed the teaching of "the duties of citizenship, including the knowledge of the form of national, state, and local government." This instruction was to be given as a regular branch of study to pupils above the fourth grade.

Training in citizenship was the purpose of Delaware's law of 1911, which prescribed that teachers train their pupils in "honesty, kindness, justice, and moral courage....for the purpose of lessening crime and raising the standard of good citizenship." Four years later it was followed by an enactment requiring the teaching of United States history and instruction in "the general principles of the constitution of the United States" and of the state.

Pennsylvania in 1911, prescribed for the elementary schools the teaching of United States history, history of the state and civil government. These subjects received the statutory endorsement of Kentucky in 1904,

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Virginia in 1904 and 1906, North Carolina in 1901, 1905, 1907, 1908, and 1913. South Carolina through numerous laws from 1892, including the Codes of 1902 and 1912, required for schools under the direction of boards of trustees and of country boards of education, the "history of the United States and of this state, the principles of the constitution of the United States and of this state, morals and good behavior."

Texas gave her sanction to the same subjects in 1905, and Alabama prescribed that in all schools and colleges supported in whole or in part by public money, or under state control, there should be instruction in the constitution of the United States and of the state of Alabama. In Georgia the law prescribed as part of the

Kentucky Statutes, 1909, ch. 113, par. 4421a (2) p. 1765. Also Acts 1904, p. 11. This law was on the statute books in 1909; also Acts 1916, ch. 24, art. III, par. 24, p. 173; Code of Virginia, 1904, ch. 66, sec. 1497, p. 810; Acts, 1906, par. 1497, p. 443; Public Laws of North Carolina, 1901, ch. 4, sec. 37; 1905, ch. 533, s9; 1907, Ch. 641, s953, 957; Revised Code 1908, ch. 89, par. 4060, vol. 2, p. 2049; ibid., 1913, par. 1383, vol. 1, p. 332.


curriculum for the common schools that "the elements of civil government shall be included in the branches of study taught in the common or public schools, and shall be studied and taught as thoroughly and in the same manner as other like required branches are studied and taught in said public schools." West Virginia attained some individuality in adding to state and national history and civil government, "general and West Virginia geography."

In the schools of Florida instruction in "history" was required for the intermediate grades, and in the grammar grades the "history and civil government of Florida and of the United States." Additional emphasis

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17 Code of West Virginia, 1916, ch. 45, par. 78, p. 578, substantially the same in Acts, 1872, ch. 123; 1881, ch. 15, 1887, ch. 3, 1891, ch. 63; 1893, ch. 36; 1903, ch. 27; 1915, ch. 56

was placed upon the teaching of civics in 1909 when an act provided that the "elements of civil government be taught in the common and public schools of the state, ... to be studied and taught as thoroughly and in the same manner as any other required subject."

Louisiana committed herself to the teaching of United States history in every school district as an elementary branch by an act of 1902; and Mississippi, in 1916, prescribed for the "curriculum of the free public schools," civil government with special reference to local and state government, the history of the nation and of the state.

In 1904 Ohio established civil government and the history of the United States as required subjects in an elementary school education. In 1910, it was made obligatory upon each county board of school examiners to examine pupils of township schools in civil government and United States history. In the Code of 1910, there were


20 Constitution and Revised Laws of Louisiana, 1876, to 1902 (Act 214, 1902), sec. 23, p. 612; again ibid., 1908, p. 45; Annotated Revision 1915, 2532, sec. 16, vol. 1, p. 846. The law was unchanged in the Revisions of 1908 and of 1915.


23 Ibid., 1910, p. 103.
included, in both the elementary and high school courses of study, the history of the United States and civil government and in the high school the history of "other countries" as well. By an act approved May 18, 1911, but repealed in 1914, teachers in elementary schools were required to qualify in the history of the United States, including civil government, and in the high school, in general history, with an election of civil government. Illinois' law of this period is similar to that of Delaware in phraseology and spirit and prescribed the teaching of honesty, kindness, justice and moral courage " to lessen crime and develop a good citizenship.

Wisconsin, as early as 1863 had required as fundamental for her district schools, United States history and civil government, local history and government, a practice


continued through 1917. In schools offering industrial education, citizenship became an obligatory study by the Statutes of 1913. Minnesota made prerequisite a knowledge of United States history for entrance into high schools, and Indiana expanded her list of the required number of studies to include, in all commissioned high schools, civil government, general and state, ancient, mediaeval or modern history, and the history of the United States. For the curriculum of the common schools, there was required in Indiana, the study of United States history, a practice developed from a law first in force in August 1917. In schools offering industrial education, citizenship became an obligatory study by the Statutes of 1913. Minnesota made prerequisite a knowledge of United States history for entrance into high schools, and Indiana expanded her list of the required number of studies to include, in all commissioned high schools, civil government, general and state, ancient, mediaeval or modern history, and the history of the United States. For the curriculum of the common schools, there was required in Indiana, the study of United States history, a practice developed from a law first in force in August 27.

27 Statutes of Wisconsin, 1917, 40.30, p. 375; ibid., 1915, ch. 275, 447, (1863, c155 s 55; 1866 c111 s6; 1869 c50 s1; 1871 c 14 s1; R.3. 1878, s3; Supl. 1905, 447; 1908 c118, 200; 1911 c409. Statutes of Wisconsin, 1913, ch. 27 s553, p. 5; p. 335; ibid., 1917, 4117 (1) p. 411. Repealed in 1917. Required also in 1915. Ibid., 1915, c 275, s 553, p. 5, p. 335. In Wisconsin, in normal training courses in the high school American history was required for at least one semester in the eleventh and twelfth grades.


South Dakota, North Dakota, and Kansas also committed themselves to those subjects popular in this period. In Nebraska, "a study of American history for at least one semester in the eleventh and twelfth grades," became a requirement for normal training courses in the high school. Missouri made a knowledge of United States history essential for entrance into the high schools, as well as prescribing that no school could be classed as a high school which did not include a four years' course in history.

Ibid.

Compiled Laws of South Dakota, 1903, 2378, p. 432. The teaching of civil government and United States history in the common schools.


Revised Statutes of Nebraska, 1913, ch. 71, art. X, 6839, sec. 140, p. 1907.

Oklahoma, in 1905, illustrated well the social viewpoint characteristic of the time in her law requiring "in each and every public school it should be the duty of each and every teacher to teach morality in the broadest meaning of the word, for the purpose of elevating and refining the character of school children up to the highest plane of life; that they may know how to conduct themselves as social beings in relation to each other, as respects right and wrong and rectitude of life, and thereby lessen wrong doing and crime." In 1907, another law prescribed "the elements of economics" for all public schools receiving support from the state. A place of prominence in the normal training curriculum was accorded United States history by Oregon in 1911. In 1913 Wyoming enacted a law requiring of her superintendent of public instruction the preparation of a course of study for the elementary schools in the usual subjects, including United States history and the history and civil


38 Session Laws of Oregon, 1911, ch. 58, sec. 59, p. 96.
government of Wyoming, and by an act of 1917 history
and civics were required in the teacher training depart-
ments of the high school. California, too, succumbed
to the trend of the times, and in 1903 and in succeeding
years, prescribed the teaching of United States history
and civil government for a public school education.

In the revision of her territorial laws, Arizona,
in 1901, again included United States history as a school
subject; and by legislation in 1912, New Mexico showed
her approval of the social studies in "an Act to Encour-
gage the Instruction in the History and Civics of the
United States with special reference to the History and
Civics of the State of New Mexico." This law forbade
any person to teach in the public schools unless he had
passed a satisfactory examination in the history and civ-
ics of the United States as well as in the history and
civics of the state. "It shall be the duty of the
teachers in the public schools of the state," the law read

39 Session Laws, 1913, Senate File No. 41, p. 45.
40 Ibid., ch. 123, p. 215.
41 Statutes of California, 1903, 1874:2 p. 195; Codes and
Statutes, 1905, par. 1824:2, vol. 1, p. 451; Statutes,
1907, p. 947; Consolidated Supplement to Kerr's Cyclopedia,
1913, par. 1865, p. 194.
42 Revised Laws of the Territory of Arizona, 1901, 2214
(sec. 85) p. 502. The same as Laws of 1885, p. 157, also
Revised Statutes 1887, 1553, sec. 81, p. 294.
"to give such instruction as is practicable in the history and civics of the United States with special reference to the history and civics of the state of New Mexico; which said instruction may be given orally or by study of text books covering the subject and which said text books shall have been adopted by the State Board of Education."

The statute specified that the text-book in state history and civics must be prepared "by a known historian of the state" and "be sold at a price to be fixed by the State Board of Education not to exceed one dollar per volume." 43

Of the thirty-two states which had enacted laws during this period for the teaching of the social studies, substantially all required United States history, federal and local civics. State history, which had been popular in the preceding period, received attention in many statutes. Laws requiring the teaching of European history in some form were found in Vermont, Kansas, Ohio and Missouri, and economics was prescribed in the laws of Oklahoma and Vermont. It was not until the contemporary period that sociology secured a place upon the statute books under the name of "social problems," as a prescribed subject.

Certification of Teachers

The tendency to enlarge and enrich the social studies curriculum was more evident in the requirements for teachers' certificates than in the courses of study prescribed by law. These requirements, in general, included ancient, mediaeval and modern history, general history, English history, economics and sociology besides civil government, state history and history of the United States. For high school teachers, especially, was there an increased offering of subjects. In the elementary and county licenses with greatest frequency there were required only civics and United States history. Among those states which passed new laws or re-enacted old legislation offering ancient, mediaeval or modern history were California, Idaho, Oregon, Minnesota, Wisconsin, Ohio, Missouri, and Texas. English history appeared among

the subjects in the laws of Idaho, Nevada, Kansas, and Wisconsin; general history was one of the requirements for certification in the laws of West Virginia, Ohio, Arkansas, Louisiana, Texas, Illinois, Minnesota, Nebraska, South Dakota, Utah, Nevada, Washington, and Idaho.

Compiled Statutes of Idaho, op. cit.; Statutes of Nevada, 1912, ch. 114, p. 156, also Revised Laws, 1912, sec. 3256, vol. 1, p. 947, general history, United States history, civil government, current events for first and second grade elementary certificates; sec. 3262, high school certificates; civil government, general history, United States history, with a selection of English history out of a group of subjects; Laws of Kansas, 1915, ch. 298, sec. 14, p. 392, first grade certificate, also in laws, 1911, 277, sec. 2, p. 506; ibid., 1913, ch. 288, p. 450; Statutes of Wisconsin, 1913, sec. 450-3, first grade certificate English history, history of United States, civil government, local and national, for third grade latter two required.

Economics, or as it was more commonly known, political economy, was prescribed in Iowa, Nebraska, and Wyoming. South Dakota permitted for examination either sociology or economics, and Wisconsin and Arkansas insisted upon a knowledge of "rural economics." "Current events" or "current history" were among the requirements of South Dakota in her law of 1919 and of Nevada, in 1907, and in 1921, for certificates of primary, grammar and high school classes.

State history and the study of state constitutions received recognition in the requirements of Pennsylvania.

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47 Supplement to the Code of Iowa, 1902, sec. 2736, p. 315. Acts, 1906, ch. 122, sec. 4, p. 88, first grade certificate had been found as early as 1882. Laws of Nebraska, 1903, par. 5542, sec. 5, in 1919, political economy is not mentioned; Revised Statutes of Wyoming, 1899, sec. 627, p. 288; also Laws, 1911, ch. 57, p. 60.


50 Compiled Laws of South Dakota, 1913, par. 55, vol. 1, p. 572. ibid., 1911, p. 413; Revised Statutes, 1919, par. 7392, p. 1847, for first grade certificate; also Laws, 1919, p. 170. Laws of Nevada, 1907, secs. 15, 16, 17, p. 383, "current news" Statutes, 1921, ch. 208, sec. 25, elementary school certificate, first grade, "current events."
Delaware, West Virginia, Kentucky, Mississippi, Alabama, Oklahoma, Texas, Wisconsin, South Dakota, Illinois, Kansas, and New Mexico.

Of all of the social studies required for certification, however, United States history and civil government were the most popular, being prescribed in some law in every state excepting Arizona.

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**52**  Arizona prescribed for first and second grade certificates, civics, and "history" which probably meant American history. See Revised Laws, 1901, 2142 (sec. 13) p. 584.
Connecticut, Maine, Vermont, Massachusetts, New Hampshire, Rhode Island, New Jersey, New York, Virginia, North Carolina, South Carolina, Georgia, Tennessee offered them in laws passed from 1900 to 1922. In some of the states where there is no special enactment prescribing United States history or civics, the examining board may have been given the privilege of naming the subjects for examining candidates, or, through custom, they may have become a part of the subjects in which examinations were held. It is also true that recently colleges and normal schools prepare teachers, which obviates the necessity of many of the examinations previously held.

Flag Legislation and Observance Days

A means of inculcating patriotism in the pupils of the public schools was legislation pertaining to the display of the American flag, the development of a proper attitude toward it, and the singing of the national anthem. Ten states gave expression to this form of training for patriotism in this period. Closely allied with this mode of patriotic instruction was the legal provision made for the observance of the birthdays of great men and the commemoration of historic events by class-room exercises. In addition, there was a constantly growing number of legal holidays upon which no school was in
Laws respecting the flag were, and are, of three general kinds: (1) that each school must possess a flag, which is to be displayed in a conspicuous place, and, at all times, given appropriate care; (2) that proper respect for the flag be taught; and (3) that suitable exercises be engaged in at definitely stated intervals. This last type or law often proves the occasion for the reciting in unison of the salute to the flag, the so-called "American Creed," or the preamble to the Constitution. In the second variety of law a pledge of allegiance is the key-note of the sentiment expressed, such as: "I pledge allegiance to my flag and to the Republic for which it stands; one nation indivisible, with liberty and justice for all;" or, "We give our hearts and our hands to God and our Country; one country, one flag, and one language."

In 1898 New York enacted "flag" legislation which had the three-fold characteristics of such laws. Within the next few years this law was followed by statutes of

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See American History and Patriotic Program for all schools of Oklahoma, issued by the State Department of Education, 1921, p. 7.
like kind in Massachusetts, Indiana, Iowa, and Arizona. However, as later legislation appeared, it took on a more elaborate phraseology, with a more open avowal of patriotic purpose. This is well illustrated by an act of 1909, in Indiana, which ordered that "the state board of education shall require the singing of the "Star Spangled Banner' in its entirety in the schools of the state of Indiana, upon all patriotic occasion," with the necessary admonition "that the said board of education shall arrange to supply the words in sufficient quantity for the purposes indicated therein."

"An Act to provide for the display of the United States flag on the school houses of the state, in connection with the public schools, and to encourage patriotic exercises in such schools," became a law in Kansas, March 7, 1907. By this act the state superintendent was instructed to prepare a program for the salute to the flag at the opening of each day of school, as well as "such other patriotic exercises as may be deemed by him to be expedient."

58 Laws of Kansas, 1907, ch. 319, p. 493. The Iowa law, 1913, is much like this law. See Acts of Iowa, 1913, p. 264.
Relying upon the governor's proclamation, New Jersey, in 1915, set aside the week of September sixth to thirteenth for appropriate exercises to be held, at least one day in the interval named, by schools and churches in commemoration of the one hundredth birthday of the national anthem.

In her Revised Statutes which took effect on January 1, 1917, Maine incorporated a flag law evolved from enactments of 1907 and 1915, whereby superintendents of schools were directed to display the flag from public school buildings on suitable occasions. The towns were directed to appropriate annually a sufficient amount to defray the necessary cost of the display of the flag, and it was made "the duty of instructors to impress upon the youth by suitable references and observances the significance of the flag, to teach them the cost, the object and principles of our government, the great sacrifices of our forefathers, the important part taken by the Union army in the war of eighteen hundred sixty-one to eighteen hundred sixty-five, to teach them to love, honor and respect the flag of our country that cost so much and is so dear to every true American citizen."

Closely akin to the enactments respecting the flag and patriotic exercises were those designating days for special patriotic observance. Laws providing for the establishment of Memorial Day are of such a character. In general, Memorial Day legislation was sectional in character and acclaimed the results of the Civil War from the Northerner's standpoint. In 1866, the Kansas legislature, moved by patriotic feeling, had resolved to observe the day in fitting manner, insomuch as "during the past ten or twelve years the loyal people of the United States, inspired by a sentiment of reverent respect for the memory of our heroic dead, have by spontaneous consent, dedicated the thirtieth day of May of each year to ceremonies in honor of the soldiers who cheerfully sacrificed their own lives to save the life of the republic. 'They need no praise whose deeds are eulogy,' and nothing that we can now say or do will add to the glory or brighten the fame of the gallant host who, a quarter of a century ago, came thronging from farms, workshops, offices and schools, to fight, to suffer and die for the Union and freedom. But the story of their sublime self-sacrifice, and their dauntless courage, should be kept forever fresh

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No attempt is made to treat legal holidays where the law requires observance by simply specifying the dates of such days. They are discussed only when the enactments indicate patriotic exercises to be held within the public schools, or where the purpose is stated of teaching history through the observance of such days.
and fair in the hearts and minds of the young, until the end of recorded time. So long as men and women teach their children to revere the memory of patriot heroes, so long as the peaceful present honors and emulates the example of the war-worn past, there need be no fear that the dead have died in vain, or that 'a government, of the people, by the people, for the people,' will perish from the earth. The steadily growing popularity of Memorial Day, and the universal interest taken in its beautiful ceremonies, is one of the most hopeful developments of American sentiment."

Conceding the importance of a proper recognition of Memorial Day, Vermont in 1894 appointed the last half day's session before May the thirtieth for exercises "commemorative of the history of the nation of the war of the Rebellion, and to patriotic instruction in the principles of liberty and the equal rights of man." The popularity of this law is attested by its continuance on the Vermont statute books in her Compilation of 1917.


63 Statutes of Vermont, 1894, no. 25, par. 684, p. 21; Public Statutes, 1906, ch. 46, sec. 1005, p. 275; General Laws, 1917, ch. 57, sec. 1240.
In 1890, Massachusetts, and in 1897 New Hampshire, established in these commonwealths, the custom of observing May the thirtieth by exercises of a patriotic nature in the schools. New York, in 1898, Arizona in 1903, and Kansas in 1907, also subscribed to the sentiment which dictated that Memorial Day be given special recognition.

The birthdays of Lincoln and Washington were also accorded recognition, New York in 1898, Arizona in 1903, Kansas in 1907. The year 1909 witnessed an expression of patriotic enthusiasm over Lincoln's contribution to the American nation, awakened, no doubt by the centenary of his birth. During this year California, Maine, and New Mexico prescribed special observance of February twelfth. Rhode Island followed in 1910, West Virginia in 1911, with Vermont in 1912 and in 1917.

"February 12, the birthday of Abraham Lincoln is hereby declared a legal holiday," stated the law of

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66 Laws of New York, op. cit.
Laws of Arizona, op. cit.
Laws of Kansas, op. cit.
California, which is typical of others of this group, "provided, however, that all public schools throughout the state shall hold sessions in the forenoon of that day in order to allow the customary exercises in memory of Lincoln; and provided further, that when February 12 falls on Sunday, then the Monday following, shall be a legal holiday and shall be so observed; and provided still further, that when February 12 falls on Saturday such exercises in the public schools shall take place on the Friday afternoon preceding." In Rhode Island, the day was called "Grand Army Flag Day," and was, in 1914, still one of those days upon which special exercises were held. Michigan prescribed the reading of the Declaration of Independence to all pupils in the public schools above the fifth grade upon the twelfth and twenty-second of February, and upon the twelfth of October, with an obviously patriotic intent, in her legi-


68 Acts and Resolves of Rhode Island, 1904, ch. 1071, sec. 2, p. 110; also Acts, 1901, ch. 818, p. 55
lacion of 1911. Washington's birthday occasioned legislation in Maryland in 1904 and Maine in 1913, as a day suitable for the propagation of patriotism. In the latter state Columbus Day, October 12, was included in those observance days upon which exercises should "aim to impress on the minds of the youth the important lessons of character and good citizenship to be learned from the lives of American leaders and heroes and from a contemplation of their own duties and obligations to the community, state, and nation of which they constituted a part." Columbus Day, has received the recognition of several other state legislatures, Michigan, West Virginia, Louisiana, and Oregon especially setting it aside for patriotic purposes.


Ibid., op. cit.

Compiled Laws of Oregon, 1921, ch. 41, p. 62. This law, although coming in 1921, possesses the characteristics of those of the earlier period. Annotated Revision of Statutes of Louisiana, 1915, 2659, 2660, secs. 1, 2, vol. 1, p. 893. (Act 56, 1910, p. 92). West Virginia, 1911, also set aside October 12 for celebration in the common and graded schools. Laws, 1911, ch. 40, p. 117.
Flag Day also has been assigned an unique position through the attention of the law-maker. New York in her legislation of 1898, Arizona in 1903, and Kansas in 1907 included it among those days set aside for special exercises in the schools. Connecticut, by special mandate of the law-making organ of her state government, decreed, in 1905, that the governor, annually, in the spring, should designate by official proclamation the fourteenth day of June as Flag Day, upon which "suitable exercises, having reference to the adoption of the national flag be held in the public schools."

In 1906, a proclamation of the governor of New Jersey couched in grandiloquent phraseology, recommended suitable exercises be held in the public schools for commemorating of the birthday of the American flag. Pious with that creed which ascribes the greatest homage to the flag, the message urged that its history be more widely known. "The history of our flag is the history of the growth of our nation," he proclaimed, "and the celebration of the anniversary of its birth is not only a

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patriotic duty but an educational privilege. On the day of its inception it stood as an emblem of the unity of a few modest little colonies. To-day it is the symbol of a mighty nation. It has floated over many a battle-field, inspiring the sons of patriotism with courage and strength that made possible the triumph of the right and the preservation of the Union. It has been carried to far distant lands and has aroused the enthusiasm of thousands to whom its advent meant emancipation from cruelty and oppression."

As an expression of the local history movement of the decades following the Civil War is the legislation prescribing the celebration of days of interest peculiar to different states. As early as 1897, Massachusetts passed a resolution recommending to the governor that he issue a proclamation to public school teachers suggesting commemorative exercises for the centennial of the inauguration of "John Adams of Massachusetts," in order "to impress upon their pupils the significance of the inauguration of a president of the United States and the importance of the part sustained by the commonwealth in American history."

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76 Acts and Resolves of Massachusetts, 1897, p. 628. Passed Senate February 3, 1897 and the House on February 8, 1897.
"Rhode Island Independence Day" was acclaimed in 1909, for May the fourth. At this time, so the statute reads, the celebration of the "first official act of its kind by any of the thirteen American colonies" in a declaration of sovereignty and independence took place. From the date of the passage of the law, every fourth of May in the future, it was determined, should become the occasion for the salute of thirteen guns by detachments of the state artillery, at all places in the state where artillery was stationed, besides a display of state and national flags, as well as patriotic exercises in the public schools.

March the eighteenth assumed a distinctive place in the school calendar of South Carolina by a law enacted in 1906, being known as "South Carolina Day." The selection of this date sprang from a desire to honor John C. Calhoun, and from the hope that an observance of this day would "conduce to a more general knowledge and appreciation of the history, resources and possibilities of the State." In a like spirit Georgia, in

77 General Laws of Rhode Island, 1909, title X, ch. 64, sec. 8, p. 267.
1909, endeavored to awaken local pride in the pupils of the public schools by a celebration of "Georgia Day" on February twelfth, "as the landing of the first colonists in Georgia under Oglethorpe." Confederate heroes received special tribute by patriotic exercises on January nineteenth, the birthday of Robert E. Lee, through a law of Arkansas. The program of exercises, the law demanded, should deal with events connected with the life of General Lee and "other distinguished Southern men" with attention to those men of renown in civil and military life. In Maryland, the State Board of Education, by a law of 1904, was given the privilege of naming a time suitable for the observance of "Maryland Day."

"The geography, history, industries and resources" of Minnesota, through a law of 1911, received especial attention in the public schools on "Minnesota Day." Montana, through a celebration of "Pioneer Day"

81 Laws of Maryland, 1904, sec. 47, p. 991.
82 Laws of Minnesota, 1911, ch. 81, sec. 1, p. 97. The day known as Minnesota Day designated by the superintendent of public instruction by proclamation, the governor concurring.
endeavored to instruct in the pioneer history of the region. Missouri paid homage to her state history in a law of 1915, through observance by teachers and pupils on the first Monday in October. At this time, the law prescribed the "methodical consideration of the products of the mine, field and forest of the state" and the "consideration of the achievements of the sons and daughters of Missouri in commerce, literature, statesmanship and art, and in other departments of activity in which the state has rendered service to mankind." The American Indians, through a law of 1919, in Illinois, were likewise deemed worthy of commemorative exercises.

The desire to instil patriotism either local or national has been the incentive for laws respecting the flag and observance days. Local patriotism is evident in the Northern laws for the observance of Memorial Day and the birthday of Lincoln; whereas, in the South a sectional interest is shown in days memorializing

83 Laws of Montana, 1913, ch. XIV, 1400, p. 263. In this year the first Monday in November is named in a previous law, 1903, provided for an observance on the last Friday in May. (Laws, 1903, ch. LXXXVIII, p. 161)
84 Laws of Missouri, 1915, p. 301
the heroes of their section. The Middle-West and West have also attempted to inculcate local pride. None of the southern states have recognized Flag Day by special exercises, but Washington and Columbus have been accorded homage by both North and South.

Text-Book Legislation

Text-book legislation from 1900 to 1917 followed the trend of other legislation of the time. As the curriculum of the social studies expanded, laws dealing with text-books were made more inclusive of the subjects for which there was to be a uniform series. State history and civil government, both local and national, as well as foreign history and other social studies are found more often among the subjects enumerated. The reaction which had set in against the enforced nationalism of the reconstruction period in the South continued to express itself in those states in which there had hitherto been no open remonstrance.

In 1904, the Mississippi legislature instructed the text-book commission to select a uniform series of text-books in United States history, civil government, state history and other subjects, and took occasion to prescribe that "no history in relation to the late civil
war between the states shall be used in the schools in this state unless it be fair and impartial, and such other branches of school books as may be added to the above curriculum by statute."

Presumably of like character was the action of North Carolina in 1905. In "An Act to Promote the Production and Publication of school books relating to the history, literature or government of North Carolina for use in the public schools," there was appropriated $5,000 for the years of 1905 and 1906 for the State Board of Education "to encourage, stimulate and promote the production and to procure the control and publication of such books as in the judgment of the board properly relate to the history, literature and government of North Carolina."

Florida's sectionalism was openly avowed in her "Act for Providing a method of securing a correct history of the United States, including a True and Correct History of the Confederacy, and making an appropriation for such Purpose." The act declared: "Whereas, no book called History, which does not tell the truth or withholds

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it is worthy of the name or should be taught in public schools: and

"Whereas, the South is rich in historical facts which are either ignored or never mentioned in the so-called histories taught in our schools; and,

"Whereas, The historical facts so omitted should be taught the pupils in our public schools and would be elevating to students in any land; and,

"Whereas, the Southern States have been derelict in their duty to posterity in not having provided for past and future generations a history that is fair, just and impartial to all sections;" therefore it was enacted that Florida appropriate $1500 as her share toward a fund of $16,500 to be offered as a prize to the person writing the "best history of the United States in which the truth about the participation of the eleven states" be told.

In the creation of a text-book board in 1907, Texas regarded it essential that a uniform series of books be selected among which there should be text-books on the history of Texas, civil government and United States history, in which "the construction placed on the federal

88 Laws of Florida, 1915, ch. 6939 (no. 133), vol. 1, p. 311. Approved June 3, 1915. The appropriation was not available until each of eleven ex-Confederate states, or a majority of them, did likewise. The Governor of Florida was appointed to communicate with other southern governors about carrying out the act.
constitution by the Fathers of the Confederacy shall be fairly presented."

A uniform series of text-books not of a partisan character, were prescribed by laws in Georgia, Alabama, Mississippi, and Kansas, and included the subjects of United States history, state history, and civil government. Louisiana, Indiana, and Kansas, added ancient, mediaeval and modern history texts to the others formerly mentioned, indicative of the expansion of the history curriculum which occurred in the twentieth century.

Nevada, in 1901, included the history of the United States among the text-books to be prescribed by the State Board.

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of Education, and Idaho imposed the choice of a civil government text-book and one in United States history upon her State Board of Text-book Commissioners and the Superintendent of Public Instruction. In 1913, California directed her state board of education to revise the state series of text-books which included United States history. Three states, Ohio, New Mexico, and West Virginia, placed laws upon their statute books regarding state history, the former accepting Howe's Historical Collections of Ohio as a reference book, and New Mexico limiting to one dollar a volume the price of a state history which was to be prepared by a "known historian of the State."

92 Laws of Nevada, 1901, p. 50. Approved March 8, 1901.
94 General Laws of California, 1913, ch. 482, sect. 4842, p. 1713
Davies' Facts in Civil Government, by an act of 1901, of West Virginia, was again endorsed and the price fixed at fifty-five cents.

Six states, during the period, enacted laws regarding histories tending to express a sectional spirit. Legislation in all other cases dealt with provisions for a uniform series of text-books. Louisiana, Indiana, and Kansas showed the expansion of the social study curriculum in providing for text-books in ancient, medieval and modern history. In California, Ohio, New Mexico, and West Virginia, provisions were made relative to state history text-books, and Idaho and Nevada recognized a need for text-books in civil government or United States history in their laws.

Chapter V.

Effect of the World War on Laws for the Social Studies

The Curriculum

Practically all legislation since 1917 dealing with the curriculum contains provisions pertaining to the social studies, but the greater amount reflects the wartime glow of patriotic enthusiasm. Many of those states, which, during this period, merely prescribe courses of study in which are included history and its kindred subjects without stipulating patriotism as a purpose of the enactment, have continued laws of a previous time. There is also found among this group, those states which had before the World War enacted legislation endorsing the instruction of the youth in the tenets of patriotic citizenship, and which felt it unnecessary to repeat such laws. In this last class are found Delaware, West Virginia, Florida, Minnesota, North Dakota, Missouri, and Montana. All but eight states have at some time endorsed the teaching of patriotism by one or more of the methods discussed. In this latter group are Virginia, North Carolina, South Carolina, Mississippi, Indiana, Nebraska, Wyoming and Oregon.

In 1917 three states passed regulatory provisions respecting the curriculum: Vermont, Montana, and Arkansas.

This does not mean that these states have not included history in their curriculum, but that they have made no specific, statutory provision prescribing the teaching of patriotism and citizenship, or enumerating history or other social studies in a prescribed list of subjects.
Vermont's legislation dealt with the four-year high schools and ordered the teaching of the political and social sciences. On February 17, Montana approved a law which called for the teaching of United States history, the history of Montana, and state and federal civics among her other required subjects for the elementary school; and three days later Arkansas sanctioned a similar law. New Hampshire, Connecticut, Pennsylvania, Kentucky and Texas continued laws enacted at a previous time, and Delaware, through her legislation of 1919 gained the unique distinction of prescribing "community civics" besides the history of

2 General Laws of Vermont, 1917, ch. 60, sec. 1277, p. 301

3 Laws of Montana, 1917, ch. 125, par. 601, p. 309; Digest of the Statutes of Arkansas, 1921, ch. 156, par. 9065, p. 547. Accepted February 20, 1917

the nation and of the state. Alabama and Georgia under laws designed primarily to prescribe a uniform series of textbooks included in the list of studies for which textbooks were mentioned, the history of the state embracing the constitution of the state, and the history of the United States with the constitution. In Tennessee to the requirement of United States history for the elementary schools, was added in 1917, the study of the federal constitution in the secondary school curriculum. In Texas a distinct emphasis was placed upon the teaching of state history through a regulation insisting that this "history be taught in the history course of all public schools" and "in this course only". The popularity of civil government state history, and United States history is further proved by South Dakota's prescription in 1919.


8 Statutes of Texas, op. cit.

Laws for dynamic patriotism, the main characteristic of the period, were initiated by a statute of California in 1917. Although one of the mildest of the laws of its class, its chief purpose was training in the duties of citizenship, through the study of United States history with special reference to the history of the constitution and the history of the reasons for the adoption of each of its provisions. Instruction in local civil government was provided for as well, with a specific statement regarding instruction in the duties of citizenship.\(^{10}\)

In 1918, South Dakota, Texas and New York placed upon their statute books laws that were a direct outgrowth of the war spirit. In the first two states, patriotism, the laws declared, should spring from lessons of "intelligent patriotism" through special exercises. The South Dakota law indicated an aggregate amount of time of an hour a week to be devoted in both public and private institutions "to the teaching of patriotism, the singing of patriotic songs, the reading of patriotic addresses and a study of the lives and history of American patriots." Should an instructor, school officer or superintendent fail to enforce obedience to the law a fine of not less nor more than five dollars should be imposed, or imprisonment in the county jail not

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\(^{10}\) Laws of California, 1917, ch. 549, p. 728. Approved May 18, 1917. The same for special studies pertaining to elementary schools in 1921. Statutes, 1921, ch. 486, p. 739. A law of Illinois in which instruction was to be devoted to "raising the standard of good citizenship" was passed in 1909, and was still on the statute books in 1917. Revised Statutes, 1917, p. 273
less than five nor more than thirty days, or both. In the case of the malfeasance of a teacher, the superintendent of public instruction had the power to revoke his certificate. 11

In Texas, the law declared that "the daily program of every public school should be so formulated that it included at least ten minutes for the teaching of lessons of intelligent patriotism, including the needs of the State and Federal Governments, the duty of the citizen to the state, and the obligation of the state to the citizen." 12

The statute concluded with this statement: "The fact that this nation is now at war with a foreign foe, and that the strength of a government of the people, by the people, and for the people must necessarily come of its citizenship, creates an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three separate days be suspended and that this act shall be in force from and after its passage, and it is so enacted." 13

New York's statute known as the Lusk Law is the most conspicuous of all of the laws of this period because of its drastic character and its later applications. This

11 Revised Code of South Dakota, 1919, par. 7660, p. 1919. Source 1918, ch. 39
12 Statutes of Texas, 1920, art. 2904, aa. p. 492, acts, 1918, ch. 17, sec. 1, p. 29
13 Ibid., Approved March 20, 1918
law became effective September 1st, 1918. The phase of the law which has to do with instruction has two parts: one prescribing courses of instruction in patriotism and citizenship, the other specifying rules for inspection, supervision and enforcement of the law.

"In order to promote a spirit of patriotic and civic service and obligation and to foster in the children of the state moral and intellectual qualities which are essential in preparing to meet the obligations of citizenship in peace or in war, "the law declares, "the regents of the state of New York shall prescribe courses of instruction in patriotism and citizenship to be maintained and followed in the schools of the state. The boards of education and trustees of the several cities and school districts of the state shall require instruction to be given in such courses, by the teachers employed in the schools therein. All pupils attending such schools, over the age of eight years, shall attend upon such instruction.

"Similar courses of instruction shall be prescribed and maintained in private schools in the state, and all pupils in such schools over eight years of age shall attend upon such courses. If such courses are not so established and maintained in a private school, attendance upon instruction in such school shall not be deemed substantially equivalent to instruction given to pupils of like age in
the public schools of the city or district in which such pupils reside.

"The regents of the University of the State of New York shall determine the subjects to be included in such courses of instruction in patriotism and citizenship, and the period of instruction in each of the grades in such subjects. They shall adapt rules providing for attendance upon such instruction and for such other matters as are required for carrying into effect the objects and purposes of this article. The commissioner of education shall be responsible for the enforcement of this article and shall cause to be inspected and supervise the instruction to be given in such subjects. The commissioner may, in his discretion, cause all or a portion of the public school money to be apportioned to a district or city to be withheld for failure of the school authorities of such district or city to provide instruction in such courses and to compel attendance upon such instruction, as herein prescribed, and for a non-compliance with the rules of the regents adopted as herein provided." 14

In 1918, Massachusetts, subscribed to the training in the duties of citizenship, including United States history, 14

civil government, and thrift among her required subjects.\(^{15}\)

In 1919, New Jersey, Pennsylvania, Ohio, Iowa and Washington passed laws for inculcating patriotism in the children of the public schools. The laws of these commonwealths embody certain distinctive features, but each professes a belief that the study of American history and government will be an open sesame to a patriotic citizenship.

The New Jersey law contains concrete suggestions. In each high school, courses of study in Community Civics and in Problems in American Democracy were prescribed through the agency of the Commissioner of Education, with the approval of the State Board of Education. The law required that Community Civics be completed not later than the end of the second year, and the course in Problems of American Democracy be commenced not later than the beginning of the third year. Sixty full periods of not less than forty minutes each were deemed necessary for the teaching of these subjects. For the elementary grades, the geography, history and civics of New Jersey were required in courses prepared through the same agency as for the high school. These courses of study, the law provided, "shall be given together with instruction as to the privileges and responsibilities of

\(^{15}\) General Statutes of Connecticut, 1918, ch. 45, sec. 852, vol. 1, p. 312. In 1903, Connecticut was a pioneer in this form of law, which was slightly changed in 1915. In the latter, it was prescribed that normal schools and teacher training schools should give instruction concerning methods of teaching citizenship, including the knowledge of the form of the national and local governments.

citizenship as they relate to community and national welfare with the object of producing the highest type of patriotic citizenship". 16

The state of Pennsylvania declared, in her law of 1919, that it was a duty of the state superintendent of public instruction to prescribe "a course of study conducive to the spirit of loyalty and devotion to the state and national governments" as a part of the curriculum of the public schools of the state. This statute required, for all elementary public schools the history of the state and nation, including the elements of civil government. 17

Likewise Ohio prescribes civil government and United States history for the seventh and eighth grades; and Iowa, as a prerequisite to graduation from any high school, requires a course in United States history and civil government for one year, as well as the offering of a semester of social problems and economics in a four-year high school. In Kansas, where the course in civil government and United States history was designed for the elementary grades, it was provided that non-compliance with the law would lead to the closing of the school by the action of the county attorney or the attorney general. In a similar spirit Washington declares that the "study of

16 Acts of New Jersey, 1919, ch. 125, p. 304
American history and American government" was "indispensable to good citizenship and an accurate appreciation of national ideals". 18

Massachusetts and Maryland also subscribed to the common movement. By an act of 1920, the former prescribes the teaching, in all public elementary and high schools, of "courses in American history and civics for the purpose of promoting civic service and a greater knowledge of American history and of fitting the pupils, morally and intellectually, for the duties of citizenship". Maryland, too, by action of her legislature, desires to promote "Americanism and the ideals and principles underlying the government of the United States". 19

The year 1921 was particularly prolific in legislation of a war-time character. A variety of expression but unity of purpose is still in evidence. In the three years which followed our emergence from the world struggle had matured


the conviction that open as well as subtle means should
be employed to counteract doctrines deemed un-American and
to insinuate into impressionable minds, those tenets funda­
mental to an unalloyed patriotism. In this year, there
were enacted laws in Maine, New Hampshire, Wisconsin, Michi­
gan, Illinois, Iowa, Oklahoma, Colorado, Utah, Arizona,
Nevada, New Mexico, and California.

In acceptance of the widespread requirement of
the times appeared the Maine law of 1921 prescribing
American history and civil government for graduation from
all grammar schools. Her neighbor, New Hampshire, although
imbued with the patriotic fervor of the times, departed
somewhat from the usual requirements by specifying that
the constitution of the United States and of New Hampshire
"be read aloud at least once a year in the last grade be­
low the high school". 20

In line with the other states Michigan declared,
by statute of May 17, 1921, that the study of the state
and federal constitutions should begin not later than the
eighth grade and continue throughout the high school
course to an extent to be decided upon by the state super­
intendent of public instruction. 21 Wisconsin provides that

20 Laws of New Hampshire, 1921, ch. 85, sec. 5(3), p. 114; Acts and
Resolves of Maine, 1921, ch. 25, p. 27.
21 Acts of Michigan, 1921, no. 209, secs. 1, 2. Cf. Iowa's
law of 1921, p. 74, of 1921.
there be taught in the schools, history and civil government of the United States and of Wisconsin, and citizenship. 22

The general assembly of Illinois, June 21, 1921, passed "An Act to make the teaching of representative government in the public schools and other educational institutions in the State of Illinois compulsory". 23 This law gives evidence of a belief in the teaching of patriotism through "the principles of representative government, as enumerated in the Declaration of Independence and the Constitution of the United States and the Constitution of the State of Illinois", in all schools maintained in whole or in part by state funds. One hour of study each week is required, to be given in the seventh and eighth grades or their equivalent, with an equal amount of time in the high school.

On March 21, 1921, Iowa added to her requirements of two years prior a new one providing that all public and private schools should give regular courses of instruction in the constitution of the state and nation, beginning not later than the eighth grade and continuing in the high school to an extent to be determined by the superintendent of public instruction. 24

22 Wisconsin Session Laws, 1921, ch. 61, p. 132, amended sec. 40.50. Approved March 21, 1921.
Oklahoma's statute prescribes instruction in American history in the primary grades of all schools, both public and private, commencing with the lowest and continuing through all primary years, with the privilege of substituting state history in one of the grades. For this instruction, there is to be allotted at least one hour in every scholastic week. "The instilling into the hearts of the various pupils of an understanding of the United States and of a love of country and devotion to the principles of American government shall be the primary object of such instruction which shall avoid, as far as possible, being a mere recital of dates and events", asserts the law. For the high school, at least one full year's work in American history and civics is required, and no college, normal school or university in the state is allowed to confer a degree until a student has passed a course in American history and civil government.

Colorado also prescribes a program containing the history and civil government of the state in all public schools, and Arizona in her law specifies that not less

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25 Acts of Oklahoma, 1921, ch.112, secs.1,2,3,4. The state superintendent of instruction has power of enforcement. In case of a violation a fine of not less than $100 or not more than $500 or imprisonment in the county jail for not less than thirty days nor more than six months, or both, may be the penalty. A teacher is subject to discharge or removal in case of malfeasance and a college (corporation) is liable to a revocation of its charter.  

26 Laws of Colorado, 1921, ch.216, p.728. Approved April 5, 1921.
than two years' instruction in civics, economics, and
American political history and government be provided for
all common schools, high schools, normal schools and uni-
versities. 27 Nevada, in her enactment of February 24, com-
pells all schools including colleges, with the exception
of exclusively scientific schools, to teach American history,
history of the state, and American civil government. 28 In-
cluded as a part of this law was also a provision for patrio-
tic exercises for at least an hour in each school week.
New Mexico, believing that the passage of her law prescrib-
ing the teaching of national and state history and govern-
ment was "necessary for the public peace and safety", de-
clared that the provisions should become effective imme-
diately, 29 and California again essayed an endorsement of the
history of the state and nation with emphasis upon the
adoption of the constitution. 30

27 Acts of Arizona, 1921, ch.140, sec.1, p. 312
28 Statutes of Nevada, 1921, p.28. (Senate Bill no.43.)
29 Laws of New Mexico, 1921, ch.172, p. 364. See law of 1912,
p. 31 of ch.4.
30 Statutes of California, 1921, ch.486, p.739, See p.4 of ch.4.
Although Tennessee by legislative enactment has not subscribed to the program followed by many of the states, yet an impetus toward such a law has been given by the Board of Trustees of the University of the South through a resolution passed June 9, 1922, requiring that at least one year's study in the Constitution of the United States, with special reference to the spirit of the founders of the republic and the interpretation of the constitution by the highest courts of the land, be completed before any person can received an academic degree.\(^31\)

An adherence to the early method of endorsing the teaching of patriotism characterizes the enactments in Idaho, Nevada, Utah, where, in the last state, instruction "tending to impress upon the minds of the pupils the importance and necessity of good manners, truthfulness, temperance, purity, patriotism, and industry", in connection with the regular school work, is indicative of Utah's acceptance of the influence of the times. Nevada, four years before the passage of Utah's law, had indicated her belief that legislation respecting the teaching of the duties of citizenship should not be a remote function of the lawmaker.\(^32\)

\(^31\) New York Times, June 11, 1922.
\(^32\) Laws of Utah, 1921, ch.95, p.284. Approved March 5,1921.
\(^33\) Laws of Nevada, 1917, ch.146, p.248. Approved March 21,1917. It shall be the aim of such instruction to inculcate a love of country and a disposition to serve the country effectively and loyally."
A significant feature of Nevada's law is its pronouncement on March 21, 1917, with the avowal of effective service for times of war and peace, but a short time before our entrance into the World War.

Idaho, through the office of the teacher but with no definite subject requirement continued her practice of prescribing the teaching of patriotism as a duty of the teacher through that intangible method of impressing upon the minds of the pupils "the principles of truth, justice, morality, and patriotism". Wisconsin, also, sanctioned moral instruction through training by the teacher.

The many laws enacted during the years following the World War are indicative of the high value placed upon the social studies as an essential part of education. Besides laws requiring the teaching of these subjects purely from the standpoint of content, approximately one half of the states have now upon their statute books laws prescribing the teaching of the social studies as training in patriotism and citizenship.


35 "In all public schools of this state it shall be the duty of each and every teacher to teach morality, for the purpose of elevating and refining the character of school children up to the highest plane of life; that they may know how to conduct themselves as social beings in relations to each other, as respects right and wrong and rectitude of life, . . . ." Statutes of Wisconsin, 1917, 40, 30 (5), p. 376.
Oaths of Allegiance and Citizenship
as Teacher Requirements

Few laws requiring American citizenship and oaths of allegiance, in the case of teachers, appeared on the statute books prior to 1914. The World War precipitated the movement for enactments which insist upon an openly avowed loyalty, as well as upon a teaching personnel consisting of citizens only.

In 1915, three states enacted anti-alien laws for teaching: Michigan, Nevada, and California. In Michigan, it was insisted that if a teacher were twenty-one years of age, he must be a citizen of the United States. In Nevada the superintendent of public instruction, the regents of the state university and school trustees were authorized to dismiss "any teacher, instructor, instructress, professor or president employed by the educational department of this state who is not a citizen of the United States; or who has not declared his or her intention to become a citizen". The law forbade any state controller or county auditor to issue salary warrants to the prescribed persons, in case of non-citizenship.

"No person except a native-born or naturalized citizen of the United States, shall be employed in any department of

37 Statutes of Nevada, 1915, ch. 274, secs. 1, 2, 3, 4, approved March 26, 1915. Law required, as well as empowered, the dismissal of alien teachers by those in authority."
the state, county, city and county or city-government of this state", declared California in 1915; "provided, however, that nothing herein contained shall prohibit the employment as a member of the faculty or teaching force in the public schools of this state nor in schools supported in whole or in part by the state, of any person who had declared his intention to become a citizen of the United States, nor of any native-born woman who has married a foreigner, . . . ."38.

In 1917, the one hundred and fortieth session of the New York legislature gave its assent to a bill which has become known as one of Lusk laws. This law reflects precisely the same sort of apprehension which animated some of the legislators of the Civil War period. It became the precursor of three others of a like nature, one in 1916, one in 1919, and one in 1921. The first relates to treasonable or seditious utterances by teachers, the second and third to the granting of teachers' licenses to citizens only, and the fourth to the employment of teachers who have criticized the government of the United States.

"A person employed as superintendent of schools, teacher or employee in the public schools, in any city or school district of the state, shall be removed from such

38 Statutes of California, 1915, 1915. The law does not forbid aliens to teach in colleges and universities.
position for the utterance of any treasonable or seditious act, or acts, while holding such position", announces the New York law of 1917. The laws of 1918 and 1919 make citizenship an essential qualification for becoming a teacher. Any person employed as a teacher on April 4, 1918, however, who was not a citizen, was given permission to remain in his position provided he, within a year, should make application for citizenship. The law of 1919 exempted from the foregoing requirement teachers who were citizens of the Allied Powers in the World War, and who had been employed as teachers in the New York schools on or prior to April 4, 1918, provided that "such teacher make application to become a citizen before the first day of September, 1920, and within the time thereafter prescribed by law shall become such citizen".

The third link in the chain of constraint was an enactment which declares that an applicant even though a citizen, must be "a person of good moral character" and must be "loyal and obedient to the government of this state and of the United States", in order to obtain a license to teach. For "no such certificate shall be issued to any person who, while a citizen of the United States, has advocated,

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40 Ibid., 1919, ch. 120, 3, p. 218. Law, March 31, 1919. Ibid., 1918, ch. 158, par. 550, p. 749, approved April 4, 1918.
either by word of mouth or in writing, a change in the form of government of the United States or of this state, by force, violence or any unlawful means." Should it be found that a teacher has been guilty of any of the prohibitions mentioned, the commissioner of education is granted power to revoke his certificate. Should teachers utter treasonable or seditious remarks, a committee appointed by the Board of Regents of New York University, which is composed of the state historian, the commissioner of education and a third member, is authorized to review the cases. 42

The New York laws have companions in Ohio, Michigan, West Virginia, Tennessee, Oklahoma, Nebraska, South Dakota, Nevada, Idaho, Montana, and Washington. In 1919 Michigan, Nebraska, Tennessee, Montana, and Washington passed laws requiring that all teachers of the public schools must be citizens of the United States, and Idaho retained upon her statute books a law of 1897 which had the same intent. In addition to those engaged as instructors in the public schools, Nebraska includes teachers in private and parochial


42 The third member was Frank L. Severance, president of the Buffalo Historical Society. Up to January 1, 1922, no complaints had been brought to this group according to the state historian, James Sullivan. See *New York Times*, January 1, 1922. This has reference to the law regarding treasonable utterances of teachers.
institutions as well. In Washington, California and Michigan the privilege of a license is granted to those aliens who have declared their intention of becoming citizens, and in Washington, there was added to the prescribed group, those teachers whose certificates or diplomas had been revoked on account of a failure to impress upon the minds of the pupils "the principles of patriotism or to train them up to a true comprehension of the rights, duty, and dignity of American citizenship". 45

An open declaration of loyalty and of an intention to inculcate patriotism in their pupils is required of all teachers by Ohio in a law of 1919, and by Colorado, Nevada, Oklahoma, Oregon, and South Dakota 1921. In Ohio, Colorado, Oklahoma, Arizona, and South Dakota, it is incumbent upon teachers not only in the public schools, but in private and parochial schools, to subscribe to the oath to support the constitution of the state and of the United States and

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to obey their laws. Ohio demands "undivided allegiance to the government of one country, the United States of America," and Colorado and Oregon subscribes to the same form.44 Nevada submits to the teachers the oath in her constitution, prescribed for all public officers.45 In Oklahoma, any teacher violating the law, or any person or officer paying out any school funds to a person teaching without subscribing to the oath, is deemed guilty of a misdemeanor. Upon conviction such a person shall be penalized by a fine of not less than one hundred or more than five hundred dollars, or imprisonment in the county jail for not less than sixty days or not more than six months, or both.46 Oregon, upon a conviction, prescribes a maximum fine of one hundred dollars for non-enforcement.

In addition to the regulations imposing an oath of allegiance, South Dakota, like Washington, includes, in her law a prescription of treasonable utterances. "Any teacher," the law declares, "who shall have publicly reviled, ridiculed or otherwise spoken or acted with disrespect or contumacy towards the flag of the United States or its official uniforms or insignia, or towards the system of government of


45 Statutes of Nevada,1921,sec.38,p.303. Approved March 22, 1921. Required all teachers paid by state,even those in the University.

the United States, or its Constitution, or shall refuse to take and subscribe to the oath of allegiance hereinbefore required, shall thereafter be forever disqualified to teach in any public or private school within this state, and the certificate of any such teachers shall be revoked by the Superintendent of Public Instruction upon satisfactory proof of the commission of any such offense.”

Many commonwealths, however, like West Virginia, have enacted laws pertinent to teachers, as citizens, but not openly and avowedly "teacher" legislation. The West Virginia law, designed "to foster the ideals, institutions and government of West Virginia and the United States, and to prohibit the teaching of doctrines and the display of flags antagonistic to the form or spirit of their constitutions and laws", was approved by the governor, February 17, 1919. It provides that "it shall be unlawful for any person to speak, print, publish, or communicate, by language, sign, picture, or otherwise, any teachings, doctrines, or counsels in sympathy or in favor of ideals, institutions or forms of government hostile, inimical or antagonistic to those now or hereafter existing under the constitution and laws of this state or the United States, or in sympathy or favor of the propriety, ..............................................................

47 Laws of South Dakota, 1921, ch. 210, p. 317. Approved February 1, 1921. This law became effective at once, because it was "necessary for the immediate preservation of the public safety and for the support of the state government and its existing public institutions."
duty, or necessity of crime, violence, or other unlawful methods of terrorism as a means of accomplishing economic or political reform, or in sympathy or favor of the overthrow of organized society, the unlawful destruction of property or the violation of the law."\(^4\)

Two states, on the other hand, have passed laws emphasizing a faith in the integrity and patriotism of their teachers. Although their action preceded the legislation of the World War, yet it is significant that there have been no restrictive laws since then in these commonwealths. In 1911, Pennsylvania sanctioned a policy of freedom of thought for her teachers by declaring that "no religious or political test or qualification" should be required of "any director, visitor or superintendent, teacher, or other official, appointee, or employee, in the public schools of the commonwealth."\(^4\) In 1913 the General Court of Massachusetts forbade any school committee, by rule, regulation or other means to restrain or penalize any teacher for "exercising

\(^4\)Laws of West Virginia, 1919, ch.24 (House Bill no.104)p.153. Similar laws have been passed in California, Indiana, Iowa, Kansas, Louisiana, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Mississippi.

\(^4\)Statute Law of Pennsylvania,1920,art.XXVIII,par.5393,p.494. Public Laws, 1911,art.XXVIII,par.2801,p.309,May 18. This is quite the opposite of Arkansas' law which prescribes that all teachers must believe in "a Supreme Being."
his right of suffrage, the signing of nomination papers, and the petitioning of appearing before committees of the legislature; but it permitted school committees to forbid a teacher to exercise any of the aforesaid rights, suffrage excepted, on school premises during school hours or where the exercise interfered with the performance of school duties. Of greater significance was the Massachusetts law of March 17, 1917, which expressly prohibited inquiries relative to the religious or political belief of applicants for positions in the public schools and forbade the rejection or selection of an applicant on such grounds.

Of all legislation dealing with the teaching craft, that which has attempted a control and direction of the speech of the teacher has provoked the greatest protest. Our political development has been such that an interference with the free expression of opinion creates the impression that a jealously guarded right has been invaded. It is this feeling which leads to an agitation against such laws, although the fear that a teacher may be an instrument for corrupting his pupils is not a product of recent

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51 Ibid., 1917, ch. 84, p. 76. A fine of no more than fifty dollars could be imposed for a violation of this law.
Flag Legislation and Observance Days.

Legislation concerning the flag and special observance days takes on the characteristics of other laws passed since 1917. One of the first "flag laws" was passed in 1918 by Maryland. This law declared as the purpose of its enactment that "the love of liberty and democracy, signified in the devotion of all true and patriotic Americans to their flag and to their country, shall be instilled in the hearts and minds of the youth of America". Two years later, when the tide of legislation for encouraging patriotism was highest, a law embracing all schools through the college passed the legislature. All schools, public or private, are required to open their exercises "on at least one day of each school week, whether morning, afternoon, or evening, with the singing of the 'Star Spangled Banner'; provided that nothing in this act shall apply to professional schools."

Reverence and respect for the flag is the plea of Oklahoma's statute of 1921. To insure obedience to the law, which is applicable to all public, private, parochial and denominational schools, the penalty of imprisonment of a fine shall be visited upon an offender. "Any teacher",

\[52\] Socrates is an example of one who, in ancient times, was penalized for teaching doctrines then unacceptable.


affirms the law, neglecting to display said flag or carry out said ceremonial, or any person forbidding the display of said flag or the carrying out of said ceremonial shall be subject to discharge or removal and shall also be punished by a fine of not less than one hundred dollars or more than five hundred dollars, or by imprisonment in the county jail for not less than sixty days and not more than six months or both."

Minnesota, in passing "an act to provide for the teaching in all the common, graded, and high schools of this state of exercises tending to promote and inculcate patriotism" was actuated by a like motive in 1917. Here a half hour daily must be devoted to patriotic exercises in all public schools and every teacher should by special exercises or the teaching of subjects especially suitable, encourage and inculcate the spirit of patriotism. Such exercises were to consist of the singing of patriotic songs, readings from American history and from the biographies of American statesmen and patriots.  

Of slightly different character was the agency for propagating patriotism devised by the Alabama State Legislature in 1919, by which was established the "Alabama Patriotic Society". This organization, non-political and non-sectarian, essayed as its objects "to stimulate patriotism among the people; to teach the fundamental principles of

American institutions, or free government; to develop in the hearts and minds of Alabamans a deeper love of country and reverence for the American flag; to expound the underlying principle of self-determination; to immortalize the heroes who have brought fame and renown to Alabama by reason of their courage and leadership in all the great wars, in which Alabamans have engaged; to teach the people to love their state, to respect her laws and to support the constitutions of both the State and Federal government; to bring the people together to the end that unity of purpose and solidarity may be promoted; to hold discussions of patriotic and political questions affecting the general welfare of the whole people, and to issue educational pamphlets and matter to aid in carrying the purpose of the society fully into effect.  

Since 1918, the date November eleventh has become the occasion of a commemoration of the popular rejoicing which was caused by the signing of the armistice. In the state of Washington the law has ordained that it shall be "the duty of each teacher in the public schools . . ., or principal in charge of the school building, to prepare in cooperation with the pupils in his charge, and present a program of exercises of at least sixty minutes in length, setting forth the part taken by the United States and the state of Washington in the world war for the years 1917-1918.

and the principles for which the allied nations fought and
the heroic deeds of American soldiers and sailors, the
leading events in the history of our state and of Washing­
ton Territory, the character and struggles of the pioneer
settlers and other topics tending to instil a loyalty and
devotion to the institutions and laws of our state". 58

California, also, in 1921, recognized Armistice Day
by special enactment and ordered the closing of the schools
each year upon the eleventh of November as in the case of
all other legal holidays including September ninth, which
in that state is known as "Admission Day". 59

A joint resolution of the legislature of Maryland in
1920 memorialized the President of the United States to
designate November eleventh of each year as a day for
national thanksgiving. This day, the general assembly be­
lieved had been "made sacred to the hearts of the American
people, in that it was the day on which the world's
greatest tragedy was arrested and the awful pull at the
people's heart strings relaxed," and on which "there termi­
nated that war which overthrew the inhuman monster who
laid blood-hands upon nearly every home of a peace-blest
earth". The world was further assured on this day, the law­
makers declared, that "the struggle of democratic nations
for liberty and for righteousness had triumphed over the

58 Session Laws of the State of Washington, 1921, ch. 56, sec. 1,
p. 171. Called "Victory and Admission Day". Approved
March 8, 1921.

59 Statutes of California, 1921, ch. 360, p. 461.
kultur and the crime of the scientific barbarians, and that autocracy and diabolical tyranny lay defeated and crushed behind the long rows of white crosses which stretch across Europe to the Adriatic Sea". The legislators desired that the day should be the occasion for "strengthening those noble sentiments of patriotism common to the American people and to the love for the cause for which the sons of Maryland fought and gave their lives in the World War", and it was recommended that the schools observe the day in a "fitting and impressive manner".

South Dakota, in 1921, declared that Memorial Day shall also be known as "Citizenship Day", at which time each citizen who had become twenty-one years of age during the year, or who had been admitted into full citizenship of the United States during that period, should receive a "citizenship certificate signed by the governor, attested by the Secretary of State, and countersigned by the chairman of the Board of County Commissioners of the County in which such citizen resides". The certificate includes the name, age, and residence of the citizen, who also receives a "manual of citizenship" containing "the Mayflower compact, the Declaration of Independence, the Constitution of the United States and of South Dakota", and "non-political

60 Laws of Maryland, 1920, no.13, pp. 1448-1449.
axioms and discussions of the principles of popular citizenship".\textsuperscript{61}

Such laws are but the outpouring of a dynamic and enthusiastic patriotism, and are considered by the legislator another agency for encouraging a love of country in the participants.

Text-Book Legislation

Only six states since 1917 have passed laws requiring uniform text-books: Georgia, Florida, Alabama, Arkansas, Tennessee, and West Virginia. In all of these states the history of the state and local and national government were added to United States history.\textsuperscript{62}

\begin{itemize}
\item \textsuperscript{61} \textbf{Laws} of South Dakota, 1921, ch. 144, secs. 1, 2, pp. 235-236. The certificates are presented with proper ceremony at some place where there are patriotic addresses and music. Approved March 8, 1921. In South Dakota an observance of "Frances Willard Day" besides the recognition of the benefits of prohibition, has the additional duty of stimulating "patriotism and civic improvements". \textbf{Revised Code} 1919, par. 766626.
\end{itemize}
The most conspicuous law of the period regarding text-books was approved in New York April 17, 1918, and dealt with text-books containing seditious or disloyal matter. The statute proscribes any text-book which contained "any matter or statements of any kind which are seditious in character, disloyal to the United States or favorable to the cause of any foreign country with which the United States is now at war". To examine text-books for seditious matter there was created a commission composed of the commissioner of education and two persons designated by the regents of the state of New York. Complaints might be preferred against text-books in "civics, economics, English, history, language and literature", which were then to be examined "for the purpose of determining whether such text-books contain any matter or statements of any kind which are seditious in character disloyal to the United States or favorable to the cause of any foreign country with which the United States is now at war". The law further stated: "Any person may present a written complaint to such commission that a text-book in any of the aforesaid subjects for use in the public schools of this state or offered for sale for use in the public schools of this state contains matter or statements in violation of this section, specifying such matter or statements in detail". In case the commission disapproved of the book after examination, the law prescribed that the reasons be forwarded

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*laws* of New York, 1918, par. 574, p. 892, approved April 17, 1918.
to all boards of education, who then must discontinue the use of the book. Should any person in authority continue the use of a book which had been condemned, he should be considered guilty of a misdemeanor.

Less drastic legislation than the New York law was passed in New Hampshire in 1921, declaring that "no book shall be introduced into the public schools calculated to favor any particular religious sect or political party."\(^{64}\)

The only other legislation which can be considered as of the same category was passed in Alabama, Georgia, Tennessee and California, which adhered to the stereotyped prohibition of "partisan and sectarian" books.

On August 20, 1918, a resolution was approved by the Georgia legislature. The resolution emanated from the State Board of Education which in 1913 had condemned the textbook in civil government then in use, and suggested the re-adoption of Peterman's Civil Government temporarily, until a suitable textbook could be prepared.\(^{66}\)

\(^{64}\) Laws of New Hampshire, 1921, ch. 85, sec. 13, p. 125


\(^{66}\) Laws of Georgia, 1918, p. 919 (no. 60). This is probably an outgrowth of the movement found in the previous period to teach history and government from a pro-Southern viewpoint.
The desire to instil a knowledge of American institutions has led to much legislation for the education of the foreign element in our population. Some states have attempted to solve the problem of assimilating the immigrant group into an intelligent citizenship by laws designed to eliminate illiteracy, by evening classes for adults, by continuation schools and like media. In all cases, the teaching of the English language has been a primary purpose, as well as the training in a knowledge of American institutions. However, not all Americanization laws have definitely stated the purpose of training in citizenship, and therefore do not come properly in this discussion.

Sixteen states have, since 1917, enacted legislation to foster the movement of developing a love for this country among the foreign born. In that year, California inaugurated the policy of "home teachers" who are to visit the homes of pupils in order to instruct both children and adults.

67 Among the states which have Americanization laws but have not a specific statement prescribing the teaching of American citizenship are Alabama, Connecticut, Iowa, Missouri, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Virginia, West Virginia. Most of these laws were enacted in 1919, some prescribing the establishment of classes for uneducated adults, others specifying Americanization courses. In North Carolina, there is a law to remove illiteracy, and in New Mexico the schools are to give "nocturnal courses of instruction". These laws are not discussed because they do not provide for the teaching of citizenship. One of the earliest evening schools was in Massachusetts, 1886, where United States history was one of the prescribed subjects. Supplement to public statutes of Massachusetts, 1882-1886, ch. 174, p. 17, "an act for the establishment and maintenance of evening schools".
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was not present in any copies of the original.
at school or at classes established by employers in shops, stores, factories or plants in which were taught English and civics. In 1921, it became a duty of the commissioner of education to see that schools for the education these illiterate groups be established, in which should be taught "English, history, civics, and other subjects tending to promote good citizenship and increase vocational efficiency ...".

Arizona's law of 1916 permitted the establishment of night schools in school districts for those over sixteen who were unable to read or write the English language, in which there was to be instruction in "American ideals" and an "understanding of American institutions".

The year 1919 saw the adoption of Americanization programs by the legislatures of Maine, New Hampshire, Rhode Island, Pennsylvania, Delaware, Mississippi, Oklahoma, Utah, Montana, and California in which the purpose of teaching American ideals and institutions received express mention.

Maine's statute, designed for those persons "of normal mentality over eighteen years of age who are unable to read, to write, and to speak the English language to a reasonable degree of efficiency", prescribes the teaching of "the duties of citizens in a democracy" and of "such

In 1921 a bill for education of foreigners in the public school was passed.
other subjects as will increase their civic intelligence.

In her legislation, New Hampshire calls for "the abolition of illiteracy and the instruction of illiterates over sixteen years of age in the common school branches and in the privileges, duties and responsibilities of citizenship." Immigrants over sixteen years of age are to be taught "to appreciate and respect the civic and social institutions of the United States", and instructed "in the duties of citizenship", which are "an essential part of public school education".

In Rhode Island, people between the ages of sixteen and twenty-one years of age, unable to read and write English or to speak it with reasonable facility, are given the privilege of a continuation school held for the purpose of teaching the English language and American citizenship.

Pennsylvania's attempt to cope with the problem has led to the passage of an act "to provide instruction in citizenship and the principles of the government of the United States of America and of this commonwealth to foreign-born residents of the state of Pennsylvania, in the several counties thereof, who are not required to attend the public schools of this commonwealth".

Delaware's law was designed for foreign-born over sixteen years of age not able to speak English, but who,

77 Laws of Pennsylvania, 1919, no. 311.
through evening classes, might be instructed in our language and "in the institutions and forms of government of the United States and the State of Delaware". 78

An appropriation of the Minnesota Legislature of 1919 to carry out a provision of an Americanization law of 1917, became available for work providing for instruction in English for those whose knowledge is too limited to carry on business or to read intelligently periodicals and newspapers, and in the essential and vital facts of American history, American government and ideals, and the duties and obligations of citizenship. 79

By a joint resolution of 1919 the Oklahoma legislature created a committee on Americanization and made it incumbent upon public school officials to organize classes in English and in citizenship instruction wherever a petition signed by ten residents of foreign birth over sixteen years of age was presented to them. 80 A minimum of two hundred hours of instruction during the school year aided Utah in her Americanization program which included classes in the "fundamental principles of the Constitution of the United States, American history, and such other subjects as bear on Americanization." 81

78 Laws of Delaware, 1919, ch. 158, sec. 1, p. 452; also by a similar law approved April 7, 1921, Laws, 1921, ch. 165, p. 550. For California, ante p. 35 of Vol.


81 Laws of Utah, 1919, ch. 93, sec. 4, p. 285. Approved March 20, 1919. This law was added to in 1921 with a provision for fees.
Montana's legislation, designed for those over sixteen years of age who were not familiar with the English language, provided for instruction in "American history and the principles of Citizenship and any other school subjects which the school trustees deem necessary for the Americanization of the students enrolled".  

The Americanization movement was further aided by a law approved April 19, 1920, in which New Jersey provided instruction for the foreign-born residents of her state, over fourteen years of age, in English and "in the form of government and the laws of the State and of the United States." American history, the constitution of the United States, with an exposition of the privileges and duties of American citizenship tending to produce a spirit of loyalty, are phases of the Americanization programs of Ohio, Idaho, Wyoming, and Oregon, in 1921. In the last state, "home teachers", whose duty it is to instruct in the fundamental principles of the American system of government and the rights and duties of citizenship, are named as an agency of Americanization.

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85 Ibid. Oregon, New York and Arizona also have laws in 1921. See p.36, ch.X.
The movement for the Americanization of the immigrant naturally is most fully developed in those states where there is a large foreign element. Much of the legislation therefore, is passed in those states where industrial conditions have proved an attraction to the alien.
Chapter VI

Propagandist Activities to Control Text-Books

The public school deals with that period of life in which clear-cut and definite impressions find lodgment in the child's memory. Altruism, glorification of national achievements, hero worship, and generous emotions with their opposing sentiments are brought forth by contacts with men and books. It is the age in which the child's ideals can be fired by the adages of famous men and in which the story of valorous deeds stirs to a responsive enthusiasm. With a keen appreciation of the possibilities of this plastic period of child life, authors of history text-books, animated by the spirit of their times, have exalted and condemned as the prevailing temper has dictated.

History for the sake of propaganda is not an unique possession of any one country. It has been employed in the name of "patriotism" by many nations. Livy extolled Rome, Green has exalted England, Bancroft has eulogized the exploits of the founders of America, and Treitschke and Nietzche have pictured the advantages of an imperialist regime in Germany.

Propagandist history, furthermore, is not merely an instrument of the pro-nationalist. By the pacifist
it may be employed to depict with a vivid gruesomeness the horrors of war; by it the militarist may demonstrate the advantages of preparedness; the racially conscious may narrate, in their history, achievements of their heroes to the exclusion or derogation of those of other groups; the religious enthusiasts may commend the contributions of their sect to the neglect of others; and economic and social organizations may seek to serve their particular purposes. Demands for revised history texts, such as emanated during the World War, to teach the point of view accepted at the time, are but a recent instance of a practice as old as the teaching of history.

History Text-Books in the South

In the United States the ante-bellum South was interested in promoting a conception of American history favorable to the slave-holding interests. This was especially apparent in the decade preceding the Civil War when a concerted effort to prescribe the content of history text-books expressed itself in frequent agitations against the use of Northern text-books. By the Southerner was raised the same query which has been raised in our own time — whether the author of a text-book has a right to step aside from his proper course to drag in his own private views on vexed questions of national import about which a writer should maintain
an impartial stand."

Such criticisms were directed against Northern text-book writers; for Southerners were agreed that an author would not be guilty of a heinous offense if he should "step aside . . . to drag in" views favorable to the institution of slavery. Indeed, a sectional presentation of history was deemed a necessity; and a movement for "home education" to combat the teachings of the "abolitionist North" attained considerable vigor in the fifties. To the Southerner "home education" meant Southern trained teachers and text-books filled with the convictions of the slave-holding South. At substantially all of the commercial conventions held for the promotion of Southern industrial interests, resolutions were adopted urging legislative interference, for through such action it was hoped to expel from their midst "the wandering incendiary Yankee school-master" with "his incendiary school books" parading under "the black piratical ensign of abolitionism".

Even prior to the fifties, the South had realized the value of a propagandist literature, for Duff Green

3 Loc. cit., p. 436.
had secured a charter from South Carolina for a Southern Literary Company for the purpose of publishing school books adapted to his section. Green's effort must have proved unsuccessful for it was followed by much newspaper discussion of the situation, which gained in asperity, as the South became more belligerent in the assertion of her rights.

Writing in De Bow's Review of 1855, one alarmist declared: "Our text-books are abolition works. They are so to the extent of their capacity, and though the poison of anti-slavery dogmas has not found its way into arithmetic and mixed mathematics, yet we should not be surprised to find that some work is now in progress in which the young learner will find his sums stated in abolition phrases, and perhaps be required to tell how many more sinners might have gone to Heaven if Abraham, the 'father of the faithful and the friend of God' had not been a slave holder and a dealer in human chattels . . . and so long as we use such works as Wayland's Moral Science and the abolition geographies, readers and histories, over-running as they do, with all sorts of slanders, caricatures and blood-thirsty sentiments . . .

4 The United States Telegraph, October 5, 1836, in which appears Duff Green's prospectus for the American Literary Company, which was to have a capital of $500,000 to print the Telegraph, manufacture paper, publish books, prepare a new series of elementary school texts, elevate the general standing of literature, and "render the South independent of Northern fanatics."
(they will) array our children by false ideas, against the established ordinance of God, . . . .

Another writer could not condone the indifference of his section to the existence of such conditions. "When the public mind of our section was divided as to the justice and propriety of this institution [slavery], . . . ," he remarked, "it was not then to be wondered at that we should remain indifferent to the views presented to our youth, on this subject, and that we should carelessly allow them to peruse, even in their tender years, works in which slavery was denounced as an unmitigated evil, and, the universal race of Ham's descendants were blazoned forth as a set of dusky angels and martyrs. Such a course may have been defensible at that period, but tell me, what show of propriety is there in its continuance at the present day? We have become awake to the righteousness and justice of our stand; we have come to know that we are more sinned against than sinning; and we have witnessed the complete failure of many quixotic attempts to transform negroes into prosperous and thriving freemen. Why then should we wish that the rising generation, who are to frame and control public opinion, after we have passed from being, should be on this question of vital importance taught doctrines which are in direct conflict with what we now believe?"
Because "southern life, habits, thoughts, and aims" were "so essentially different from those of the North", another protagonist of "home education" maintained that a different character of books and training was required to "bring up the boy to manhood with his faculties fully developed."

Nor could this "true man" be developed if he must sit "at the feet of some abolition Gamaliel of the North", but he must have "books and teachers of history from the South who should point out the destiny of the South".

As a result of the agitation of the press the commercial conventions, which met during the years 1853 to 1860, with one accord committed themselves to the Southern educational program. The Memphis Convention of 1853 demanded the employment of native teachers, the encouragement of a home press, and the publication of books adapted to the educational wants and the social conditions of the section. The following year (1854) the Charleston Convention passed a resolution which urged the production of text-books by Southern men "with express reference to the proper education of the Southern youth".

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8 Loc. cit., p. 265
The resolution declared that "this Convention earnestly recommends all parents and guardians within these states, to consider well, that to neglect the claims of their own seminaries and colleges, and patronize and enrich those of remote states, is fraught with peril to our sacred interests, perpetuating our dependence on those who do not understand and cannot appreciate our necessities and responsibilities; and at the same time fixing a lasting reproach upon our institutions, teachers, and people."*

In 1856, the Savannah Convention issued to *The People of the Slaveholding States* an address advocating joint action on the part of the Southern legislatures. *"It will be well, at least, to look to our school books,"* they declared. *"Can the making of these be entrusted exclusively to those, who by instilling an occasional heresy, dangerous to our repose, imagine that they serve at the same time God and Mammon - their consciences and their pocket? The State Legislatures at the South alone are competent to heal this mischief. Property will submit to any amount of taxation for such a purpose. A system can and ought to be matured at the South by which the most ample encouragement shall be given to its educational system and its press. Withdraw at once the contributions which are returned too often to us now in

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11 Loc. cit.
contumely and insult." At the same convention the Committee upon the subject of "Text Books for Southern Schools and Colleges" reported that "the books rapidly coming into use in our schools and colleges at the South are not only polluted with opinions adverse to our institutions, and hostile to our constitutional views, but are inferior in every respect, as books of instruction to those which might be produced amongst ourselves, or procured from Europe . . . ." The committee proposed that the convention take the matter "under their auspices and select or prepare such a series of books, in every department of study, from the earliest primer to the highest grade of literature and science, as shall seem to them best qualified to elevate and purify the education of the South." The Committee further recommended that "when this series of books shall have been prepared, the Legislatures of the Southern states be requested to adopt them as text-books."

The committee appointed at the southern conventions evidently failed to obtain results, for De Bow's

14 Loc. cit.
15 Loc. cit.
Review of 1858 querulously remarked that the committees seemed to have dropped into repose after their appointments. Newspaper agitation, however, continued without abatement, The Constitutionalist suggesting in 1858 that Georgia by law should compel her schools to use Georgia school books in which information was given regarding the early history of the state and which contained "eloquent and patriotic emanations from the gifted pens" of some of their "ablest writers."

History text-books held a conspicuous place in most of the discussions. Peter Parley's History, extensively used at this time, came in for much adverse criticism, because, in the opinion of the Southerner, it "insulted" and "misrepresented" the institutions of the South. "If it is important for us to have a home literature of our own in the lighter departments of reading and knowledge*, one critic remarked, "how much more vitally essential is it to our best interests that the books from which our children imbibe their earliest lessons in history and political economy should be written by those who are able to expound and vindicate, instead of misrepresenting and defaming the institutions under

16 Loc. cit., vol. 25 (1858), p. 117. Article on "Southern School Books".
17 Loc. cit., p. 597.
18 Peter Parley or S. P. Goodrich.
which they are to live and be educated."

Further criticism of the same text-book is found in an article on "Wants of the South" in De Bow's Review for 1860. "Our schools have long been groaning under the burden of questionable orthodoxy, and in some instances decided hostility to the institutions which her public instructors, of all others, may reasonably be expected to advocate and defend", said the writer. "... no teacher or pupil who has used Peter Parley's Histories, or any of the popular 'Readers' and 'Orators' from which juvenile disciples of Demosthenes have learned to spout so glibly eloquent invectives against slavery, the slave trade, will fail to recognize the long-deplored existence of this deadly evil."

Other books of an historical nature, which were especially obnoxious to the South, were Gilbert's Atlas and Appleton's Complete Guide of the World, which contained "hidden lessons of the most fiendish and murderous character that enraged fanaticism could conceive or indite." "This book and many other northern school books scattered over the country come within range of the Statutes of this State [Louisiana], which provide for the

19 "Education at the South", by "A South Carolinian", loc. cit., vol. 21 (1856), pp. 651-652. Peter Parley's (Goodrich's) Pictorial History of the United States was also criticised. Loc. cit., p. 657.
imprisonment for life or the infliction of a penalty of death upon any person who shall publish or distribute such works..." declared one writer.

Whelpley's *Compend of History* was also considered heretical in nature because of its discussion of slavery, which inculcated "improper precepts in the minds of our children." The writer in his diatribe against this book quoted the following passage from Whelpley to prove his point: "But for what purpose was he (the slave) brought from his country? Why was he forced from the scenes of his youth, and the cool retreats of his native mountains? Was it, that he might witness the saving knowledge of the gospel? No. He was deprived of his freedom, the dearest pledge of his existence. His mind was not cultivated and improved by science!... He is detested for his complexion, and ranked among the brutes for his stupidity. His laborious exertions are extorted from him to enrich his purchasers, and his scanty allowance is furnished, only that he may endure his sufferings for their aggrandizement."

The discussion of slavery in the text-books produced in the North was not the only cause for irritation.

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22 Loc.cit., p. 663.
24 Loc.cit., p. 653. The italics are supplied by the transcriber.
Equally distasteful to the Southerner were the invidious comparisons made between North and South. The histories produced by the North, one writer pointed out, "are filled with praise and glorification of the New England and Northern states generally, as a set of incorruptible patriots, irreproachable moralists, and most exemplary models for future imitation, and their descendants are depicted as fully equaling the standard set for them by their distinguished ancestors, of unexceptionable demeanor. On the other hand, the individuals who organized society in the Southern States are pictured as a race of immoral reprobates, who have handed down all their vices and evil habits to their descendants of this day. While the institution of slavery and its introduction into our country are made the occasion of much violent invective, there is but a slight effort at rebuke, and a large amount of apology is offered, for the amusements of burning witches, hanging Quakers, and banishing Baptists, formerly so very popular in New England. While we, who now support and defend the institution of slavery, are either denounced or pitied, the residents of the northern states, who have always been the chief prosecutors of the slave trade are allowed to pass uncensured. Such is the state of the histories."

To Willson's Historical Series objection was raised because "the author has elected to make himself sectional and therefore must expect sectional support." "Why say of the odious Hartford Convention," a critic remarked, "its proceedings were not as objectionable as many anticipated", or why use comparisons between the different sections as invidious, and as we believe and know, as false as these: 'In Virginia and the southern colonies, where the inhabitants guided in the selections of their dwelling places chiefly by considerations of agricultural convenience, dispersed themselves over the face of the country, often at considerable distances from each other, schools and churches were necessarily rare, and social intercourse but little known. The evils of the state of society thus produced still exist to a considerable extent in the southern portions of the Union. The colonization of New England was more favorable to the improvement of human character and morals'. Further cause for grievance lay in the following passage: "Of the state of manners and morals in Maryland, Virginia and the Southern colonies generally, we cannot give so gratifying an account. While the upper classes of inhabitants among the southern people were distinguished for a luxurious and expensive hospitality, they were too generally addicted to the vices of card playing, gambling and intemperance, while hunting and cock-fighting were favorite amusements of persons of all ranks... It cannot be denied,
however, that New England colonial history furnishes, on the whole, the most agreeable reminiscences, as well as the most abundant materials for the historian.*

So common was a biased presentation of controversial questions in the books of the time that William Howard Russell, the London Times correspondent during the Civil War, declared that he was unable to obtain "a single solid, substantial work" on the controversy between the North and the South, for there was not one published which was "worth a cent."*  

Little response to the exponents of "home education" seems to have been made at this time by the state legislatures, although in 1859 the Louisiana legislature adopted a resolution endorsing the movement "to encourage the production of and introduction into the schools of...

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27 Loc.cit., vol. 22 (1857), p. 557. Again in an article on "Southern School Books", loc.cit., vol. 25 (1858), p.117 Geographies and readers received similar criticism, because they too, contained "invidious" comparisons or sought to "inculcate improper precepts" in the minds of the children on the subject of slavery. In 1858 Willson's Intermediate Readers were condemned because the fourth of the series declared: "The Great Rebellion was a war set on foot for the purpose of destroying the government of the United States."

28 Russell, William Howard, My Diary North and South (Boston, 1863), p. 25. "Mr. Appleton sells no less than one million and a half of Webster's Spelling books a year; his tables are covered with a flood of pamphlets, some for, others against coercion; some for, others opposed to slavery, — but when I asked for a single solid, substantial work on the present difficulty, I was told there was not one published worth a cent."
Louisiana of a series of school books written by citizens of the State, published in the South, not contaminated by the fanaticism of northern authors. Other southern states since the Civil War have prescribed the type of histories to be used in their schools, but they have for their chief intent a "proper presentation of the War of the States."

Today, although we assert that the spirit of sectionalism has passed away, yet the line of cleavage between the Northerner's history and that of the Southerner has not entirely disappeared. The Southerner still demands that there be "corrected text-books" for use in the public schools. Thus, in 1921 two pamphlets appeared which set forth the need of a different history for the South: The Truth of the War Conspiracy of 1861 by H.W. Johnstone, and Truths of History, presented by Mildred Lewis Rutherford, state historian for the United Daughters of the Confederacy. These pamphlets received the unanimous endorsement of the United Confederate Veterans at their meeting in Richmond, Virginia, June, 1922, in a resolution recommending their use in the public schools.

30 New York Times, June 21, 1922. Miss Rutherford's ideas had been endorsed by the United Confederate Veterans in Atlanta, October 7-11, 1919. See A Measuring Rod for Text-Books prepared by Miss Mildred Rutherford (Athens, Georgia). This pamphlet sought to establish some of the facts later brought out in Truths of History.
Among other things, these writings purport to establish the fact that Lincoln began the Civil War. The committee report declares: "This [The Truth of the War Conspiracy of 1861] presents the official evidence gathered principally from the United States Government archives, which proves the Confederate War was deliberately and personally conceived and its inauguration made by Abraham Lincoln, and that he was personally responsible for forcing the war upon the South."

The report further points out that Mississippi, Texas, the Carolinas, and Louisiana are now using histories "fair to the South". There was a sense of gratitude, too, that this sentiment was "sweeping over the South and the various adopting boards seem determined to allow in their schools only such histories which fairly teach the magnificent history of the Southern States." In conclusion the report expressed the belief that "the young children of the South will now be taught that the South was right, eternally and everlastingly right, in fighting for principles upon which our glorious country was founded."

The endorsement of this pro-southern viewpoint

caused a storm of protest particularly in the North.

Under the caption "The Confederate Veterans' New Glands", the Chicago Tribune observed: "The United Confederate Veterans have adopted a report declaring the Civil War was deliberately and personally conceived and inaugurated by Abraham Lincoln and urging that a history expounding that view be used as a text-book in the public schools of the South. We are moved to wonder, 'What is history?' The Standard Dictionary defines it as 'a systematic record of past events'. No better definition in six words occurs to us. But more or less recent events in world politics, coupled with the current action of the Confederate Veterans, indicates that that definition is in error. History is becoming, if it has not already reached that stage, a medium of propaganda. That became evident in the world war, when European histories were combed for evidence of the innate barbarity of the German people. It was more evident in the efforts to arouse the American people to the point of intervention and actual warfare to free Ireland. It is now emphasized through the efforts of the Confederate Veterans to impose upon the children of the south their own interpretation of the Civil War, regardless of accuracy or the effect upon the nation. The Veterans are attempting to pass on their old hates and rancors to their descendants. They have not yet surrendered to Grant, They are a trifle feeble, to be sure, but apparently becoming less
so. They are busily engaged in swapping their old
glands for new."

The New York Times expressed equally strong dis-
approval of an effort to revive the rancors of the past
and to attempt "a revocation of beatification or canon-
ization" of Lincoln.

No less resentful at the attempted disparagement
of Lincoln's services were the officers of the Grand Army
of the Republic, who assailed Miss Rutherford's state-
ments that Lincoln began the War, as a "lie". Mrs.
John A. Logan, representing the Dames of the Loyal
Legion also offered objections to such "a perversion of
facts", and declared that all patriotic societies would
be urged to seek the suppression of any such histories.

34 The Chicago Tribune, June 23, 1922, editorial.
35 The New York Times, June 23, 1922, editorial. The
Times felt that "quite the gravest of Miss Rutherford's
charges against Lincoln, . . . is that he wanted a civil
war and forced the South to begin one that inevitably
would end in her defeat and ruin." Objection was also
raised at Miss Rutherford's charge that Lincoln's Get-
Neburg address was worthless. Rutherford, Mildred,
Truths of History (Athens, Georgia, 1921).
37 Ibid., June 24, 1922.
Protests against this revival of war animosity were not localized in the North. The Macon (Georgia) Telegraph suggested to Miss Rutherford that she would find better employment were she to bring to public view the virtues, the generosities and heroisms which were in the Old South and should be carried over in the New South.

The Telegraph also believed that it would prove fruitful of good were she to dwell on the cordial tributes paid by the North to Lee as a man and as a general; and as for Lincoln, with much less research than she used in unearthing dubious evidence of his antagonism to the Southerners, she could find almost innumerable and indubitable proofs of his good-will. The Telegraph concluded that "the whole nation looks upon its Lincoln's and its Lee's as Americans, and humanity looks upon them as its own."

Beside the allegation that Lincoln began the Civil War, Miss Rutherford, following the impulse given her by the Johnstone pamphlet, Truths of the War Conspiracy of 1861, offered quotations to show that Lincoln is not a fit example for children, nor is he given his rightful place in history. Such quotations as the following are indicative of the character of her remarks: "People found in Lincoln before his death nothing remarkably good or great, but on the contrary, found in him the reverse of goodness or greatness. Lincoln as one of Fame's

38 Ibid., November 4, 1922.
39 Written in 1917 and sent to Miss Rutherford who added to the contents and produced her Truths of History.
immortals does not appear in the Lincoln of 1861 (Schouler's *History of the United States*, vol. VI, p. 21)\(^\text{40}\).

"Lincoln signed the liquor revenue bill and turned the saloon loose on the country, thus undoing the previous temperance work of the churches." "Mr. Lincoln went to church, but he went to mock and came away to mimic." "The people all drank, and Abe was for doing what the people did, right or wrong." Miss Rutherford also presented evidence designed to prove that Lincoln was a tricky politician, and that the emancipation proclamation was unconstitutional.

On the other hand, in Miss Rutherford's opinion,

\(^{41}\) *Ibid.*, p. 64. Miss Rutherford gives no source for this quotation.
\(^{42}\) *Ibid.*, p. 70. Miss Rutherford says this quotation is from Lamon's *Life of Lincoln*.
\(^{43}\) *Ibid.*, From Lamon's *Life of Lincoln*.
\(^{44}\) *Ibid.*, pp. 77-78. Quotes from Charles Francis Adams, Lamon's *Recollections of Lincoln*, Mr. Everett, and Mr. Seward.
Jefferson Davis should be accorded a place in the hall of fame, for even Northerners conceded his greatness. "No fatal mistakes either of administration or strategy were made which can be fairly laid to his account . . . . Of his austerity, earnestness and fidelity there can be no more question than can be entertained of his capacity", declared Charles Francis Adams. In contrast with the description of Lincoln's personal characteristics are the "spotless integrity, controlling conscience" and "sincere religious convictions" ascribed to Davis. Even a Northern historian, Ridpath, according to Miss Rutherford, testified that Davis had betterness toward no man.

Eighty-one per cent of the schools and colleges in the South, according to Miss Rutherford, were using in 1921 "text-books untrue to the South", and "seventeen per cent" were "using histories omitting most important facts concerning the South". As written, the histories "magnify and exalt the New England colonies and the Mayflower crew, with bare mention of the Jamestown Colony

46 Ibid., p. 57. Miss Rutherford does not give the citation of her reference. She also quotes the following from the New Haven (Connecticut) Register concerning Davis: "It is high time that the mist which for half a century has distorted the North's view of this son of the South was cleared away. It is in justice time that the man, who in his day suffered more than any other Southerner for the cause in which he believed, should cease to be reckoned a traitor and a coward and be esteemed for what he was, a brave, true, Southern gentleman . . . ." Ibid., p. 61.
47 Ibid., p. 57.
48 Ibid., p. 1.
thirteen years older, and the crews of the Susan Constant, the Discovery, and the Goodspeed." Other objectionable features in most school histories are the "extended account" generally given to the "religious faith and practice" of New England with no mention of Sir Thomas Dale's Code in the Jamestown Colony, "which enforced daily attendance upon Divine worship, penalty for absence, penalty for blasphemy, penalty for speaking evil of the Church, and refusing to answer the Catechism, and for neglecting work." Miss Rutherford further asserts that "histories as now written lay great stress upon the industries of the New England colonies" while speaking of the South with its "landed aristocracy with slavery as its only excuse for existence; that slavery is described as "a barbarous institution" and no mention is made that William Penn, who is recorded as urging the freedom of the slaves "died a slaveholder." Other causes for grievance lay in the customary narration of "the nineteen patriots at Lexington", while overlooking entirely" the one hundred patriots at Alamance", the recital of "the Boston Tea Party" but the ignoring of "the tea parties at Charleston, Annapolis, and other Southern ports," with the omission

49 Ibid., p. II.
50 Ibid.
51 Ibid.
of "the Edenton [N.C.] tea party where fifty-one patriotic women organized the first patriotic organization for women in the world - 'The Daughters of Liberty' . . ."  

Otis, Samuel and John Adams, and other men of New England are given a place in school histories, but southern men like Edmund Pendleton, of Virginia, "who first suggested that we should be free of English rule," Richard Henry Lee, and Thomas Nelson of Virginia are ignored. Carrying her proselytism into the period of the Civil War the reader is informed that perverted histories "tell you that Abraham Lincoln 'broke the shackles that bound the poor slaves', but will not tell you that Abraham Lincoln left the poor slaves in non-seceding states still wearing the shackles, and a Southern man, John Brooks Henderson of Missouri, by the Thirteenth Amendment freed them after Lincoln's death"; " . . . that Liberia was bought by a Benevolent Society to 'colonize the poor slaves' but will not tell you that a Southern man was the president of that society, and

52 Ibid. Evidence of Miss Rutherford's misinformation regarding some of our recent histories is shown in the statement that histories do not tell that John Marshall of Virginia, settled the relations between the branches of government. Further proof of her sciolism is found in her objection that our school text-books do not point out that Washington, Thomas Jefferson, Monroe and others planned to free their slaves and advocated the colonization or gradual emancipation of all of the slaves.

53 Ibid.
that the capital of Liberia was named Monrovia after James Monroe of Virginia and protected by the Monroe Doctrine."

Other "truths of history" show that "Abraham Lincoln is extolled for continued violations of the Constitution and Jefferson Davis maligned for daring to stand by it and uphold it;" that "the victories of the Northern army were magnified and the victories of the Southern army mentioned lightly or slightly;" that "General Grant, a slaveholder, was put as leader of the Northern army and General Lee, who had freed his slaves, as the leader of the Southern army," and that, although declaring that "the war was fought to hold the slaves", the histories fail to state that "only 200,000 slaveholders were in the Southern army, while 315,000 slaveholders were in the Northern army." "The South is no longer willing to stand for these mis-representations and omissions of history," concludes Miss Rutherford, "and a fair-minded North will not blame the South, and will be ready to hear her side of the story, provided it is given from facts and not traditions."

Other Southerners besides Miss Rutherford have realized the result of the ordinary presentation of

\[54\] Ibid., p. III.
\[55\] Ibid., p. IV.
\[56\] Ibid.
history. "We owe it to our dead, to our living, and to our children, to preserve the truth and repel the falsehoods, so that we may secure just judgment from the only tribunal before which we may appear and be fully and fairly heard, and that tribunal is the bar of history," asserted Benjamin H. Hill. Likewise Thomas Nelson Page declared: "In a few years there will be no South to demand a history if we have history as it is now written. How do we stand today in the eyes of the world? We are esteemed 'ignorant, illiterate, cruel, semi-barbarous, a race sunken in brutality and vice, a race of slave drivers who disrupted the Union in order to perpetuate human slavery and who as a people have contributed nothing to the advancement of mankind'."

Among the vigilant can be numbered also the Confederate Veterans who "through their historians" have decried the prevalent condition. In 1900, at New Orleans, at the Confederate Veterans' Convention, Colonel Louis Guion offered resolutions which precipitated a movement to investigate the text-books used in the Southern schools and which resulted in the elimination of certain objectionable histories. Colonel Guion's plea for a different type of histories, he pointed out that in nearly every history then in use "the children were being taught

57 Ibid.
58 Ibid., p. V.
that their fathers and grandfathers were 'traitors and rebels' and that the war wasawar of 'rebellion' and that it was being called 'a Civil War'. Children, too, in their literary work in schools were reciting 'Barbara Frietchie', a myth of history by Whittier's own acknowledgment, and were being taught that Stonewall Jackson was a Hun in spirit."

Among the text-books designated for special criticism are Davidson's History of the United States, Montgomery's Beginners' American History, and Muzzey's History of the American People. Davidson is criticised because he asserts that "the Jamestown colonists were vicious idlers and jail birds picked up on the streets of London", and because of the statement that "side by side the two civilizations had grown up in America - the one dedicated to progress had kept up with the spirit of the age - the other a landed aristocracy with slavery as the chief excuse for its existence." Condemnation is meted out to Muzzey's text-book because he is alleged to say, "The

59 Ibid.
61 Rutherford, op.cit., p. 104.
cause for which the Confederate soldiers fought was an unworthy cause and should have been defeated,* and, because "it is impossible for the student of history today to feel otherwise than that the cause for which the South fought was unworthy." Montgomery is placed in the objectionable group because he describes the settlers of Georgia as "filthy, ragged, dirty prisoners taken from the 'Debtor's Prison' by Oglethorpe.*"

Ibid., p. 110. This quotation from Muzzey's is incorrect in Truths of History. Muzzey, eulogizing the Southern women, adds this statement: "It is impossible for the student of history today to feel otherwise than that the victory of the South in 1861-1865 would have been a calamity for every section of our country. But the indomitable valor and utter self-sacrifice with which the South defended her cause both at home and the field must always arouse our admiration." Muzzey, An American History, pp. 372-373.

Rutherford, op. cit., p. 104. In her chapter entitled "Reconstruction was not just to the South. This injustice made the Ku Klux Klan a necessity", Miss Rutherford, pursuing a policy peculiarly inharmonious for a writer of Truths of History, allows herself again to become negligent as to accuracy in her quotations. Citing Muzzey as one authority for the title of her chapter, she ascribes the following statement to him: "The rules of these negro governments of 1868 was an indescribable orgy of extravagance, fraud and disgusting incompetence — a travesty on government. Unprincipled political dominated the States' government and plunged the states further and further into debt by voting themselves enormous salaries, and reaping in many ways hundreds of thousands of dollars in graft. In South Carolina $200,000 were spent in furnishing the State Capitol with costly plate glass mirrors, lounges, armchairs, a free bar and other luxurious appointments for the use of the negro and scalawag legislatures. It took the South nine years to get rid of these governments." In reading Muzzey's book, the reader cannot but wonder at the reason for the inaccuracy of the quotation, for precisely the same end would have been accomplished had Miss Rutherford quoted verbatim: "The Reconstruction governments of the South were sorry affairs. For the
On the other hand, R.S. Horton’s *A Youth’s History of the Civil War* presents a point of view acceptable to Miss Rutherford, for it declares that “the withdrawal of the Southern States from the Union was in no sense a declaration of war upon the Federal government but the Federal government declared war on them, as history will show.”

(Continued)

exhausted states, already amply ‘punished’ by the desolation of war, the rule of the negro and his unscrupulous carpetbagger patron was an indescribable orgy of extravagance, fraud, and disgusting incompetence, – a travesty on government. Instead of seeking to build up the shattered resources of the South by economy and industry, the new legislatures plunged the states further and further into debt by voting themselves enormous salaries and by spending lavish sums of money on railroads, canals and public buildings and works, for which they reaped hundreds of thousands of dollars in graft.” In a footnote Muzzey adds the following from which Miss Rutherford has culled the idea for part of her quotation: “The economic evils and social humiliation brought on the South by the Reconstruction governments are almost beyond description. South Carolina, for example, had a legislature in which ninety-eight out of one hundred fifty-five members were negroes . . . in one year $200,000 was spent in furnishing the state capitol with costly plate-glass mirrors, lounges, desks, armchairs, and other luxurious appointments, including a free bar for the use of the negro and scalawag legislators. It took the Southern states from two to nine years to get rid of these governments.” See Rutherford, *op.cit.*, p. 8; Muzzey, *op.cit.*, pp. 387-388.

Doubtless the most prejudicial discussion of mooted questions since the Civil War appears in the text-books produced before the opening of the twentieth century. This period, in general, is characterized by a spirit of intense local patriotism which is reflected clearly in the history text-books. During this period were published such Southern text-books as Venable, *A School History of the United States*; Lee, *New School History of the United States*, Chambers, *A School History of the United States*, and Taylor's *Model School History*. In these histories is more clearly shown a sectional bias than in those written within the last decade. Susan Pendleton Lee's *New School History of the United States* can be quoted as typical. "The Constitution of the United States recognized slavery .... The opinion that it was a moral wrong did not prevail before the days of Garrison and his followers who pronounced it to be the sum of all finiquity" ... The outcry against slavery had made the Southern people study the subject, and they had reached the conclusion that the evils connected with it were less than those of any other system of

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65 Pro-southern histories received much vituperative comment at G.A.R. conventions during this period. At a meeting of the G.A.R. of Kansas, 1899, for example, one speaker inveighed against the tendency to minimize the treatment of military history and that of some text-books to exalt Southern generals like Jackson with no praise for Northern military heroes. An appeal was directed toward the G.A.R. to protest against histories of this character as false to "the boys in blue." Journal of the Eighteenth Annual Encampment of the Grand Army of the Republic Department of Kansas, 1899. (Topeka, 1899), pp. 126-129.
labor. Hundreds of thousands of African savages had been Christianized under its influence. The kindest relations existed between the slaves and their owners... The bondage in which the negroes were held was not thought a wrong to them, because they were better off than any other menial class in the world." The same author justifies the Ku Klux Klan because "no high spirited, courageous people could patiently submit to such a government". "As open resistance was impossible", she declares, "they, too, had recourse to secret organizations. They were at first local, and were intended for self-protection against the barn burnings and worse outrages committed by misguided negroes."

As a result of this desire to present the history of their section in terms of their own convictions, the Southerners have always agitated for text-books different from those used in Northern schools. Northern text-book companies whose enterprise was much condemned during the ante-bellum period have capitalized this sectional preference and produced for Southern consumption, among others, Evans' Essential Facts of American History; Thompson's History of the People of the United States, Chambers' A School History of the United States, Stephenson's An American History, and Estill's Beginner's History

67 Ibid., p. 357.
of Our Country. On the other hand, for the North, the same book companies have published text-books satisfactory to that section. Today, in substantially all of the states which formed the Confederacy, text-books in American history are prescribed, a practice contrary to the prevailing custom of local adoption in the North.

An analysis of these Southern text-books discloses a very temperate presentation of controversial sectional questions. Upon the points of contention between the North and the South, there is a natural bias in favor of the South, a tendency to attempt justification and exoneration. Evans in The Essential Facts of American History, for example, in discussing "reasons for secession", lays greater stress than the text-books of the

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69 Alabama, James and Sanford's American History; Arkansas, Evans' Essential Facts of American History; Florida, Stephenson's An American History; Georgia, Evans' First Lessons in American History and Evans' Essential Facts of American History; Louisiana, Estill's Beginner's History of Our Country, Evans' Essential Facts of American History and Stephenson's An American History; Mississippi, Estill's Beginners History of Our Country and Mace-Petrie's History of the United States; Tennessee, Thompson's History of the People of the United States; Texas, Cousin and Hill's American History; Virginia, Andrew's United States History. These data secured from a questionnaire. North
North on the right of secession, a "right which had been asserted by other than the Southern States." Stephenson in An American History dubs John Brown as "that terrible John Brown" and characterizes the carpet-bag governments as insolent, dishonest and violent. The terms "rebellion" and "civil war" are employed by Northern, not Southern histories, the "war of the states" and the "war of secession" being used in the South.

History Text-books for Roman Catholics.

As early as 1834 the Roman Catholics of New York urged the public schools to adopt text-books acceptable to them. Out of a controversy which had arisen between the Public School Society and the Catholic clergy grew several requests, among which was one relating to school text-books. According to the petition, no books were to be used but such as had been submitted to the Bishop and declared "free from sectarian principles or calumnies

69 Carolina reported state-adopted text-books but did not name them; South Carolina failed to report.


against his religion.* In those books where objectionable statements were found, it was suggested *that such passages be expunged or left out in binding.* The censorship requested was not granted, and in 1840 the agitation regarding text-books was renewed. Again it was charged that some books contained passages not merely objectionable to the Roman Catholics, but hostile to their faith; whereas others indulged in statements which were both "defamatory" and "false."

The trustees of the Public School Society avowedly anxious to dissipate the objections took measures to secure information from various sources, including both laymen and clergy, with the hope that a removal of the complaint might be effected. They adopted a resolution declaring that they would submit for examination to Reverend Felix Varela some texts, used in Public School Number 5. As further proof of their desire for harmony the trustees appointed a committee of five to see whether the books in the schools or libraries contained passages derogatory to the Roman Catholics.

73 The controversy related to Public School number 5. The Public School Society was originally incorporated for the "education of poor children, who do not belong to or are not provided for by any religious society." It was organized in 1805 and gradually extended its activities. The Roman Catholics in the 1830's began to object to paying taxes for the support of schools in which they could not dictate the kind of instruction and the text-books to be used. See Bourne, William Ailand, History of the Public School, Society of the City of New York (New York, 1870), p. 324 et seq. See notes next page.
Following their action, Reverend Varela pointed out certain objectionable features in some of the textbooks. In one geography, he discovered a passage in which the Catholic clergy were characterized as having great influence but being opposed to the diffusion of knowledge. He also disapproved of the description of Italy in which were passages which would "tend to diminish the consideration that a Catholic child has for the Catholic Church." In another textbook, the discussion of the character of Luther proved obnoxious, for, although it might please the Protestants, he felt that there was implied an attack on the Catholic Church.

On July 9, 1840, John Power, vice-general of the diocese of New York, wrote a letter to the editor of Freeman's Journal, in which he voiced his disapproval of the textbooks employed to instruct children. Odium, he felt, was attached to the Catholic clergy because they were represented as keeping the people in ignorance to promote their own interests, and libraries contained books with "most malevolent and foul attacks on their religion... no doubt with the very laudable purpose

74 Ibid., p. 324. No action was taken at that time, but a Roman Catholic teacher was employed for Public School Number 5.

75 Ibid., p. 325.

76 Ibid., p. 328.
of teaching them (Catholic children) to abhor and despise that monster called popery."

Having failed to accomplish their ends at once, the Roman Catholics issued an address to their "fellow citizens of the city and state of New York" in which they appealed for a redress of their grievances. "We are Americans and American citizens. If some of us are foreigners," they declared, "it is only by the accident of birth. . . . But our children, for whose rights as well as our own we contend in this matter, are Americans by nativity." Repeating the assertions of the priests, the address remonstrated against the false "historical statements respecting men and things of past times, calculated to fill the minds of our children with errors of fact and at the same time to excite in them prejudice against the religion of their parents and guardians."79

In answer to the Roman Catholic objections the trustees of the Public School Society expressed doubt as to the wisdom of expurgation, for they believed "nothing of a mere negative character" would be acceptable. "The books selected for the children," they stated, "have from the first been those used and most highly esteemed

77 Ibid.
78 Ibid., p. 331.
79 Ibid.
as their school-books. The passages objected to, or nearly all of them are historical, and relate to what is generally called the Reformation. The writers were Protetants, and took a view of men and incidents of that excited and eventful period directly opposed to those entertained by the members of the Roman Catholic Church. These portions, must, of course, be offensive to Catholics, and they furnish just cause for complaint. The objectionable passages are not numerous, but the books are not to be found without them. The difficulty of procuring books entirely exempt from objection cannot perhaps be more forcibly illustrated than by the fact that one work containing passages as liable to objection as almost any other, is now used as a class-book even in the Catholic schools. It is the intention of the trustees, nevertheless, to prosecute the work of expurgation until every just cause of complaint is removed."

As a result of the agitation, revised and expurgated books appeared; in some instances the objectionable passages being stamped with ink from a wooden block or the leaves pasted together or removed. In some cases the books under criticism were thrown out of libraries and the schools. However, this failed to satisfy the Roman Catholics, and when the expurgated editions were worn out, they were replaced by new books without changes.

Gradually the discussion over text-books subsided. With the great expansion of the Catholic Church in the United States since the Civil War and the growth of parochial schools in all parts of the country, the peculiar needs of the Catholics have been met by the enterprise of publishers in supplying special histories for their use. As a result, today, there are found in parochial schools such social science text-books as McCarthy's *History of the United States*, O'Hara's *A History of the United States*, A History of the United States for Catholic Schools by the Franciscan Sisters of the Perpetual Adoration of St. Rose Convent, La Crosse, Wisconsin; Betten's *The Ancient World*, Betten and Kaufman's *The Modern World*, and Burke's *Political Economy*.

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81 In 1815 there were about 70,000 Catholics to be found in the United States. In 1918, its Catholic population had increased to 17,416,303. McCarthy, Charles H., *The History of the United States for Catholic Schools* (New York, 1919), p. 421.

The desire to depict events in American history in such a way that there will be shown the importance of the Catholic Church has led to the preparation of textbooks like McCarthy's History of the United States. In this book has been "made clear that Catholics discovered, and in a large way, explored these continents, that Catholics transferred civilization hither, that they opened to the commerce of Europe the trade of the Pacific, and that they undertook the conversion of multitudes of dusky natives, of whom few had risen to the upper stages of barbarism." Although the war for independence was begun largely by Protestants, the author avers the help of Catholic nations like France and Spain gave "undoubted assistance to the New Republic." In this volume Professor McCarthy also devotes "somewhat more space ... than is usual in school books" to Norse settlement and discovery. The Franciscan Missions in China are treated extensively, and Columbus' missionary spirit receives considerable attention. Catholic notables like Governor Dongan, the Calverts, Captain John Barry, and Thomas Macdonough are given more space than ordinarily allotted in school histories. *The winning of the West, in which

83 McCarthy, op. cit., preface, p. III. Professor McCarthy is Knights of Columbus Professor of American History at the Catholic University of America.
Catholics acted an important part, the war on the sea in which are enumerated the exploits of the O'BIrens of Machias, Maine, the beginnings of the Catholic Church in America and "Washington's patriotic letter to his Catholic countrymen" are other unique features.

The same motives which impelled the writing of McCarthy's *History* have caused the preparation of a similar text-book by the Franciscan Sisters of the Perpetual Adoration. Its contents, announce the Foreward, are not immured within the bounds of "the usually taught historical facts," but include "the too often forgotten efforts of the Church in American History." Not only is narrated the story of "the venturesome explorer, the intrepid colonizer, the hardy pioneer, the noble warrior, the eloquent statesman," but there is also depicted "the quiet heroism of the loyal sons and daughters of the Catholic Church." "Our country is justly proud of the liberty she offers to all her children," affirm the authors, "but these children are many in faith, and diversified in race peculiarities. Common interests may seem to unite them from time to time, but there can be no true, permanent union except where the spirit and the faith are dominating forces. But where is such a bond of unity except in the Catholic Church? Mother Church

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*Ibid.*, preface IV.
folds her arms about all her children and questions not their color or their race."

The authors, too, are convinced that the knowledge of "the great share that Catholics have had in the discovery and exploration of America should thrill with reverent joy the heart of every Catholic student and cause him to love more sincerely and serve more loyally the chosen country of God." From this knowledge a love of country will be born "for this is the land whose borders Ericson and Columbus first touched; whose Great Lakes were discovered and made known by Champlain; whose broad Mississippi Valley and fertile western plains were first traversed by intrepid and self-sacrificing men, such as Father Hennepin, Du Lhut, Joliet, Father Marquette, and La Salle — Catholics, every one of them. Furthermore, it is the land whose virgin soil was hallowed by the blood of Catholic missionaries; in whose council halls rang the voices of eloquent Catholic statesmen; and on whose battlefields fearless Catholic soldiers bled, and quiet Sisters of Charity served."

Beyond these aims, the Sisters would have the book serve as a memorial for "the glorious deeds" of the "unlaureled Catholic heroes and heroines" of American history.

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To the teachers, the authors offer certain aids and directions. The importance of a "proper setting of United States history with a knowledge of the threefold chronological divisions of world history" and an insight into the "difference between Sacred history and Profane or Secular history" are indicated. In the period of colonisation, teachers are urged to make clear, among other things, "how the Catholic Church, like the mustard seed of the Gospel, has flourished and grown, as it were, into a mighty tree". The Sisters urge, also, a thorough delineation of the growth of the educational system of the United States including an understanding of "how our cherished parochial schools grew from humble beginnings into the splendid system which now labors so zealously for the spiritual and intellectual welfare of our country."

The Betten-Kaufman Histories, comprising The Ancient World and The Modern World, are typical of the Roman Catholic text-books in the field of European history. Based upon West's Ancient World and his Modern World, the authors have introduced changes desirable for the purpose of "promoting the great cause of Catholic education." One of the chief divergences from the European history text-books used in the public schools is the discussion of Luther and the Reformation.

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86 Ibid., pp. 5-6.
87 Betten, The Ancient World, preface.
Although Tetzel's use of the theory of indulgences is criticized in the Betten and Kaufman text-book as "ill advised," Luther's theories regarding the remission of sins are characterized as "monstrous." The Church as an agency for good and in promoting the civilization of the world is given significant attention; the "Catholic view" of social evils is set forth in opposition to

88 "This much maligned priest [John Tetzel] personally of blameless character, undoubtedly went too far in his endeavors to procure financial success. He insisted indeed on the necessity of contrition and confession for all those who wished to obtain the remission of temporal punishment for themselves; but his teaching concerning the indulgence for the dead was not free from serious errors. To secure this benefit for a soul which has, of course, departed this life in the state of grace, nothing, according to him, is required but the alms. This doctrine, though at his time actually taught by some irresponsible preachers, has never been supported by ecclesiastical authority. Tetzel's own brethren in religion openly reproached him for his ill-advised tactics, which soon became the talk of the whole country." Betten and Kaufman, op. cit., p. 376.

89 "At least he [Martin Luther] imagined that he had made the discovery that the doctrine of the Church concerning the remission of sins was altogether wrong. He thereby implied that Christ, contrary to His solemn promise, had allowed the Church to fall into a most disastrous error. The new system, which gradually developed in Luther's mind, confused the nature of sin with concupiscence, which is a consequence of original sin, and while it makes man inclined to sin is no sin in itself. By the sin of Adam, he thought human nature was corrupted beyond recovery; man's acts can only be bad; but Jesus Christ covers the soul with His infinite merits, which, as it were, conceal all trespasses from the eye of the just God; if sinful man expresses his firm belief in this merciful dispensation, God will not punish him, though the sin is not taken away, but merely covered; the sinner therefore remains a sinner; . . . It is evident that such a justification is no justification at all, and it will always remain a riddle how Luther could maintain that he had found such a monstrous doctrine in the Bible." Ibid., pp. 377-378.
other theories, and a discussion of "harmonious cooperation" between church and state is intended to disclose the influence of the Church in the solution of the world's evils.

In an allied field of social science Father Burke has written his *Political Economy* designed for use in Catholic Colleges, High Schools, and Academies. Here political economy is discussed not only from the standpoint of "the merely concrete, material things that enter into the science, but also with reference to the personalities of the members of society whose

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"The causes of the social evils are not only economic, but moral and religious as well. It is true that present economic conditions are far from satisfactory. Though production, on account of the introduction of machinery, has increased enormously, wages have not kept pace with that increase . . . . But the moral and religious causes are not to be overlooked. The breaking loose from practical Christianity so characteristic of the last two centuries, has developed an intense selfishness, a struggle for wealth in which each one seeks his own material advantage at the expense of his neighbor . . . . What, then, are the remedies proposed by the Catholics? Certainly not the adoption of Socialist views . . . . The socialists deliberately ignore, yea exclude, religion from operating in the solution of the great social problem. They forget that man's happiness here below is not his ultimate end, that the Creator did not want equal wealth and equal material advantages for all . . . . The state having at heart the temporal welfare of its citizens, should by wise legislation protect the workers, their health, and morals, and that of their family. But the change of hearts which is so necessary for the cure of modern evils is the principal task of religion. Hence the Church should be free to carry out her mission."  
activity is exercised on these concrete material things."

Such a presentation has been acclaimed highly satisfactory in Catholic reviews, for, since "ethics as a science directing human actions according to right reason embraces of necessity all of man's activities, it follows that political economy is rightly subject to the laws of ethics." "This clear understanding of the state of the question ... enables us at once to detect the errors and dangers of many of the high sounding economic theories which occupy so much space in the literature of the day," declares one reviewer. Another reviewer in

91 Burke, E. J., Political Economy designed for use in Catholic Colleges, High Schools and Academies (New York, 1913), p. 1. According to Bullock's Elements of Economics, one text-book used in the public schools, "economics is the science which deals with the efforts of mankind to secure the material commodities and personal services which are needed to support life and to make a civilized existence possible." Bullock, Charles J., Elements of Economics (Boston, 1913), p. 4

92 Advertising pamphlet entitled "The Hospitality given Father Burke's Political Economy."

93 Ibid., p. 6.
Extension believes that an accurate knowledge of economic principles is impossible "from an examination of the text-books used in some of the secular colleges and universities" in which not only are "some of the so-called principles false, but the resultant deductions, where they are not entirely fallacious, are frequently misleading." The Pilot offers its endorsement of the text-book because "in these days of industrial and economic unrest, when so much that is false and misleading is written on political and social problems, a book on political economy for Catholic schools is most welcome. Catholic philosophy sets forth sound and unimpeachable principles bearing upon the rights of the individual and of the family, and upon the powers and functions of "the State."

Father Burke's book is divided into twenty-three chapters with titles common to the usual economics text-book. Its unique features lie in the treatment of various economic theories from the point of view of the "Catholic School." The doctrine of Malthus is rejected for moral and economic reasons, taking their source in "human injustice and selfishness in the spirit of greed that closes the hearts of men to the dictates of charity and fairness," and which lead to "improper methods of the distribution of wealth."

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94 Ibid., p. 5.
95 Ibid., p. 4.
96 Burke, op.cit., p. 87
The author expresses a belief in the inequality of men, through which comes inequality of distribution. Such a hardship is due, in no small degree, Father Burke declares, to the "fallen state" of man. Because of the sin of his first parents he is "subject to death, to suffering, to misery, and to labor." This can be proved, it is averred, by the Book of Revelations. "Hence," asserts Father Burke, "evils may exist in this world, injustice and oppression may go on, and the equilibration of things may never take place here; the wicked may prosper and the honest and just may be oppressed, and no adequate remedy may appear; yet the moment of compensation, of perfect justice, will come, if not in this life, then in the life of eternity."

As has been shown, the emphasis upon Catholic contributions and the power of the Church is the purpose of such books. As indicated in a text-book written in the later nineteenth century, whose content is much the same as the more recent Catholic text-books, it is "the manifest duty of those who are entrusted with the education of our children to see that in learning the history of the country they do not lose sight

97 Burke, op.cit., p. 386. Although "followers of the Catholic school do not deny that much of the evil existing in society is due to defective methods of distribution, they suggest no such drastic action as the socialists . . . . They appear to the influence of the Church's teachings and the power of Christian doctrine to bring about a spirit of charity and justice in the mutual dealings of capitalists and labor." Ibid., p. 392.
of the rise, progress, and social influence of the Church
in the United States . . . . And finally, as religion is
always the sweetest inspiration and support of patriotism,
the breaking down of religious beliefs in various modern
nations, and notably in our own, is accompanied by a loss
of patriotism . . . . Reverence for authority is lost,
and society, in order to protect itself, is driven to
appeal to force. Nothing can avert this danger but the
influence of a great moral power endorsed with all the
attributes which create respect and encourage obedience.
The Catholic Church is this power, . . . ."

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98 Hassard, John B.C., A History of the United States of
America (New York, 1878), p. VI.

99 Ibid. The National Lutheran Council has at the present
time a committee on History Text-books, whose purpose is
to make known any "flagrant or actual misrepresentations"
of their church in history text-books used in the United
States. Letter from Louritz Larsen, president of the
National Lutheran Council to the writer. No report of
the Committee was given.
Chapter VII

Propagandist Activities to Control Text-Books (continued)

Text-Book Propaganda Since 1917

Since the World War, a heated and zealous patriotism has swept the country, resulting in a widespread investigation of the teaching and writing of history. Sponsored by various groups, the movement has gained considerable momentum, until history teaching and history text-books are in danger of being the exponents of certain religious, racial or other partisan opinions. The Sons of the American Revolution, the Veterans of Foreign Wars, the Knights of Columbus, the American Federation of Labor, the Steuben Society, and other organizations of a special type are endeavoring to suggest what shall be the content of history text-books. To these groups may be added the exponents of internationalism and the pro-British propagandists.

With the exception of the last named group, one sympathetic bond unites these otherwise divergent elements. It is the belief that American histories have become "Anglicized". Upon this common foundation
the Knights of Columbus and various Irish groups, the different patriotic organizations of the United States like the Sons of the American Revolution, and such racial alliances as the Steuben Society, seek to build their superstructure.

The charge of "Anglicization" is based in part upon the fact that the trend of modern historical scholarship in the last twenty years has been to revise many of the traditional ideas concerning our relations with Great Britain during the colonial period and the Revolution. Important contributions of this character have been made for instance, by such historians as Charles M. Andrews, Herbert L. Osgood, Sydney George Fisher, Claude H. Van Tyne, and Arthur M. Schlesinger.

These revisions were made at a period when conscious efforts were being made by publicists of the two countries to reveal to the two peoples the common ties, interests and responsibilities in the world today, which were alleged to exist between them. Many books were printed and organizations formed to promote Anglo-American concord, among the latter, such bodies as the Anglo-American League, Sulgrave Institute and the British-American Union.

To suspicious onlookers the work of the historians in their cloisters took on the appearance of deliberate propaganda favorable to Great Britain - a suspicion, in most cases, entirely unwarranted. Indeed, it
needed only an appeal such as that of Herbert Adams
Gibbons that we solidify an amicable relationship be-
tween the two countries through our common language,
common ideals and common interests, to confirm the
credulous in their suspicions. ¹ Furthermore, suggest-
ions that our history text-books be rewritten to en-
courage better international relations from men like
Albert Bushnell Hart,² but strengthened the impression
of some that pro-British agencies were in control of
history text-books.³ Indeed, Charles Edward Russell

¹ In his article "The Anger of the Anglophiles," Ed-
ward F. McSweeney, of the Knights of Columbus Histori-
cal Commission has discussed the "Anglo-Saxon myth". In
his discussion he ascribes to Gibbons the point of
view that an "over emphasis upon Anglo-Saxonism is posi-
tively harmful to Anglo-Saxon solidarity, that it is
a stimulus to the enemies among Americans of friend-
ship with Great Britain," (and) that the idea that a
better understanding with Great Britain can be effect-
ed by rewriting our history text-books be abandoned." Gibbons, however, points out means of bringing about
"the better understanding" by "creating an irresistible
public opinion."²

² Hart, Albert Bushnell, School Books and International
Prejudices (International Conciliation Bulletin, January
1911, No. 36). Professor Hart indicates that a more favor-
able attitude toward Great Britain developed in the Uni-
ted States about the time of the Spanish-American War
and argues that the American Revolution be taught Ameri-
Can and British youth as "a deep and broad Anglo-Saxon
movement in which both sides had some right and both
had some wrong."³

³ A study of the presentation of the American Revolu-
tion in history text-books was made by Charles Altschul,
in 1917. See Altschul, Charles, The American Revolution
in Our School Text-books (New York, 1917).
goes so far as to declare that definitely planned attempts to rewrite American history text-books for the purpose of encouraging better Anglo-American relations, were launched as early as 1896, and have been carefully carried on since then. 4

Agitation of Catholics and Irish

A desire to combat the tendency of recent text-book writers to depict our relations with England from a viewpoint not violently anti-British has led to the recent agitation of the Knights of Columbus for expurgating text-books. The chief cause for complaint lies in the narration of events of the American Revolution, the War of 1812, and in England's attitude toward the federal government during the Civil War. Joseph T. Griffin in a pamphlet American History Must It be Re-written to Preserve our Foreign Friendships? regretfully remarks that with the present day presentation of the Revolutionary War in our histories, "it will soon require more courage for Americans to believe the Declaration of Independence than it did for Jefferson to write it."

Such a condition has arisen, believes Mr. Griffin,

4 Russell, Charles Edward, "Behind the Propaganda Scenes*, Columbia, September, 1922. Mr. Russell declares that the undertaking was financed by Andrew Carnegie.

5 Griffin, Joseph T., American History Must it be Re-written to Preserve our Foreign Friendships? (Knights of Columbus Historical Commission, Boston, 1922), p. 4.
because of the fear of exciting antagonism toward Great Britain, whereas "the only consideration which should guide the American writer of a history text-book is whether the material he is to present to the minds of American boys and girls is true as to facts, ennobling as to sentiment, and stimulating to the morale of the nation; and that while we are eager to preserve friendly relationships with other nations, we are not willing to forego one iota of our national glory or consign to oblivion any part of our historical traditions."

The charge that a definite campaign of British propaganda is well under way is made by Edward F. McSweeney, head of the Knights of Columbus Historical Commission, in a pamphlet entitled America First.

"According to our modern Tories," asserts Mr. McSweeney, "Washington and his colleagues were wrong, and only the leaders of an ignorant, criminal, and cruel mob. American independence was only a sudden thought, and not the result of long growth and development. There was no struggle based on the rights of man. One of the greatest epochs in the forward march of civilization was as if only 'an occurrence in a fairy tale'.

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6  Ibid., p. 3

7  McSweeney, Edward F., America First (Boston, Mass.).
The American colonies would have been better off fourteen decades ago if they had remained under British rule, and even if the iron chains of Colonial oppression are replaced by the golden ones of Dominion allegiance, the wearer is not equally a slave."

The revelation of a "stupendous plot" to destroy "respect and loyalty for the United States* is one of the objects of America First. In proof of the conspiracy the author sets forth by actual figures the increase in the area of the English dominions during the past three hundred years, an expansion made possible by the wrecking"of every nation that aspired to be her competitor for any considerable share of the world's commerce or for equality of political power among the States of the world." By "intrigue, propaganda and alliance" Great Britain has "destroyed the commercial power of Spain, Holland, Denmark, France, and as a result of the world war, of Russia, Austria-Hungary and Germany." Today, Mr. McSweeney points out, there remain only two nations "which are real competitors of England - Japan and the United States," the former annexed by secret treaties and alliance, the latter in reality, being the sole competitor.  

The first effort of the pro-British propagandists

8 Ibid., p. 4.
9 Ibid., p. 4-5.
"to undermine the foundations of our national life" has been "by tampering with the children in the public schools" contends Mr. McSweeney. "This has already ... made substantial progress" for "the history of the Revolution has been re-written to make it appear that the objections to a connection with England, so important a hundred years ago, have been to a large extent set aside, and that the time may come when through some application of the Federal principle ... (the English speaking people) may come together into a vaster United States, the pathways to whose scattered parts shall be the subjected seas." He holds that the movement has been aided by some of the great publishing houses of the United States, citing George Haven Putnam, "the head of one of the largest publishing houses in the country" as a case in point. Certainly Mr. McSweeney believes such an attitude was shown by the Fourth of July speech made in London in which Mr. Putnam said: "The feelings and prejudices of Americans concerning their trans-Atlantic kinfolk were shaped for my generation as for the boys of every generation that had grown up since 1775 on text-books and histories that presented unhistorical, partisan and often distorted views of the history of the first English colonies, of

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the events of the Revolution, of the issue that brought about the war of 1812-15, and the grievances of 1861-65. Text-books are now being prepared which will present a juster historical account of events of 1775-83, 1812-15, and 1861-65. Americans today looking back at the history with a better sense of justice and a better knowledge of the facts than was possible for their ancestors, are prepared to recognize also that their great grandfathers had treated with serious injustice and with great unwisdom the loyalists of New York and of New England who had held to the cause of the crown. It is in order now to admit that the loyalists had a fair cause to defend, and it was not to be wondered at that many men of the more conservative way of thinking should have convinced themselves that the cause of good government for the colonies would be better served by maintaining the royal authority and by improving the royal methods, than by breaking away into the all dubious possibilities of independence.

Some of the British proselytism, Mr. McSweeney charges, has been accomplished through a propagandist campaign inaugurated by Lord Northcliffe, who left one hundred and fifty million dollars and ten thousand a-

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Ibid., pp. 5-6.
Local societies should be formed in every center to foster British-American good-will, in close co-operation with an administrative committee; Lord Northcliffe is alleged to have said. "Important articles should be broken up into mouthfuls for popular consumption, and booklets, cards, pamphlets, etc., distributed through organized channels to the public. Advertising space should be taken in the press, on the hoardings, and in the street cars for steadily presenting terse, easily-read and remembered mind-compelling phrases and easily grasped cartoons that the public may subconsciously absorb the fundamentals of a complete mutual understanding." According to Mr. McSweeney, the influence of this campaign is already evident in text-books for primary grades "in which more than ninety per cent of the pupils are children of foreign-born parents, or are themselves foreigners." Authors of such text-books, writers like Owen Wister, Ex-President Taft, George Haven Putnam, Professor William L. Cheney, Albert Shaw, President Judson of the University of Chicago, Admiral Sims and others, are arraigned by McSweeney and charged with un-Americanism. The

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12 Ibid., p. 5.
13 Ibid., p. 6.
14 These men have written no history text-books although they may have written books and articles for the general reader favorable to an Anglo-American understanding.
condemnation of Wister is based, in part, on his statement that our school histories have been responsible for keeping George III's memory green, but that a movement to correct the school books has been started and will go on."

Of all the propagandist arguments set forth by England "the most dangerous and un-American" in the opinion of the writer is that about "Anglo-Saxon civilization." "By dint of iteration and reiteration," declares Mr. McSweeney, "this uncontradicted falsehood has actually brought about in the United States the subconscious acceptance of a misleading idea which during the last fifty years has grown, until it is commonly used, yet nobody even knows what it means. One of its high priests, President Nicholas Murray Butler of Columbia University recently described [it] ... as the Anglo-Saxon Impulse . . . . The Anglo-Saxon tradition is a myth. To verify it is like looking at midnight in a dark cellar for a black cat that isn't there." The Encyclopedia Britannica, which Mr. McSweeney is willing to accept as authority in this instance, says

15 Ibid., p. 9. Quoted from the London Times, July 4, 1919. Many of the "reformed" schoolbooks, according to Mr. McSweeney, attempt to picture George III as a German monarch, and "consequently the fight of the colonials was against Germany," thereby leaving an erroneous impression. Ibid., p. 10.
that the origin of the term Anglo-Saxon is not clear. "The Anglo-Saxon impulse was not, and is not, in the least responsible for the progress of the United States," declares Mr. Mc Sweeney. "It had nothing to do with the Spanish in Florida, the Huguenots in Virginia, the Swedes in Delaware and New Jersey, the Dutch in New York and Pennsylvania, and the Celts in Maryland and Pennsylvania."*

Furthermore, this antagonist of Great Britain seeks to contravert some of the statements which would show that American institutions have sprung largely from England. He declares that never was there "a greater falsehood" than the claim that the English were the founders of the New England town meeting, for it arose from the Teutonic "folk mote"; that it is unquestionably true that there is in the United States scarcely a political or legal institution of English origin; that the doctrine of the Declaration of Independence that "all men are created equal" is of Roman not English law; that the United States could not get religious liberty from England, "because religious liberty did not exist there"; that popular education, freedom of the press, the secret ballot, the vast machinery of public charitable, reformatory and poor administration are derived from other than English

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sources. With such an exposition, McSweeney arrives at the expected conclusion that the part of "our legal system which is consistent with natural practice comes from Rome; the incongruous, absurd and unjust features" from England.

The place of the Irish race in the making of America, Michael J. O'Brien, chief historiographer for the American Irish Historical Society, has sought to establish in *A Hidden Phase of American History*. It proposes to set forth "Ireland's part in America's struggle for Liberty" and to lay bare "the heart of the Irish race in Ireland during the War of Independence as beating in sympathy with the revolted colonies in America," to narrate the story of Irish contributions to the Revolutionary army, and to establish a place of prominence for the Irish in the building of the Republic. It runs in its twenty-four chapters, the gamut of the history of most of the colonies depicting the part played by the Irish. It is offered as an antidote to Bancroft, Henry Cabot Lodge, and other American historians, and concludes its narrative with a chapter on "America's Debt to Ireland" in which is set forth the

plea for American aid for Ireland in her struggle for independence.

According to the author of *A Hidden Phase of American History*, Bancroft has sadly mis-stated facts: the Irish Parliament did not hear with abhorrence of Lexington and Bunker Hill, as stated by Bancroft; it did not immediately show its attachment to the English King; nor did it send some of its best troops against the Americans; and the Irish in England's army had "no heart in the fight against American liberty," many


21 O'Brien, op. cit., p. 2.
deserting to the enemy." Furthermore, the Irish succored the Americans whenever possible, affording their privateers protection in Irish harbors, carrying on an illicit trade with America, and furnishing stores to the colonists, and, according to Galloway, making up one half of Washington's army. In some units of the American army, as high as seventy-five per cent were Irish, whereas the average Irish proportion was thirty-eight per cent.* The Irish

Ibid., p. 50. O'Brien quotes excerpts from various writers and documents among which is the following from a report of the debates in the English House of Commons, on October 26, 1775, upon The Speech from the Throne relating to American conditions by Governor George Johnstone: "I maintain . . . that three to one in Ireland are on the side of the Americans, that soldiers and sailors feel such an unwillingness to the service that you will never find the same exertions in spirit in this as in other wars." Ibid., p. 57. O'Brien cites as reference American Archives, 4th Series, volume VI, p. 21.

Ibid., pp. 66-68.

Ibid., p. 68.

Ibid., pp. 84, 106. O'Brien cannot prove this statement due to faulty records, he says, but he believes it to be true that there was a large proportion of Irish in the "rebel army". He takes the statement of Joseph Galloway, published in the Royal Gazette beginning September 21, 1779.

Ibid., p. 135; also p. 118. O'Brien examined some of the muster-rolls, counting those of "undoubted" Irish descent.
school masters of the Revolutionary period "mingled their teaching of the rudiments of learning with a sound American patriotism," planting in the minds of American youth "the seeds of revolution," and the Irish, in general, were eager to promote the revolutionary spirit, since they were already "rebels."

Besides these contributions, "Irishmen were Signers of the Declaration of Independence; Irishmen were members of the first American Congress which began in 1774 and continued down to the year of the framing of the Constitution; Irishmen were among the Framers of the Constitution; Irishmen commanded brigades and regiments in the struggle for independence, and an Irishman stands in the unique position

27 Ibid., p. 165; also p. 146.
28 Ibid., p. 149; also p. 200.
29 Smith, Taylor, Ruthledge and Thornton, natives of Ireland, and Carroll, McKeen, Read, and Lynch descendants of Irish Immigrants. Ibid., p. 245.
Irishmen were Governors of American provinces and states prior to the opening of the nineteenth century; . . . they are found not only in the profession of law, but in medicine, science, and literature, and as pioneers in all walks of life they held their own with their 'Anglo-Saxon' compatriots." The obscurity which envelopes the Irish in American history, Mr. O'Brien believes is due to the "premeditated suppression of facts" begotten from the influence of the "Anglo-Saxon cult."

Of this book the Irish World speaks with enthusiasm: "The most repulsive snake in popular opinion is the cobra, famous in stories of East Indian life . . . . Yet a little animal of the ferret type can kill him in a brief fight. . . . a frail but daring creature known as the mongoose. . . . In the historical order we have the cobra, the repulsive serpent who makes history a fountain of lies, whose fangs poison the human race for centuries, whose history of the so-called Reformation is the cobra of the past four centuries. The Anglo-Saxon history of this continent is a cobra of the same species. It has poisoned the life of the American people. . . . All the Anglo-

31 Commodore John Barry.
32 Ibid., pp. 246-247.
33 Ibid., pp. 241-242.
Saxon writers from Bancroft on, suppressed, ridiculed where they could not suppress, mutilated where they could neither suppress nor ridicule, everything Irish in American history. The Universities of Harvard, Yale and Columbia have been conspicuous in spreading the poison, for that matter in cultivating and intensifying its virulence, as their historians are the best illustrations of the cobra's viciousness and malignity. The Catholic faith at this moment cannot get a hearing from them. . . . It is pleasant to announce that the mongoose has arrived and is already at work. His name is Michael J. O'Brien . . . [who] has brought out a book . . . called 'A Hidden Phase of American History'. It is the antidote to the cobra poison . . . . It will be acclaimed later on as one of the greatest historical books of America because it will have begun the destruction of the rampart of lies built up by the Anglo-Saxon conspiracy against truth and the republic." His first battle is with George Bancroft, "looked upon as our great historian, our most dignified, honest and truthful writer . . . . Saturated with the poison of the cobra George Bancroft could no more see and tell the truth about the Catholics and the Irish than Sir Edward Carson or Tom Watson," but O'Brien "will kill the Anglo-Saxon cobra in this country. He is more important than twenty cathedrals and one million orators.
He should be provided with a pension of one hundred dollars a week and let loose upon the libraries and records of the Anglo-Saxon . . . ."  

During the year 1921 and 1922 the Knights of Columbus, acting through an Historical Commission, promoted a movement for original studies in American history by offering prizes for original research. The purpose of the society was "to encourage investigation into the origins and achievements and the problems of the United States, to interpret and perpetuate the American principles of liberty, popular sovereignty and government by consent; to promote American solidarity; and to exalt the American ideal."

According to Columbia, the organ of the Knights of Columbus, their history program was attacked with "virulence" by "certain organizations, dedicated to creating better Anglo-American relations." Thus, from the Loyal Coalition of Boston emanated the following protest: "The obvious intention of a certain


35 The first prize was awarded to Samuel F. Bemis of Whitman College, Walla Walla, Washington.
group, with the approval of the French ambassador, to rewrite the history of the United States, is an issue of the hour. Our whole educational system is seriously menaced because of the influence of certain instructors who react to aliens of hyphenated influences."

The British-American Association also showed their opposition by offering "a prize to be known as the John Adams Gold Medal for the essay best setting forth the most instances of the friendship of Great Britain toward America from 1600 to 1920." An open avowal of hostility toward the history program of the Knights of Columbus is demonstrable in the statement of the organization:

"To offset the work of the Fourth Degree Knights of Columbus Historical Commission, whose Chairman, Edward F. McSweeney, has declared that the English people, as far as they had any voice, were substantially unanimous in their attitude, opposing the aspirations of the colonists for freedom and backed up by the King and Parliament in continuing the fight for Colonial Liberty."*

In the course of setting forth their arguments the pro-Irish have criticised certain text-books in common use in our public schools. Albert Bushnell Hart's School History of the United States is attacked

37 Loc. cit.
because it "attempts to show that the American Revolution was not justified" by the following statements:

"They [the colonists] were as well off as any other people in the world. They were not desperately oppressed," and "they enjoyed more freedom and self-government than the people in England." And again, "Thousands of good people sincerely loved Great Britain and were loyal to King George. The loyalists were harshly put down." Hart, moreover, includes statements whose effect may be "unquestionably bad" upon "the impressionable minds of the young," according to one critic.

The "National spirit" of the pupils furthermore will suffer inevitably from such expressions of a "propaganda of palliation" as appear in McLaughlin's History of the American Nation. "And all this means that while we speak, we shall probably always speak,

38 Hart, Albert Bushnell, A School History of the United States (New York, 1920), p. 120.
39 Ibid., p. 126.
40 Ibid., p. 145. These attacks in Griffin, op.cit.
41 Griffin, op.cit., p. 5. "Others were drawn into army by money, bounties and promise of land." Hart, op.cit., p.134. Mr Griffin asks: "Is this building up or breaking down the morale of a nation? The consideration of such statements may be a painless intellectual question for the adult - but to the impressionable minds of the young the effect is unquestionably bad."
of the struggle between England and America, the war that ensued had many of the features and many of the deplorable effects of a civil war." Besides, an attempt to abase the motives of the Revolutionary patriots is plainly evident to objectors in the assertion that "trivial offenses on the part of governments cannot justify revolution. Only oppression and serious danger can justify war. It cannot be said that the Colonies had actually suffered much. It might be even seen that the mother country was not at all tyrannical in taxing the Colonies to pay for defending them, and beyond question George III and his pliant ministers had no interest in treating the Colonies with cruelty."

Everett Barnes, too, is culpable of assuming an "apologetic attitude" toward the Revolution in his statement: "The disputes that brought about the War, were not between the Colonists and all the English at home. They were rather between the Tories and Whigs on both sides of the sea, neighbor against neighbor. Had the great Whig party in England been in power with Edmund Burke as its leader it would have checked the King in his foolish course. Then, there would have been no abuse of the colonists, and therefore, no war. Had

42 Ibid., p. 6. Quotes from McLaughlin, Andrew C., History of the American Nation (New York, 1919), p.152. McLaughlin goes on to say that the "Revolution was justifiable because the colonists stood for certain fundamental principles that were woven into the very fabric of their lives."
there been no war, this great country would probably now be a great branch of the British Empire." Another occasion for grievance is found in teaching that the War of 1812 was "a mistake", and "a case in which righteous anger overcame judgment," when, in reality, "the events which preceded the declaration of war were infinitely more humiliating to the young nation than those which caused us to enter the World War."

When "Panueil Hall, the cradle of liberty", Nathan Hale, the Swedes of New Jersey and Delaware, the Dutch of New York, the Germans of Pennsylvania, the French of South Carolina, the Irish both North and South are not mentioned as a part of the Revolution or are practically ignored in the struggle for American independence, the would-be revisionists feel there is just cause for remonstrance. Therefore, the Irish "solemnly protest" at "the diluted historical fluid served by Barnes, Van Tyne, McLaughlin, Hart, and others," for "Americans are not yet ready to accept a King."

44 Griffin, op.cit., p. 9.
45 Ibid., p. 11.
46 Ibid., p. 8.
"McSweeney on the Schools."
German-American Agitation

Of similar purport to the agitation of the Knights of Columbus has been the movement to ostracize "denatured" histories instituted by the Steuben Society, the successor of the German-American Alliance. This organization has taken its name from "the man that forged the tool which overthrew British tyranny". Its avowed purpose is to battle against "the sinister efforts that threaten to pervert historical truth and independence of thought in this fair country of ours."

The membership is composed of men and women of the German race who are citizens of the United States, excluding those who were "shifters and trimmers during the War," and "who are known to possess no race pride."

The chief medium for the dissemination of information is the S.S.Bulletin. An article appearing in the issue of February 15, 1922, sets forth the attitude of the Steubenites toward history text-books, and acknowledges the indebtedness of the Society to the Hearst newspapers for exposing "the conspiracy secretly to alter United States school histories, so as to promote

48 Jaegers, Albert, A Brief Sketch of the Life and Character of Baron von Steuben (Steuben Society Publication, Jacob Leisler Unit), p.5.

a British-American union." In commenting upon the charge that school histories were being edited by British propagandists, the Bulletin points out that "the public school is the fountain head of future citizenship. History teaching is the chief source of patriotic spirit and purpose . . . . A nation's history is to its own people an essential force for national pride, morale and solidarity."

Much of the irritation of the Germans toward "de-Americanized" histories arises from the same source which begot the dissatisfaction of the Knights of Columbus. Their chief causes for complaint lie in the "defamation" of the nation's "heroic characters," the "misrepresentation" of "the just causes of the American Revolution" and of "the basic principles of the Republic", besides "innumerable inspiring episodes in our history [being] belittled or entirely omitted because of "the professed interest of Anglo-American amity."

"Every true American", remonstrates the Steubenites, "naturally resents and resists the teachings in these books to our children that 'the President of the Continental Congress and first signer of the

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51 Loc. cit.
52 Loc. cit.
Declaration of Independence was a smuggler, with no other mention of Hancock from cover to cover', that Jefferson was 'deserving of a halter', and that Hamilton declared that 'the people are a great beast'."

And although "nine revisionists give nine different sets of causes for the American Revolution," which are mutually contradictory and contrary to the causes stated in the Declaration of Independence, yet the Declaration continues to be "immortal" and "gives the lie to all these anglicized revisions."

In addition to the "emasculating" of many intrinsically essential historical "truths", the pro-German controversialists find cause for complaint in "the attempt to envelop the America of today in the myth of Anglo-Saxon origin and kinship". Such a procedure "wrings the colonial Germans and Dutch of Pennsylvania and New York, the Swedes of New Jersey and Maryland, the French Huguenots of Carolina, the Irish of all the colonies, [and] the Jews from every clime."

A confession of a kinship of interest with the Knights of Columbus movement is freely made in the acceptance of quotations demonstrating the "baleful

53 Loc. cit.
54 Loc. cit.
55 Loc. cit.
The German-Americans are one with the Irish-Americans in their feeling of humiliation at the thought of having "the history of our national life for one hundred and forty-four years declared a forgery", and in seeing "it rewritten at the dictates of the champions of a foreign power who repudiate the stand of their forefathers". Besides the effort of the Steuben Society "to put a stop to the prevailing tendency to misuse our public schools for undermining American sentiment in favor of British colonialism", it desires to "foster in American children of German blood a proper pride of ancestry as a necessary basis of true American patriotism."58

Such is the intent of Frederick Franklin Schrader in his book "1683-1920", published in 1920. His purpose is made clear by the following statement found in the preface: "A blanket indictment has been found against a whole race. That race comprises upward of 25 per cent of the American people and has

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57 Ibid., p. 25.
been a stalwart factor in American life since the middle of the seventeenth century. This indictment has been found upon tainted evidence. As is shown in the following pages, a widespread propaganda has been, and is still, at work to sow the seeds of discord and sedition in order to reconcile us to a pre-Revolutionary political condition. This propaganda has invaded our public schools, and cannot be more effectively combatted than by education." He adds that a charge of "German propaganda has no terrors for the author," for "statements of fact may be controverted; they cannot be disproved by an Espionage Act, however regnant their telling may sound to the stagnant brains of those who have been uninterruptedly happy because they were spared the laborious process of thinking for themselves throughout the war, or that no inconsiderable host which derives pleasure and profit from keeping alive the hope of one day seeing their country reincorporated with 'the mother country' - the mother country of 30 per cent. of the American people. It is to arouse the patriotic consciousness of a part of the remaining 70 per cent. that this compilation of political and historical data has been undertaken."  

To insure this "proper pride of ancestry" it is the opinion of the author that there should be given greater publicity to German contributions in the making of the United States. Among these contributions, the Germans would have it a matter of more general knowledge that the first iron works in this country were established by a German (Thomas Reuter in 1716); that the first American printed Bible was printed by a German (Christopher Sauer in 1743); that the first paper to print the Declaration of Independence in America was the Pennsylvania Staatsboten of July 5, 1776; that it was the Germans who first called Washington "the father of his country"; that General Herkimer of Oriskany was of German extraction; that Steuben formulated the principles and regulations that governed the American army when it was created; that Germans have contributed valuable inventions; that Lincoln was of German descent; that Molly Pitcher was a German; and that of the ideals of liberty and of education the Germans were conspicuous creators.

Nor would the Germans have the Americans forget such incidents as the saving by Germans of American refugees from a "bloodthirsty mob of Mexicans at

60 Schrader, op.cit.: Ridder, Victor, The Germans in America (New York, 1922), and Jaegers, op.cit.
the Southern Hotel, Tampico, Mexico", in 1914, the help of Germans in holding Fort McHenry in the War of 1812, and that one third of the total strength of the Northern army in the Civil War was of German blood.

Other Attempts at Censorship

Other groups than those united by religious and racial bonds have interested themselves in revising history books. Added to the agitations of these non-racial elements are the activities of individuals, notably newspaper editors. Because of the effort of these forces many investigations of text-books have been undertaken, resulting, at times, in the exclusion of books under criticism from the public schools.

During the World War, investigations of European History text-books were chiefly made. Conspicuous among the agencies engaged in such examinations was the Fathers of Soldiers' and Sailors' League, through whose influence the Robinson European histories were excluded from the schools of Des Moines, Iowa.

61 Schrader, op. cit. p. 19.
62 Ibid., p. 20.
64 Report of the Committee from the Fathers of Soldiers' League to the Board of Education, Des Moines, Iowa, 1918. (In manuscript).
In general, the grievances against the text-books rested upon the statements made about Germany. Among the objections raised against Robinson's *Mediaeval and Modern Times* were the characterization of the German government, the failure to fix the responsibility upon Germany for bringing about the World War, and the discussion of the violation of "all laws of humanity as well as of international law" by Germany. In addition to criticisms directed against the 1916 edition of this book, the Des Moines objectors felt that there was a pro-German bias evident in the 1918 Supplement, in such a statement as the following: "So while Germany was able, as we shall see, to conquer important portions of Central Europe as the war proceeded, she lost all her colonies. The question whether she is to have them back or not will be one of the great problems to adjust at the end of the war."

Similar agitation through the same agency precipitated an investigation of history text-books in California. In July, 1918, the State Board of Education directed that all text-books in American and European history appearing upon the official list of high school text-books be submitted to a committee of

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65 Quoted from Robinson, James Harvey, *Mediaeval and Modern Times* (New York, 1918). The committee who investigated the text hazarded this remark upon the excerpt quoted: "It would seem to your committee that the historian has another guess coming, and that Germany is not liable to get her colonies back or any indemnities." Report, *loc. cit.*
expert historians for review, to determine whether such
text-books were objectionable on the ground of being pro-
German or containing matter which might be offensive to
the American allies in the World War. On September 18,
the Committee reported, and the following books were
stricken from the official list: Botsford, *Brief History
of the World*; Myers, *Mediaeval and Modern History;
and Myers, *General History*; Robinson, *Mediaeval and
Modern Times*, edition of 1916, was also eliminated from
the official list, but the edition with the supplement
of 1918 was substituted upon condition that the pub-
lishers make certain changes in the revised edition.
Robinson and Beard, *Outlines of European History*, Part
II, was also banned until a specified revision took
place. Of the books examined, the Committee found no
important objections to Andrews, *Short History of Eng-
land*, Ashley, *Early European Civilization*, Cheyney,
*Short History of England*, Harding, *New Mediaeval and
Modern History* (edition of 1918), Robinson and Breasted,
*Outlines of European History*, Part I, Webster,
*Early European History*, and West, *Modern World*. The
Committee rendered decisions against the Myers his-
tories because they represented a viewpoint opposed to
what of the time. Botsford's text-book was found ob-
jectionable because it was "favorable to the acts of
Germany and critical to an unjust degree of the acts
of the . . . allied nations," and because it
presented "the causes of the American Revolution in a
bald form."

Seattle, Washington, also fell victim to the com-
mon contagion and precipitated a controversy between
the school superintendent and the history teachers on
the one hand, and two of the school directors on the
other, regarding Robinson and Beard's Outlines of Euro-
pean History. As a result, the book was thrown out
of the Seattle schools, until expurgation and revision
should occur.

In Montana, the State Council of Defense order-
ed the withdrawal from circulation of West's Ancient
World by the librarians of all public and school li-
braries objecting to an introductory statement that
"the settlement of the Teutonic tribes was not merely
the introduction of a new set of ideas and institutions
... it was also the introduction of fresh blood and
youthful minds - the muscle and brain which in the fu-
ture were to do the larger share of the world's work."

66 California State Board of Education, Special Bulletin
No. 4. Series of 1918. The committee included E.D.Adams,
68 Harre, T. Everett, "Shadow Huns and Others", The
National Civic Federation Review, vol. IV (February 15,
1919), pp. 12—16.
69 Bulletin of the Montana State Council of Defense,
April 22, 1918. West, Ancient World (Boston, 1913), p. 570.
Succumbing to the common movement the Commissioner of Education of Rhode Island in 1918 undertook an investigation of the text-books in use in that state, and found objectionable "various text-books designed for sixth grade history according to the report of the committee of eight". The proscribed list included, besides the history text-books, Nida's City, State and Nation and Hughes' Community Civics. "In a large number of the books [were found] . . . various references to the Germans which, in the light of recent developments, are to be regarded as incorrect or exaggerated statements, . . .".

Through the action of the office of the state superintendent or some other official the use of histories considered "offensive" was also discontinued in the states of Arizona, Iowa, Ohio, and Oklahoma. Doubtless in other states the action of local boards brought about the same result.

70 Forty-ninth Annual Report of the State Board of Education . . . of Rhode Island, January, 1919, pp.77, 81. The history text-books were not named.

71 Information gained through a questionnaire sent to the superintendent of public instruction of each state. All states but South Carolina replied.
Following the close of the World War, the place of prominence held by the histories of Europe in the critic's eye was usurped by American histories. A desire to depict events favorable to the Allies was superseded by the apprehension that such a narration would prove the undoing of American patriotism. This apprehension was mingled in the minds of many with the fear that the solid pillars of society were being threatened with radicalism and socialism. In this spirit, for example, attacks on history text-books were inaugurated by the editor of the Daily Courier of Ottumwa, Iowa. On March 2, 1919, under the caption "Get a New History", appeared an editorial attacking Muzzey's American History because of its "socialistic trend" and its treatment of the period since the Civil War. Two years later, due to the persistent energy of the editor of the Ottumwa Daily Courier, Governor Nate Kendall of Iowa was asked by the joint committee
on Americanism of various patriotic and civic organizations to appoint a commission "to investigate anti-American and radical teaching in state owned institutions and the public schools." The action of the committee was prompted by the information "that there were good reasons to believe that some of the text-books on American History used in our schools were wanting in national and patriotic spirit and sentiment; that they failed to instil devotion to American ideals, and pass[ed] over lightly events in American history which should . . . stimulate pride of country, patriotism and devotion to our institutions." No action was taken by the governor.

In contrast with the objections raised by some critics is the action of the American Federation of Labor. In June, 1922, at its convention in Cincinnati, the Federation accepted a report on text-books in the social studies dealing with the place of the labor movement in the teaching of those subjects. "The extent to which these studies which properly deal with the labor movement are being taught is entirely inadequate", the Report declared. Yet more than one half of the one hundred and twenty-three text-books evaluated appealed to the Federation's Education Committee as

73 Iowa Legionaire, April 15, 1921.
being dynamic and not static in nature, and as dealing with the broader aspects of the life of the people. In some of those books in which there was a treatment of the labor movement the discussion was considered insufficient, the cause of such inadequacy resting upon "ignorance" or "to a hesitancy to deal with this difficult subject rather than to a deliberate attempt to keep the facts of industry out of the schools." The survey found "no evidence that text-books are being used for propaganda." 74

One of the most active organizations in the effort to remodel the content of history text-books especially since the World War, has been the Sons of the American Revolution. In 1917 at the instigation of the Executive Committee of the National Society an examination of Muzzey's American History was undertaken. The verdict of the reviewer was unfavorable, and as a result the book was excluded from the public schools of Portland, Oregon, and Evanston, Illinois. Although a revised edition has since appeared, Muzzey's critic still believes that he is a "political partisan" and

has produced a history unsuitable for use in the public schools. One of the most "grievous faults" which Muzzey has committed is in his discussion of the Revolution, wherein he speaks "contemptuously of Hancock, Warren, Otis and the Adamses* in calling them "patriots" with quotation marks attached to the word. He is held equally culpable because the Revolutionary dispute is said to have involved "a debatable question", a statement, which, it is alleged, should disqualify him from writing a school history. *The author contemptuously refers to the speeches and papers of Henry and

75 A pamphlet entitled Muzzey's School History written by Wallace McGawnt, Chairman of the Committee on Patriotic Education of the National Society Sons of the American Revolution, July 27, 1922. See also Official Bulletin of the National Society of the Sons of the American Revolution, vol.XVII (October, 1922), Washington, D. C.

76 Ibid., p.1. An examination of the text-book reveals the distasteful quotation marks in the following passage: "Letters, pamphlets, petitions, came in an uninterrupted stream from the Massachusetts 'patriots', Hancock, Warren, Otis, and the Adamses.*

77 Pamphlet, op.cit., p.2. Muzzey's statement in its context conveys a different meaning: "Until the Declaration was published the Tories and Loyalists, of whom there were tens of thousands in the American colonies, were champions of one side of a debatable question, namely, whether the abuses of the King's ministers justified resistance, but after the Declaration loyalty to the King of Great Britain became treason to their country." Muzzey, op.cit., p. 115.
the Adamses as "their rhetorical warnings" against being "reduced to slavery". Only one sentence devoted to Bunker Hill, "no mention of the death of Joseph Warren", "no reference to the gallantry with which the Americans defended the rail fence and redoubt", only a brief mention of Lexington and Ticonderoga, form the basis for other disparaging remarks against the text. "Aside from four sentences, only seven pages are devoted to the Revolutionary War when the "students in our public schools should be taught that our free institutions were won by heroism and sacrifice." Other omissions of "essential" facts are the failure to describe the work of Marion, Sumter, Pickens and Williams; no mention is made of Gansevoort, Anthony Wayne or Stony Point, Light-Horse Harry Lee or Paulus Hook, Bennington or John Starke.

Not content with attempting to relegate Muzzey's text-book to obloquy by the above accusations, the author of the pamphlet alleges that it contains inaccuracies, unfair statements, that it is full of partisanship of a political character, gives a biased treatment of controversial subjects, and is pro-British. Controversial subjects moreover, like the tariff, have no place in a high school text-book for

78 Pamphlet, op.cit.
79 Ibid., pp. 9-16.
"whatever the views of a citizen may be on this subject he should be permitted to send his children to school without having them taught that his own views on this question are unsound." Characterization of Mr. Wilson's as policies, "particularly set forth in his 'New Freedom' as an economic Declaration of Independence", also strikes a discordant note in the mind of the reviewer. Class distinctions are also made conspicuous, the reviewer declares, as in such a statement as "Federalism, which stood in John Adams' phrase, for government by 'the rich, the well-born and the able'", and in "The failure of the South to get rid of slavery in the early decades of the nineteenth century must be set down to the domination of a class of rich, aristocratic planters."

The year 1928 was marked by many other attempts to revise the contents of history books. One of the most conspicuous efforts was made in New York City, where much local agitation of patriotic and racial organizations had taken place. During the early spring months, Commissioner of Accounts David Hirshfield conducted public hearings at which school histories were assailed as pro-British and un-American. Among the people who spoke at the investigations was Alvin E. Owsley Director of the American Legion, who raised

\[\text{Ibid.}, \text{p. 13.}\]
objections to history teaching in which "children do not understand the facts" of American history. Among the objectors were Joseph T. Griffin, Colonel Fairfax, representing the Veterans of Foreign Wars, who was surprised at the intimation in school text-books that Paul Revere's ride was a myth; Julius Hyman who felt that Jewish heroes like Hans Solomon and Aser Levy should be given a place in histories; and William Pickens, a negro, who wished history text-books to record the fact that the first man killed in the Boston riot was Christmas Adams, a negro, that 5,000 negroes fought in Washington's army, 250,000 in the Civil War and 400,000 in the World War.

One result of the agitations about history text-books was the appointment of a committee by Superintendent of Schools William L. Ettinger,

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82 Haym Solomon, mentioned in the diary of Robert Morris as "my little Jew friend on Front Street," is credited with lending $400,000 to the colonists, and becoming bankrupt. Aser Levi, a Dutch Jew, was not permitted by Peter Stuyvesant to serve in the militia, but by an appeal to Holland finally was able to do so. New York Times, February 4, 1922.

83 New York Times, loc. cit.; also The Standard Union (Brooklyn, New York), February 3, 1922.
charged with the task of investigating the history books in use in the New York City schools. The comprehensive report of this committee was adopted May 18, 1922 by the Board of Education. This document is concerned chiefly with three matters: the establishment of a set of fundamental principles and reasonable standards for the writing of school histories, a detailed consideration of the charges made against text-books, and certain conclusions reached as a result of the inquiry.

In the formulation of the "General Principles" by which a history text-book should be written, the committee was doubtless guided by a letter of October 28, 1920 from Superintendent William L. Ettinger, in which he suggested that "a distinction should be drawn between the obligation to cleave closely to the line of historical truth such as is incumbent upon the historian writing for adult readers and the discretion properly conceded to an author of school text-books who writes for immature minds incapable of or disinclined to make fine distinctions but instinctively inclined to worship at the shrine of all that is loyal, heroic, and self-sacrificing." Mr. Ettinger believed it unwise to present to children facts concerning the infirmities of men who had been inspirational forces in national life. He objected, furthermore, to forces which tended to destroy a reverence for the institutional
life of the country.

In setting forth the "General Principles" for guidance in writing history text-books, the committee denied to the author "absolute freedom in the selection or in the interpretation of historical material" because "predetermined aims and standards predetermine selection and interpretation." Furthermore, the committee felt, there should not be included in a text-book statements of a derogatory character concerning American heroes. Material which would tend to "arouse political, racial, or religious controversy, misunderstanding, or hatred", the committee also wished excluded.

In its investigation the committee examined many of the best known text-books in American history and government including those under the authorship of Barnes, Guitteay, Hart, Magruder, McLaughlin and Van Tyne, Morris, West, and Ward. In all of these

84 Report on History Text-Books used in the Public Schools of the City of New York, p. 6. An abbreviated form of this report was published in The Historical Outlook, vol.XIII (October, 1922), pp. 250-255.

85 Report, op. cit., p. 14. The "General Principles" are set forth in more detail in the appendix of this study.
books they found statements which were objectionable to them, their chief disapproval arising from the discussions of our relationship with England, especially in the American Revolution and in the War of 1812; the incorporation of controversial topics in the text-books; the failure to inculcate patriotism; the emasculation of accounts of wars for the purpose of encouraging peace; and derogatory statements concerning our national heroes.

In speaking of the American Revolution, the Report declared: "Throughout . . . there should be but one aim: to impress upon the pupils the sublime spectacle of thirteen weak colonies spread along fifteen hundred miles of seacoast poorly equipped and poorly disciplined, giving battle to the strongest military and naval power in the world. In addition the colonists were surrounded by hostile Indians and in their midst was a large body of Tories working at times openly, at times secretly, but, at all times against them . . . . The pupil must be taught that if liberty is to continue 'to dwell in our midst' he must be prepared, should occasion arise, to make similar sacrifices." Authors of text-books, the Report indicated, should "refrain from such characterizations as 'War

86 Ibid., p. 20.
Hawks or from cynical, sarcastic or sneering remarks concerning the prosecution of the war. It was also felt that such a statement as Barnes made — "The war was a mistake. It was a case in which anger overcame judgment" — would be the generator of an unfortunate attitude in the pupils. Nor should writers indulge in controversial discussions because "the public schools are maintained by the public funds, the tax payers are of various creeds and political beliefs" and "it is necessary to respect their feelings."

Criticism was visited upon several of the text-books because they failed "to inculcate patriotism by bringing to the attention of pupils the best in the lives, words and deeds of our patriots." According to the committee too much attention was given "to the utterance and achievements of the heroes of other countries." To those who would offer disagreement to such a statement because it meant a "narrow-visioned patriotism", tending to accentuate racial consciousness, the committee offered the suggestion that "in the elementary grades, our primary concern is to acquaint the pupils with the deeds and words of our own heroes, and the traditions of our own land." Even though

87 Ibid., p. 25.
88 Ibid., p. 25.
derogatory statements regarding our national heroes might be statements of fact, they asserted that "truth is no defense to the charge of impropriety", for it "is a solemn and sacred obligation" to preserve "unsullied the name and fame of those who have battled that we might enjoy the blessings of liberty."

The conclusions of the committee included, besides the criticism indicated in the discussion of the Report given above, the statement that no evidence of intentional disloyalty had been found on the part of the authors of the texts although their attitude toward the founders of the Republic in some cases was "entirely reprehensible". Nor was there evidence to support the charge that the text-book had been written as "a result of unwholesome propaganda" although some of the writers frankly stated that they believed "there ought to be more friendly relations between Great Britain and the United States, and that they had written their histories from that standpoint."

Other cities besides New York have undertaken to rewrite history text-books. In practically all cases the investigations have been urged by patriotic or racial groups. As a result of the instigation of the

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90 Ibid., p. 23
91 Ibid., p. 170. Willis Mason West is mentioned. Ibid., p. 160.
national officers of the Sons of the American Revolution, the St. Louis chapter recently took action regarding textbooks used in the schools of that city. Aroused by an address delivered by Roy F. Britton, president of the local chapter, a resolution to investigate history textbooks used in the local schools was unanimously adopted by the local organization. Britton's talk shows plainly the influence of anti-British propaganda by his quotations from Charles Grant Miller, the New York City Report and Charles Edward Russell. Applauded by some of the St. Louis papers for "the real service" he had rendered, Major Britton's address bore the earmarks of all other protagonists of revision.

In Washington, D.C., in June, 1922, a committee of the Piney Branch Citizens' Association reported adversely with respect to Muzzey's American History for the reasons so frequently assigned. In reply to their criticisms Professor Muzzey offered the remonstrance that John Ridpath was cited as authority to disprove his points, that interpretations not intended by him were read into his work, and that the attacks were

92 Charles Edward Russell's article "Behind the Propaganda Scenes" from which Major Britton quotes appeared in Columbia, September, 1922.

"ridiculous, unwarranted and ungentlemanly". However, despite the strong protest of the Piney Branch adherents the text was not eliminated from the acceptable list of the Washington schools. Another organization, not confined to a racial group which seeks to include the various dissatisfied elements within its personnel, is the Patriot League for the Preservation of American History. Its immediate purpose is "to purge the public schools of the Anglicized school histories and establish in their stead textbooks that teach the true American annals and inculcate the true American spirit." Its slogan is taken from Washington's Farewell Address: "Against the insidious wiles of foreign influence, I conjure you to believe me, fellow citizens, the jealousy of a free people ought to be constantly awake; since history and experience prove that foreign influence is one of the most baneful foes of republican government."

94 Washington, D.C. Sunday Star, June 4, 1922. Muzzey's defense is criticised by the chairman of the Piney Branch Historical Committee in an issue of the Star, June 18, 1922.

95 It is interesting to note that Muzzey's text, so much criticised in some investigations, passed the censors of New York City.

96 Bulletin of the Patriot League (Charles Grant Miller, Organizing Director, Rosebank, New York City, 1922.

97 Ibid.
Charges against "ten" Anglicized school histories reincarnating "the spirit of Benedict Arnold" have been made by the Patriot League in a pamphlet entitled "Treason to American Tradition" by Charles Grant Miller. These charges have been indorsed and the accused books condemned, in formal resolutions unanimously adopted in their national conventions by the American Legion, The Descendants of the Signers of the Declaration of Independence, the Grand Army of the Republic, The Knights of Columbus, The Sons of the American Revolution, and the United Spanish War Veterans. The proscribed list includes books under the authorship of Matthew Page Andrews, Albert Bushnell Hart, John P. O'Hara, C.R. Ward, David Saville Muzzey, Willis Mason West, William B. Guitteau, A.C. McLaughlin and C.H. Van Tyne, Everett Barnes, and Edwin Greenlaw. The Patriot League concludes that "the heroic history of a nation is the drum and fife music to which it marches" and that "it makes a mighty difference whether America continues to quick step to Yankee Doodle or takes to marking time to 'God Save the King!'"

Inspired by the criticism made by the National

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Ibid.

Society Sons of the American Revolution, the Kentucky branch addressed a communication to nine educational institutions in November, 1922, asking that they withdraw Muzzey's History from use because of its "flippant, inaccurate and unsympathetic" content matter. Failure to inculcate "reverence for our Revolutionary fathers and their ideals" besides its "callous indifference" in the treatment of battles and heroes appeared to the Kentucky Sons characteristic of the textbook.

As a comment on their action, an editorial in the Louisville Times is worthy of repetition:

"If the Sons of the American Revolution in Kentucky have discovered a public school text-book of history that is unfair to the national record that book is lonesome. The Times is now familiar with the work of Professor Muzzey of New York, which the society at its meeting last night denounced as 'unpatriotic, unfair, inaccurate, partisan, closely bordering on the socialistic and lacking in Americanism'. But for many years in the public schools of the United States courses have been full of textbooks on history which committed most of these crimes in reverse order, by misstating all facts relating to the foreign controversies of the United States and the wars fought by this nation.

"The Muzzey book may be all that is charged against it. If so, it is remarkable that it was adopted in Kentucky schools after considerable investigation; that it was not complained of during the inquiry into history text-books in New York; that the University of Kentucky recommends it. The public will expect and await with interest the results of an investigation.

Louisville Times, November 9, 1922. Institutions to which the request was sent are high schools of Owensboro, Ashland, Dayton, Maysville, Louisville, Collegiate School, Bowling Green, Kentucky State University, Hamilton College, Lexington, and Berea College, Berea.
"But unless the book is unfair and inaccurate it should be defended against attack. The valor of ignorance is asserting itself in all quarters of America. Calmly content for several generations to study histories that were grossly unfair to every other nation in the world, some portion of the American public have lately gotten into the book-censoring business. During the last session of the Kentucky legislature a strong effort was made to eliminate text-books from the public school which expounded the theory of evolution. Some people want to suppress Mr. Well's interesting book, 'The Outline of History' because it contains some foolish and prejudiced observations on religion and nationalism. Others want to keep the former Kaiser from publishing his apology for his crimes. These belong to the class which love to read in their children's school books that the Redcoats always fled, that the British officers were always tyrants, that the American armies were never defeated and that Washington never told a lie. This is the valiant love for ignorance which must be suppressed in this country if it is to be free. New York judges recently have been stifling it by wisely refusing to ban from public sale certain works of fiction which a few prurient meddlers declared obscene.

"The Times does not place the local chapter of the Sons of the American Revolution in this category. The Muzzey book may be what they say it is. But it should be proved so conclusively before it is placed on the Index, as the tendency in the direction of suppressing information is too strong already. The ancestors of the gentlemen who sat last night resented nothing more than censorship of all kinds. They wanted to settle for themselves what they should read, eat, drink, wear and do. The era of Jefferson and Franklin and Samuel Adams was not the era of excision and paternalism." 101

The Courier-Journal also, in an editorial on "Writing History", lays stress upon the new values which have developed in the scientific presentation of history causing "a fresh and clarified perspective". Muzzey's text-book represents "the newer tendencies in historical writing", and aims wisely "to give the emphasis to those

101 Louisville Times, November 9, 1922.
factors in our national development, which appeal to us as the most vital from the standpoint of today".
Omitting those facts which can easily be found elsewhere, it receives endorsement for its non-sectionalism. "Indeed", declares the editorial, "a more thoroughly national work of its character and scope may not be had for American schools . . . . The Courier-Journal has warm appreciation of patriotic organizations like the one whose animadversion has been evoked by Muzzey's American History. Objections which have been made to this work would doubtless be, even in greater degree against any other history that might be written of this country and of its people. Such objection, however, may be hardly justified by impartial judges conscious of altered value or regardful of historical perspective."
California, likewise, aroused by the Sons of the American Revolution, instituted a search for anti-Americanism in histories, through a committee appointed by the Commissioner of Secondary Schools. The committee

102 Louisville Courier-Journal, November 12, 1922.
103 The committee appointed April, 1922, reported in June. It was made up of E.D. Adams (chairman), Professor of American History, Stanford University; E.I. McCormac, Professor of American History, University of California; J.A. Nowell, Head of History Department, Fresno Teachers' College; W.A. Mather, Head of History Department, Ontario; A.H. Abbott, Professor of History, College of the Pacific, San José. They examined substantially the same texts as those under discussion elsewhere. According to Charles Grant Miller in the Chicago Herald Examiner, March 5, 1922, under the (continued next page)
reporting in June, 1922, found none of the texts examined tainted by disloyal or unpatriotic sentiments and indicated that the source of attacks on American history text-books appeared to be due to a "revival of pro-German sentiment", to "an ineradicable Irish anti-British sentiment", to a "journalistic opposition to Great Britain", and "to an element of political reaction against the domestic legislation of recent years."

These attacks on history text-books have given rise to much discussion by the press, by educators and others. Professor William O. Bagley has declared that "an official public or governmental censorship over history text-books would be a calamity of the first magnitude." To Dean Percy H. Boynton "the hue and cry about American histories for schools is a piece of post-war hysteria." In general the attitude of the educators can be summarized in the words of Dr. Payson Smith, Commissioner of Education of Massachusetts: "The public school does not owe to business interests or to special interests or to labor interests of any kind that there shall be constructed in the minds of the young people attitudes and opinions designed to be definitely and specifically helpful to those interests... It is not a legitimate part of the public school program to deal in any phase of propaganda. Let the doors of the school-house once be opened to the appeals of those who want... any subject taught from the special viewpoint of a group of people and they must remain open until the schools will be so crowded with the teachings of the propagandists that there will be no time or opportunity left for doing the work which is the primary responsibility of the schools."
Chapter VIII

Trials of Teachers on Disloyalty Charges
(since 1917)

This chapter, which is to be added at a later time, will deal with trials of teachers upon disloyalty charges. It will include trials conducted during the World War and since, at such cities as Washington, D.C., Des Moines, Iowa, Peoria, Illinois, Fresno, California, and New York. Special attention will be given to the enforcement of the Lusk Law in New York. The chapter will contain an exposition of the charges brought against teachers, and a consideration of the outcome of the trials.
Appendix
Report of Chairman of Committee on Patriotic Education
of National Society Sons of the American Revolution.

Muzzey's School History

In 1917, at the request of the Executive Committee of the National Society Sons of the American Revolution, I reviewed a school history written by David Saville Muzzey. The work seemed to me to be objectionable on many grounds and as the result of the efforts which were put forth at that time by the patriotic societies, notably the Sons of the American Revolution, the Grand Army of the Republic and the Spanish War Veterans, the work was excluded from the public schools of Portland, Oregon, and of Evanston, Illinois. Since then a new edition of the work has come from the press . . . .

In publishing this new edition the author has eliminated his statement that Grant as a President was pitiable and his statement that the advocates of slavery had the stronger legal argument in the discussion of the free soil question before the Civil War. He has also found out the correct date of the Battle of Antietam. Notwithstanding the changes and corrections made, I believe this work to be utterly unfit for school use.

The author has no abiding conviction in American fundamentals; no enthusiastic veneration for the great men who founded the republic. He is a near socialist who looks with favor on the disintegrating forces at work.

1-Official Bulletin of the National Sons of the American Revolution, vol.XVII (October, 1922)
among the American people and a political partisan who has yet to learn that a school history is unsuitable for purposes of political propaganda.

The Revolution

I particularly object to the treatment by the author of our revolutionary period. In Section 107 on page 97 he characterizes the people who engaged in demonstrations against the Stamp Act as "the mob."

In Section 115, on page 102, he speaks contemptuously of Hancock, Warren, Otis and the Adamses. They are called patriots, but quotation marks are attached to the word.

In Section 120, on page 106, he gives the American view of taxation without representation and in Section 121, on page 107, he gives the British view of this subject. The author is perfectly impartial as between the two parties to the controversy. There is no condemnation of the principle contended for by George III and his ministers. In Section 131, on page 115, the author says in so many words that the dispute involved "a debatable question." In my opinion the man who has not found out who was right and who was wrong in this controversy has not been called to write American history.

In Section 123, on page 108, the author contemptuously refers to the speeches and papers of Henry and the Adamses as "their rhetorical warnings against being 'reduced to slavery'."
In Section 127, on page 111, the author devotes one sentence to the Battle of Bunker Hill. There is no mention of the death of Joseph Warren nor is there any reference to the gallantry with which the Americans defended the rail fence and the redoubt. The only mention of Lexington is as follows: "In April occurred the Battle of Lexington." The taking of Ticonderoga is covered in the following language: "In May came the bold capture of Fort Ticonderoga."

In Section 131, on page 116, the author says: "A detailed description of battles and campaigns is profitable only to experts in military science." With this as his excuse for so doing he devotes seven pages to the Revolutionary War. It is fair to the author to state that he has prior to this point in the narrative devoted a sentence each to Lexington, Ticonderoga and Bunker Hill, and another sentence to the invasion of Canada by Montgomery and Arnold. Except for these four sentences he undertakes to cover the Revolutionary War in the seven pages beginning at 115...

It is sometimes urged that a distinction should be drawn between a history intended for the lower grades and a history intended, as this one is, for use in high schools. I concede that there is such a distinction but I deny that either class of histories should eliminate the heroic element from the story of the American Revolution. . . .
In Section 133, on page 117, the author disposes of the Trenton and Princeton campaign in one sentence. In Section 135, on page 117, three lines are devoted to the Battle of Oriskany. The work contains no mention of Gansevoort. In Section 136, on page 118, there is a mere reference to Valley Forge. In Section 137, on page 118, the French Alliance is ascribed wholly to the desire on the part of France for revenge.... The services rendered by France to this country in our revolutionary period were so knightly and so generous that it is no small fault in a school history to ascribe them to a selfish and unworthy motive.

On page 120 and in Sections 140 to 141, the author undertakes to cover the war in the South, devoting one page to this important subject. There is no mention of Marion, Sumter, Pickens and Williams.

The work contains no mention of Bennington or John Starke, of Anthony Wayne or Stony Point, of Light-Horse Harry Lee or Paulus Hook... .

Inaccuracies

In Section 124, on page 110, the author refers to Henry's liberty or death speech as delivered before the Virginia House of Burgesses. It was in fact delivered before the Virginia Convention, not at Williamsburg, the state capital, but in a church at Richmond. (See Moses Coit Tyler's Life of Henry, Chapter 9, pages 113, 118, 124.)
In Section 128, at page 113, in speaking of Paine's "Common Sense" the author says: "Over 100,000 copies were sold, the equivalent of a circulation of 25,000,000 in our present population." This is a gross inaccuracy.

In Section 133, on page 117, the author speaks of Cornwallis instead of Mawhood as the British Commander at Princeton.

In Section 141 at page 120, in speaking of King's Mountain, the author describes Ferguson's force as "some 1200 Tory militiamen collected by Colonel Ferguson."

None of Ferguson's forces can with propriety be called militia men. They were all well disciplined troops and 200 of them were British regulars. (2 Fiske 255; Lodge's Story of the Revolution 380,383.)

In Section 175, on page 145, in discussing the ratification of the Constitution, the author says: "In Pennsylvania it seemed as though the days of the Stamp Act had returned. There was rioting and burning in effigy, and a war of brickbats as well as of pamphlets."

The only excuse for this statement is that there was some disorder at Carlisle on the 12th of December, 1787, after the Constitution had been ratified by Pennsylvania. (1 McMaster, 454 to 457.)

In Section 180, on page 148, in discussing the division between the governmental powers committed to the federal government and those retained by the states the author says: "All those things which especially interest the average citizen are affairs of the state
government. This is manifestly inaccurate. Witness the postal system, the income tax, the circulating medium and prohibition.

In Section 134, on page 151, in discussing the Supreme Court, the author says: "Its decision is final in all cases brought to it by appeal from state or federal courts throughout the land." The author ought to know that there is no right of appeal from a state court to the United States Supreme Court. The only jurisdiction at all resembling that spoken of is the right to sue out a writ of error from the judgment or decree of the court of last resort in a state to the Supreme Court of the United States for the purpose of reviewing federal questions only.

In Section 135, on page 152, the author says: "Few Americans have been in the habit of following the daily business of Congress as Englishmen follow the debates of their Parliament." The liberal space given in our daily newspapers to the happenings in Congress is evidence of the very general interest taken by our people in congressional proceedings.

In Section 245, on page 188, the author describes the Battle of New Orleans "as one of the bloodiest battles ever fought on American soil." The American loss in this battle was 17; the British loss, 700 killed and 1400 wounded. (Scribners Popular History of the United States, Vol.4, Chapter 9, page 236.) It is absurd to speak of this battle as bloody in any such sense as Antietam, Fredericksburg, Chancellorsville, Gettysburg, The Wilderness,
Spotsylvania, Cold Harbor and Chickamauga.

In Section 427, on page 302, the author says of Stephen A. Douglas: "After the death of Calhoun, Clay and Webster he became the foremost figure in American public life." Lincoln, Seward, Chase, Giddings, Sumner, Davis, Stephens, Benjamin, Toombs, Benton and Crittenden were then in public life. In view of this fact the author's statement is sweeping and in my opinion most inaccurate.

In Section 459, on page 323, the author says that Breckinridge was nominated for president in 1860 at Richmond. His nomination was given him at Baltimore. (2 Nicolay & Hay, 251; 2 Rhodes, 475.)

In Section 463, on page 325, the author says: Douglas "would have easily won with the support of the united Democratic party." This statement is made with reference to the presidential election of 1860. Lincoln's vote exceeded that of the combined opposition in all of the states which he carried except New Jersey, California and Oregon. (2 Nicolay & Hay, 295.)...

In Section 491, on page 343, the author says: "She (the South) looked to the Democrats of the North ... to defeat any attempt of the Republicans to "subjugate the South." We have seen how completely deceived the South was in the last expectation." I have no desire to keep alive the passions created by the Civil War but it is plain historic fact that the Democratic party of the North did do a great deal to defeat the attempt to conquer the South....
In Section 506, on page 356, the author, in discussing the Battle of Gettysburg, says: "At the beginning of the third day of the fight General Meade had over 90,000 men posted on the heights above and around Gettysburg." This is certainly a gross exaggeration of the force available to General Meade at the time named....

In Section 543, on page 383, the author takes up the black codes adopted in 1865. The characterization of them is most inadequate....

In Section 668, on page 466, it is said, with reference to Roosevelt: "Against his determined and even tearful protest the Philadelphia convention of 1900, by a unanimous vote, placed his name on the presidential ticket with McKinley's." I was a delegate to the Philadelphia convention and talked with Colonel Roosevelt the evening before the convention met. He stated to me personally that if western delegates were of the opinion that his nomination as Vice President would assist in carrying the western states he was willing to accept the nomination.

In Section 732, on page 514, the author says:

"As in every department of the war, our help in the air service grew marvellously during the summer of 1918. When the armistice was signed in November, we had over 50,000 men in the service, and were producing 1500 planes and 5000 motors a month... It was the American plane in the end that turned the balance of the war in the air to the side of the Allies and hastened the day of Germany's surrender."
This statement is grossly inaccurate. Down to the armistice the American army was provided with no combat planes. Our aviators were required to use the De Haviland 4's. The gas tanks on these planes were not bullet proof and the men called them flaming coffins. In the Battle of the Argonne the German planes were able to swoop down and attack American troops without fear of reprisal except for an occasional French plane which came to the rescue of our troops.

Unfair Statements

In Section 188, on page 153, the author characterizes those who believe in the doctrine of the implied powers of the federal government as "loose constructionists." The term is offensive and in my opinion unfair.

In Section 203, on page 162, the author quotes Alexander Hamilton as saying: "Your people, sir, is nothing but a great beast." I do not know whether Hamilton ever made the statement charged or not. I do know that his greatest weakness as a public man was his lack of that faith in the people which characterized such of our leaders as Andrew Jackson and Theodore Roosevelt....

In Section 643, on page 448, the author says with reference to the presidential campaign of 1896: "It was a bitter battle between the Western plowholder and the Eastern bondholder." "It signalized the victory in the Republican party of the business 'power behind the throne' of government." "The election of McKinley undoubtedly strengthened the influence of the big business interests on our government."....
The real issue involved in the presidential campaign of 1896 was a question of common honesty....

In Section 656, on page 458, the author says, with reference to the pacification of the Philippines: "The whole business was sickening, even to those who believed that it had to be done with all the unrelenting firmness that our generals displayed." This is an improper characterization of the Philippine campaign....

In Section 674, on page 471, the author speaks of the forest reserve policy and of the withdrawal of mineral lands from entry in the following language: "Had our government adopted this wise policy a generation earlier, it would have been able in Roosevelt's day to draw from its sales of timber and water power, its leases of coal and oil lands, a revenue sufficient to run the government without the imposition of a tariff." The author is a subscriber to the doctrine so long contended for by the Hudson's Bay Company. He believes that the West should be bottled up as a preserve for future generations. If he had had his way the West would still be unsettled. As a matter of fact the public land laws which have permitted the settlement and development of the West in two generations are the wisest system of agrarian legislation the world has ever seen.... The value of lands in the West is chiefly due to the enterprise of the western people, and this enterprise was called forth by a liberal system of land laws.

In Section 686, on page 480, the author speaks of
the division in the Republican party in 1910 as between reformers and standpatters. This is a partisan statement which does not belong in a school history, particularly as the political questions involved in this division are still insisted upon.

In Section 691, on page 483, the author speaks in terms intended to be complimentary of Robert M. LaFollette. He says among other things: "He had fought the railroads in Wisconsin, eliminating their agents from the control of the legislature." I do not believe that the agents of the railroads at any time controlled the legislature of Wisconsin and I object to any attempt to compliment La Follette. His disloyalty during the World War makes it inexpedient to praise him in a school history.

Partisanship

The work is full of language which is objectionable on the score of political partisanship....

In Section 698, on page 486, in commenting on Mr. Wilson's policies, particularly as set forth in his "New Freedom," the author says: "It was an economic Declaration of Independence."

In Section 717, on page 504, in speaking of the Caribbean, the author says: "If Wilson's policy here, as well as in South America and China, was less obviously for the support of big-business interests than Taft's so-called 'dollar diplomacy,' it was nevertheless a steady enlargement of America's power."
The Tariff

The author is a partisan on the tariff. In Section 304, on page 224, he says with reference to the tariff of 1828: "It was a low political job, which, as Randolph said, 'had to do with no manufactures except the manufacture of a president.' It was not even the honest expression of a section of the country."

In Section 629, on pages 432 to 440, the author says: "The 'coal senators' of West Virginia, the 'iron senators' of Alabama, the 'sugar senators' of Louisiana, the 'lumber senators' of Montana, all fought for a protection of their 'interests.' Under the lead of the Democratic Senator Gorman of Maryland (heavily interested in the sugar trust) the Wilson Bill was 'mutilated' beyond recognition by over 600 amendments. Only wool and copper were left as free raw materials, and the average of the duties was as high as under the Republican bill of 1883. It was still a 'protective' tariff. The House reluctantly yielded, to save a deadlock, but President Cleveland refused to sign the bill, which he called a piece of 'party perfidy and dishonor'..."

The tariff is one of the disputed political questions of our day. Whatever the views of a citizen may be on this subject he should be permitted to send his children to school without having them taught that his own views on this question are unsound....

Division of People Into Classes

In Section 288, on page 217, the author refers to "Federalism, which stood, in John Adams' phrase, for
government by "the rich, the well born, and the able."

In Section 333, on page 242, the author says: "Van Buren was an aristocratic New Yorker, a rich widower, who, according to campaign orators, lived in solitary splendor at the White House, eating off golden plates and drinking costly wines from silver coolers." Van Buren was one of the great men of the middle period of American history. I strongly object to his characterization in this offensive language.

In Section 336, on page 244, the author says: "In the South a more stationary and aristocratic civilization was founded on the wealth of the cotton fields."

In Section 363, on page 261, he says: "The failure of the South to get rid of slavery in the early decades of the nineteenth century must be set down to the domination of a class of rich, aristocratic planters."

In Section 634, on page 443, in speaking of the political conditions which preceded the campaign of 1896, the author says: "The crusaders were ready, radical Democrats, Populists, National Silverites; it needed only a leader to unite them into a compact army against the 'money lords' of Wall Street, who, they believed, had loaded their farms with mortgages and purchased legislatures and courts to thwart the people's will."

In Section 687, on pages 480 and 481, the author says: "For some years before the election of Taft there was growing conviction in the country that big business
had a sinister influence on the government, which could be remedied only by a larger participation of the public in practical politics.... The program of the reformers contained many innovations in politics, such as the nomination of officials by the people in direct primaries, the initiative, and referendum, and recall, the stringent regulation of business by the government, and the popular election of senators and judges. I regard the sentiments above referred to as most unfit to be passed up to school children of impressionable age. Class prejudice is a deadly menace to the stability of our institutions.

Right of Secession

In Section 471, on pages 330 to 331, the author speaks of the situation of the South at the outbreak of the Civil War as parallel with that of the colonies at the outbreak of the Revolution, concluding with this language: "The right to revolt, if the South thought it had just cause, is beyond argument." I believe this statement to be most pernicious as well as inaccurate and unfair. The author overlooks the fact that the southern states had ratified the federal constitution; that the federal constitution had formed the people of the United States into a union; that the states had reserved no right of withdrawal from the union at the time when they ratified the constitution. Why were they not bound by the act of ratification?

The southern leaders did not base their right of
secession on the ground which the author undertakes to defend. Secession was in each case the act of the state and not the act of the people in their unorganized capacity.

A justification of the act of secession is one of the most pernicious heresies which can be inserted in a school book....

Wallace McCamant, Chairman of Committee on Patriotic Education of National Society Sons of the American Revolution.

July 27, 1922.
Report of Committee of Five on American History Textbooks Now in Use in California High Schools.

Stanford University, California,
June, 1922.

Mr. A. C. Olney
Commissioner of Secondary Schools
State Board of Education
Sacramento, California

Dear Sir: In April, 1922, you were directed by the State Board of Education to appoint a Committee of five educators with instructions "to examine the textbooks on American History in use in the Junior High Schools, High Schools, and Junior Colleges of California and to report on those, if any, which treat any part of the American history in a disloyal or unpatriotic manner or which minimize the best patriotism of American tradition."

The committee appointed consisted of E. D. Adams (Chairman), Professor of American History, Stanford University; E. L. McCormac, Professor of American History, University of California; J. A. Nowell, Head of History Department, Fresno Teachers College; W. W. Mather, Head of History Department, Ontario; and A. H. Abbott, Professor of History, College of the Pacific, San Jose. The textbooks examined were:

West, History of the American People, 1918, Rev. 1920
Allyn & Bacon

Hart, New American History, 1921
American Book Company

Fish, The Development of American Nationality, 1919
American Book Company

McLaughlin, A History of the American Nation, 1919
D. Appleton & Company

Forman, Advanced American History, 1922
The Century Company

1- California State Printing Office, Sacramento, 1922.
Report

In the opinion of your Committee none of these texts treat "any part of the American history in a disloyal or unpatriotic manner." All of the authors may be credited with a desire to assist in inculcating a loyal and patriotic Americanism.... Before attempting that judgment it has seemed necessary to agree upon a statement setting forth what we consider to be the essentials of "the best patriotism of American tradition."....

Possibly our effort to summarize and state these essentials has no place in this report, since it was in effect but a preliminary step necessary to a common point of view in examining the texts. Nevertheless our summary is here offered both as an indication of our procedure and

Muzzey, _An American History_, 1920
  Ginn & Company

Fite, _History of the United States_, 1919
  Henry Holt & Company

Becker, _Beginning of American People_, 1915
  Houghton Mifflin Company

Dodd, _Expansion and Conflict_, 1915
  Houghton Mifflin Company

Johnson, _Union and Democracy_, 1915
  Houghton Mifflin Company

Paxson, _The New Nation_, 1919
  Houghton Mifflin Company

Ashley, _American History_, 1921
  Macmillan Company

Bassett, _Short History of the United States_, 1921
  Macmillan Company

Beard, _History of the United States_, 1921
  Macmillan Company

Channing, _Students' History of the United States_, 1915
  Macmillan Company

Thompson, _History of the United States_, 1917
  B.H.Sanborn & Company

Haworth, _The United States in Our Own Times_, 1920
  Scribner's Sons
as containing the points upon which the texts were judged.

In our opinion the "best patriotism of American tradition," when conveyed by history text books should directly aid in establishing certain principles and ideals in the pupil's mind. The more important of these we will list as follows:

(1) Pride in America and a Sense of Nationality.
A belief that America has developed a high type of political and social organization. But recognition that these are not now and never have been perfect and that they are a result of growth, largely anticipated by the framers of our government, to meet changing conditions. This requires a critical treatment of history, pointing out both excellencies and defects, whether in men or in events. It should help the pupil to develop a habit of just criticism, but also, what is equally important, a habit of giving high approval where merited.

(2) A Sense of Individual Liberty.
The recognition that America has contributed to world development the theory that human happiness is best secured by guarding individual liberty and by seeking to provide in the highest degree possible an equal opportunity to win that happiness. The history text should develop the origins with us of this ideal, in religious controversies, political quarrels with the mother country in colonial times, industrial development, and in political and social changes at home.

(3) A Respect for Private Property.
Inherited from old world institutions but emphasized more than by other nations from our earliest times. This is a bedrock American principle, but as developed in the United States emphasis always has been placed on the opportunity to acquire property as essential to individual liberty seeking happiness, not alone on the right to defend and to protect it. It is a principle essential to the American conception of, and contribution to, a progressive betterment of Society....

(4) A Belief in Democratic Self Government by Majority Rule.
This asserts the Jeffersonian doctrine that rule by the majority, while not ensuring perfection, is more likely to approach it than any other form of rule, and more likely
19
to preserve individual happiness under law. America, more
than any other nation, made the contribution of the ideal
of democracy by majority rule to the theory of political
government....

(5) Obedience to Law.
Since it has its sanction in majority rule, thus pro-
viding a reasonable limitation on individual liberty.

(6) A Desire for Justice.
It has long been, and still is, a marked attribute of
America, and history texts should expound it. They should
show its manifestations (or at times the lack of it), (a)
in the spirit of compromise that minorities may not be
oppressed by majorities; (b) in our relations with other
countries; (c) in our industrial disputes. Especially in
foreign relations the text should seek to present fairly
the view opposed to American contention in order that the
justice of our action may be weighed.

(7) A Will to Defend these Principles.
This is an essential result of American history teaching
which should bring out the sacrifice, devotion and partiotic-
ism of Americans in the past as regards: (a) our relations
with other nations; and (b) our domestic relations, either
political, religious, or social. But in neither field
should old and dead controversy be treated in such a way
as to perpetuate animosities....

Finally, the text should seek to be strictly unbiased
as regards both expression and content. It should narrate
truthfully the important facts of American history in such
a way as to make clear the principles and ideals which have
been developed in America and for which she stands.

Examining the texts submitted, it can not be said that
any one of them neglects, absolutely, these principles of
"the best patriotism of American tradition."....

Your committee wishes further to point out the pro-
gressive nature of history teaching in the schools of Cali-
ifornia. The high school does not attempt to cover the same
ground in American History courses as the elementary, nor
in the same manner. It is left to the elementary schools to emphasize especially the biographical element; while the high school texts develop the institutional side of our nation's growth. Hence we command the omission by some authors of many names of those who have contributed something worth while to American progress, but whose deeds and significance can best be presented by the elementary school text. This leaves room for the high school text to include those matters of social and economic development which are essential to give our young people the proper historical background for understanding our present complex problems.

Your committee finds no text wholly objectionable under the instructions of the State Board of Education. This is not to say, however, that in our opinion the texts are equally worthy. They vary in exactness of statement, in clearness of presentation, in grasp of principles, and, what is more serious, in fairness of language and view....

With this report approving all of the texts submitted to us, further comment may be regarded as superfluous. It seems to us, however, that we have a duty in directing your attention to the apparent sources of some of the attacks on various texts. During the recent World War you appointed a committee (upon which two of the members of your present committees also served) to examine all history texts in use in the California schools with instructions to report whether they were pro-German or were unduly friendly
to our allies. All of the American history texts then reviewed were reported as approved, but with some minor criticisms made privately to the publishing firms or authors. It appears to your present committee that many of the attacks now being made on certain texts are emanating from persons or organizations dissatisfied with the friendly relations established between America and our allies in the great war, and desirous of destroying that better understanding created by the war. Some of the attacks appear to be due to a revival of pro-German sentiment; some to an ineradicable Irish anti-British sentiment; some to an element of political reaction against the domestic legislation of recent years; some of journalistic opposition to Great Britain. Generally the method used in such attacks is to print sentences objected to without including the context. This deprives the reader of the opportunity to judge whether the criticism is just or not. Such criticism is in itself unfair and unscientific. A book must be judged by its general tone and spirit rather than by isolating words or phrases from their context and thus conveying a false impression of the author's meaning.

The point which we would make is, that attacks of this nature, though requiring consideration, are not worthy of serious respect, since usually they conceal real motives under the mantle of "traditional American patriotism." It is an age of propaganda and in substance most of these attacks are propaganda, having an ulterior purpose. Honest
criticism by one who sincerely feels that a text fails to teach American patriotism should always be listened to and his criticisms weighed. But propaganda criticism deserved no respect either by school boards or the authors of texts. As to such propaganda assertion that any American history text now in use in California high school and junior colleges "treats any part of the American history in a disloyal or unpatriotic manner, or minimizes the best patriotism of American tradition," your committee reports in the negative.

(Signed) E.D. Adams, Chairman

E.I. McCormac
A.H. Abbott
J.A. Nowell
W.W. Matner
General Principles

The formulation of aims and standards by the Commissioner of Education denies, by necessary implication, that the writer of a textbook for use in the public schools has absolute freedom in the selection or in the interpretation of historical material. Predetermined aims and standards predetermine selection and interpretation.

The textbook must contain no statement in derogation or in disparagement of the achievements of American heroes. It must not question the sincerity of the aims and purposes of the founders of the Republic or of those who have guided its destinies.

The textbook must contain no material which tends to arouse political, racial, or religious controversy, misunderstanding or hatred.

The textbook must contain no material tending to arouse misunderstanding or hatred between the United States and any other nation.

The selection of material must be restricted to that which contributes most directly and essentially to the attainment of the legitimate objectives of the public school system as formulated by the State Commissioner of Education.

1- Board of Education, New York, 1922.
The writer must be prepared at all times to *come out in the open and cheerfully and unhesitatingly stand up and make known to the entire community, *the aims and the i-deals, the purposes and the motives, which actuated him in the selection of his material and in his interpretation thereof.

Specific Aims

1. To acquaint the pupils with the basic facts and movements, political, industrial, and social, of American history.

2. To emphasize the principles and motives that were of greatest influence in the formation and development of our government.

3. To establish ideals of patriotic and civic duty.

4. To awaken in the pupil a desire to emulate all praiseworthy endeavor.

5. To emphasize the importance of weighing permissible evidence in forming judgments.

6. To present the ethical and moral principles exemplified in the lives of patriotic leaders.

7. To inspire in the pupil an appreciation of the hardships endured and the sacrifices made in establishing and defending American ideals.

8. To develop in the pupil a love for American institutions and the determination to maintain and defend them.

9. To bring the light of reason and experience to
bear on radical or alien theories of economic and political systems.

10. To enable the pupil to interpret the present in terms of the past and to view intelligently the functions and the value of existing institutions.

Discussion of General Principles and Special Aims

In order to give a clearer and more definite idea of the scope and intent of the general principles and special aims formulated by the Committee we submit herewith a discussion of said general principles and special aims.

A

The Primary Problem in Writing a History Textbook is Propriety of Selection of Material

As the pages of a textbook are limited, no material should be used unless it is essential and of the highest educational value. The child's time must not be taken up with facts which do not measure up to this standard.

B

The Textbook Writer is not a Historian

Strictly speaking the textbook writer is not a historian. The historian writes for the open market. He has the privilege of selecting and organizing his material in accordance with his own views. He may be an impartial writer or he may be a partisan. The textbook writer has not this freedom. He is subject to the limitations imposed upon the teacher....
It is for the teacher to determine what material is needed. It is for the textbook writer to supply it. Unfortunately, an examination of the prefaces in various textbooks shows that some textbook writers do not take this view.

Guiteau says:

"The momentous events of the last five years have demonstrated conclusively that our history textbooks must be written from a new viewpoint — the American Revolution is no longer to be studied as an isolated event resulting from British injustice. On the contrary, it should be placed in its true light as one phase of a larger revolution against kingly usurpation. So with the War of 1812, which takes on a new aspect when viewed as an incident in the Napoleonic Wars, rather than as a British-American contest. Throughout the book therefore special emphasis has been placed upon the relations of the United States to other countries. In this way an impartial judgment may be passed upon our international relations."

We believe that a textbook writer who seeks to influence our international relations is a propagandist. Under our constitution it is for the federal government, in the first instance, to determine what our foreign relations shall be. The children in attendance in our public schools must not be used directly or indirectly to influence official action in such matters.

C

The Burden of Proof Rests upon him who Makes a Derogatory Statement

.... Only when a man has been guilty of an act of great moral turpitude is a discussion of his act likely to lead to beneficial consequences. Nero's cruelty and Arnold's greeason are illustrations....
D

Probable Reason for the Presence of much of the Material to which Objections have been made

Probably the factor principally responsible for the presence of objectionable material in the textbooks under investigation is that the writers have not divided their material into topic-units, and have not formulated aims, sufficiently extensive in scope to permit marshalling the facts in due subordination....

It is sufficient to acquaint the pupil with the salient and essential facts. "The facts which will lead him to understand that liberty is a priceless jewel; that he should be proud of his country; and that he should yield obedience to constituted authority."...

E

Emasculated Accounts of Wars in Order to Encourage Peace

Objection has been made to the treatment in some of the textbooks of the wars in which we have been engaged. The objections are to the effect that the accounts are emasculated. In reply it is strenuously urged that "the surest way to end war, is to sing the praises of peace and to say little of war and the heroes of war."...

War in defense of freedom or in vindication of righteousness, justice and equity should be vividly portrayed, and the praises of its heroes should be joyously sung. Thus only can we raise a citizenry willing to die for the country.
Our Heroes

Objection has been made that some of the textbooks contain statements in derogation of our national heroes. In reply it has been urged that the statements are true, and that attention should be called to the weaknesses of our heroes or we will esteem them too highly.

Truth is no defense to the charge of impropriety....

The assurance that posterity will hold our heroes in grateful remembrance is one of the most powerful incentives to heroic achievement. To preserve unsullied the name and fame of those who have battled that we might enjoy the blessings of liberty, is a solemn and sacred obligation....

Propaganda

It has been charged that some textbooks contain propaganda. In reply some have alleged that all who make the charge are persons opposed to friendly relations with Great Britain. The reply cannot be sustained, as appears from the following editorial in "The American Legion Weekly" of October 7, 1921:

"The country has known for some time that school textbooks on American history are being revised on the theory that the elimination or correction of obvious untruths or distorted truths concerning England's relations with this country, notably during the Revolutionary War, would promote the cause of international friendship. . . . If the purpose of some of the authors was not to give the lasting impression to the school children of this country that the Revolutionary War was an unjustifiable war, that
is likely to be the effect of their work. . . . It will be regretted if what appeared to be a meritorious undertaking has been exploited with propaganda which every fair-minded American must resent."

H

Controversial Topics

As far as possible, the writer of a textbook should avoid controversial topics. The public schools are maintained by the public funds. The taxpayers are of various creeds and political beliefs. Their feelings must be respected....

I

Patriotism

It is objected that some of the textbooks make no attempt to inculcate patriotism by bringing to the attention of pupils the best in the lives, words, and deeds of our patriots; and that in some of the books, too much attention is given to the utterances and achievements of the heroes of other countries.

In reply, it is urged that true patriotism does not require that we magnify our country at the expense of others; that a "narrow-visioned" patriotism means that the Englishman will become more English; the German, more German; and the American, more American....
"Investigation of Text-books* under the Committee on Education and the Executive Council

The committee is exceedingly glad to report the completion of the survey of text-books and social studies under the direction of the permanent Committee on Education and the Executive Council by O.S. Beyer, Jr. This significant piece of work is now in the hands of that committee. Its scope is indicated by the title, "Social Studies in the Public Schools."

The report is divided into six sections and a supplement, as follows:

Part I - Influences at Work in Public Education:
1. The Threat to Public Education.
2. Who is Responsible?
3. Safeguards and Remedies.

Part II - Nature and Extent of Instruction in Social Studies:
1. Importance of the Social Studies.
2. Content of the Course.
3. Extent to Which They are Being Taught.

Part III - Survey of Social Science Text Books:
1. The Importance of the Text-books.
2. Growth of the Social Studies.
4. Summary of the Findings.
5. Chief Criticisms of Text-books
6. Text-books in Use.
7. The Selection of Text-books.
8. Subjects of Investigation Outside of Classroom.
9. Topics Discussed in Current Events.
10. The Inclusion of the Labor Movement in Courses of Study.

Part IV - Conclusions.
Part V - Recommendations:

1. With Regard to This Report.
2. With Regard to Future Action.

Part VI - Appendices:

A. The Number of Schools Using Each Specified Text in Civics.
B. The Number of Schools Using Each Specified Text in Economics.
C. The Number of Schools Using Each Specified Text in Sociology.
D. Observation, Investigation, etc., Carried on Outside the School for Economics Course by Number of Schools.
E. Observations, Investigations, etc., Carried on Outside of School for Civics Course by Number of Schools.
F. Typical Subjects Discussed in Current Events by number of Schools.

Supplementing - Evaluating of Specific Text-books in History, Civics, Economics and Sociology;
1. Type of Book.
2. General Consideration.
3. Specific Considerations.
4. Detail Evaluation of Text-books -
   a. Civics.
   b. History.
   c. Economics.
   d. Sociology.

Part I of the report reveals that a serious threat is menacing our public education system, which, however, is not working itself out so much against the means of education, such as the courses of study and the text-books used as against the human part of our educational system, namely, the great body of teachers. Responsibility for this threat devolves mainly upon a group of extra-educational associations, such as the National Association of Manufacturers, National Industrial Conference Board, "America First" Publicity Association, and others. Their influence,
however, is being partially counteracted by public-spirited progressive educational organizations. Safeguards and remedies are at the disposal of the organized labor movement individually and in co-operation with the progressive educational associations to reform the situation. This section concludes with a description of the many organizations active in the field of public education endeavoring to exert an influence upon it.

Part II brings out the true significance of the social studies in relation to the history, achievements, aims and ideals of the labor movement. It emphasizes, based upon scientific data, the place of the labor movement in the social sciences. Its great significance in modern society is thus clearly established. The opinions and judgments of our most eminent progressive educators are cited in support of these findings, having been secured by special inquiry. This section also reveals that the extent to which these studies which properly deal with the labor movement are being taught is entirely inadequate. Progress, however, has been made in recent years in the extension of the social sciences in our public schools. Nevertheless, very much still must be done. In fact, the whole public educational system, if the ideals of humanity as expressed by the labor movement, are to receive adequate consideration in public education, will require reconstruction around the social studies.

Part III deals with the importance of the text-book
in teaching the social studies. It describes the basis upon which the tests were formulated by means of which the text books covered in this report were evaluated. The summary of these evaluations are then presented, together with a resume of the chief criticisms of the texts scrutinized. In all, 123 text-books – 47 histories, 47 civics, 25 economics, and 4 sociologies – were evaluated. The tests bring out that one-half of the books (55 per cent) are of the newer type, dealing with the broader aspects of government and the social and industrial life of the people, rather than with forms of organization, military events and abstract theories. Still, a larger proportion (60 per cent) recognized to a greater or less degree the power for growth in our institutions; are dynamic rather than static in their methods of treatment. In dealing with questions of particular interest to labor there is a great divergence in concept as well as in method of treatment. The older formal texts either omit these subjects entirely or treat them so unsatisfactorily that for all practical purposes they might just as well be omitted. Some of the more modern ones deal with them briefly and perfunctorily, but on the whole the newer type of text does attempt to give the labor movement in the problem of industry adequate and just consideration. Failure to do so is apparently due to ignorance of the author or to a hesitency to deal with this difficult subject, rather than
to a deliberate attempt to keep the facts of industry out of the schools. Although numerous cases of error, mislead­ing statements, misplaced emphasis, discrimination against unions, and use of obsolete material, may be pointed out. The survey finds no evidence that text-books are being used for propaganda purposes. The publishers, the report con­siders, are undoubtedly deserving of a great deal of cre­dit for keeping school-books free from propaganda, and to this spirit of fair-play and desire for truth it considers that the organized labor movement may look for help in the correction of erroneous, misleading or unfair statements which mar the pages of otherwise excellent texts.

Concerning the text-books in use, the report points out that not only is an increasing supply of the better books becoming available, but there is also a steadily in­creasing demand for them. The investigation made also a steadily increasing demand for them. The investigation made also reveals the fact that, especially in civics and history, the modern or more approved text is being used to a larger extent than the less satisfactory. Subjects discussed or investigated in supplementary courses of study such as Current Events, the report indicates, pay a great deal of attention to problems and matters of special interest to labor."...
The Lusk Laws of New York regarding Instruction in Patriotism and citizenship, the flag, text-books, and qualifications of teachers.


4. Patriotism

Article 26-C

Instruction in Patriotism and Citizenship

Section 705. Courses of instruction in patriotism and citizenship. In order to promote a spirit of patriotic and civic service and obligation and to foster in the children of the State moral and intellectual qualities which are essential in preparing to meet the obligations of citizenship in peace or in war, the Regents of The University of the State of New York shall prescribe courses of instruction in patriotism and citizenship, to be maintained and followed in all the schools of the State. The boards of education and trustees of the several cities and school districts of the State shall require instruction to be given in such courses, by the teachers employed in the schools therein. All pupils attending such schools, over the age of eight years, shall attend upon such instruction.

Similar courses of instruction shall be prescribed and maintained in private schools in the State, and all pupils in such schools over eight years of age shall attend upon such courses. If such courses are not so established and maintained in a private school, attendance: 

upon instruction in such school shall not be deemed substantially equivalent to instruction given to pupils of like age in the public schools of the city or district in which such pupils reside. (Added by L. 1918, ch. 241, in effect April 17, 1918.)

706. Rules prescribing courses; inspection and supervision; enforcement. The Regents of The University of the State of New York shall determine the subjects to be included in such courses of instruction in each of the grades in such subjects. They shall adopt rules providing for attendance upon such instruction and for such other matters as are required for carrying into effect the objects and purposes of this article.

5. The Flag
Article 27

The flag

710. Purchase and display of flag. It shall be the duty of the school authorities of every public school in the several cities and school districts of the State to purchase a United States flag, flagstaff and the necessary appliances therefor, and to display such flag upon or near the public school building during school hours, and at such other times as such school authorities may direct.

711. Rules and regulations. The said school authorities shall establish rules and regulations for the proper custody, care and display of the flag, and when the
weather will not permit it to be otherwise displayed, it shall be placed conspicuously in the principal room in the schoolhouse.

712. Commissioner of Education shall prepare program. 1. It shall be the duty of the Commissioner of Education to prepare, for the use of the public schools of the State, a program providing for a salute to the flag and such other patriotic exercises as may be deemed by him to be expedient, under such regulations and instructions as may best meet the varied requirements of the different grades in such schools.

2. It shall also be his duty to make special provision for the observance in the public schools of Lincoln's birthday, Washington's birthday, Memorial day and Flag day, and such other legal holidays of like character as may be hereafter designated by law when the Legislature makes an appropriation therefor.

713. Military drill excluded. Nothing herein contained shall be construed to authorize military instruction or drill in the public schools during school hours.

6. Textbooks

Article 25, Section 674. Textbooks containing seditious or disloyal matter. No textbook in any subject used in the public schools in this State shall contain any matter or statements of any kind which are seditious in character, disloyal to the United States or favorable to the cause of any foreign country with which the United States is now at war. A commission is hereby created,
consisting of the Commissioner of Education and of two persons to be designated by the Regents of the University of the State of New York, whose duty it shall be on complaint to examine text-books used in the public schools of the State, in the subjects of civics, economics, English, history, language and literature, for the purpose of determining whether such text-books contain any matter or statements of any kind which are seditious in character, disloyal to the United States or favorable to the cause of any foreign country with which the United States is now at war. Any person may present a written complaint to such commission that a textbook in any of the aforesaid subjects for use in the public schools of this State or offered for sale for use in the public schools of this State contains matter or statements in violation of this section, specifying such matter or statements in detail. If the commission determine that the textbook against which complaint is made contains any such matter or statements, it shall issue a certificate disapproving the use of such textbook in the public schools of this State, together with a statement of the reasons for its disapproval, specifying the matter found unlawful. Such certificate of disapproval of a textbook, with a detailed statement of the reasons for its disapproval, shall be duly forwarded to the boards of education or other boards or authorities having jurisdiction of the public schools of the cities, towns or school districts of this State, and after the
receipt of such certificate the use of a textbook so disapproved shall be discontinued in such city, town or school district.

Any contract hereafter made by any such board of education or other school authorities for the purchase of a textbook in any of such subjects, which has been so disapproved, shall be void. Any school officer or teacher who permits a textbook in any of such subjects, which has been so disapproved, to be used in the public schools of the State, shall be guilty of a misdemeanor. (Added by L. 1918, ch. 246, in effect April 17, 1918.)

7. Qualifications of Teachers

Article 20, Section 550. Qualifications of teachers. No person shall be employed or authorized to teach in the public schools of the State who is

1. Under the age of eighteen years.

2. Not in possession of a teacher’s certificate issued under the authority of this chapter or a diploma issued on the completion of a course in a State normal school of this State or in the State normal college.

3. Not a citizen. A person employed as a teacher on April 4, 1918, who was not a citizen, may continue in such employment provided he or she, within one year from such date, shall make application to become a citizen and within the time thereafter prescribed by law shall become a citizen. The provisions of this subdivision shall not apply to alien teachers who are citizens of countries that were allied with this country in
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the prosecution of the war with Germany and who were employed as teachers in this State on or prior to April 4, 1918, provided such teacher make application to become a citizen before the first day of September, 1920, and within the time thereafter prescribed by law shall become such citizen. (Amended by L. 1918, ch. 158, and L. 1919, ch. 120, in effect March 31, 1919.)

551. Minimum qualifications of teachers in primary and grammar schools. No person shall hereafter be employed or licensed to teach in the primary and grammar schools of any city or school district authorized by law to employ a superintendent of schools who has not had successful experience in teaching for at least three years, or in lieu thereof has not completed:

1. A course in one of the State normal schools of this State or in any approved college, prescribed by the commissioner of education. (Subdivision 1 amended by L. 1920, ch. 155, in effect April 5, 1920.)

2. An examination for and received a life State certificate issued in this State by a superintendent of public instruction or the commissioner of education.

3. A course of study in a high school or academy of not less than three years approved by the commissioner of education or from some institution of learning of equal or higher rank approved by the same authority, and who subsequently to the completion of such course has not graduated from a school for the professional training of teachers having a course of not less than two years approved by the commissioner of education or its equivalent.

568. Removal of superintendents, teachers and employees for treasonable or seditious acts or utterances. A person employed as superintendent of schools, teacher or employee in the public schools, in any city or school
district of the State, shall be removed from such position for the utterance of any treasonable or seditious word or words or the doing of any treasonable or seditious act or acts while holding such position.

(Added by L. 1917, ch. 416, in effect May 8, 1917.)
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