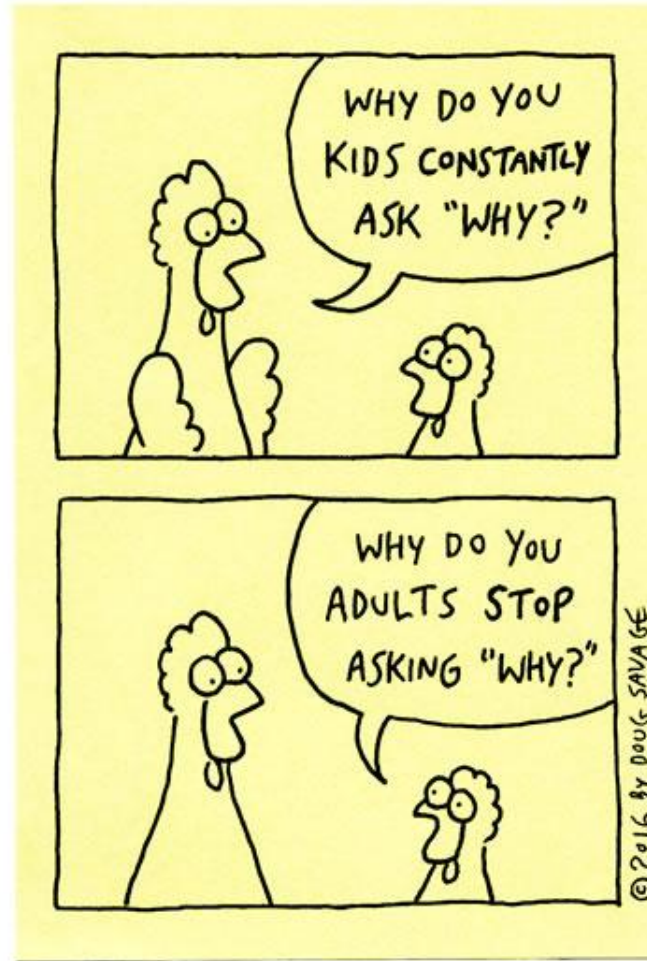


# What Did You Learn in School Yesterday

# Course schedule

Date	Topics
3/29	<b>Introduction and America's first century</b>
4/5	The 20 <sup>th</sup> Century looks back
4/12	Wars, Hot and Cold
4/26	Left and right, differing style and substance
5/3	Contemporary Trends The Future of History



[www.savagechickens.com](http://www.savagechickens.com)

# Why are you here?

# What we'll study

- Notes about education in America in the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries
- American historiography
- Selected themes
  - The American creation story
  - Race
  - Gender
  - Economics
  - Religion
  - Major events: The American Revolution, War of 1812, Civil War, World War I, World War 2, Cold War, Terrorism
- What students in other countries learn about us

# Periods of American history study

- Early republic
- Ante-bellum
- Reconstruction and the Gilded Age
- Wave of immigrants
- World War 1, Depression, World War 2
- Cold War, Great Society
- Republican resurgence
- The new millennium
- The vanishing textbook

# American Historiography (via John P. Irish)

- Providential History: 1600s and Puritan writers
- Rationalist History: 1700s
- Nationalist History: mid to late 1800s
- Progressive History: early 1900s through the mid 1940s
- Consent and Consensus History: late 1940s through the 1980s
- Conservative History: 1950s through the present
- New Left History: 1960's through the 1970's
- People's History: 1980's through the present
- Details

# The corpus

- 100+ public domain textbooks and other histories
- Various newspaper clippings about U.S. history textbooks and schools
- The First U.S. History Textbooks: Constructing and Disseminating the American Tale in the Nineteenth Century by Barry Joyce
- Schoolbook Nation: Conflicts over American History Textbooks from the Civil War to the Present by Joseph Moreau
- America Revised: History Schoolbooks in the Twentieth Century by Frances Fitzgerald
- History Lessons: How Textbooks from Around the World Portray U.S. History by Dana Lindaman

# Sources for textbooks

The following online resources provide us with access to public domain and, in rare cases, copyrighted textbooks. These documents can be downloaded in a variety of forms, including PDF, plain text, EPUB, Kindle, and other formats.

- Library of Congress – <https://www.loc.gov>
- Internet Archive – <https://www.archive.org>
- Hathi Trust – <https://www.hathitrust.org/>

In addition, Google Books (<https://books.google.com>) provide us with online versions of many scanned books and related documents. These documents are not available for downloading, copying, or printing, but can be view and searched online.



# Schools in the 19<sup>th</sup> century

- Summer vacations were due mostly to high absenteeism in the hot weather.
- In 1841, Boston schools operated for 244 days while Philadelphia implemented a 251-day calendar.
- Rural schools were open six months per year with breaks during spring and fall for planting and harvesting.
- By 1900, the nine-month, 180-day calendar was commonplace.



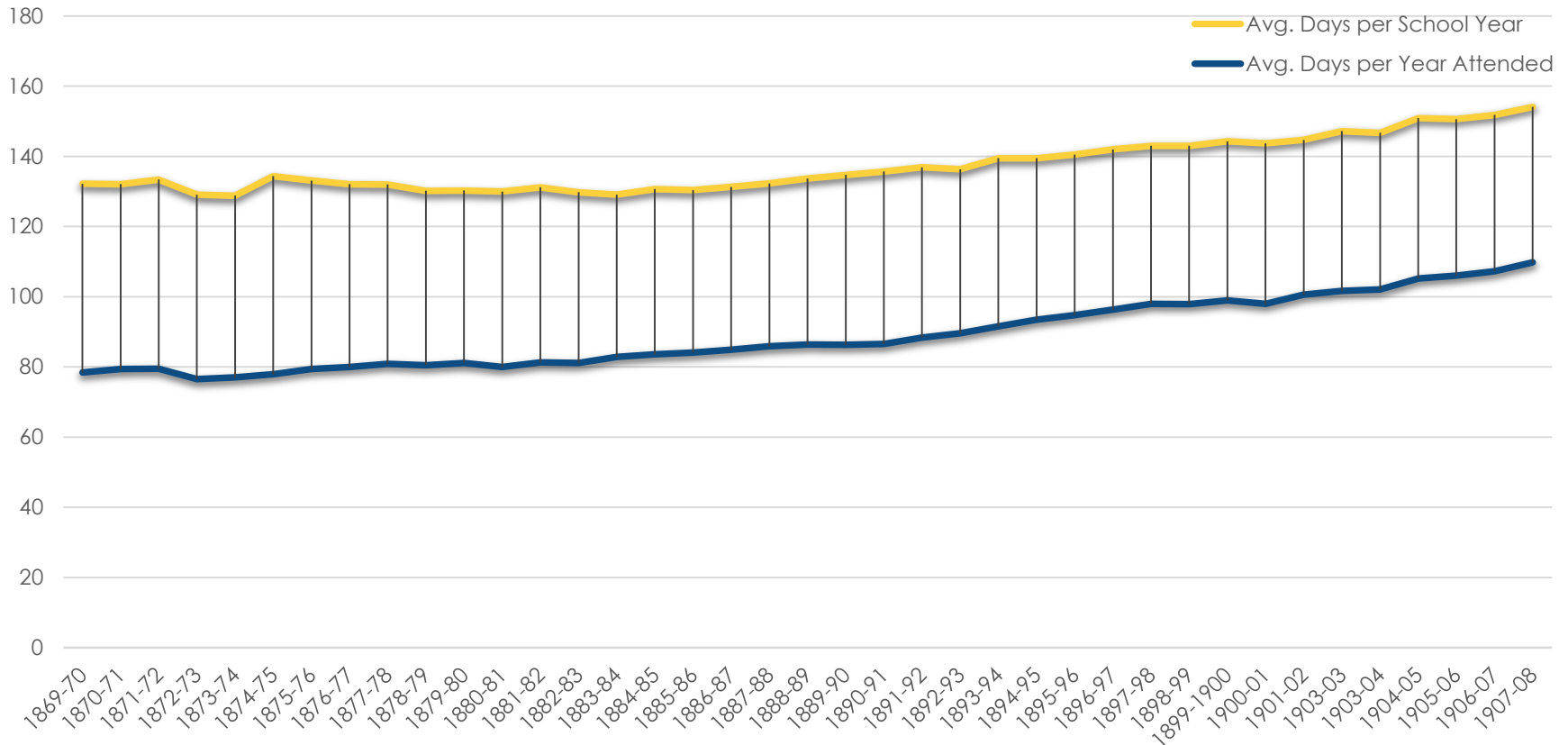
... among white New England men, about 60 percent of the population was literate between 1650 and 1670, a figure that rose to 85 percent between 1758 and 1762, and to 90 percent between 1787 and 1795

- ▶ Kenneth Lockridge, *Literacy in Colonial New England*,

Near universal literacy among white men

# School attendance in the 19<sup>th</sup> century

Average school attendance 1860-1908



Source: [A brief history of education in the United States](#)

What Did You Learn in School Yesterday - 1

## Chap. 240

### An Act concerning the Attendance of Children at School.

*Be it enacted by the Senate and House of Representatives, in General Court assembled, and by the authority of the same, as follows :*

Children must attend school at least twelve weeks of the year.

SECT. 1. Every person who shall have any child under his control, between the ages of eight and fourteen years, shall send such child to some public school within the town or city in which he resides, during at least twelve weeks, if the public schools within such town or city shall be so long kept, in each and every year during which such child shall be under his control, six weeks of which shall be consecutive.

For violation, §20.

SECT. 2. Every person who shall violate the provisions of the first section of this act shall forfeit, to the use of such town or city, a sum not exceeding twenty dollars, to be recovered by complaint or indictment.

School committee to inquire into violations and causes.

SECT. 3. It shall be the duty of the school committee in the several towns or cities to inquire into all cases of violation of the first section of this act, and to ascertain of the persons violating the same, the reasons, if any, for such violation, and they shall report such cases, together with such reasons, if any, to the town or city in their annual report; but they shall not report any cases such as are provided for by the fourth section of this act.

## Massachusetts passes first compulsory education law

An Act Concerning the Attendance of Children at School – 1852



In matters of education the South depended in the main upon the private instruction of clergymen or others who could give part of their time to teaching. The children of the well-to-do were often sent abroad or to New England in the later years, while many others were educated in William and Mary College established in Virginia in 1693. Higher education was more general in the South than in any other section of the country, but on account of the absence of all public education general illiteracy was greater than in New England. In the North something was done toward public education by the establishment of town schools (supported by local funds) which gave instruction in reading, writing, and arithmetic. Some of the larger towns maintained the semblance of high schools and were blessed with an occasional private academy.

## Education – North and South

American History for Schools – Robert Bartow Cousins, Joseph Abner Hill

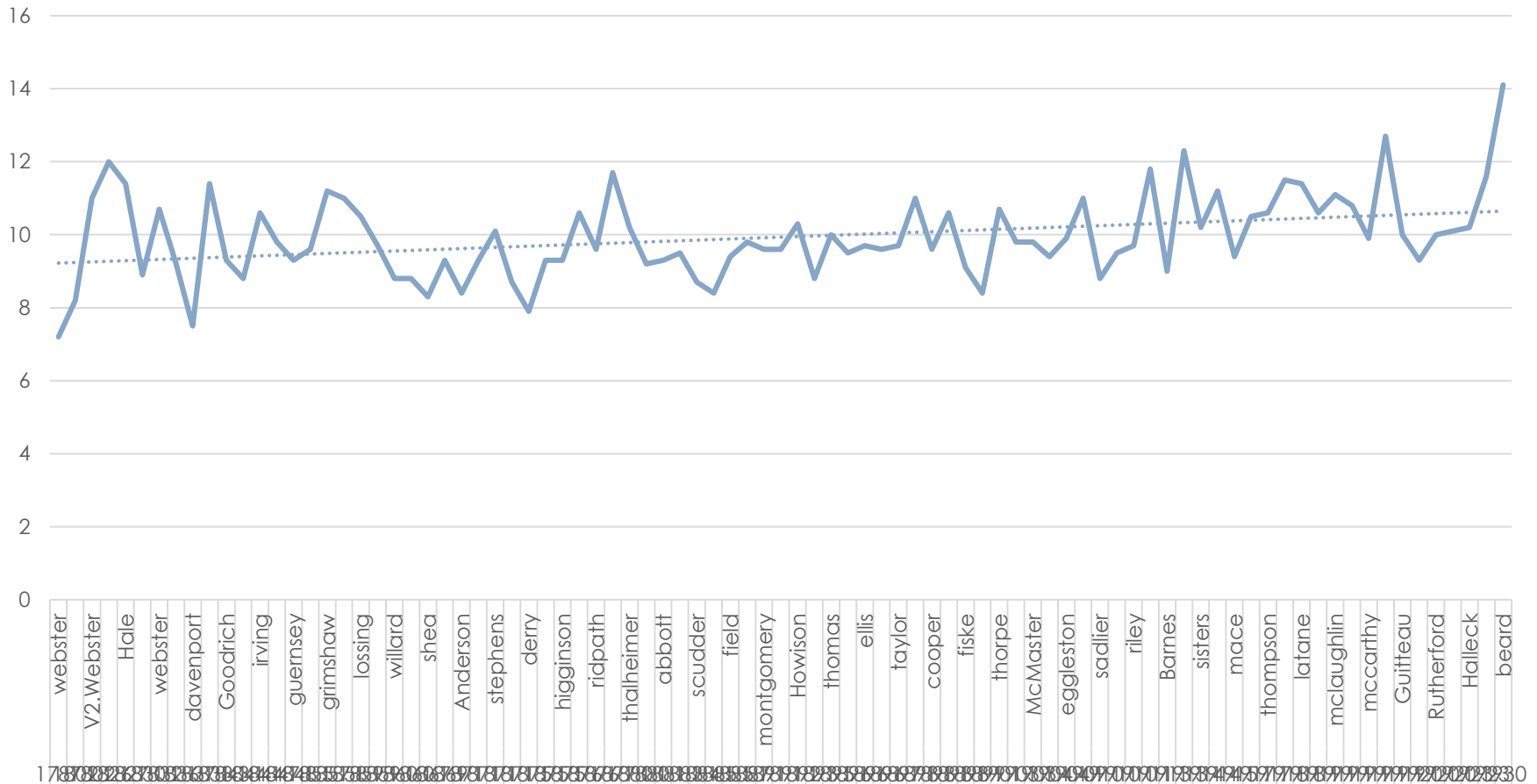
# Textbooks in America

- Textbooks are generally selected by communities.
- In the early 20<sup>th</sup> century, some states started to require or recommend textbooks.
- Currently, the following states select textbooks (via [State Textbook Adoption](#)) :
  - Alabama, California, Florida, Georgia, Hawaii, Idaho, Kentucky, Louisiana, Mississippi, Nevada, New Mexico, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia, West Virginia, Guam, Puerto Rico, U.S. Virgin Islands
- Various political, religious, and social organizations make recommendations or comments regarding textbook selections locally, statewide, and nationally.
- Some publishers offer state-specific editions of their books. See Pearson's [United States History Program](#).



# Reading level of textbooks – 1797-1930

Reading Level





*A Suspected Witch.*

65 of the 88 textbooks mentioned the Salem Witch Trials





Only 34 of 88 textbooks mention Lewis and Clark

**(Sometimes Meriwether Clark's name is spelled Clarke.)**

safely is nowhere accurately recorded. But the census of 1850 gave California 92,000 inhabitants, and within ten years the number had grown to 380,000. When it is recalled that the colonizing movement of the seventeenth century did not carry more than thirty or forty thousand Puritans to New England in the course of a hundred years, the magnitude of the famous gold rush of 1849 assumes its true proportions.

## The Gold Rush

***The rise of American civilization*, by Charles A. Beard and Mary R. Beard  
73 of 88 books mentioned the gold rush**

# What's missing?

- Who's not here?
- What's not discussed?
- What's not understood?

# Differing views – Hessians

## Catechism of United States history – Carroll

History Lessons: How Textbooks from Around the World Portray U.S. History – Dana Lindaman

118

AMERICAN ARMY ON THE FRONTIERS.

### 4. *By what forces was he afterward joined?*

On the 11th of July, he was joined by Sir Henry Clinton, recently arrived from South Carolina; on the 12th, his army was still further augmented by the advent of his brother, Admiral Lord Howe, with a fleet and land-forces from England; and by the 1st of August, other vessels arriving with a part of the Hessian hirelings, made up, in all, an army of nearly thirty-five thousand of the best troops of Europe.

NOTE.—The Hessians were troops, furnished principally by the Landgrave of Hesse Cassel, a German Principality. Ignorant, brutal, and blood-thirsty, they were alike hated by the patriots, and despised by the regular British Army. These troops cost the British Government almost one million of dollars.

## GERMANY

*References to Germany and the Revolutionary War typically revolve around the British use of German mercenaries, the infamous Hessians. However, Hessians were in fact poor farmers from the region of Hesse who were loaned (or sold) to the prince of England to pay off debts. They were not professional soldiers, as is often indicated in U.S. history textbooks.*





Particular celebrations of Juneteenth have had unique beginnings or aspects. In the state capital Juneteenth was first celebrated in 1867 under the direction of the Freedmen's Bureau and became part of the calendar of public events by 1872.

Texas Historical Association

Juneteenth (June 19<sup>th</sup>) – No mention

Celebration of Emancipation Proclamation

What Did You Learn in School Yesterday - 1





JOHNNY APPLESEED.

## Johnny Appleseed of Leominster - Nope

# Pocahontas and Sacagawea

- Pocahontas (“Pocahuntas”) is mentioned in 60 of the 88 books
  - “Every historian of Virginia commemorates them with approbation.” – *A history of the United States, from the discovery of the American continent*, George Bancroft
- Sacagawea, spelled Sakakawea or Sacajawea, noted in 4 books
  - Noted as “Bird Woman, with her papoose on her back”
  - “Sakakawea ranks next to Pocahontas among the heroines of American history.” – *History of our country; for higher grades*, by Reuben Post Halleck





THE BOY WASHINGTON.

“ Father, you know I cannot tell a lie. I cut the tree with the hatchet you gave me ; but I am sorry for what I have done.” His father caught him in his arms, saying that he was paid a thousand times for the loss of his tree, by knowing that his son would not tell a lie.

## Legends – Cherry tree – 22 of 88

**Juvenile American history, for primary schools. – Marcius Willson**

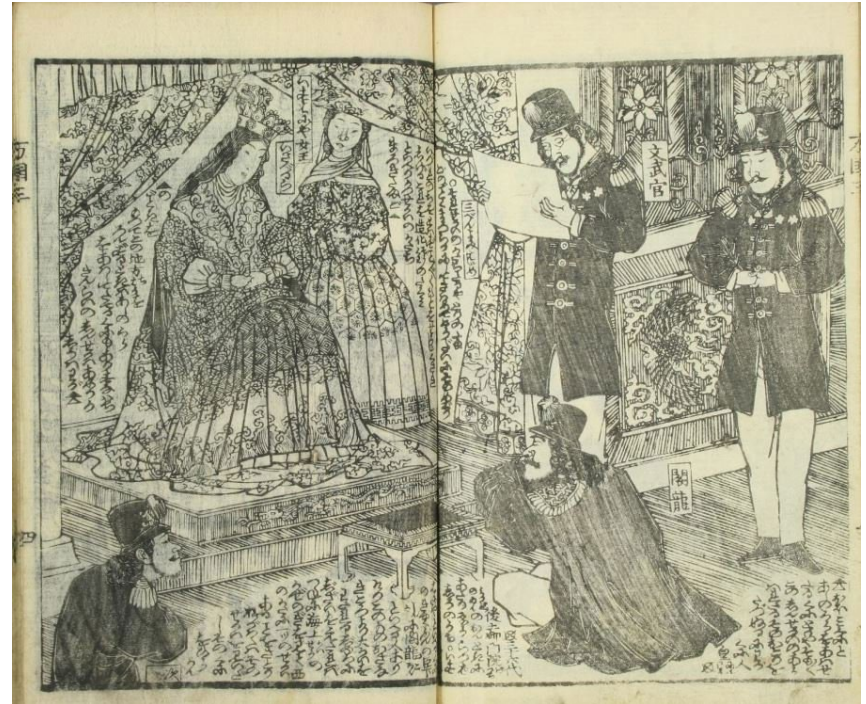


# Wait, what?

Washington with bow and arrow



Columbus receives his sailing orders



請求記号：文庫11 a0380 0002 43カット

Japan's story of American history

## ORIGIN OF MAN, AND OF THE AMERICANS.

*Of the first peo- } THE first information we  
ple of the earth. }* have respecting the peo-  
of this globe, is given in the Holy Scriptures.  
them it appears, that the first inhabitants were  
ed in the fertile and pleasant countries near the riv-  
uphrates and Tigris, in Mesopotamia and Babylo-  
From them sprung the various nations, in Asia,  
pe, Africa and America.

*Progress of science and civilization.* Those  
ries which were first peopled and whose mild climate,  
fertile soil, invited the fixed residence of men, were  
enlightened with the beams of science. Among  
were Assyria and Egypt. Letters were invented  
east, and appear to have been first cultivated in  
ia. From Assyria to Egypt and from Egypt to Greece  
ence to Rome, letters were propagated, and the  
inhabitants were instructed in the arts and sci-

Noah Webster, Elements of Useful Knowledge. Volume I. 1802

The basis of learning is religion and geography

# The purpose of this book is ...

Author	Date	Notes
Webster	1802	On teaching methods and first principles
Goodrich	1830	The uses and advantages of the study history
Webster	1832	Begins with Creation
Shea	1876	History of Earth, starting with Creation

Common purposes:

- To tell the unbiased story
- Using geography to organize the stories
- Candor regarding slavery, treatment of natives
- The story of freedom

# Women authors

- Emma Willard
  - Abridged history of the United States; or, republic of America
- Augusta Blanche Berard
  - School history of the United States
- Mary Elsie Thalheimer
  - The Eclectic History of the United States
- Lida Field
  - A grammar-school history of the United States. By L. A. Field.
- Susan Pendleton Lee
  - Lee's advanced school history of the United States, by Susan Pendleton Lee, with Louise Manly.
- Franciscan Sisters of the Perpetual Adoration (La Crosse, Wis.)
  - A history of the United States for Catholic schools, prepared and arranged by the Franciscan
- Mildred Lew Rutherford
  - Truths of history... a fair, unbiased, impartial, unprejudiced and conscientious study of history.
- Mary Ritter Beard
  - The rise of American civilization / by Charles A. Beard and Mary R. Beard



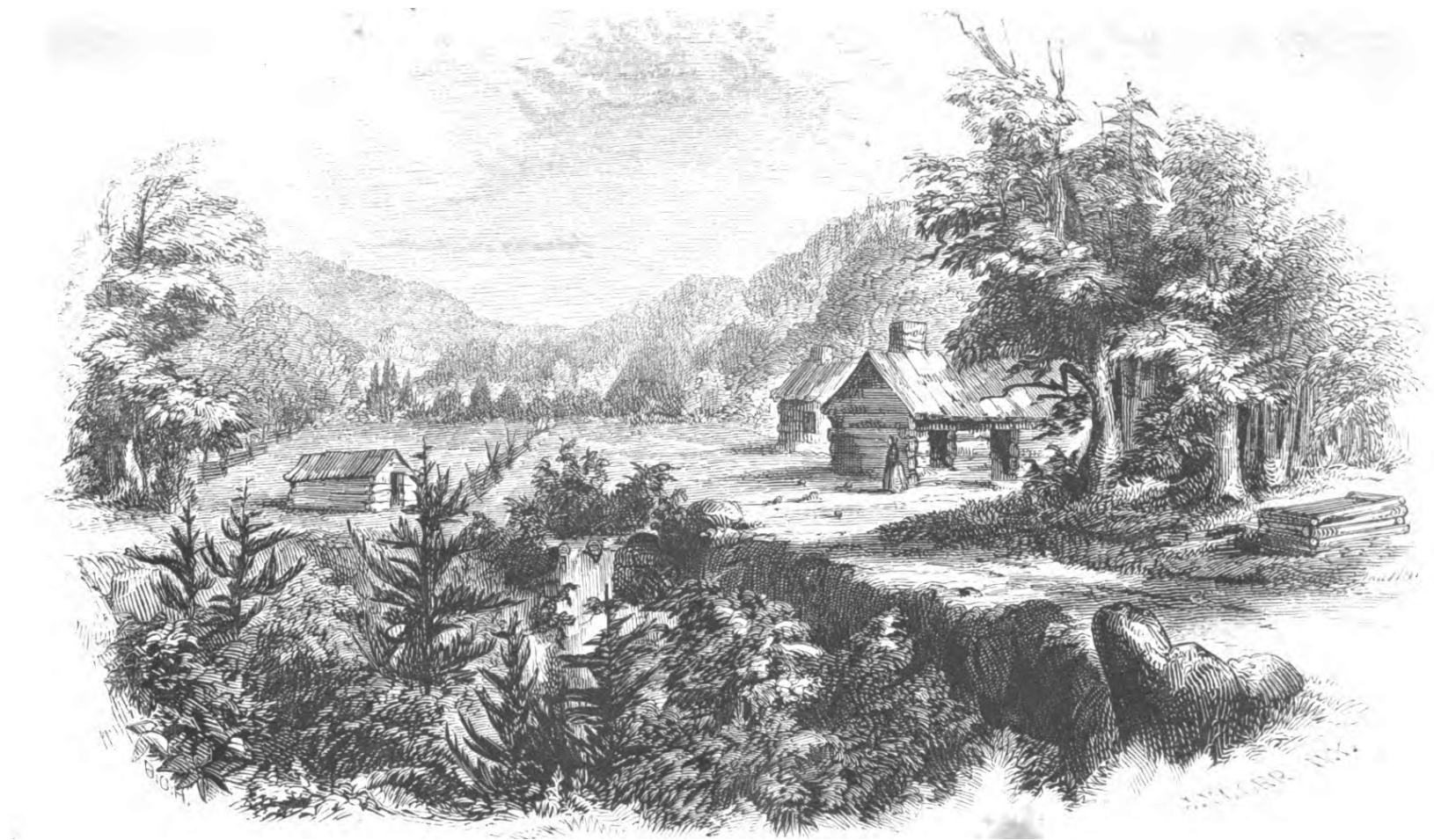


CHRONOLOGICAL PLAN OF WILLARD'S HISTORY OF THE UNITED STATES.

## Emma Willard

Willard, Emma. 1860. *Abridged history of the United States, or, Republic of America*. New York: A.S. Barnes & Burr.

<http://books.google.com/books?id=ZQZLAAAYAAJ>.



## Pioneer Women of the West – Elizabeth Fries Ellet

**Stories of 59 women in the early 19<sup>th</sup> century west**

**[Link](#)**



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- CARTERET, SIR GEORGE, 70.
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## Alexander H. Stephens – Vice-President, Confederate States

**What's missing in this index?**



I respectfully request that my fellow-teachers will see to it that the word Negro is written with a capital N. It deserves to be so enlarged, and will help, perhaps, to magnify the race it stands for in the minds of those who see it.

-- Edward A. Johnson, LL.B.,

## Bringing stories to those without stories

### A School History Negro Race in America

What Did You Learn in School Yesterday - 1



The story of our national life should not be told as a narrative separate and distinct from that of the rest of the world.

Guiteau (1919)

War changes everything

Some space is devoted to a consideration of the origin, customs, and character of the Red Men, whose prominence in our earlier annals, no less than the melancholy doom which is hurrying their to extinction, gives them a strong claim on the historian.

**George Payn Quackenbos**

*Illustrated school history of the United States and the adjacent parts of America, from the earliest discoveries to the present time*

## Mixed views on native Americans

78. The Indians knew nothing of civilization. They had no sense of the obligation of *law*; they had no experience of settled industry. To try to civilize them seemed to destroy their native virtues and to give them no others in their stead. “The Great Spirit,” they said, “gave the white man a plow and the red man a bow and arrow, and sent them into the world by different paths, each to get a living in his own way.”

## Different paths for white and red

**Swinton's primary United States, first lessons in our country's history (1899)**

# Language

Word or phrase	Books	Mentions	Notes
Chinaman	8		
Red man	78	281	
Squaw	37	72	
Nigger	7	10	Always in quotes from speakers

## LESSON II.

## Chronological Review.—Twentieth Century.

- X 1900.**—McKinley inaugurated.
- 1901.**—The Pan-American Exposition at Buffalo.
- 1901.**—McKinley assassinated.
- 1901.**—Roosevelt inaugurated.
- 1902.**—The Pacific Cable completed.
- 1903.**—A ninth member added to the Cabinet.
- 1904.**—The Louisiana Purchase Exposition.
- 1904.**—The United States purchased the right to build the Panama Canal.
- 1904.**—Roosevelt re-elected.
- 1906.**—Earthquake in California.
- 1907.**—Oklahoma (46th State) admitted.
- 1907-08-09.**—Cruise of the United States Fleet around the world.
- 1908.**—Centennial of the raising of Baltimore to the rank of an Archdiocese, and of the foundation of the dioceses of New York, Philadelphia, Boston, and Bardstown (now Louisville).
- 1909.**—Taft inaugurated.
- 1909.**—The Payne-Aldrich Tariff Bill.
- 1909.**—The Hudson-Fulton Celebration.
- 1909.**—The Centennial of the founding of the Sisters of Charity in the United States, by Elizabeth Bayley Seton.
- 1910.**—The Thirteenth Census taken.

# Next week

