

New York (City) Commissioners of Accounts

REPORT

ON

Investigation of Pro-British History
Text-Books in Use in the Public
Schools of The City of New York

At the Direction of

HON. JOHN F. HYLAN, MAYOR

BY

DAVID HIRSHFIELD

Commissioner of Accounts, City of New York



MAY 25, 1923

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JOHN F. HYLAN
MAYOR



DAVID HIRSHFIELD
COMMISSIONER OF ACCOUNTS



OFFICE OF THE COMMISSIONER OF ACCOUNTS
MUNICIPAL BUILDING
CITY OF NEW YORK

DAVID HIRSHFIELD.
COMMISSIONER.

May 25, 1923.

SUBJECT—INVESTIGATION OF PRO-BRITISH HISTORY
TEXT-BOOKS IN USE IN THE PUBLIC SCHOOLS
OF THIS CITY.

HON. JOHN F. HYLAN,
Mayor.

Dear Sir—On December 6, 1921, I received from your Honor a letter, of which the following is a copy :

"December 6, 1921.

DAVID HIRSHFIELD, ESQ.,
Commissioner of Accounts.

Dear Sir—I wish you would make a thorough investigation and report to me with regard to the new history readers and text-books alleged to contain anti-American propaganda, which have been introduced in the public schools of this city.

It would be interesting to learn why the standard works have been supplanted, if such be the fact; who are the authors of the new books; and what influence is back of the change.

This administration has done more than several past administrations combined to provide adequate accommodations for school children, and our total program calls for 95 school buildings and additions.

Having made ample provision for school facilities, it is our intention to see that the buildings are devoted to the purposes for which they were erected. There is no room in any of our schools for anti-American propaganda or anything which would besmirch American traditions and the glory, renown and good name of our American Republic and its founders.

America has given to the world great fundamental truths in government of the people, for the people, by the people. These truths have been woven in the warp and woof of our social, economic and political fabric. Many nations, some centuries older than our own, have profited by our example.

We have never forgotten our debt to early patriots who bequeathed to us the beneficent institutions of free government. At the risk of their lives, their fortunes and their sacred honor, our forefathers committed themselves to the cause of human liberty. It was an experiment, pure and simple—but a successful one.

It is amazing to think that any publication intended for the use of school children, should refer to our early patriots as 'hot-headed mobs,' 'smugglers' and 'pirates.' The fortitude, supreme common sense and sagacity of Washington and the other patriots have always been a never-ending source of inspiration, and it will be a sad day if alien propaganda is permitted to alter the enviable record of their service and patriotism.

The school children of this city must not be inoculated with the poisonous virus of foreign propaganda which seeks to belittle illustrious American patriots. What our school children are taught to believe about America and its founders becomes the spirit of America in the future. Let these children continue to be taught the truth as they have in the past, and we need have no misgivings as to the future welfare of the Republic.

Very truly yours,

JOHN F. HYLAN,
Mayor."

Pursuant to this request, I made a study of the American history text-books in use in the public schools of the City of New York, against which complaints have been made.

In addition to having read and examined the history text-books complained of and having done extensive research work, I held five public hearings during the period from February 3 to April 18, 1922, to which all those interested were invited.

These hearings were well attended and the following-named persons appeared and spoke against the use of the un-American text-books in our schools:

Col. Alvin M. Owsley,
National Commander, The American Legion.

Mr. Charles Grant Miller,
Author of "Treason to American Tradition."

Col. H. B. Fairbanks,
Chairman, Executive Committee, Veterans of Foreign Wars.

Mr. Joseph T. Griffin,
Principal, Public School 114, Manhattan.

Mr. Julius Hyman,
Representing National Security League and Jewish Welfare Board.

Mrs. John Jerome Rooney,
Chairman, District School Board, No. 15, Manhattan.

- Mr. William Pickens,
Field Secretary, National Association for Advancement of Colored People.
- Mr. F. E. DeWees,
31 East 27th Street, New York.
- Judge Wallace McCamant,
President General, National Society Sons of the American Revolution.
- Major David Banks,
Secretary General, Military Order of Foreign Wars.
- Mr. Thos. P. Tuite,
Executive Secretary, The Star-Spangled Banner Association, and
Secretary, Vanderbilt Post, Grand Army of the Republic.
- Mr. William M. Van Der Weyde,
President, Thomas Paine National Memorial Association.
- Mrs. Marie J. Stuart,
National Association for Advancement of Colored People.
- Mr. John A. Carrigy,
Commander, Nathan Hale Post, The American Legion, Brooklyn.
- Mr. Warren B. Fisher,
Representing United American War Veterans.
- Miss Dorothy Burns,
616 West 116th Street, New York.
- Mrs. Caroline C. Sperry,
Mountainview, N. J.
- Mr. Philip Leonard Greene,
International President, Pan-American Student League.
- Capt. Walter I. Joyce,
National Chairman, Americanization Committee, Veterans of Foreign Wars.
- Mr. Charles Edward Russell,
Author, diplomat and publicist.
- Mr. George E. Morrison,
Manager Editor, "The Historic Hudson."

The following-named persons appeared and spoke in defense of the histories complained against:

- Mr. Francis M. Kinnicut,
Member, Advisory Board, the English Speaking World.
- Mr. Telfair Minton,
Secretary, The Loyal Coalition.

While none of the authors of the complained-of text-books appeared at these hearings, I am told that several representatives of the text-book publishers attended, but none spoke.

From the examination of the text-books and a study of the whole subject and from the testimony given before me, it appears that standard American school histories have been largely supplanted in the New York City public schools by eight texts recently revised, so far as they relate to the Revolution, the War of 1812 and other Anglo-American differences.

Under the specious pretense of "promoting more friendly relations" and "mutual understanding" with Great Britain, our school children are now being taught not the consecrated maxim, "Taxation without representation is tyranny," but, quite to the contrary, that "In England's taxation of the colonies there was no injustice or oppression," and that the real reason independence was sought, was because after England had at great cost crushed out autocracy in the Western Hemisphere, the colonists no longer needed the protection of the mother country, and were unwilling to pay their fair share of the costs incurred.

Faneuil Hall, "the cradle of liberty," is of no consequence in these new histories, nor is the Mutiny Act, the Stamp Act, or the Boston Massacre, which the colonists deemed important causes for resentment.

The martyrdom of Nathan Hale, whose only regret on the British scaffold was that he had but one life to give to his country, is in all of them ignored. In most of them there is no mention of Joseph Warren, Ethan Allen, Anthony Wayne, Paul Revere, Molly Pitcher and Betsy Ross. In one there is a page of praise for Benedict Arnold.

Such important battles as Bunker Hill, Bennington, Oriskany and King's Mountain are omitted.

Such decisive victories as Ticonderoga, Saratoga, New Orleans and the capture of the Serapis are belittled.

The inspiring slogans, "We have met the enemy and they are ours," "Don't give up the ship," and "I've not yet begun to fight," are either omitted or discredited.

French aid in the Revolution is by all, but one, of these authors attributed to shameful motives.

As a result of these new texts, the children are now being taught in our public schools misrepresentations such as the following:

That the American Revolution was merely a "civil war" between the English people on both sides of the sea and their "German" king;

That Magna Charta is the real source of our liberties, while the Declaration of Independence exerted no vital force;

That such patriots as Samuel Adams, John Hancock and Patrick Henry were mere disreputable characters;

That Thomas Jefferson deserved a halter;

That Alexander Hamilton denounced the people as "a great beast";

That the United States Constitution and most of our free institutions were borrowed from England;

That the War of 1812 was "a mistake," "disgraceful," and "unfortunate";

That the Mexican war was a grab of territory;

That the North saved the Union only through England's "heroic support";

That our war with Spain was won because England prevented Germany and all Europe from taking sides against us;

That our country's history has been "hitherto distorted through unthinking adherence to national prejudices";

That it is now being "set right" through "newer tendencies in historical writing" and "methods of modern historical scholarship."

It would seem as if these authors wanted to convey the impression that our history, our government, and everything else American is all wrong, and that the sole hope for American progress lies in our renouncing our American traditions, surrendering our American spirit and becoming again an integral part of the British Empire, as Cecil Rhodes directed in the first draft of his will, quoted in Basil Williams' life of Cecil Rhodes:

"Directed that a Secret Society should be endowed with the following objects: 'The extension of British rule throughout the world, * * * the colonization by British subjects of all lands where the means of livelihood are attainable by energy, labor and enterprise, and especially the occupation by British settlers of the entire continent of Africa, the Holy Land, the valley of the Euphrates, the Islands of Cyprus and Candia, the whole of South America, the islands of the Pacific not heretofore possessed by Great Britain, the whole of the Malay Archipelago, the seaboard of China and Japan, *the ultimate recovery of the United States of America as an integral part of the British Empire.*'"

and also making a reality of Andrew Carnegie's fondest dream set forth in his "Triumphant Democracy" in 1893:

"Time may dispel many pleasing illusions and destroy many noble dreams, but it shall never shake my belief that the wound caused by the wholly unlooked-for and undesired separation of the mother from her child is not to bleed forever. Let men say what they will, therefore, *I say that as sure as the sun in the heavens once shone upon Britain and America united, so surely is it one morning to rise, shine upon and greet again the re-united state, the British-American Union.*"

The texts which I have specially examined are:

An American History, Revised, 1920,
by David Saville Muzzey;

History of the American People, 1918,
 by Willis Mason West;
 School History of the United States, Revised, 1920,
 by Albert Bushnell Hart;
 A History of the United States for Schools, Revised, 1919,
 by McLaughlin and Van Tyne;
 Our United States, 1919,
 by William Backus Guitteau;
 Burke's Speech on Conciliation, 1919,
 by C. H. Ward;
 Short American History by Grades, 1920,
 by Everett Barnes;
 American History for Grammar Grades, 1920,
 by Everett Barnes;

all on the List of Authorized Texts of the New York City public schools, selected by William L. Ettinger, Superintendent of Schools in the City of New York.

It appears that from among the ten texts complained of, the eight worst offenders against America and Americanism were selected for use in the New York public schools.

At the time this investigation was called for by your Honor, an inquiry into similar complaints had been going on for some time by a Special Committee of twenty-one, consisting of Superintendents, Principals and Teachers, appointed by Superintendent Ettinger. This Committee thereafter, in May, 1922, made its report in which certain passages in seven of the complained of texts were criticized, but not a word was said against the Muzzey history.

Of one of the authors the New York Public School Special Committee's report says:

"No Wedderburn, no crown advocate, could plead the British cause in a more bitterly partisan spirit than West has done."

As to all the accused authors, excepting Muzzey, the School Committee reported:

"The paragraphs complained of in their books indicate an attitude of mind toward the founders of the Republic which, in our judgment, is entirely reprehensible."

The report of this Committee was accepted by the Board of Superintendents May 15, 1922, and the Committee members were thanked by Superintendent Ettinger for their "excellent work."

However, for some unexplained reason, the List of Text-Books authorized to be used in the public schools of New York City, issued in February, 1923, continues to include every one of the histories that had been investigated and condemned by the Superintendent's own investigating committee.

As I understand it, while all books for use as text-books in the public schools of this City must be selected from the List of Authorized Texts, promulgated

by the Superintendent of Schools, the Principals select for use in their respective schools such books on the list as they choose; but, owing to refusal of information by the Principals and various other school authorities, by order of Superintendent Ettinger, it has been impossible to obtain information to what extent these texts are now in use in our schools.

During the progress of my investigation, and apparently as a result thereof, the Guitteau history and the two Everett Barnes histories were revised. In these re-revised text-books, though many offensive passages have been corrected or removed, the texts still show their authors' apparent want of true American patriotic appreciation.

Patriotic protest has forced the Muzzey history out of the public schools in many States, but in the New York City school system it seems to be especially favored. Thirteen hundred and fifty-six copies of the Muzzey history were purchased and placed in the public schools of this City in 1922, and already in 1923 there have been added eleven hundred and fifty more.

President-General McCamant of the National Society Sons of the American Revolution, in a statement, said in part:

"There is a great abuse in the matter of the adoption of school books. The representatives of the publishing houses spend money lavishly in the entertainment of teachers and school superintendents and secure favors from the latter which ought not to be granted.

"In my attack on the Muzzey history in my home city, Portland, Ore., I was unable to get anywhere in that jurisdiction until we got rid of a school superintendent who was too friendly to Ginn & Co., the publishers of the book, to be willing even to consider its displacement.

"Every one of the publishing houses has a force of smooth promoters, selected because of their personality, who go about the country bringing about the introduction of text-books, not on their merits but on the popularity and other persuasive qualities of the men who promote them."

The young should receive patriotic enlightenment and be taught loyal citizenship. The quality of the history teachings to the school child largely determines the patriotic character of the future citizen and the destiny of the nation. Too great care cannot be taken to protect the impressionable minds of our school children against improper history teachings.

The prime essential of history-teaching to our children is to inculcate wholesome appreciation of the heroes, ideals and achievements of our country's past and to stimulate right aspirations as to its future.

The teaching to American children of the revised and much-complained-of history text-books can have but one result, and that is to depreciate American patriotic thought and degrade national spirit.

It appears, however, and is shown in detail in this report, that organized English and American financial influences insidiously pervade the scholastic circles of our country, with the result that American school histories are so

rewritten as "to give the emphasis to the factors in our national development which appeal to them as most vital from the standpoint of to-day."

The aim of this "standpoint of to-day" seems to be to discredit the American Declaration of Independence and the American Constitution in the minds of the American children, as not being the real foundation, bulwark and inspiration of our rights, liberties and ideals, and thus undermine their love for our country and sow seeds of disrespect for our sacred institutions.

In every school history, the story of the American Revolution ought to be told with emphasis on the righteousness of the cause for which our forefathers fought.

The men of the Revolution are no longer here to defend the righteousness of their cause and we owe a duty to their memory to see that our school histories shall teach that they were right in what they did and what they fought for, and any history which, after 150 years, attempts to teach our children that the War of Independence was an unnecessary war and that it is still a problem as to who was right and who wrong, should be fed to the furnace, and those responsible for these books branded as un-American.

I do not for one moment contend that everything contained in our American history text-books prior to the pro-English propaganda in America was absolutely true. However, those American histories were written from the American point of view, intended to awaken love for America and for everything American, to instill patriotism in the breasts of the young and excite their admiration for the heroic men and splendid women who laid the foundation of our independence and made this Nation a fact.

If any of the old-line history text-books contained any inaccuracies of particular events, they erred in favor of Americanism, and I, for one, would rather have it that way.

Under the protection of the State educational laws, the Superintendent of Schools in the City of New York reigns supreme in our elementary and high schools, while the college officials have absolute sway over their respective city-owned and city-supported higher educational institutions.

In the past any suggestion from the city authorities in connection with the method and kind of education to be given to our children has been met with an outcry of "politics" and "political interference" from those who are suspected of being beneficiaries of the various existing funds and foundations used to promote a certain brand of education and to mould public opinion. Nevertheless, these text-books should not be permitted to be used in our schools.

The following is a study and an analysis of the offending school-history text-books.

AN AMERICAN HISTORY

Revised, 1920

By DAVID SAVILLE MUZZEY, Ph.D.
Barnard College, Columbia University.

This history is subject to severe criticism from many sources and many viewpoints. The opening sentence of the preface is as follows:

"The present volume represents the newer tendencies in historical writing. Its aim is not to tell over once more the old story in the old way, but to give the emphasis to those factors in our national development which appeal to us as most vital from the standpoint of to-day."

It was contended by the critics who appeared before me, that "the newer tendencies in historical writing," proclaimed and followed by Prof. Muzzey, are pro-British. Many passages were cited in this book to prove that the author has no abiding conviction in American fundamentals, or in the just causes of the Revolution, nor any wholesome veneration for the great men who founded our Republic.

On page 90 of his history, in treating of the American Revolution, Prof. Muzzey says:

"This great event has too often been represented as the unanimous uprising of a downtrodden people to repel the deliberate, unprovoked attack of a tyrant upon their liberties; but when thousands of people in the colonies could agree with a noted lawyer of Massachusetts that the Revolution was a 'causeless, wanton, wicked rebellion,' and thousands of people in England could applaud Pitt's denunciation of the war against America as 'barbarous, unjust and diabolical,' it is evident that, at the time at least, there were two opinions as to colonial rights and British oppression."

Most adult Americans were brought up in the belief that the American Revolution was rather a glorious affair, that Burke's characterization of the "fierce spirit of liberty" that animated the forefathers of the Republic was no mere figure of speech, and that Abraham Lincoln spoke the truth when he described it as a "nation conceived in liberty." Our children, however, if permitted to gain their knowledge of the early history of their country from textbooks such as Muzzey's, will learn something quite different than did their parents.

In that "there were two opinions" the author is unquestionably correct, but in presenting the issues upon which opinion was divided, he teaches (page 106):

"When we review, after a century and a half, the chain of events which changed the loyal British-Americans of 1763 into rebels in arms against their king in 1775, we see that the cause of the Revolution was a difference of opinion as to the nature of the British Empire."

Again, on page 115, he states that it was

“a debatable question, namely, whether the abuses of the king's ministers justified armed resistance.”

This attempt to turn into a “debatable question” the hitherto clear and incontestable truth that the colonists were right and their oppressor wrong, strikingly exemplifies “the newer tendencies in historical writing,” against which patriotic protest is properly directed.

Objection is made to Prof. Muzzey's characterization of those who engaged in demonstrations against the Stamp Act as “the mob” (page 97), because to the minds of school children, or even of adults, this is either derogatory of the patriots or vindictive of mobs.

On page 102 Prof. Muzzey refers to Hancock, Warren, Otis and the Adamsses as patriots, but ironically puts the word patriots in quotation marks.

In connection with the Revolution he wholly omits mention in his text of Nathan Hale, Generals Anthony Wayne, Putnam, Sumter, Pickens, Marion, Stark, Sullivan, Knox, Light Horse Harry Lee, Gansevoort, Commodore Barry, Sergeant Jasper, Mollie Pitcher, Betsy Ross and the birth of the flag, the battles of Bennington and Stony Point, and many other heroic characters and events that have thrilled and inspired the school boys and girls in the school history of the past.

The Battle of Lexington is inadequately and inaccurately presented.

The taking of Ticonderoga is related without detail or spirit.

The story of Bunker Hill is disposed of in seventeen words.

All mention of Brandywine, Germantown and Valley Forge is embraced in two sentences.

The glorious career of John Paul Jones is given one sentence.

In fact, the entire account of the military and naval actions of the Revolution is compressed into less than ten pages, in a book of more than five hundred pages.

It is true that Prof. Muzzey twice in his book avows it to be his theory that “military history is useful only for the special student of the science of war.” However, it is interesting to observe that in the same book the author gives a full page and a half of space, with a full-page map and a foot-note, to a detailed military history of the “British victory” at Quebec in 1759.

According to Prof. Muzzey those nations which gave aid or friendly recognition to the Americans in the Revolution were actuated by mean, selfish motives, and France assisted only after she saw that:

“The American revolt was a weapon strong enough to use in taking revenge on England. * * * Spain joined England's enemies with the hope of regaining the island of Jamaica and the stronghold of Gibraltar; Holland, England's old commercial rival, came into the league for the destruction of Britain's naval power and the overthrow of her colonial empire.

"Thus the American Revolution, after the victory at Saratoga, developed into a coalition of four powers against Great Britain; and the American continent became again, for the fifth time within a century, the ground on which France and England fought out their mighty duel."—Pages 118-9.

Complaint is also made that in Prof. Muzzey's text American children are taught that in the negotiations for peace France sought to betray the interests of America, and that America actually did violate her compact and betray the interests of France. On pages 127-8 the following appears:

"It soon became evident to the American diplomats at Paris that France was planning to find consolation for her defeated ally, Spain, at the expense of her victorious ally, America.

"The commissioners, following Jay's advice, disobeyed Congress, violated the treaty of alliance with France, and concluded the peace with England alone, thereby securing the whole territory from the Atlantic to the Mississippi."

This has been a matter of long controversy. The best authorities have it that France asked nothing for herself, but did want concessions for her other ally, Spain. A provisional treaty, which was directly negotiated with Great Britain by the American Commissioners, was accepted by France as a signatory party.

"But," says Prof. Muzzey, on page 128, "it took all the tact and shrewd suavity of Benjamin Franklin to make the French ministry accept the terms of the treaty with even tolerably good grace."

As a matter of truth, the attitude of France toward America throughout the Revolutionary period was friendly and her assistance was very helpful, and the good grace of the French ministry in agreeing to the treaty was shown by a new loan of six million livres to the United States within a few days after the signing of the treaty.

Muzzey, in striving to discredit the whole inspiring story of French aid, tells with apparent pride (page 130) that while all other nations were plotting and scheming for advantage in the peace terms, England alone was unselfish, upright and generous, and that:

"Europe was amazed at England's generosity. * * * It was a complete if a tardy triumph of that feeling of sympathy for men of common blood, common language, traditions, and institutions, across the seas."

It is true that the French minister, Vergennes, wrote in relation: "The English buy the peace rather than make it. Their concessions as to boundaries, the fisheries, the Loyalists, exceed everything I had thought possible." The same joyous feeling prevailed in America. But the concessions were granted by England, not through sympathy and blood affection, but through stern necessity. Prof. Muzzey in his account seems to be setting forth his own feeling, rather than historic fact.

Among the causes leading to the War of 1812, Prof. Muzzey relates (page 183) :

“The next move of the (American) administration was an attempt to bribe England and France to bid against each other for our trade.”

To my mind, this is a most ungraceful form of a very doubtful statement. It is not true American history, but typical British propaganda.

As to the War of 1812, Prof. Muzzey, on page 184, refers to it as :

“The unfortunate war between the sister nations of the English tongue.”

The first sentence in Prof. Muzzey's account of that war reads as follows (page 180) :

“The unholy ambition of one man kept the civilized world in a turmoil during the first fifteen years of the nineteenth century and stirred war from the shores of Lake Erie to the steppes of Russia.”

The plain import of this is that our “second war for independence” was a mere incident in European conflicts.

We, on the other hand, have been taught that the War of 1812 was an American struggle for freedom of the seas, for the protection of our seamen from English impressment, and for the defence of our frontiers against Indian allies of Great Britain, armed and urged on to murderous outrages. Every American believes that the War of the Revolution won American Independence and that the War of 1812 confirmed that Independence in the eyes of foreign nations and aroused in our own people a true national consciousness.

Many other inaccuracies, indicating inattention to real facts in American history, have been pointed out in the Muzzey text.

On page 110 of his book Prof. Muzzey refers to Patrick Henry's liberty-or-death speech as having been delivered in the Virginia House of Burgesses (at Williamsburg), when, according to authentic records, it was delivered before the Virginia Convention in a church at Richmond.

This author, page 117, speaks of Cornwallis, instead of Mawhood, as the British commander at Princeton.

On page 120, Ferguson's force at King's Mountain is described as “some 1200 Tory militiamen collected by Colonel Ferguson,” when all early histories tell us that he had well disciplined troops and 200 of them were British regulars.

The author says, on page 152: “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.

On page 188 is described the Battle of New Orleans “as one of the bloodiest battles ever fought on American soil.” While it is true that the British loss was 700 killed and 1,400 wounded, the American loss in that battle was only 17, and it is absurd to speak of this battle as bloody in any such sense as Antietam,

Fredericksburg, Chancellorsville, Gettysburg, The Wilderness, Spottsylvania, Cold Harbor and Chickamauga.

On page 323 the author says that Breckinridge was nominated for President in 1860 at Richmond, whereas the nomination was made at Baltimore.

With reference to the Presidential election of 1860, on page 325, Prof. Muzzey writes that Douglas "would have easily won with the support of the united Democratic party." As a matter of fact, Lincoln's vote exceeded that of the combined opposition in all of the States which he carried, except New Jersey, California and Oregon.

It is not for the inaccuracies pointed out in the Muzzey text, but because of his apparent intentional misstatements with respect to the establishment of our great Republic and her early period, that Prof. Muzzey's work is condemned as utterly unfit for use in the public schools of New York City.

It was expected that owing to the exposure and to the vigorous protest on the part of American patriots and American patriotic societies, Professor Muzzey would re-write his 1923 edition and make it a history of America. The latest 1923 printing is out, and after reading it I regret to be compelled to state that it is unchanged in any important respect from the 1920 edition.

"A debatable question" has been modified to "a much-debated question." Quotation marks have been removed from the word patriots, when referring to American Revolutionary leaders. Apparent unintentional inaccuracies regarding the place of Patrick Henry's liberty-or-death speech, the character of Ferguson's forces, the nomination of Douglas and the vote for Lincoln, have been corrected.

HISTORY OF THE AMERICAN PEOPLE

1918

By WILLIS MASON WEST

Sometime Professor of History and Head of the Department in the University of Minnesota.

The complaints against this text from many sources are that its author is an outright propagandist, endeavoring zealously to promote the British design of an Anglo-American union.

The New York City School Committee, in its Report of this author, says:

"Mr. West presents only the views of the Counsel for the crown.

"The writer is constantly finding defense for the course of action taken by the British Government. The American side of the argument is entirely ignored. * * *

"No Wedderburn, no crown advocate could plead the British cause in a more bitterly partisan spirit than West has done."

Notwithstanding, West's book continues on the Authorized List for use in the New York Schools.

Prof. West proclaims in the preface to his book that the feature he has aimed first to emphasize is:

"the historical grounds for friendship between America and England, in spite of old sins and misunderstandings.

"Throughout I have not hesitated to portray the weaknesses, blunders and sins of democracy."

He, in my opinion, herein pleads guilty to the charge of being an English propagandist.

Some of the un-American teachings running through this text-book are:

"Most of the settlers were 'servants,' and a rather worthless lot."—Page 67.

They were "a bad lot, with the vices of an irresponsible, untrained, hopeless class. * * * Cheats and drunkards from this class * * * led to crime or suicide."—Page 72.

Democracy—"the meanest and worst form of government."—Page 80.

"Many of them paid themselves indirectly for their devotion to public service by what would today be called graft."—Page 132.

"Especially was the public land a source of private riches."—Page 133.

"Pettiness and ignorance on the part of the colonists."—Page 141.

"Wolfe had only 700 Americans, whom he described as 'the dirtiest, most contemptible, cowardly dogs. * * * such rascals are an encumbrance to an army!'"—Page 182.

"Washington declared that he would have been wholly helpless for a long time, had he not had under his command a small troop of English soldiers."—Page 183.

"Colony after colony, for time after time, had been guilty of sacrificing the safety of a neighbor to sordid parsimony or to mean jealousy."—Page 189.

Those who took part in the Stamp Act protests, the Boston Tea Party, the Boston Massacre and the capture of the Gaspee are referred to as "mobs."

Some of the colonial leaders are called patriots, but the word is derisively saddled with quotation marks.

The colonists who resisted British tyranny are repeatedly called "radicals."

At Valley Forge, "nearly a fifth of a starving army deserted to the well-fed enemy in Philadelphia."—Page 236.

"The Tories, on the whole, represented respectability and refinement."—Page 230.

"It has been said that at important periods more Americans were under arms against independence than for it."—Page 237.

In referring to the early struggle of the colonies for independence, the book bristles with such sharply denunciatory phrases as "the most horrible form of mob violence," "corruptly-managed sales," "Congress and the Federal bunch," "Scoundrels graduated into national politics," etc., etc.

Prof. West deplores the American Revolution as a calamity which "split the English-speaking race," and on page 178 of his book he says:

"The conquest of Canada removed the most pressing need of English protection. Far-sighted men had long seen that the colonies might be less true to the mother country if the dreaded French power should cease to threaten them from the north."

What seems to be the only hope Prof. West holds out for America he expresses on page 243, in the following language:

"Now, after a century and a half, the two great divisions of the English-speaking race are coming together once more in sympathetic friendship again to 'double their influence.'"

In Prof. West's recital of the causes of the Revolution the colonists are generally made to appear in the wrong. Their grievances are belittled; the British oppressions are smoothed away; the great patriot speeches of protest and the Declarations of Rights are omitted and the high-minded resistance to English tyranny is pictured as mere ruffianism.

The influences which united the patriot colonists are presented on pages 211, 213, 215 of this remarkable history text, as follows:

"Tar and feathers and the 'birch seal' became common means of persuasion; and Moderates complained bitterly that, in the name of liberty, the populace refused all liberty of speech or action."

"The radical 'Patriots' were probably a minority; but they were aggressive and organized, and eventually they whipped into line the great body of timid and indifferent people. On the other hand, many earnest 'Patriots' of the preceding period now became 'Tories' from repugnance to armed rebellion or to mob rule."

"Of course the 'Tories' had refused to pay any attention to the 'illegal' elections of such provincial conventions. Indeed, in some cases, they were even excluded from voting by test oaths. In this way the Radicals came to control the only governments in existence."

"The Loyalists early began to accuse the Patriots of aiming at independence. But, until some months after Lexington, the Patriots vehemently disavowed such 'villainy,' protesting enthusiastic loyalty to King George."

The following extracts are fairly illustrative of the impressions which Prof. West desires to make upon the plastic minds of school children concerning the causes of the American Revolution and some of the patriots involved in that great struggle for American Independence:

"The English colonial system had guided and guarded the colonies while they needed help and protection. It was not tyrannical. * * * Many shrewd observers believed that the Revolution was caused largely by dread of ecclesiastical interference."—Page 185.

"In growing up, America had grown away from England. * * * By 1775 European English and American English could no longer understand each other's ideas. * * * Both sections of Englishmen clung to the doctrine 'No taxation without representation,' but these words meant one thing in England and a very different thing in America."—Page 187.

"The problem, however, was not merely about taxation; it was a question, also, of maintaining the unity of the British Empire,—the greatest free state the world had ever seen."—Pages 188-9.

"The American Revolution is seen imperfectly, if it is looked upon solely as a struggle between England and America. * * * It was a part of a thousand-year contest between the English-speaking people and their kings for more political liberty. * * * In many ways the Revolution was a true civil war."—Page 191.

"Englishmen of that day believed sincerely that the Revolution was the work of a group of 'soreheads.' George Washington as a youth had been refused a coveted commission in the British army, Sam Adams' father had been ruined by the wise British veto of a proposed Massachusetts 'Land Bank.' The older Otis had failed to secure an appointment on the Massachusetts bench. Alexander Hamilton was a penniless and briefless law student, with no chance for special advancement unless by fishing in troubled waters."—Page 195.

"In the Stamp Act period the honest purpose of the English Government had been to protect the colonies, not to oppress them."—Page 200.

Of the Boston Massacre: "The troops were subjected to constant and bitter insult. * * * The mob, no doubt, deserved blame."—Pages 201-2.

Those who studied their American history in days when it was taught for its patriotic truth, even if they have since forgotten most of it, must readily sense the purpose of the foregoing.

Of the Bills of Rights of the Revolutionary period Prof. West teaches, on page 219:

"Such as those against excessive bail, cruel or unusual punishments, arbitrary imprisonment, and the like, go back to ancient English charters, even for their wording. * * *

"About 1760 this same democratic English literature began deeply to affect a few French thinkers like Rousseau, the prophet of the later French Revolution. These men stated the old English truths with a new French brilliancy; and it is sometimes hard to say whether the American leaders drew their doctrines from the French or the older English sources."

This is quite different than what formerly was taught in American school history, and at variance with the well-substantiated facts.

In a study of the sources of American institutions Holland looms larger than England. It was from Holland that the fathers brought the town meeting, the written ballot, the self-government of towns and their representation in a general legislature. It was from Holland whence came the doctrine of freedom of speech and worship, and the separation of church and state.

In his book of more than 700 pages Prof. West devotes only forty-seven scattered lines, equal to one page and a quarter, to the entire military and naval movements of the Revolutionary War. The space generally given to this topic in school history is about forty pages. Even Prof. Muzzey gives to it nearly ten pages.

In his page-and-a-quarter account Prof. West necessarily avoids, rather than treats, the vital subject. Most of the great characters and events are omitted.

Bunker Hill is not mentioned.

Yorktown is given a scant paragraph.

But, brief as it is, this account would have been better if briefer still, for in it the colonists' glorious deeds are eliminated and the defamations take their place. He says:

"Among the Americans the war developed some excellent generals of the second rank—Greene, Arnold, Marion—but many officers were incompetent or self-seeking or treacherous."—Page 231.

A terrible feature of some raids was the use of Indian allies by the English; but it must be remembered that the Americans had first tried to secure such allies."—Page 237.

"Campaigns in Europe and the West Indies drained England's resources, glorious though the results were to her arms against those tremendous odds. Meantime, in America, Congress kept its sinking finances afloat by generous gifts and huge loans from France. The army, however, was dangerously discontented. Desertions to the enemy rose to a hundred or two hundred a month."—Pages 238-9.

While there was some treachery in the army, in my opinion, it is infamy to name Greene and Marion with Arnold in one connection.

To argue as to which side "first tried" to use Indians as companions in arms, would only lead to aimless controversy. There can be, however, no dispute as to which side did actually make use of the Indians. According to Bancroft, as early as September, 1774, the President of King's College, now Columbia, an Englishman, published the threat that if the colonists did not submit to the English there would be war and the Indians would be set upon the frontier settlements, murdering and scalping. Thus we find that in teaching early American history from the pro-British "viewpoint" and in bending his energy to direct American thought toward—so called—"Anglo-American understanding," Dr. Nicholas Murray Butler, the present President of Columbia University is only following the footsteps of his English predecessor.

Judge Wallace McCamant, President General of the National Society Sons of the American Revolution, made this statement concerning the use of Indians against the white settlers:

"The George Rogers Clark expedition does not stand forth pictured in all its true colors until we learn that Col. Henry Hamilton, the British commander at Detroit, had heavily subsidized the Indians on the frontier, from the lakes to the gulf; that it was his plan to let loose on the frontier these barbarous warriors, to the end that in 1779 men, women and children in our frontier settlements might perish. This was the disaster averted by the heroism of the 'Hannibal of the West' and his little band of riflemen, which is not mentioned in any of these revised histories."

No one who reads the horrors of Cherry Valley and other revolting massacres of most barbarous character committed by Indians armed and encouraged by the British and Tories, and, in many instances, said to be under command of British officers, can have patience for controversy on the subject in a school history.

There is no question that large bribes were offered by the British for deserters. General Joseph Reed spoke the sentiment of the American armies when, on receiving an offer of \$50,000 if he would forsake his country's cause, he sent back the noble answer:

"I am not worth purchasing, but such as I am the king of Great Britain is not rich enough to buy me."

Sir George Otto Trevelyan, whose British history of the American Revolution is so greatly admired and so largely copied by the modern revisionists, fails them on this point, for Trevelyan in Vol IV, on page 52, says:

“British veterans sorrowfully counted the handful of Americans who were attracted by the secure pay and the smart uniform of the Royal service, as compared with the tens of thousands who did not shrink from the starvation and the threadbare misery which awaited them in the Continental army.”

It is worthy to note that, although Prof. West has no space in his book for mention of Bunker Hill, or for Saratoga, he gives a half-page to a picture of Col Tarleton, whom he proclaims as

“the commander of ‘Tarleton’s Legion,’ the most famous of all the Loyalist regiments.”—Page 238.

“Most infamous” has always fitted better into American history. Tarleton was known in his time as the “Butcher.” He desecrated a flag of truce, disregarded the rules of civilized warfare, and his bloodiest victories were over unorganized men and helpless women and children. He achieved nothing but obloquy. In an American history, Tarleton manifestly has no place with Gen. Nathaniel Greene, who crushed him, but in the West book Gen. Greene is scarcely mentioned.

In this text Andrew Jackson, who as a captive lad was wounded by Tarleton because he would not black his boots, is pictured only in two derisive cartoons, while Lafayette, John Stark, Paul Revere, Nathan Hale and a host of other patriot heroes are not even mentioned.

Whatever inspirational effect may be intended by this exaltation of Tarleton, is wholly misdirected. It is of a class with the praise of Benedict Arnold by another of these revisionists. Since their stated purpose is to bring about friendlier relations between America and Great Britain, it were better for them if such infamous names as that of Tarleton, instead of being exalted in our school histories, were obliterated and forgotten.

In the same manner as have the other “modern” historians whose texts are complained of, Prof. West speaks disparagingly of France and her aid to the colonists. He says:

“To the despotic French Government the alliance was purely a ‘League of Hatred.’”—Page 235.

“To large numbers of patriots even the news of the new ally was of doubtful cheer. Many began to fear that they had only exchanged the petty annoyances of English rule for the slavery of French despotism and of the Spanish Inquisition.”—Page 236.

Whatever ulterior motives, if any, may be imagined to have been hidden in the backs of the heads of the French ministers, it is beyond dispute that the assistance of France, generously given the colonists, helped incalculably toward our independence; and it is not fair to the French people of the past and of the

present, nor to our own people of the present and of the future, to attempt to minimize our gratitude and friendship for France, much less destroy it by means of propaganda for British imperialism, inserted in American school history.

The great significance of the War of 1812, which completed American independence, secured undisputed standing to the United States as a nation and gave definite impulse to Americanism is grossly distorted in this book in some of the following passages:

"Our foreign relations from 1806 to 1812 were disgraceful."—Page 395.

"Our Government shilly-shallied, in impotent indecision, until the energetic part of the nation rose wrathfully to demand that we fight someone at once to win back self-respect. Then we chose the wrong time and apparently the wrong foe. Unfortunately, too, our choice of a foe arrayed us on the side of the European despot against the only hope for European freedom."—Page 395.

"Young Republicans, or War Hawks, finally brought Madison to their side. * * * It was said that Madison yielded to secure necessary War Hawk support for his re-election in 1812."—Page 398.

"The War Hawks expected to end the war in one glorious campaign of conquest."—Page 399.

"One disgraceful episode of the war calls for mention. In 1813 an American raid burned Toronto (then York), the capital of Lower Canada. A British force off our eastern coast retaliated by a raid against our capital."—Page 400.

"The war originated in blunder. It was conducted discredibly. And it was ended without mention of the questions that caused it."—Page 409.

Perry's victory is mentioned only in a one-line footnote.

The Battle of New Orleans is belittled to seven lines.

Prof. West quite magnanimously excuses Great Britain and accuses the United States. America is accused of picking the wrong foe and arraying herself on the side of despotism and fighting against European freedom. This is not revision, but reversal, of facts. It is not history. In my opinion, it is nothing but British propaganda.

Prof. West, like some of the other latter-day American historians, so called, offers excuse for the burning of Washington in the burning of York. It never has been ascertained who fired the government buildings at York, but it is known and agreed upon by all historians, Canadian as well as American, that, while the British were evacuating York and the triumphant Americans were entering, there came a terrific explosion of a British powder magazine, the location of which had been unsuspected by the Americans, and that 52 Americans were killed and 180 wounded. On the other hand, it is confessed that the burning of Washington by the British was done "under strict orders from the Government at home."

The Canadian historian, Murray, in his *Historical and Descriptive Account of British America*, in Vol. 1, page 230, says, concerning the firing by the English of the powder magazine at York:

"The firing of this mine was undoubtedly a most barbarous and unjustifiable act on the part of the British. Their defeat was already inevitable, and they knew the explosion could not affect the result. It was therefore a wanton destruction of life, as cowardly as it was cruel, without any expectation of benefit to themselves."

Before the destruction of York, the British had destroyed Frenchtown, Frederick, Georgetown and Havre de Grace and had committed outrages at Hampton.

There is, perhaps, no good reason why outrages should be dwelt upon in school history. There is certainly no good reason for them to be excused, or for shifting the long-settled odium from the British to the Americans, upon no better authority than British propaganda.

As to America's motive in the War with Mexico, Prof. West teaches, on page 515:

"The West was eager for more territory, and had few scruples against fighting Mexico to get it."

In an attempt to teach American children that our war for the preservation of the Union could not have been won but for English friendship, her commercial sacrifices and "heroic support," Prof. West devotes three times as much space as he does to all the military movements of the Revolution.

One sentence is expressive of the spirit of five pages:

"The North, then, had great cause, not always duly recognized, for deep gratitude to the sound heart of the English masses, who felt dimly that the Union was fighting slavery, even while Unionists denied it loudly, and who therefore gave the North a heroic support through cruel privations—in many ways as severe as those borne by Americans."—Page 577.

Our war with Spain, Prof. West teaches our children, was won not through American strength and valor, but through the friendship of England, which prevented Germany from enlisting all Europe on the side of Spain.

Our motive in that war, as given by West, was not the liberation of Cuba, but because (page 633):

"American capitalists had large interests in the sugar industry in the island, and used powerful influences, open and secret, to secure American intervention, with a view to subsequent annexation."

As to our country's safe survival of the first three and a half years of the World War, Prof. West gives this familiar British explanation:

"Our fancied security, unprepared for war as we were, was due only to the protecting shield of England's fleet."—Page 720.

From all this it appears to be Prof. West's fixed purpose to imbue American school children with the idea that America is a wayward, wandering, weak and helpless child which must return to the loving mother arms of the British Empire.

SCHOOL HISTORY OF THE UNITED STATES

Revised, 1920

By ALBERT BUSHNELL HART, LL.D.
Professor of Government, Harvard University.

This book is said to be among the history texts most extensively in use throughout the United States, and it is one of those most seriously complained against.

“Why should a new school history of the United States be written?”

This is a pertinent query. Prof. Hart has recognized it as such; he has asked himself that question in the opening sentence of his preface, and answers it as follows:

“Chiefly to put at the disposition of the upper grades a book embodying a broadly national point of view and presenting adequate treatment of certain topics which hitherto have been too little stressed in the study of American history.

“The European background of our history is clearly sketched, with due recognition of our inheritance of language, law and political methods from England. Due attention is also paid to other influences from overseas.”

The objection to Prof. Hart's book is that in it he has given entirely too much attention to the influences from overseas and very little to American influences.

In Prof. Hart's “certain topics which hitherto have been too little stressed” appear such as these:

“The colonists liked to think of themselves as part of the British Empire. * * * They were proud of being Britons. * * * They were as well off as any other people in the world.”—Page 120.

“The colonists were not desperately oppressed. They enjoyed more freedom and self-government than the people in England.”—Page 126.

“The real reason for the Revolution was that, since the people were more used to free government than the English at home, they looked upon every effort of Parliament to tax them as an effort to deprive them of part of their freedom.”—Page 126.

“Thousands of good people sincerely loved Great Britain and were loyal to King George. * * * The loyalists were harshly put down.”—Page 145.

During the height of the official British propaganda campaign in this country, in 1916-17, designed to draw us into the World War, Prof. Hart in his “New American History,” edition of 1917, was teaching of the colonists that

“They professed and doubtless felt the warmest attachment to the king, whom God and Parliament had provided for them. * * *

“The great reason for the division of the British Empire into two parts seems to be that the Colonists were so free and did so many things for themselves that they could not see why they should not be relieved from almost all restraints.”—Page 126.

The worthy Professor seemed to overlook the fact that the real reasons for the Revolution were clearly set forth by the colonists themselves in the Declaration of Independence, and that to the remedy of these grievances and to the cause of liberty they pledged their lives, their fortunes and their sacred honor.

Although writing 145 years after the signing of the Declaration of Independence, Prof. Hart and his “modern” contemporaries claim that because of their advantages of “modern historical scholarship,” of “the newer tendencies in historical writing” and of “other influences from overseas,” they are in a better position to know the conditions of the colonists and the causes which led to the War of the Rebellion than were the colonists themselves.

The American Declaration of Independence, which has been accepted by the world and is consecrated in the minds of the American people, must stand as the truth, at least until there shall be presented against it far better evidence than the unsupported assertions of apparently Anglicized American history revisionists.

Prof. Hart in his book not only discredits the cause of the patriots, but he sweepingly defames their characters.

Samuel Adams, Alexander Hamilton and Thomas Jefferson are slurred, and the soldiers of the Revolution are maligned, while the Tories Hutchinson and Galloway are called “honest men.”

Of the soldiers of the Revolution, whose patriotic zeal, devotion and courage through terrible hardships and suffering have always been the pride and inspiration of American youth, Prof. Hart tells American children that:

“Many served from the purest motives of patriotism, but others were drawn into the army by money, bounties and promises of land.”—Page 134.

Of Samuel Adams, Prof. Hart teaches:

“He was a shrewd, hard-headed politician.”—Page 125.

This is the only reference in the book to the personal character of the man who was the greatest single factor in bringing about the Revolution.

Prof. Hart joins with Professors Muzzey, McLaughlin and Van Tyne in teaching of Alexander Hamilton that he

“is said once to have exclaimed: ‘Your people, Sir, is a great beast!’ ”—Page 151.

In referring to Thomas Jefferson, Prof. Hart states that Jefferson’s political opponents, the Federalists,

“looked upon him as an atheist, a liar and a demagogue.”—Page 190.

The Professor then proceeds to state that Jefferson, however, was not an atheist, because "he liked to read the New Testament"; but as to his being "a liar and a demagogue," the author answers by explaining of Jefferson that:

"He was a reserved man and did not tell everybody all that he knew, and hence some thought him false."

The unfortunate part of all this is that the Professor's first reference to Jefferson will stay in the child mind, and not his explanation. That this is the main thing even in the mind of Prof. Hart appears in the first of his questions at the end of the lesson, which reads:

"What did Jefferson's enemies think about him?"—Page 203.

Such defamation of these great patriot leaders appears all the more reprehensible when brought into contrast with the same author's laudation of prominent Tories. On page 127 of his text, Prof. Hart teaches that:

"Some honest men, like Governor Hutchinson of Massachusetts, thought the colonists ought not to insist on their rights. Others, like Joseph Galloway of Pennsylvania, were in favor of protesting and then accepting whatever decision might be made in England."

These two whom Hart sets up as "honest men" were not so regarded by the colonial patriots. Both were Tories, and it was said at that time that Hutchinson was a hypocrite and Galloway a spy for the British. There is abundant evidence to sustain that contention, and only historical rewriters, confessing "due attention" to "influences from overseas," would have the nerve to transform Hutchinson and Galloway from hypocrite and spy into "honest men."

Of the battles of Lexington and Concord, where was "fired the shot heard round the world," Prof. Hart tells in a single paragraph: and, although all authorities are to the effect that the British fired first at Lexington, the professor in his history states that:

"A shot was fired, probably by the English."—Page 131.

The great American historians, Bancroft, Hildreth, Higginson and Lossing, are of one mind that the British fired first, and the British historians, Green, Lecky and Trevelyan concur. Many good authorities are to the further effect that the British commander, Major Pitcairn, himself fired the first shot.

Fiske, who in his masterly work has summed up the facts and opinions presented by all preceding American historians concerning the beginning of the fight at Lexington, says in his account:

"'Disperse, ye villains!' shouted Pitcairn, 'Damn you, why don't you disperse?' And as they stood motionless, he gave the order to fire. As the soldiers hesitated to obey, he discharged his own pistol and repeated the order, whereupon a deadly volley slew eight of the minute men and wounded ten."

In his "New American History," published in 1917, Prof. Hart cites the following authority for his statement that the first shot at Lexington was "probably" fired by the English:

"It is uncertain how the fight began; an English officer who was present at the battle says: 'On our approach they dispersed, and soon after the firing began; but which party fired first I cannot exactly say, as our troops rushed on shouting and huzzaing previous to the fighting.'"

So it is solely the word of a British officer, who confessed he did not know, which Prof. Hart has set up against the word of scores of American patriots who did know, and against all American historical evidences and authorities.

At the time Hart's "New American History," 1917, quoting his "British officer," was issued, Sir Gilbert Parker had been more than two years in America, with a large organized staff of British propagandists, and this was a part of their propaganda. Parker has since stated in a Harper's Magazine article (March, 1918) that his work of pro-English propaganda was particularly "effective in universities and colleges." The saddest part of it all is that what Parker then put over as British propaganda, many college professors still go on teaching as solemn truth.

However, at best, there is no educational value in speculation and controversy as to which side fired first. The value all lies in a vivid and stirring picture of the brave stand taken by a half-hundred undrilled minute men against several hundred trained British troops, and not dispersing until they had paid blood tribute to the patriot cause.

To the Battle of Bunker Hill Prof. Hart gives only six lines, and these are so utterly lacking in patriotic spirit that the word patriots appears in quotation marks.

This first set battle of the Revolution is one of the most dramatic and decisive events in world history. The intense spirit of resistance it exemplified and engendered fused all the colonies into one common cause. To the American writer of American school history this is the best topic afforded for inculcation of patriotic pride, devotion, idealism and aspiration. Prof. Hart dismisses it as an incident of no importance.

Prof. Hart joins with other revisionists in belittling the Continental Congress. On page 150, he teaches:

"Not until after Burgoyne's army was captured did Congress pluck up courage to complete the form of union."

A state of mind is a matter not of ascertainable fact but of mere inference, and this particular inference, being derogatory, is improper for school history.

Concerning the causes of the War of 1812, Prof. Hart teaches that the Indian outbreak in the Northwest was "mistakenly supposed" to be stirred up by

British agents. And the finally impelling motive for the American declaration of war in 1812 is interpreted by him as follows, on page 205:

"Madison still wanted peace and so did his Secretary of the Treasury, Gallatin. * * * However, they could not stand out against the 'War Hawks,' a group of young men * * * who proposed to conquer Canada and insist on terms of peace at Quebec or Halifax. Nothing seemed easier, for by this time there were about 7,000,000 Americans, and the whole population of Canada was not more than 450,000. In June, 1812, therefore, war was declared by about two-thirds majority of Congress."

The indisputable fact is that Gen. William Henry Harrison, Governor of the Northwest Territory and in command on our western border, had written President Madison that he found the hostile Indians fully supplied with British army muskets and with military stores bearing the name of the British government. Unless this official testimony of "Old Tippecanoe" is to be discarded as worthless, the Indians were not "mistakenly supposed" to be incited by the British.

The insinuation that the disproportion in population between the United States and Canada rendered the odds strongly in American favor, is misleading. It was not Canada alone, but the whole powerful British Empire, with which America went to war. Canada was not won, it is true, but the whole force of the British Empire was whipped—with Jackson's glorious victory at New Orleans thrown in for good measure.

Referring to the state of the American militia during the War of 1812, Prof. Hart says, on page 207:

"The crowning disgrace was the landing of a British force of about 5,000 men on the coast of Chesapeake Bay, and their march overland as though they were going to a picnic, till they captured Washington (1814). Within a circle of sixty miles from the Capital lived not less than a hundred thousand able-bodied Americans accustomed to the use of a gun; but the British were allowed to burn the public buildings and to return to their fleet, almost without losing a man.

"What was the matter? Not lack of men, for in the course of the war about 500,000 different Americans were enlisted as soldiers, mostly for brief service. There was no shortness of funds, though the government had to pay high for what it borrowed. The trouble was that Madison and his military advisers were weak and incapable. The Secretary of War, John Armstrong, was the man who was responsible for the loss of Washington. To be sure, the roads were bad and it was hard to send men and supplies to the front; but somehow the Canadians marched over just as bad roads and managed to reach the desired places."

All the so-called modern revisionists, in excuse for their omission or minimization of American victories and heroic incidents, plead that there is not enough space in school history for "battles, marches and sieges" and for discussion of movements which belong to the science of war. Yet they seize upon every

opportunity to expatiate to the derogation of America. Prof. Hart in this instance devotes twice as much space to discussing a controversial question, which belongs exclusively to military science, as he gives to Lexington and Concord together, and more than three times what he gives to Bunker Hill.

It is true that the burning of Washington was "a crowning disgrace"—but the disgrace rests not upon the Americans, as Prof. Hart would have children think, but upon the British. The English historian Green in his "History of the English People," says of it:

"Few more shameful acts are recorded in our (British) history; and it was the more shameful in that it was done under strict orders from the government at home."

The well-organized British force, acting under definite orders, knew exactly where it was going and what it was going to do. The unorganized American militia could not have known what was being attempted until after it had been done. It was a matter not of cowardice or incompetency on the one side, but of an undreamed-of return to practices of barbarism on the other.

Lossing, in his Pictorial Field Book of the War of 1812, in writing of the British outrage of all rules of civilized warfare in burning Washington, says:

"Up to this time, the conduct of the British had been in accordance with the rules of modern warfare. Now they abandoned them, and on entering the National Capitol, they performed deeds worthy only of barbarians. They wantonly destroyed the public edifices having no relation in their structure to operations of war, nor used at the time for military annoyance, some of these edifices being also costly monuments of taste and of the arts, and others depositaries of the public archives, and only precious to the nation as a memorial of its origin and its early transactions, and interesting to all nations as contributions to the general stock of historical instruction and political science.

"The British Annual Register for 1814 denounced the proceedings as 'A return to the time of barbarism.' 'It cannot be concealed,' the writer continued, 'that the extent of devastation practiced by the victors brought a heavy censure upon the British character, not only in America, but on the continent of Europe.'

"To the credit of General Ross be it said that when he was ordered to destroy the public buildings at Washington, he demurred, saying that they had carried on the war on the Peninsula and in France, with a very different spirit, and that he could not sanction the destruction of public or private property with the exception of military structures and war-like stores. It was not until he was warmly pressed that Ross consented to destroy the Capitol and the President's house. 'Fortunately for Ross's sensibility, there was a titled incendiary at hand in the person of Admiral Sir George Cockburn, who delighted in such inhumane work, and who literally became his torch-bearer.' "

Prof. Hart and several other school history revisionists seek to excuse this English act of vandalism and shift the odium upon the American militia. In doing so, they defy the facts which have been accepted on both sides for more than a century.

Prof. Hart's text-book can only have a most baleful influence upon school children, for it is destructive of patriotic pride and tends to deaden patriotic spirit.

The New York City Public School Committee condemned many passages in this book, but the book remains on the List of Authorized Texts for use in the public schools of the City.

A HISTORY OF THE UNITED STATES FOR SCHOOLS

Revised, 1919

By

ANDREW C. McLAUGHLIN, A.M., LL.B.

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And

CLAUDE H. VAN TYNE, Ph.D.

Head of the Department of History, University of Michigan.

Objections submitted and sustained against the McLaughlin and Van Tyne text are that it teaches:

That there is little use trying to learn whose fault it was that the Revolutionary War began;

That the Declaration of Independence was largely plagiarized from English writings;

That the United States Constitution was copied after the British Constitution;

That many of the long-cherished stories in American history are "yarns";

That many revered patriot leaders were disreputable characters;

That many of our most inspiring slogans are not genuine;

That "we can afford now to laugh at our forefathers."

Objection has been made that in this text-book the British oppressions of the American colonists are so plausibly condoned, or completely suppressed, that no ground is left which seems to justify the statement of grievances in the Declaration of Independence or the armed resistance in Revolution.

It has been further charged that the history of the American Revolution is in this text reshaped to conform with definite British propaganda for the cultivation of the "international mind," in behalf of imperialistic interests, and that its teachings to American children are poisonous to their patriotic spirit.

In the preface these authors proclaim:

"We make no apology for the omission of many of the 'yarns' of American history. * * *

"By means of this elimination we have secured space for fuller explanation and interpretation of really important events."

They omit mention of Nathan Hale, Faneuil Hall, the Green Mountain Boys, Betsy Ross and the birth of the flag, the quartering of troops and the British attempts to bribe, and they minimize the patriot valor at Lexington, Bunker Hill and New Orleans.

These "yarns," now omitted, have always heretofore been deemed important in American school history. They are as important now as they ever were

—perhaps more important now than ever before, since the staunch national spirit they helped to engender is being insidiously undermined.

The “really important events,” for which these authors secure space by omitting what they term “yarns” are such as these:

“England was, on the whole, more generous to her colonies than were other nations to theirs.”—Page 139.

“Though the country must have been almost equally divided, the Whigs were most active, and succeeded in electing a Congress bent upon defending ‘American liberties.’”—Page 156.

“As a Tory wrote, in Washington’s camp the soldier had thirteen kings and no bread, and it seemed better to serve one king and have plenty of bread.”—Page 178.

“It is from a study of this struggle between Whigs and Tories that we see the American Revolution to have been a civil war in America as well as a war between England and her rebellious colonies.”—Page 183.

It is difficult to understand how any mind, or any pair of professorial minds, can regard such things as more “really important events” in American history than the inspiring incidents and heroic characters which have been omitted to make space for them.

McLaughlin and Van Tyne appear to have been the first of the Anglophile revisionists. The first edition of their school history, issued in 1911, distorts many truths regarding Anglo-American relations, to the disparagement of America and exaltation of Great Britain.

In their 1919 revision McLaughlin and Van Tyne have a complete chapter of 15 pages on “How Europe Influenced America, 1607-1815,” which did not appear in their 1911 edition.

In this new chapter opportunity is taken:

1. To set up Magna Charta as the chief source of our liberties;
2. To discredit the Declaration of Independence as a plagiarism;
3. To contend at length that the United States Constitution is a mere written copy of the unwritten British constitution.

These authors devote a great deal of space in stating in detail how John Locke, an Englishman, had written about liberty long before the Declaration of Independence was formulated; that in his writings “Locke expressed essentially the same ideas” and that the same sounded “very much like what we read in the American Declaration of Independence.”—Page 199.

The United States Constitution, according to this school history, differs from the English constitution only:

“in that most of it is included in a single document, while the English constitution is made up of many laws, court decisions and customs,” etc., etc.—Page 197.

The argument in support of this theory, taking up a page and a half in the new chapter, is a mere restatement of Sir Gilbert Parker's official British propaganda material with which our country has been flooded in recent years.

The chapter on the War with Spain has been revised and the seventeen lines of tribute to Dewey's victory and Hobson's heroism, which appeared in the 1911 edition, have been removed in 1919, to make space for the moot Diederichs incident in Manila Bay, and to expatiate how "Thus British friendship saved us."

Comparison of the two editions discloses many other alterations in the text, all conforming to up-to-date British propaganda.

Leading founders of our liberties are characterized as follows:

"It is hard for us to realize how ignorant and superstitious were most of the early colonists of America."—Page 134.

"Patrick Henry, a gay, unprosperous and hitherto unknown country lawyer."—Page 141.

"Smuggling was so common that even a leading Boston merchant was known as 'the Prince of Smugglers.'"—Page 140.

"As the British soldiers who had left Boston at midnight neared Lexington in the early morning of April 19, 1775, Adams and Hancock stole away across the fields."—Page 153.

"Independence was not seriously thought of, except by a very few men like Samuel Adams. Great men and good patriots like Washington and Franklin were loath to think of such an outcome of the quarrel."—Page 162.

"Hamilton is said to have exclaimed at a banquet once, 'Your people, Sir, is a great beast.'"—Page 238.

"On the 4th of July, 1801, voters of a town in Connecticut drank to the toast: 'Thomas Jefferson: May he receive from his fellow citizens the reward of his merit—a halter!'"—Page 249.

"We can afford now to laugh at our forefathers."—Page 262.

It is not to be denied that these great and good men, who here are so flip-pantly defamed, were human and had their human faults and limitations. However, it is not their personal faults that are most important to us. In their faults there is little educational value, but their transcendent virtues, heroisms, sacrifices, abilities and achievements, peculiar to themselves, and outstanding above those of any other set of men of any period, constitute vitalizing and inspiring educational material.

Nearly all of the herein mentioned historical revisionists are found to be at every opportunity harping upon the faults or failures of American leaders. This is naturally to be expected in British histories in relation to American affairs, but its transfer from British histories to American school histories is not natural, and should not be tolerated.

The truth regarding the noble characters, exalted ideals, immortal words and heroic deeds of the founders of our Republic, as it has been handed down to

us through honest American historians, is the most precious possession of any people on earth, and should be transmitted unsullied to posterity.

Jackson, Monroe, Clay and other great leaders have not escaped criticism in this McLaughlin-Van Tyne history book.

Of Jackson they teach:

That he was rough and uncultured.

That he "disliked the bank because its stockholders and managers were his political enemies."

That he put the public moneys into "pet banks."

That Jackson was "rough" and "uncultured" is not as important in educational value as that, despite educational limitations and handicaps, he was a great soldier, a good statesman and a model patriot. In his force of character, directness of methods and freedom from conventionalism he was a new type, and has been well described as the first genuine representative of democracy. Jackson's intense earnestness and strict honesty have been securely woven into the very fabric of our republic. His noble qualities of mind and heart, his unselfish purposes and his lasting achievements will fill to overflowing all the space that can be found for him in any school history.

Another of the great makers of America whom these authors "damn with faint praise" is James Monroe, twice elected President, the second time by every vote in the electoral college but one. Of him, on page 272 they say:

"He was only a gallant officer of the lower rank in the Revolution, a fairly good diplomat who happened to have a hand in the Louisiana Purchase, and only an ordinary Secretary of State under Madison, but he was the choice of the Republican party leaders, Madison and Jefferson."

The name of Monroe, for a hundred years, has been known and respected in every civilized country, and had President Monroe never done anything else than promulgate the Monroe Doctrine he still would stand out as one of the greatest constructive forces in our national life.

Monroe was a mere boy in the Revolution, and at eighteen was promoted to a captaincy because of his bravery. He was twice Governor of Virginia, Minister to England, to France and to Spain. He was Secretary of State and later Secretary of War through the War of 1812. These facts are better fitted for school history than is a sneering comment.

Regarding Henry Clay these authors are teaching as follows:

"There had been a 'deal,' they asserted, and Clay, 'Judas of the West,' had sold his influence to Adams for the office of Secretary of State."
—Page 286.

Party strife was bitter in the days of Clay, and extremely harsh words were often used by partisans against opponents. No public character, of that, this or any other period, is justly described in a heated phrase of a bitter opponent. Yet these authors and other history revisionists show a peculiar fondness for this

unfair method of estimating the characters of American leaders. It is by this method that Thomas Jefferson is presented to school children as deserving of "a halter."

Not content with disparagement of heroic characters, these co-authors proceed to discredit their immortal words. Maxims and slogans with which every school child has been familiar in the past are now pronounced as not authentic.

Of Lawrence's last brave words, "Don't give up the ship," these authors say:

" 'Fight the ship until she is sunk' seem to have been his real words, and the others are the words of the boy who took his message on deck."
—Page 265.

The authenticity of this slogan was accepted by Commodore Perry when he had it emblazoned on his battle-flag at the victory of Lake Erie, and this is one of the most fondly-cherished slogans in the United States Navy still. No educational advantage is gained by questioning its genuineness, and the only effect on the school child's mind of such petty cavilling is to weaken confidence in any truth of history.

Of Ethan Allen's demand upon the commanding officer at Ticonderoga to surrender "In the name of the Great Jehovah and the Continental Congress," these authors remark in a foot-note, page 157:

"So Allen afterwards declared. He had no right to demand the fort in the name of the Continental Congress, for his commission was from Connecticut."—Page 157.

Here they quibble over trifling points, to the obscuration of the splendidly dramatic manner in which Allen and his men, without firing a shot, won a fort which cost the British eight million sterling, a succession of campaigns and many lives. Allen's demand was made in the hearing of many men who confirmed all that "Allen afterwards declared."

The causes of the Revolution are in this text-book obscured, and the student seeking here the principles and motives of the colonists will find only omissions, contradictions and confusion.

On page 144, these historians state that:

"The great objection raised by the Americans was that they were taxed by the Parliament without being represented in it."

On page 146 they go on and say that:

"The king and his obedient ministers now thought that they must crush what they considered to be a spirit of rebellion. * * * A second mistake was the sending to America of an inadequate force of soldiers, which only irritated and did not cow the colonists."

The authors frequently tell what the king thought, how his ministers felt and what his generals hoped. In this instance the word "mistake" has application only from the British standpoint. What the authors clearly mean to teach

is that if a larger British force had been sent, the colonists might not have been irritated but would have been cowed.

In their endeavor to define the causes of the Revolution, these authors state:

"There is little use trying to learn whose fault it was that the war began, for, as we have seen, such a long train of events led to disagreement between England and America that we should have to go back and back to the very founding of the colonies. As in most quarrels, the blame for beginning is laid by each party on the other."—Page 152.

It is amazing that men who confess they do not know why the American Revolution began should have felt themselves called upon to write American school history.

McLaughlin and Van Tyne attempt to extract the glory from the Fourth of July. On pages 163-4 they teach:

"The reason we celebrate the Fourth instead of the second of July is that most men thought more about the day Congress voted to accept a declaration drawn up by Thomas Jefferson explaining to the world the reasons for making the resolution of independence.

"A list of twenty-seven grievances was given, some of which seem unreasonable now, but others constituted real wrongs."

The enthusiastic jubilation of the patriots, following the Declaration, July 4th, 1776, is thus referred to:

"Among the Whigs, or Patriots, the news was joyfully received. Some thoughtless people went too far and did foolish things, like burning an effigy of the king or burning his portrait in a public square. In New York City the American soldiers pulled down a leaden statue of George III and melted it into bullets."—Page 164.

It was peculiarly proper that the statue of King George was turned into bullets to shoot his oppression and sovereignty out of this land. No better use for a king's statue ever was found in America.

Of France's motive in coming to the aid of America, on page 175-6, they say:

"England and France had long been enemies. Many bitter wars had been fought between them, but none more bitter than that for ownership of America, which was decided in England's favor when Wolfe captured Quebec. From that hour French statesmen watched for a time when England should be weakened and when France might avenge her shame and regain her power."

Regarding the War of 1812 these authors teach, on page 261:

"To make war on England, however, was, in fact, to join Napoleon, her implacable enemy, so that the world witnessed the strange alliance of James Madison, lover of peace, and Napoleon Bonaparte, the genius of war."

In their summary of the results of that war they state, on pages 270-1:

“Of the War of 1812 one feels like asking with Little Peterkin, ‘what good came of it at last?’ Some 30,000 men had been lost and about \$200,000,000 had been spent on wasteful war. America’s shipping was almost destroyed and trade had suffered great losses, and yet no principle for which she had fought was settled.”

The fact of the matter is, that the result of the War of 1812 settled forever the British claim of its right to impress American seamen. The British encouragement of Indian outrages upon our western border was ended.

Results even more important than the foregoing are cited by Carl Schurz in his “Life of Henry Clay”:

“The War of 1812, with all the losses in blood and treasure entailed by it, and in spite of the peace which ignored the declared causes of the war, transformed the American Republic, in the estimation of the world, from a feeble experimental curiosity into a power—a world power, full of brains and with visible claws and teeth. It made the American people, who had so far consisted of the peoples of so many little commonwealths, not seldom wondering whether they could profitably stay long together, a consciously united nation with a common country, a great country, worth fighting for, and a common national destiny—nobody could say how great—and a common national pride, at that time filling every American heart brim-full.”

The justice of the American cause in the Mexican War is more than questioned in this book. In a foot-note on page 323 these authors say:

“There is still room for question as to whether we were right in fighting Mexico, and scholars differ. Our patience was sorely tried, but a little fairness, a little more patience, and a little more generosity might have made war unnecessary. Polk’s method of blaming Mexico reminds one of the soldier who came into camp with a dead sheep over his shoulder, though foraging was forbidden. ‘No sheep can bite me and live,’ he said.”

Time and events have amply vindicated the justness and necessity of the Mexican War, and the mere fact that “scholars differ”—as it ever is their chief vocation—furnishes no reason for shadowing with doubt the true motives and actions of our fathers in the minds of our children.

Space which these authors say they have secured for “really important events,” by omitting old inspiring “yarns,” is lavishly devoted to a half-page reproduction of a British cartoon of the Revolutionary period, caricaturing America as a rattlesnake.

Another half-page cartoon ridicules Lincoln as being ridden on a rail.

A cartoon of Woodrow Wilson’s “Wonderful Control” on affairs still current and controversial, occupies one-quarter of page 457.

The patriots frequently used the rattlesnake as an emblem, and their own applications of it formerly appeared in school histories. The revisionists substitute for it a hostile conception.

These cartoons, feebly conceived and crudely drawn, have no educational values. Such use of space, which has been gained by ruthless elimination of patriotic characters and incidents, would be incomprehensible but for the fact that it is in perfect accord with the Anglicized spirit and purpose, shown by these authors throughout their book, to distort, belittle and ridicule the great leaders and vital truths in American history to the minds of American school children, the American citizenry of the future.

OUR UNITED STATES

1919—Revised, 1923

By WILLIAM BACKUS GUITTEAU, Ph.D.

Director of Schools, Toledo, Ohio

In the announcement of the 1919 edition of this textbook, its publishers stated:

"This book has been written in the light of recent events in which a new atmosphere has been created for the study of our national life.

"The Revolutionary War and subsequent Anglo-American difficulties, hitherto distorted in our school books as a result of national prejudice, have been restated by Dr. Guitteau. * * *

"Many events involved in the history of our foreign relations, hitherto distorted in our school books, through an unthinking adherence to traditional prejudices, have been restated by Dr. Guitteau in their true light."

Prof. Guitteau in his preface elaborated upon this promise to correct in our school children the "unthinking adherence to traditional prejudices," as follows:

"The momentous events of the last five years have demonstrated conclusively that our history text-books must be written from a new viewpoint. * * *

"The American Revolution, for example, is no longer to be studied as an isolated event resulting from British injustice. * * *

"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 this book, therefore, special emphasis has been placed upon the relation of the United States to other countries, in order that the young citizens who study it may realize more fully the importance of our world relations and our world responsibilities. * * *

"In this way an impartial judgment may be passed upon our international relations."—Page V.

Accordingly, throughout this text for the instruction of American school children, the long-accepted versions of the treatment of the Colonies by England and the inspiring references and descriptions of our national heroes, ideals and achievements are eliminated, and matters more in harmony with the "light of recent events," intended to wipe out "unthinking adherence to traditional prejudices," are substituted.

To the credit of Prof. Guitteau it must be said that, like Prof. Everett Barnes, he has seen a new light since my investigation of his history has been made, because in his 1923 edition he has revised his text-book.

I do not wish to be understood as stating that, because Prof. Guitteau has so completely changed his proclaimed purpose, his 1923 revision is wholly free

from criticism, for many passages complained against in the 1919 issue have not been corrected in the 1923 book.

The reversal of Prof. Guitteau's attitude can only be appreciated through comparison of the two prefaces:

The 1919 Preface

"The momentous events of the last five years have demonstrated conclusively that our history text-books must be written from a new viewpoint. The history of our national life should not be told as a narrative separate and distinct from that of the rest of the world. The American Revolution, for example, 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. In this revolt, Englishmen living in the New World played a leading part, encouraged and sustained by the knowledge that their action was approved by many of the foremost British statesmen of the day. So with the War of 1812, which takes on a new aspect when viewed as an incident in the Napoleonic wars, rather than a British-American contest. Throughout this book, therefore, special emphasis has been placed upon the relations of the United States to other countries, in order that the young citizens who study it may realize more fully the importance of our world relations and our world responsibilities.* * *"

The 1923 Preface

"Recent events have demonstrated that our teaching of history should emphasize more than ever before the peculiar and characteristic genius of American institutions, and the permanent and outstanding assets of American democracy. In this text-book the author has kept in view the purpose in present-day teaching of history and government; that is, the preparation of pupils for intelligent, helpful citizenship, through the study of our country's history, its ideals and institutions. History teaching worthy of the name no longer tolerates the mere recital of facts, dates and names, or the answering of stereotyped questions at the end of the chapter. Rather, our teachers of history will draw from the events of the past their underlying significance; and they will relate the past to the present in such a way as to create in the minds of the pupils high ideals of American citizenship and political conduct, and to foster loyalty to the best American traditions. * * *"

The promptness with which "modern historical scholarship" may shift itself to any attitude required is truly amazing.

In his 1919 edition Prof. Guitteau had made no mention of the martyr patriot, Nathan Hale, whose last words on the British scaffold were, "I only regret that I have but one life to give to my country"; but of Major Andre he did say, on page 196:

"The unfortunate young officer was promptly hanged as a spy."

In his new 1923 edition Nathan Hale is reinstated and accorded three-quarters of a page in a picture and appreciative account; while the comment on Major Andre is changed to read:

"He was condemned to death as a spy because of his disguise and the concealed papers."

The fact is also brought out that Nathan Hale was "promptly hanged, without trial, while Major Andre was given a fair trial."

On page 188 of his 1919 text this author was teaching:

"It is estimated that at least one-third of the colonists remained faithful to the king."

In the new book this is changed to read:

"It is estimated that at least one-third of the colonists remained faithful to the king or at least failed to support the Revolution."

Again, on page 273, of his 1919 History, in connection with the war of 1812, Prof. Guitteau wrote:

"Apparently our War Hawks forgot that Upper Canada was settled largely by loyalist refugees from the United States. These loyalists and their children had not forgotten their treatment by the American patriots during the Revolution. They were not likely to ally themselves with the people who had driven them from their homes and confiscated their property."

This remains unchanged in the new book. The New York School Committee condemns this statement in its report, as follows:

"The statement that 'our War Hawks' had apparently forgotten that the loyalist refugees had settled upper Canada and that they and their children had not forgotten their mistreatment by the American patriots, and were not likely to ally themselves with those who had driven them from their homes and confiscated their property, is partisan and uncalled for."

Elsewhere in its report, the School Committee says of other statements still remaining uncorrected:

"Guitteau's account of the treatment of the loyalists is prejudiced."

For the burning of Washington, Prof. Guitteau advances the same justification for the British that is urged in their behalf by the other historians who wrote the American history "in the light of recent events," and that is that:

"The British claimed that their action was justified on account of the burning of York (now Toronto) by the Americans."—Page 280.

This, too, remains unchanged in the 1923 book.

Another stock slander of the "new atmosphere" history writers with "newer tendencies," which Prof. Guitteau had repeated on page 242 of his 1919 text, was:

"Hamilton distrusted the masses, and once exclaimed at a public dinner, 'Your people, sir, is a great beast!'"

Whether or not Hamilton made use of that expression, it is of no educational value, and its repetition can have only one purpose. While it is conceded that Hamilton lacked confidence in the masses, it is unfair to single out this weakest point in an eminent character and stress it in a history which fails to give him adequate credit for his invaluable services to our country.

Prof. Guitteau must have recognized the justness of the complaint, because in his 1923 text he omits the offensive passage and refers to Alexander Hamilton as having been:

"Brilliant in intellect and a genius in finance."

Of Benedict Arnold, Prof. Guitteau, in his 1919 history, said, on page 195:

"Unfortunately, Congress was slow to recognize his services, while promoting other officers far less deserving."

"However, Congress failed to give him the promotion to which he believed himself entitled, and this injured his pride."

I am sure that no one will for one moment urge that either version was an excuse for treason.

Of President Jackson, Prof. Guitteau, on page 327 of his 1919 text, and left in his 1923 book, said:

"He could not spell correctly or write good English."

A letter concerning the dangerous power of the Bank of the United States, written in President Jackson's own hand, has recently been discovered and is now in the Library of Congress. This letter reads in part:

"A corporation of individuals deriving its powers from Congress, pervading every section of the Union, will in the general, by controlling the currency and leading men of the country, be more powerful than the Government, and may seriously thwart its views and embarrass its operation. This is one of the dangers of the present bank. But any substitute which should concentrate the same or a like power, and be put entirely under control of the general Government, might by the union of the political and money power give the administration of the Government more influence and the Government itself more strength than is compatible with the safety of the States, the liberties of the people and the purity of our republican institutions."

Here is spelling correct enough and English good enough for any language purist, clearly expressing political sentiment good enough for any American patriot of any period.

Of Washington, too, some revisionists teach that he could not spell. However, he, too, managed to express himself, and wrote "Liberty" and "Democracy"

correctly and plainly enough to be read into the language of every civilized people of the world.

A description of Lincoln which Prof. Guitteau still presents to school children in his latest edition, is as follows:

“Tall, gaunt and awkward, wearing ill-fitting clothes, his voice high and shrill, his dark, wrinkled face clouded by a look of habitual melancholy, Lincoln suffered in comparison with his brilliant adversary.”—Page 393.

Prof. Guitteau in his latest text devotes pages 618 and 620 to argument in favor of the League of Nations. This, I am told, is a distinct violation of one of the first principles of ethics of the teaching profession. The League of Nations is still a subject of political partisan contention and will be an issue in some form or other in the coming presidential campaign. I am of the opinion that no unsettled political question should be taught in the public schools from a partisan viewpoint. If any controversial matter is to be treated, it should be by a presentation of the facts on both sides, impartially.

BURKE'S SPEECH ON CONCILIATION

1919

Edited by

O. H. WARD

Taft School, Watertown, Conn.

This text is proclaimed to be in its Preface and Introduction a new portrayal of the forces for freedom in the period of the American Revolution.

The author of this work announces that:

"Never did a school classic carry such a present-day message or furnish so definite an answer to a national demand."

This must be taken in reference not to Burke's part of the book, for that has been a fixed classic for nearly 150 years, but to Prof. Ward's portion, which he says has been written directly in view of "the common peril of 1914."

In the preface of this text-book the author proceeds to speak of himself as follows:

"I feel touched and grieved because editors have never given so much as an inkling of the vital fact. * * * It needed only the common peril of 1914 to show both countries how deep was our mutual desire for English freedom."

and refers to our "emotions of new-found gratitude to England."

Apparently the worthy professor's emotions of his boyhood have undergone a change, and he set out to rewrite the American history to conform to his new emotion, that is, to revamp old facts to fit new ideas.

As forces for freedom, innumerable theories of liberty and rights applicable to America, as discussed by Englishmen, are given in this book, but not a word is said of the great American patriotic speeches, the Colonial Declarations of Rights, or even the Declaration of Independence.

Indeed, Prof. Ward frankly declares it as his opinion that:

"An understanding can be gained only by reading what typical Englishmen said while the American Revolution was being fomented."

Among the advocates of American freedom more than a score of Englishmen are copiously quoted, but the names of Jefferson, Hancock, Adams, Otis and Paine are omitted. Among the forces for liberty repeatedly mentioned are Henry III and Henry VIII, but never Patrick Henry.

From a study of Prof. Ward's part of this book it would never be suspected that the American Revolution marked an epoch in the advance of liberty. According to this author, the main current of democracy was steadily flowing in the channel of the British constitution, and is flowing there still.

Prof. Ward says further in his preface:

"As long as there lurks in the back of the American consciousness a suspicion of English tyranny in 1775, so long will misunderstanding prevent the English-speaking nations from working in accord to develop Anglo-Saxon freedom."

Of the American objection to "taxation without representation," which the colonists resisted with arms, the Professor teaches that England:

"was in financial straits and needed revenue. A very natural way of adding to her income was to tax the colonies.

"This purpose was quite honest."

That the Stamp Act "measures were normal methods of finance and were passed with few dissenting votes. Few people in England suspected that there was anything momentous about the Stamp Act."

Of the tax on tea, Prof. Ward says:

"The one duty retained was so slight that tea could be bought cheaper in America than in England."

He omits, however, to state that this small tax involved a great principle.

Rare ingenuity is shown by Prof. Ward in stating historical facts to fit his purpose. After establishing to his satisfaction that England was blessed with a high degree of freedom, which the colonists gladly shared; that there was no oppression in the Stamp Act, or in the tax on tea, and that there was no tyranny at all, nor even any just "suspicion of tyranny," the Professor says:

"What has brought about this disastrous change? The German king of England, George III.

"The American Revolution was not an attempt of England to tyrannize over her colonies, but was a quarrel fomented by a Hanoverian king as part of his programme of despotic ambition."—Page 3.

Prof. Ward in seeking to excuse the English for the uprising of the Colonies, endeavors to transform the English king into a German.

Macaulay, the great English historian, in writing of George III, said:

"The young king was a born Englishman. All his tastes and habits, good and bad, were English."

George III, in his first speech in Parliament, said of himself:

"Born and educated in this country (England), I glory in the name of Briton."

Prof. Ward blunderingly mentions the English historian Lecky as his authority on George III. He must have meant Trevelyan, revised, 1917. What Lecky said of George III, on his accession to the throne, is this:

"The new sovereign came to the throne amid an enthusiasm such as England had hardly seen since Charles II restored the monarchy. By the common consent of all parties the dynastic contest was regarded as closed, and after two generations of foreign and unsympathetic rulers,

the nation, which has always been peculiarly intolerant of strangers, accepted with delight an English king."

Prof. Ward concedes that George III was not the first "German king of England," but neglects to remark that neither was he the last. As a matter of fact, George III was no more a "German" king of England than is the present King George V. George III was no more German than the former Kaiser Wilhelm is English.

However, having settled to his own satisfaction that King George was a German, author Ward sums up the subject as follows:

"So the American Revolution was a contest between German tyranny and English freedom, although neither party in the struggle knew that this was the issue. After war has been declared people cannot examine causes; they have to fight."—Pages 36-7.

What the lineage of the king may have had to do with it all, is perhaps not a matter properly to be imposed upon the minds of school children whom he endeavors to impress with the idea that the fathers of our country did not know what they were fighting about; that they were not oppressed; that their protests and declarations were tissues of falsehood; that our Nation was founded in blunder and is perpetuated in error; and that we have groped in darkness and ignorance for a century and a half, until given the great light through Prof. Ward's "emotions of new-found gratitude to England."

As a matter of fact, what difference did it make, so far as American history is concerned, whether George III was a German or an Englishman? All the laws of oppression which the colonists complained of and finally rebelled against were enacted by the English Parliament in London, and no one will dispute that the members of Parliament were all Englishmen and represented English thought, English sentiment and the desires of the English people.

The following passage, in the first page of the preface of Ward's book, sounds distinctively like war-time British propaganda:

"Not until the younger generation has learned to distinguish between the English freedom of 1775 and the slavery that they may have from Prussia, will America return to that unsuspecting confidence in the mother country which is vital to the future progress of democracy throughout the world."

I am told that it has been charged, and not denied, that the Preface and Introduction to this Ward's history were not written in 1919, the year of its publication, but during the feverous British war propaganda period of two or more years before, and that the manuscript was actually prepared in a propaganda factory of England; and it may well be argued that in writing of General George Washington in his 1919 edition:

"If you had called him an 'American' he would have thought you were using a kind of nick-name. He and his fellow colonists were proud

that they were Englishmen; they gladly and loyally served an English king because he represented the freedom without which they thought life not worth living."—Pages 9-10.

Prof. Ward, if not intentionally, as a matter of fact did aid pro-English propaganda in America.

For "some of the best descriptions of the nature of the American Revolution" Prof. Ward does not refer the student to Bancroft, Hildreth, Lossing, or any other standard American authorities, but only to the English historians, Trevelyan, Green and Lecky, and to the British Dictionary of National Biography, the Encyclopedia Britannica and the Parliamentary History—all British.

SHORT AMERICAN HISTORY BY GRADES

(PARTS I AND II)

Revised, 1920—Re-revised, 1922

AMERICAN HISTORY FOR GRAMMAR GRADES

Revised, 1920—Re-revised, 1923

By

EVERETT BARNES, A. M.

Since the complaints against the Everett Barnes texts were filed with me at the first Hearing each of these texts has been re-revised by its author, and he seems to have shifted from the "Modern historical scholarship" point of view to its direct opposite.

Both these texts have been so completely re-written that in this "Re-revised Edition" most of the passages which were complained against are corrected or eliminated.

The additions which were severely criticized dealt with affairs as late as the Presidential election of 1920. The new edition of "Short American History," though bearing later copyright date, stops at the same period. The only apparent purpose of the new edition, therefore, was to correct certain passages which had been complained of as anti-American and pro-British.

In the main the complaints against these texts were much the same as those against the other histories, and it must be pleasing to every American that this author and his publishers have confessed their guilt of having offended against America and everything American.

In his later texts it is no longer stated that "In all the unfairness that had been shown it was not England that oppressed the colonies"; that "the disputes were not between the colonists and the English at home, but between the Tories and the Whigs on both sides of the sea, neighbor against neighbor"; and that "had there been no war this great country would probably still be a great branch of the British Empire"; but in the place of all that, patriotic recital of real facts are substituted.

In these re-revisions John Hancock is no longer "a smuggler," but once more a "sterling patriot."

The portrait of Lord Cornwallis has given way to a full-page portrait of Nathan Hale and an appreciative account of his martyrdom.

Of Lexington, Prof. Barnes no longer teaches that:

"It was a fight of Briton against Briton; on one side Britons fighting for liberty; on the other Britons fighting because ordered to by their King." He now teaches in the same line, on the same page:

"Poorly armed, untrained American farmers could make the veteran British regulars run."

That "the worst traitor of the war was Charles Lee" is recanted in the re-revised book. This rank is now bestowed upon Benedict Arnold and he is no longer the injured hero, "whom the Congress also had not treated fairly."

Faneuil Hall, "the cradle of liberty," which in the revised history had been consigned to oblivion, is now in the re-revised edition, restored with a picture and an account of great Revolutionary meetings there.

A year ago, Prof. Barnes, following "the newer tendencies in historical writing," announced by the revisionists, was teaching:

"What folly it was for the three-fourths of England in the British Isles to make war on the one-fourth of England in America."

He has changed this to:

"What folly it was for the people in the British Isles to make war on the colonists in America."

Phrases such as "English liberty," "Englishmen in America," and "Britons fighting for liberty," ceaselessly reiterated throughout the Anglicized volumes, have disappeared, and instead are phrases such as "new ideals of freedom," "the American colonists" and "patriots of the Revolution."

Prof. Barnes' characterization of the Continental Congress in his 1920 edition has given way in the 1922 edition to an account quite different, as does appear from the following:

From the Revised History of 1920

"It was hard for the colonists to learn that in union there is strength. From its beginning in doubt and fear, to its ending in victory, all through the six years of its course, the Congress was a scene of petty bickerings and schemings, through which single colonies sought to make gains for themselves. The little colonies wanted to have as much power as the big ones, and the big ones wanted to control the little ones. There was a scramble for honors and offices. In that Congress were selfish, unworthy, short-sighted, narrow-minded, office-seeking and office-trading plotters, just as there have been in every Congress ever since.

"So many petty wranglings stood in the way of wise measures to help the Army, that it suffered much and

From the Re-revised History of 1922

"The colonists had now learned that in union there is strength. The Congress met soon after the commencement of the war, and for six years, until its close, the conduct of the war was guided by its action, under the leadership of such sterling patriots as John Hancock, Samuel Adams, Benjamin Franklin, John Adams and others. It was an advisory body, working without the aid of any written constitution.

"It was, however, the best means the colonists had, at the time, of bringing about co-operation. It afforded the opportunity for all the colonies, instead of any single colony, to be represented in its counsels. It for the colonists was a time of common danger from without, and this together with a com-

the cause was set back for years. Such union as there was among the colonies, during the war, came from the outside pressure of a great common danger, more than from a brotherly spirit within. Thy were united because they dared not be otherwise. For a time it was left for each colony to do what it pleased in fighting the king; but at length, Congress acted as though there were a union, and voted to raise an army of 20,000 men," etc.

mon interest and patriotic zeal to carry to a successful issue the great cause, which the battles of Lexington and Concord stood for, united the colonists for the struggle upon which they were entering.

"While the Congress may not always have done those things which at times appeared to be advisable, yet the colonists never lost confidence in the wisdom, patriotism and patience of its great leaders. This Congress voted to raise an army of twenty thousand men," etc.

Since these events are nearly a hundred and fifty years in the past, and there are no new facts available concerning them, it is manifest that this alteration of version by Mr. Barnes in his 1920 text was due, apparently, solely to his change of viewpoint. He has learned that his viewpoint was wrong and unfair to America, and like a man has acknowledged his error.

Many heroic characters and events, unmentioned in the 1920 text, now crowd into the made over pages of Barnes' 1922 history. He has learned, evidently, that in the writing of American school history for American children there can properly be none but the American attitude.

Leading merchants of the colonies are no longer declared criminal smugglers, but, instead, he asserts that this "smuggling" was open and patriotic defiance of tyrannous English laws which forbade the colonists to trade with the world, or even with one another, except in English ships.

James Otis is presented as a patriot instead of loyalist.

The battle of Stony Point reappears as an important event.

Anthony Wayne is resurrected.

John Stark comes in for credit.

Commodore John Barry is justly cited.

Francis Scott Key is referred to as the author of the Star Spangled Banner.

The courage "shown on both sides" at Bunker Hill, but which Prof. Barnes in his revised history had stressed entirely on the side of the British, is now properly stressed on the side of the thousand undrilled patriots who so gloriously resisted three times their number of the best trained British regulars.

Here are the old and new accounts:

1920

"The courage shown on both sides was wonderful. To march, as those British soldiers did up to the works, so near that each one felt that the

1922

"The courage shown on both sides was wonderful. 'Don't fire until you see the whites of their eyes,' said the American commander, who knew

man who was aiming at him could not miss, required a nerve as steady as was ever shown on battlefield since men began to kill each other."

that their supply of ammunition was small, and that his men did not have enough bayonets to be used successfully in meeting the charge of the British."

The typical British assertion that during the Revolution England was fighting single-handed against three nations has been removed.

The sympathetic account of the Tories and their Indian allies, whom the patriots "raided" and drove off to Canada, dwelt upon in the 1920 text, is not mentioned in the re-revised books.

Prof. Barnes has also materially altered his account of John Paul Jones' glorious capture of the British ship *Serapis*.

In his 1920 edition he said:

"The '*Serapis*' had the better of the fight and would have won, had not a sailor of '*The Richard*' happened to throw a hand grenade down a hatchway of the '*Serapis*,' where in exploding it fired a large lot of powder which blew up the ship and killed many of her men."

In his 1922 edition he says:

"The '*Serapis*' had the better of the fight, until a sailor of '*The Richard*' fearlessly lashed in the rigging, far out over the deck, threw firebrands into the magazine hatchway of the '*Serapis*' and finally ignited the powder which blew up the ship and killed many of her men."

The one account is, substantially, the one given by the British captain after Jones chivalrously had landed him in England; the other is the version given by John Paul Jones and his men. Jones' account has, however, always been the accepted American version, although for his valorous story-telling the British captain was knighted and his version became emblazoned in British history.

In his 1920 text Historian Barnes was impugning the motives of France in aiding the colonists to secure independence, as follows:

"France had fought England, not so much from a generous wish to help the colonies, as from hatred of England, and at the end, France wanted her share of the spoils."

In his 1922 text he has amended this to read:

"France had given generous help to the colonies."

Prof. Barnes' distortion of the causes of the War of 1812 had been severely condemned, and, heeding the voice of the American people, he has re-written that, as will be seen from the following:

In his 1920 text he wrote:

"It was a mistake. It was a case in which righteous anger overcame judgment. Some hot-blooded young

In his 1922 text he writes:

"The impressment of our seamen by England interfered with our trade, as ships were searched upon

statesmen from the Southern States, among whom were Henry Clay, of Kentucky, and John C. Calhoun, of South Carolina, urged that war be declared, and they had their way. Much against his wish, Madison yielded, and the War of 1812 against England began. Had there been less haste it would have been better, for, no doubt, a peaceful settlement could have been made. Older men with cooler heads, though angry with England, felt that it would be wiser to wait, and were much in doubt as to the outcome."

The 1920 account reads like British propaganda; the 1922 statement is American history.

The justification for the British in burning Washington, offered by Prof. Barnes, in his 1920 books, was practically the same as given by several other pro-British American history revisers. The account of the destruction of public buildings and records has also been partially corrected in the re-revised history.

1920

"Then they burned the President's house, the Treasury Building, and other government buildings. They said that they destroyed these government buildings to punish the Americans, who had, early in the war, burned some public buildings in Canada."

Undoubtedly, due to strong complaint directed against Prof. Barnes' 1920 version of the Battle of New Orleans, he has wholly re-written that story, as shown in the two accounts:

1920

"The war, as it went on, became more and more burdensome. The cost of carrying it on was very great. Many of the American people believed it to be a needless war, into which the country had been drawn by those who had not had the foresight to count the cost or judge of

the high seas, and Henry Clay, a statesman from Kentucky, who afterward went to the Netherlands to help make the treaty of peace, insisted that war must be declared to protect American commerce. He was supported by John C. Calhoun and statesmen from other sections of the country. It was also generally believed that the English in Canada were arming the Indians of the Northwest and encouraging, if not actually directing, the raids of Tecumseh and other Indian chiefs."

1922

"Then they burned the President's house, the Treasury Building, and other government buildings. This was one of the great misfortunes of the whole war, since many records and collections of art were destroyed which could not be replaced."

1922

"The war as it went on became more burdensome. The cost of carrying it on was great and both sides became anxious for peace.** Andrew Jackson, a young lawyer, had settled at Nashville, Tennessee, and was soon made a judge. He made himself famous by enforcing

the outcome. Many who had been keen for a fight at first, had now tired of the strife, and there was a general desire for peace.**

"Very bad management, as a rule had been shown by the leaders of the American armies. Badly commanded, as they were, the American soldiers had been unable to hold their own against the troops of the enemy. In but one instance did the Americans win a glorious victory, and that was so late in the war that peace had been concluded before the battle was fought. It was the battle of New Orleans.**

"All that it was necessary for the Americans to do to win a victory, was to hold their ground.**

"The invaders came on like British soldiers, and like British soldiers they came, again and again, those that were not dead. For three hours they endured that deadly fire, and offered up their lives for their king. Then they gave up the hopeless task, for they saw that to perform it was beyond the power of man. The British lost twenty-five hundred men and many officers, among whom was the gallant General Pakenham, their commander. The American loss was very small.

"It was a wasted battle; it was a needless victory; it counted for nothing for the war was over."

law and order in the wilderness country.

"The Creek Indians under the leadership of Tecumseh had captured Fort Mimms, about fifty miles from Mobile, and massacred about five hundred men, women and children. An army was raised with Jackson in command and marched against the Indians. A battle was fought at Horseshoe Bend in which the Indians were completely defeated. The British, not knowing of this battle, came on to New Orleans, and Jackson was there to meet them.**

"The invaders came on again and again, the front ranks carrying short ladders with which to scale the earthworks. These were the best trained soldiers in the world but Jackson's Kentucky and Tennessee riflemen were the best marksmen in the world and in the three hour battle twenty-five hundred men and officers, including the British commander, General Pakenham, were killed. The American loss was very small. Although at the time this battle was fought the treaty of peace had already been signed at Ghent, it was of utmost importance as it had a marked effect in creating in Europe a great respect for the valor of the American army."

The mobility of Prof. Barnes' judgment is remarkable. Just so long as it appeared to his advantage to write in harmony with the "newer tendencies in historical writing," with "the methods of modern historical scholarship" and the "other influences from overseas," this author was apparently not adverse to misrepresenting and minimizing American characters and their achievements; but now that he has heard the rumblings of the storm of American patriotic protest, he reverses his attitude and turns his facts round-about.

An elemental complaint against these revisionists is that they are not faithful to the facts as facts, but have adjusted their attitude in submission to influence brought to bear upon them. Here is one of them who surely presents striking illustration of the justice of this complaint.

Prof. Barnes by restoring American teachings into his "Short American History by Grades," issued in two volumnes, and re-revising in 1923 his "American History for Grammar Grades," issued in one volume, practically a replica of his "Short American History by Grades," admits that he must have been led astray by some one. Barnes, however, is only a Brooklyn school principal and is not considered in scholastic circles of colleges and historical associations, like some of the other complained-of historians, who have been seduced into a sycophantic acceptance of English authority on all things American.

It is remarked, however, that although the Barnes' "History for Grammar Grades" had not been re-revised when the Authorized 1923 list of Text-books Used in the New York City Schools came out, it was nevertheless on the Authorized List.

BRITISH PROPAGANDA AGENCIES ARE ACTIVE IN AMERICA

There is striking significance in the uniformity with which these revisionists proclaim their purpose to rewrite American school history from a new viewpoint. A comparison of their statements in their prefaces reveals that they all seem to be subject to the same influences.

It is well known that children are highly sensitive to the spirit of an author. This is why in the writing of school history the prime essential is a true and virile patriotic spirit in the author. If this be wanting, his history, however precise it may be as to specific facts, is only a bulb without a current.

Charles Grant Miller, in the course of his testimony at one of the hearings, said:

“The history that truthfully presents our nation’s annals in such sympathetic, virile, patriotic spirit as to inculcate in our children pride in the birth and development of our republic, honor to its heroes, devotion to its principles and progress, and zest in its ideals and purposes—this is a true history. But the history that creeps along the verge of falsehood, alien in spirit, snarling in self-defense that it is ‘not actually untrue,’ and inoculating the children with suspicion of the nation’s founders, doubt as to its cardinal principles, and indifference to its democratic ideals—that history is false.”

And I agree with him.

It may all be accidental, nevertheless no one can fail to note the complete accord in which all these school history revisionists have shifted their standpoint, and the striking similarity of their statements proclaiming their new attitude.

Col. Alvin M. Owsley, National Commander of The American Legion, in his statement at a hearing in my office, said:

“We must keep on the alert and not let this protest that has been so well started dwindle away into nothing, for want of the real facts about the hostile forces at work. Let us find out just who or what influence it is that has undertaken to rewrite our history, to underestimate the value of our national characters and to undermine the fixed principles upon which our nation was built.”

There are certain recognized influences which have been working long and powerfully to this end.

There never has been any secret about the underlying purpose in the Cecil Rhodes Scholarships. Cecil Rhodes was no idle dreamer and his far-seeing genius and practical methods added vast domains to the British Empire. Few of his plans failed.

As already stated in this report, one of the objects of Rhodes was "the ultimate recovery of the United States of America as an integral part of the British Empire."

Cecil Rhodes laid his ambitious plans to that end, and by heavily endowing with British gold, and backed by the British government, created agencies for their working out. Under the ingenious Rhodes Scholarship scheme the best of our American young men, selected from the colleges of all our States, especially for their required "qualities of leadership," are taken to England and placed in Oxford University for three years, with an allowance of 300 pounds English money a year, and are then returned to us perfect English gentlemen, advocating British-American union.

These former American young men have formed a Rhodes Scholars' Alumni Association of America. This association has been openly active in defense of the Anglicized school histories.

When Cecil Rhodes dreamed his dream of "the extension of British rule throughout the world" and "the ultimate recovery of the United States of America as an integral part of the British Empire," he was obsessed of ambition less for political than for financial and commercial dominance. Since then the money power has shifted its seat, but the dream of world dominance remains, and the British government is still its most effective instrument.

The money super-power is now on this side of the Atlantic, and according to the English historian, John Richard Green, "the main current of the history of the English-speaking peoples must run along the channel not of the Thames, or the Mersey, but of the Hudson and the Mississippi." But in all the intriguing pleas for an "English-speaking union" those active in the movement do not seek an extension of the area of freedom under the American Constitution, but always an extension of British trade and power.

So it is easy to see why our fundamental principles are being discredited, our history rewritten and our ideals destroyed at behest of a super-power which is neither British nor American, knows no patriotism and recognizes no country except as subject for exploitation.

This international money power is constantly seeking to persuade the American people to surrender their inherited sources of inspiration, strength and guidance, and does now, largely, control the governmental policies of the United States as well as of England and other foreign countries.

America is safe only if her people will see to it that the historic truths, principles, ideals and purposes, that have served them unfailingly through a century and a half of unprecedented progress and to unparalleled prestige, be preserved unsullied in our own generation and transmitted unimpaired to our children. The antidote to the propaganda poison lies in patriotic teaching in the public schools.

Educational foundations, which have come to exercise immeasurable influences upon the scholastic and public school systems of the United States, are offsprings of the international banking power, as a glance at their interlocking

directorates and a sane thought as to the habitual practices and intuitive purposes of their founders clearly reveal.

Elihu Root, Chairman of the Carnegie council, illustrates at once this directness of connection, and the completeness of design of the super-power.

Andrew Carnegie was another, Britisher through and through, who could dream grandly and had power to make his dreams come true. He endowed the multiform Carnegie institutions from motives which he never sought to conceal. His fondest dream was to bring about a "reunited state, the British-American Union."

The spirit of this finds expression and fruition through the Carnegie Libraries, Foundation for Advancement of Teaching, Division of Intercourse and Education, Aid for Vocational Education, Association for International Conciliation and, by no means least seductive, the Carnegie Pension Fund for American professors and even American judges.

Direct and vital effects of these organized influences for Briticization of our scholastic and public school systems are readily detected and clearly identified in utterances of innumerable Teachers' Associations in the last few years. These are fairly typified and summarized in the following excerpt from the report of the American History Teachers' Association, submitted to the United States Congress, October 22, 1918:

"Attention is directed to the old charge that the study of the American Revolution in our schools tends to promote an anti-British state of mind. It is a natural reaction to demand revision of our text-books with a view to the cultivation of a pro-British state of mind; and that reaction is now actually in evidence."

Other influences that have been directly at work to bring about the emasculation of American history and the destruction of our national spirit and morale are not only recognizable but confessed and in some cases even boasted.

Sir Gilbert Parker, professional British propagandist, in an article in Harper's Magazine, March, 1918, outlined some of his methods of "putting it over" on the American people, as follows:

"Practically since the day war broke out between England and the Central Powers I became responsible for American publicity," Parker wrote. "I need hardly say that the scope of my department was very extensive and its activities widely ranged.

"Among the activities was a weekly report to the British Cabinet upon the state of American opinion, and constant touch with the permanent correspondents of American newspapers in England. * * * Among other things, we supplied 360 newspapers in the smaller cities of the United States with an English newspaper.

"We advised and stimulated many people to write articles; we utilized the friendly services and assistance of confidential friends; we had reports from important Americans constantly, and established association by personal correspondence with influential and eminent people of every profes-

sion in the United States, beginning with university and college presidents, professors and scientific men, and running through all the ranges of the population. * * *

"It is hardly necessary to say that the work was one of extreme difficulty and delicacy."

The propaganda that Parker boasts he was putting over was six-fold:

That the Revolution was a contest between the German George III on one side and the English people and American colonists on the other.

That "many Americans regret the War of 1912 as most Britishers regret the acts of George III."

That "the greatest enemy of American development was Napoleon," but Great Britain saved us from conquest by him.

That it was the British Foreign Minister Canning who gave us the Monroe Doctrine and made it an accepted fact.

That "the British navy and behind it the British Government has been the best friend that the United States ever had in its history."

And that "Next to Great Britain, the best friend the United States has today is Japan."

Ten of our school historians promptly began repeating to American school children these new theories which Sir Gilbert has frankly boasted as his official British propaganda.

When Lord Northcliffe had completed his propaganda organization in this country during the recent World War, and was returning home, it was announced that he was leaving behind him \$150,000,000 (our own money, of course) and 10,000 trained agents to carry on the work. His London Times in the issue of July 4, 1919, rendered account of the "efficient propaganda" which he had inaugurated here and was being "carried out by those trained in the arts of creating public good will and of swaying public opinion toward a definite purpose."

Among the methods, stated by the London Times, to be then in operation or in prospect in this country were:

"Efficiently organized propaganda to mobilize the press, the church, the stage and the cinema; to press into active service the whole educational system, the universities, public and high schools and primary schools; to provide for subsidizing the best men to write books and articles. * * * Histories and text-books upon literature should be revised. New books should be added, particularly in the primary schools. Hundreds of exchange university scholarships should be provided. Local societies should be formed in every centre to foster British-American good-will, in close co-operation with an administrative committee."

This same Fourth of July issue of the London Times contained a signed article by Owen Wister, American-born, in which he said:

"A movement to correct the school books of the United States has been started, and it will go on."

George Haven Putnam, a prominent New York book publisher, born in England, and high official in the English-speaking Union, made a Fourth of July address in London in 1918 before the Anglo-Saxon Fellowship. In the course of his address Mr. Putnam gave his English confreres this assurance:

"I want to see not a Declaration of Independence, but a Declaration of Interdependence—an acknowledgement that the two peoples belong together."

He also told his audience on that occasion that:

"Text-books are now being prepared which will present a juster account (in the United States) of the events of 1775-1783, 1812-1815 and 1861-1865."

All this might mean much, or nothing, according to the results. The fact is that we now find a half-score altered text-books in our schools, in which American history is grossly distorted and de-Americanized, in the interest of British-American union.

In addition to the elaborate and admittedly well-oiled British propaganda machine, established in our country by Sir Gilbert Parker and the late Lord Northcliffe, the output of which still flows steadily through newspaper syndicates, magazines and motion pictures, there are at least a full dozen of strong propaganda organizations, all British or pro-British, busily at work Briticizing American public opinion.

The stated purposes of these propaganda organizations range all the way from specious cultivation of "more friendly relations between Great Britain and the United States" to fulfillment of the Carnegie prophecy of "the reunited state, the British-American Union" and the Cecil Rhodes design of "the recovery of the United States as an integral part of the British Empire."

The Sons of St. George, an old organization of British-born residents of this country, was Tory during the Revolution and is Tory still. Within the last few years it has emerged from obscurity through a nation-wide hard drive for increased membership and vigorous assertion of British spirit.

The English-Speaking Union is made up of British and pro-British advocates of what its name indicates—Anglo-American union. It is an international association of British and pro-British enthusiasts, the object of which is to foster pro-British sentiment throughout the United States by influencing statesmen, authors, lecturers, preachers, editors of magazines, newspapers and syndicates and school historians to disparage American annals, ideals, traditions, policies, achievements and institutions and exalt those of Great Britain.

This organization is amply financed from sympathetic sources, and for the last three years has been conducting, regardless of expenses, a tremendous drive for membership. Branches have been established in New York, Boston, Philadelphia, Washington, Baltimore, Richmond, Buffalo, Cleveland, Chicago, St. Louis, Lincoln, Neb., and San Francisco.

The English-Speaking Union issues to its members a magazine, "The Landmark," which has bitterly attacked as "demagogic" and "narrow-minded" the popular patriotic protest against Anglicized history text-books in our public schools.

The American President of the English-Speaking Union is John W. Davis, a lawyer for J. P. Morgan and the international banking interests.

George W. Wickersham, another Morgan lawyer, is Chairman of the American board of directors.

George Haven Putnam, New York publisher, who in 1918 boasted in London that American school histories were being rewritten, is its chief promoter.

Prof. Matthew Page Andrews of Baltimore, Md., is a director. Prof. Andrews is the author of "American History and Government," in which he teaches that our Civil War was caused by perfidy and broken promises on the part of President Lincoln.

This hostile theory, as well as the argument, and to a large degree the exact words, appear to have been lifted bodily out of Greg's British "History of the United States," which is so bitterly anti-American throughout that it never has been offered for sale in the North.

In his school history, Prof. Matthew Page Andrews teaches:

- That Lincoln was called the "Slave Hound of Illinois";
- That not slavery but the tariff divided the North and South;
- That secession was a Northern principle;
- That slavery was discontinued in the North only for economic reasons;
- That most Southerners desired and many tried to free their slaves, but Northerners would not permit them to do so;
- That the condition of the slaves of the South was far better than that of factory workers of the North;
- And that, finally, the Emancipation Proclamation was a mere political play and moral pretense, as it could have no possible application except to slaves over which President Lincoln had no jurisdiction.

The English Speaking Union, of which this Anglicized historian is a Director, and the Morgan lawyers, Davis and Wickersham, are the highest American officials, arranges for special social attentions in England and for the granting of degrees by English universities to American collegiates and historians.

With respect to this phase of English propaganda, Charles Edward Russell, distinguished American diplomat and author, in a statement made at one of my hearings, gave some first-hand information concerning it. Mr. Russell said, in part:

"About ten years ago I happened to pick up one of these school histories, written by two of the greatest revisionists; and reading it carefully I was astonished to see what changes had been made in the story of the Revolution—how the Revolution was belittled, and also how the history of the War of 1812 had been turned around. It just said that the

War of 1812 was a foolish, unnecessary and insignificant war and the United States regretted having taken part in it!

"In 1918 I was Commissioner for the United States Committee on Public Information to the United Kingdom of Great Britain and Ireland. I was there five months in that capacity, in their offices in London. My operations in that position brought me in close connection with the interests of the British government, and I observed many astounding things.

"While I was there in that capacity there came to London one of the authors of this very history that I had read some years ago with so much astonishment. He was a gentleman that in our own country had gotten very little attention. I was surprised to see, the moment he landed, evidently by some preconcerted plan, he was taken possession of. He was interviewed at great length in all the newspapers. He was invited daily to luncheons and dinners. He was lionized socially, and he was taken to Oxford and endowed with the greatest honors that Oxford could pay to anybody, and he was made a figure of very great importance, all based upon the fact that he was a friend of Great Britain. This was his reward apparently for writing such a history.

"Those of us who know the social forms in Great Britain know quite well the very delightful generosity and hospitality of the English homes, and the wise manner in which the English make use of their social advantages. It is only a very natural thing that the author in this country who thinks he has never secured the recognition he deserves at home, goes abroad, and he is immediately swept off his feet."

I asked Mr. Russell whether in order to get that recognition on the other side it was necessary for such author to have first served England in America and he answered that it was, "except in a case where a man may be useful in future services of this kind."

The present reception to President Butler of Columbia University throughout England, where he is being feasted, toasted and exalted for his pro-British propaganda is a striking confirmation of Mr. Russell's statement.

The Sulgrave Institute is another "hands-across-the-sea" organization composed of British and pro-British. The Sulgrave big idea is founded upon the realization that George Washington has loomed large throughout the world, and so must be claimed as an Englishman, who established in this western world English freedom. Like designs are working regarding Lincoln, for whom there is now being provided an English lineage and an English ancestral home, as another shrine where expatriate Americans may bend the sycophantic knee in foolish worship of supposed English influences that are said to have freed our slaves and saved our Union.

The Pilgrim Society, in connection with its manifold other activities, is busily disseminating the doctrine that all American institutions that are good came over in the Mayflower, and that the time is near at hand for the Mayflower to re-embark its cargo of a mighty nation and return it to the "mother country."

The Church Peace Union has a \$2,000,000 Carnegie fund, "to pay the expenses of English and American ministers of note to cross and recross the Atlantic, to occupy famous pulpits, to speak before ministers' meetings and to receive honorary literary degrees at universities." The idea is thus to utilize preachers and pulpits to develop "the international mind."

The World Alliance for Promoting International Friendship Through the Churches has as its stated purpose, "To organize the religious forces of the world so that the weight of all churches and Christians can be brought to bear upon the relations of governments and peoples." The Most Reverend the Lord Archbishop of Canterbury is president, and the Right Honorable Sir William H. Dickinson, K. B. E., London, is the first secretary. This Alliance has established local committees in 500 American communities, and it works in close cooperation with the Church Peace Union and its \$2,000,000 Carnegie fund.

George W. Wickersham, American chairman of the English-Speaking Union, is also a high official in the World Alliance. A score of eminent American clergymen, always conspicuously demanding American policies in the interest of Great Britain, are directors. Among these are Bishop James Cannon, Dr. James L. Barton, Dr. Henry Sloane Coffin, Dr. Charles E. Jefferson, Dr. Harry Emerson Fosdick, Dr. Charles S. McFarland, Dr. Frederick Lynch, Dr. Sidney L. Gulick and Dr. Hamilton Holt. Every one of these in their preachings and in their zealous pleas to President Harding and Secretary Hughes recently demanded that the American Army and Navy be rushed to the aid of Great Britain at the Dardanelles.

"Peace Union" and "International Friendship," as interpreted by these propaganda organizations, financed with Carnegie funds, have but one purpose, and that is "a re-united state, the British-American Union."

The American Association for International Cooperation has recently started a circularizing campaign to build up an influential membership. Its character, connections, purpose and financial backing may be surmised from the fact that its chairman, George W. Wickersham, is also chairman of the English-Speaking Union and a high official of the World Alliance.

The Magna Charta Day Association advocates our national observance of June 15, as the natal day of free government, instead of, or at least in eclipse of, the Fourth of July.

The official pronouncement of this association declares:

"Magna Charta is the great outstanding event in the history of World Liberty.

"The Magna Charta Day Association seeks to develop a greater sense of unity of thought and purpose of the SEVEN NATIONS.

"It is important to have in mind THE ESSENTIAL AND ACTUAL SOLIDARITY OF THE SEVEN NATIONS—the United States and the six nations of the British Union—Great Britain and Ireland, Newfoundland, Canada, South Africa, Australia and New Zealand."

As outlined, the purpose of this association is "by means of Magna Charta Study Clubs to encourage the widespread study of the origin and development

of our liberties," and "to promote an annual day of commemoration by the Seven Nations."

If all this means anything at all, it means British-American union.

The British Committee at the head of this association consists of Lady Astor, a former American, the Rt. Rev. J. E. C. Weldon and the Rt. Hon. Sir Gilbert Parker, Bart.

The executive secretary and treasurer of the American branch of this Magna Charta Society is J. W. Hamilton, who is a member of the editorial staff of *The English-Speaking World*, published monthly in New York as the organ of a dozen British propaganda agencies.

Among the American Committeemen of the Magna Charta Day Association are more than a score of college presidents, professors, other educators and preachers, who readily are traced into other British propaganda organizations and as being officially identified with various British services in this country. The name of Prof. Matthew Page Andrews, traducer of Lincoln, stands at the head of the list of American Committeemen of this association, and results of the activities and influences of these propaganda organizations may be traced in the Anglicized school histories.

For instance, in the McLaughlin and Van Tyne school history, in 1911, there was no mention whatever of Magna Charta. In their revised edition of 1919, however, a full new chapter of fifteen pages is devoted to the "Magna Charta" and very little space is given to the Declaration of Independence. ✓

George E. Roberts, another American Committeeman of this society, is vice-president and publicity manager of the National City Bank, New York, a director and the propaganda expert of the International Banking Corporation and also, in association with Henry S. Pritchett, President of the \$200,000,000 Carnegie Foundation, conducts a correspondence school in "Economics for Executives." This shows the International Bankers, the foundations and the pro-English propagandists pretty closely together, in fact too closely for the comfort of security of America and the good, plain, honest American.

The British propagandists, besides being supplied with money, may also be supplied with certified associates out of a long list of American college presidents and professors, teachers, preachers, lawyers and judges, endowed or expecting to be subsidized into sympathy with the Carnegie design of "the reunited state, the British-American union."

The National Security League is now sending letters into the Wall Street section, asking for a fund of \$25,000 a year, "for the special training of school teachers to interpret the United States Constitution in the public schools," and to secure legislation in the various states which will make this teaching compulsory throughout the country.

I do not think that it will be hard for anyone to guess the character of the special training for interpretation of the Constitution, to be provided for with funds from Wall Street. The three eminent attorneys for Wall Street interests whose signatures appear on the letters of appeal for funds decline to disclose this phase.

A hundred and fifty American educators are listed as favorable to this special interpretation movement. More than half of them are found to be members of one or another or several of the British propaganda organizations.

When investigated by a Committee of Congress, during the war, the National Security League was found to have \$50,000 of Carnegie money. With its funds sufficiently augmented from Wall Street and its large force of British propaganda operatives organized in our colleges and schools, this organization may soon be expected to make the same stealthy assault upon the American Constitution as already has been made upon American school history.

I believe that it is now clearly apparent that the concerted revisions of the ten offending American school histories did not come by chance coincidence, but as the result of thoroughly organized and heavily financed activities. Also, that "the international mind," sought to be established through these influences, is always the British mind.

For any further evidence of the determined purpose to disregard the Declaration of Independence, breed disrespect for the Constitution of the United States and American institutions and belittle the great men and women responsible for the establishing of the United States of America, one only has to read the address made by Dr. William Allen Nielson, President of Smith College, before the English-Speaking Union, at a dinner at the Hotel Astor, New York City, a few days ago, at which dinner former Ambassador John W. Davis presided and Sir Percy Fitzpatrick and Sir Eustace Finness, Bart., spoke.

After asserting that the world had "gone to pieces, like a broken bowl," and that the English-speaking peoples were the great pieces that remain unbroken, Dr. Nielson said that the difficulties involving the English-speaking peoples were due chiefly to "miseducation." "The histories studied in this country have been getting better and better. * * *"

"But the fact must be faced that within the last few years this progress has been checked. There has set in a wave of reaction, and in almost every State of the Union there is going on an agitation for the reintroduction of parochial patriotism into the histories and colleges.

"The scholars of this country, then, ask no support in the pushing of particular views. They ask and all they need is *to be let alone, and our watchword in this part of our activity is to leave the writing and the teaching of history to the scholars and demand that the politicians keep their hands off.*"

The good President of Smith College deplores the fact that there still are men and women in America whose patriotism cannot be purchased with British gold and who insist upon preserving America for those who love and admire America and cherish her traditions and institutions.

To my mind the gravest menace to the friendship between America and Great Britain lies in the pernicious and persistent British propaganda maintained in the United States, through which not only our history, but our financial, industrial, governmental and political institutions are misrepresented to our people.

That this is not without recognition even in England the following editorial utterance of the *New Statesman* of London shows:

"Many American people who, from the beginning, have been ardent supporters of the Allies' cause are concerned, not with the eagerness, but with the lavish unintelligence of the publicity methods we have adopted. They doubt the wisdom of our elaborate pretense of doing nothing officially, when evidences of an extensive activity are everywhere apparent.

"They suspect the existence of British control of certain American newspapers. They criticize a certain kind of English speaker and journalist. Much of the writing and speaking in behalf of England has been of a kind which would be condemned by anyone possessing a fair knowledge of the American mind and temperament."

The methods thus criticized in England are increasingly put into force throughout America. A vast amount of this propaganda, steadily flowing through our newspapers, magazines, movies, books, lecture platforms and pulpits, bank and commercial circulars and countless other channels, is unsuspected and fully effective. There can be no doubt in any sane and fair-thinking mind that this propaganda is responsible for the stealthy but concentrated movement to alter and denature American history texts used in our public schools, and thus poison the source of our national pride, inspiration and morale.

But that is not all. A bold attempt is being made in the light of day to tie up for good the United States with England.

The international bankers having apparently succeeded in gaining control of certain American Ambassadors, United States senators, congressmen, governors, legislators, judges, political leaders in both major parties, and others high in councils of the nation, no longer attempt to hide their true purpose of bringing about a British-American union to be controlled by England. Their advocacy of the League of Nations, of the Four-Power Treaty and now of the World Court has, in my opinion, no other meaning than their willingness to subordinate American interests to those of England.

Lord Robert Cecil's recent presence in this country, to spread English propaganda in America in behalf of the League of Nations, although the people in the last Presidential election in no uncertain terms declared themselves against entangling alliances with England or any other foreign country, was the boldest act of a foreigner imaginable.

But what are we to expect of a British subject propagandist, when an American citizen, former President Frank A. Vanderlip of the National City Bank of New York, after a visit with the English bankers abroad, is proposing that instead of the duly elected President and his Cabinet, a Council of Foreign Relations, composed of twenty-five members elected for a long term of years, and at least 30 per cent. of them always abroad, should pilot the destinies of this country in relation with foreign governments.

In conclusion, I wish to recall the wise advice of George Washington, the Father of our country, to the American people, wherein he adjured them to

observe good faith and justice toward all nations and cultivate peace and harmony with all, but neither seek nor grant exclusive favors nor preferences to any one; to constantly keep in view that it is folly for one nation to look for disinterested favors from another, because it must pay with a portion of its independence for whatever it may accept under that character.

It is my firm conviction that General Washington must have been inspired when in 1796 he warned the American people that it was easy to foresee "that from different causes and from different quarters, much pain will be taken, many artifices employed, to weaken in their minds the conviction of the truth."

This prophecy has come to be too true; and only a reawakening of the love for America, her institutions, her ideals and traditions in the breasts of her citizens, by birth and choice, will save our country from paying with a portion of her independence for the follies and, in many instances, wilful un-American acts of some of her high officials and of those who bow to god Mammon, or succumb to foreign flattery.

During the hearings before me and since then a number of patriotic societies have adopted resolutions demanding that the use of the hereinbefore-referred-to history text-books be discontinued. Copies of these resolutions, filed with me, are hereto attached.

Respectfully submitted,

DAVID HIRSHFIELD,

Commissioner of Accounts.

RESOLUTIONS OF PATRIOTIC ORGANIZATIONS

Resolutions adopted unanimously by the NATIONAL CONGRESS OF THE SONS OF THE AMERICAN REVOLUTION, May 15, 1922:

"THE SONS OF THE AMERICAN REVOLUTION in national congress assembled express their deep interest in the subject of text-books on American history in use in our public schools. We protest against the use of any text-book which lauds the Tories and censures the Patriots, which maligns the memory of any of the great men of the Revolutionary period or undervalues the services and sacrifices by which our national independence was won.

"Text-books on American history should be written only by those who are in sympathy with the principles for which our forefathers fought. Every such history should adequately stress the story of the American Revolution, portray in colorful outline the heroic incidents of the struggle and teach the priceless value of the institutions which we inherit from our forefathers.

"We protest against any text-books which teach socialism, bolshevism, or class hatred. THE COMMITTEE ON PATRIOTIC EDUCATION is instructed to carry out this resolution and is authorized to take all needful measures to eliminate from our schools all text-books objectionable on the above grounds."

By the VETERANS OF FOREIGN WARS OF THE UNITED STATES the following resolution was unanimously adopted in the National Encampment, August 24, 1922:

"THE VETERANS OF FOREIGN WARS, in National Encampment assembled, recognize that grave charges have been made, and proven to be true, that American history text-books in use in public schools have lately been revised in un-American spirit.

"We indignantly protest against the use in schools of those histories which defame or ignore our Nation's founders, falsify the causes of the Revolution and the War of 1812, discredit the statement of grievances made in the Declaration of Independence, belittle the heroism, sacrifice, and idealism of our forefathers, and misinterpret the principles and purposes upon which our Republic was founded and for which it has stood.

"We declare that the whole noble history of the founding and vindication of free government on this continent has a fixed, distinctive and exalted meaning, not only for Americans, but for all mankind; that the precepts and traditions descending to us from that heroic period are a precious heritage which we generously have shared with the whole human race, and which heritage must not now be denied to our children.

"We demand that the treason texts be thrown out of the public

schools of every State, and that truthful histories be substituted instead, and we pledge our unflagging efforts to that end.

"We feel that to Charles Grant Miller, through whose patriotic service a sinister attempt to degrade our country's history has been exposed and checked, is due the gratitude not only of the members of this organization, but of all Americans of the present and future.

"In this connection your committee recommends that the national patriotic instructor, the department patriotic instructors, and post patriotic instructors be instructed to investigate the report to the chairman of the Americanization committee upon the histories now in use in the schools of the several States, and that in all States where histories are in use which do not conform to the true ideals of Americanization, the matter be taken up by the Americanization committee with the superintendent of public instruction in the several States with the view of having approved editions of American histories adopted for use in such schools."

Resolution unanimously adopted by NEW YORK STATE DEPARTMENT, GRAND ARMY OF THE REPUBLIC, in annual encampment, June 7, 1922:

"Whereas, The sympathetic teaching of true American history in the educational institutions of our country is essential to the retention and strengthening of our patriotic spirit and ideals; and

"Our nation's true annals have been unfailing sources of pride and inspiration which have prompted us as a people to staunch character, unparalleled achievement and unprecedented prestige among the powers and to world-wide influence in liberation and elevation of mankind;

"Resolved, That we condemn as unfit for school use or teaching any history text-books or other books, plans, pictures or persons which defame our nation's founders and defenders, misrepresent the ideals and causes for which they struggled and sacrificed, or misinterpret the principles and purposes upon which our Republic was established and for which it has stood.

"We demand that our annals be preserved unimpaired as the rightful heritage of posterity, and as guarantee that the future of our Nation shall be as glorious as its past.

"We demand that our Nation's true history be presented to rising generations with a view to wholesome cultivation of patriotic spirit, solidarity and morale, based upon right conceptions of the doctrines and traditions of American democracy.

"We protest against any school or other teachings which advance class interest, create class distinction or inculcate class hatred."

Resolution adopted by SEATTLE CHAPTER, SONS OF THE AMERICAN REVOLUTION, January 27, 1922:

"Whereas, The free public school, originating and developing in America, giving American youth the education and training so necessary

to a life of usefulness and good citizenship, is one of the most valuable of all American institutions and one of the principal bulwarks of liberty and independence, and

"Whereas, National safety and national unity demand the maintenance of our public school system free from the influences, whether foreign or domestic, which tend to degrade American ideals and to corrupt our national traditions, and

"Whereas, Among America's richest treasures are its Revolutionary history—the Boston Tea Party, Paul Revere's Ride, Putnam leaving his plow in the field, Lexington, Bunker Hill, Patrick Henry's speech, Valley Forge, Saratoga, Yorktown—great landmarks of a heroic race, as daring in conception, as thrilling in execution, as momentous in results as anything in ancient romance, the divine birthright of every American child, in which he absorbs and lives and breathes the very spirit that made these United States, and

"Whereas, Indisputable evidence proves an insidious and treacherous propaganda in operation to place in our public schools American history text-books designed to destroy faith in the forefathers and respect for American history and institutions;

"Now, Therefore, Be It Resolved, That Seattle Chapter, Sons of the American Revolution, realizing that eternal vigilance is the price of peace, freedom and security, regards with grave concern this condition in our schools, and urges upon our educational authorities (school boards, superintendents, supervisors, principals and teachers) the vital need of a careful review of American history text-books, that steps may be taken to bar obnoxious books from our schools, and that only such text-books be permitted therein as teach the simple heroic truth of American history, and written not by aliens, but by American historians."

The DESCENDANTS OF THE SIGNERS OF THE DECLARATION OF INDEPENDENCE, in their National Congress, in Independence Hall, July 4, 1922, unanimously adopted this resolution:

"It is resolved as the sense of this meeting of the descendants of the signers of the Declaration of Independence that, while the members would view with apprehension any tampering with the histories of the United States used in the public schools, in the interest of any country, people, races or policies, at the same time they cannot believe that what is falsely called a 'truthful presentation of the other side of the case' demands that the histories put in the hands of American children should boldly misrepresent the men and measures, manners and methods and the great events of the Revolution and the subsequent periods leading up to the Constitution of 1787;

"This misrepresentation and misinterpretation being accomplished (1) by the belittling of the significance of the Declaration of Independence itself; (2) by disparaging and ridiculing signers of the Declaration and

leaders in the Revolution, impugning their motives, holding them up to contempt of the youth of to-day as patriots and statesmen; and (3) by ignoring some of the most celebrated of our Revolutionary heroes who gave all, even life itself, for the country's great cause."

The NEW JERSEY STATE COUNCIL OF THE JUNIOR ORDER UNITED AMERICAN MECHANICS, representing 80,000 members, in its 1922 convention, unanimously adopted this resolution:

"It is by the light of true American annals, ideals, principles, policies and purposes that liberty-seeking people of all climes, all races, all religions, all colors and all classes have in our country united together in solidarity, singleness of aspiration and splendid morale as a nation.

"We demand that our nation's true history be taught to rising generations in the public schools, with a view to wholesome cultivation of virile patriotism.

"We demand that American history be preserved unimpaired, as the rightful heritage of our children and as guarantee that the future of our nation shall be as secure and glorious as is its past.

"We pledge our hearty co-operation with THE PATRIOT LEAGUE FOR THE PRESERVATION OF AMERICAN HISTORY in the co-ordination of plans and activities of all patriotic organizations in driving all treason texts out of the schools of our country."

The STATE COUNCIL OF PENNSYLVANIA, ORDER OF INDEPENDENT AMERICANS, in convention September, 1922, unanimously adopted this resolution:

"Resolved, That the text-books in the public schools which teach sectarian and Anglo-Saxon propaganda must be removed therefrom."

Resolution unanimously adopted by THE NATIONAL SOCIETY, DAUGHTERS OF THE AMERICAN REVOLUTION, in their Annual Congress held April 9, 1923:

"The National Society Daughters of the American Revolution, in National Congress, recognize that the true history of the birth of our Republic, handed down through successive generations upon the sacred word of honor of our fathers, has been unfailing source of the splendid patriotism, solidarity, morale and peace spirit of the American people.

"This heroic story has been the strongest inspiration throughout our past, as it is at present, to 'cherish, maintain and extend the institutions of American freedom, to foster true patriotism and love of country, and to aid in securing for mankind all the blessings of liberty.'

"We demand that our country's true annals, ideals and principles be preserved unsullied and transmitted unimpaired to our children in the public schools, as their rightful heritage, and for the perpetuation of wholesome national spirit based upon right conceptions of the vital doctrines and traditions of American democracy.

"We condemn as unfit for school use those history texts which defame or ignore our heroic forefathers, misrepresent the consecrated causes for which they struggled and sacrificed, and misinterpret the fundamental principles upon which they established our liberties and our Nation.

"We declare that the teaching of true American history in the public schools of our country is vitally essential to the inculcation of our distinctive national spirit and ideals in our future citizenry.

"We pledge our ready co-operation with other patriotic bodies in practical measures for cleansing the public schools of false and unpatriotic teachings."



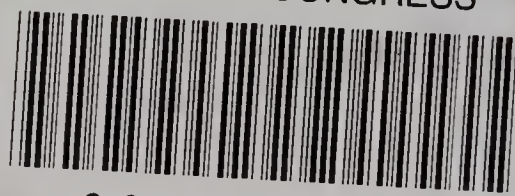
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