



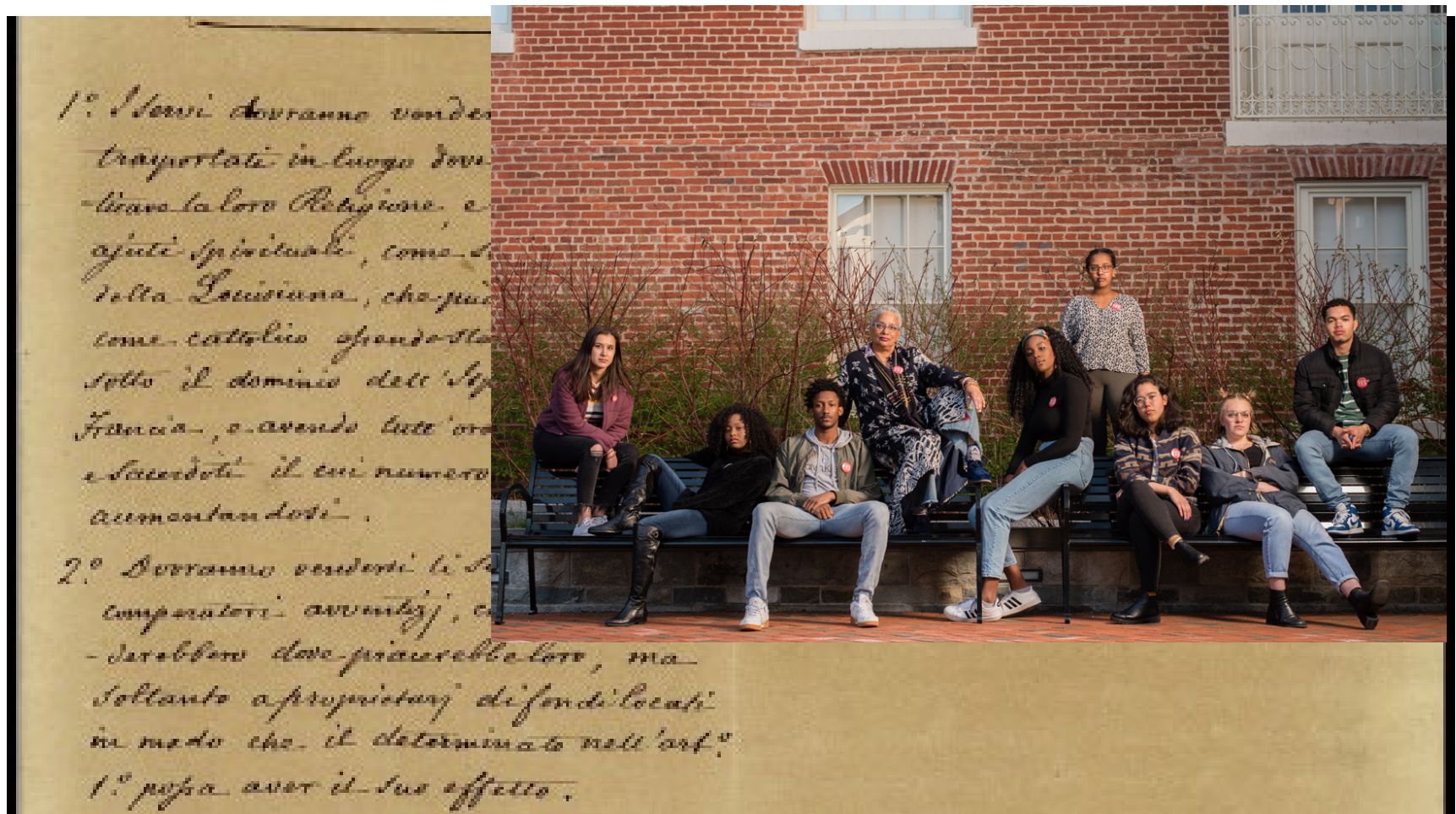
What Did You Learn in School Yesterday

Course schedule

Date	Topics
3/29	Introduction and America's first century
4/5	The 20 th Century looks back
4/12	Wars, Hot and Cold
4/26	The rebels take hold: Young radical historians
5/3	Contemporary Trends The Future of History

Today's topics

- Follow-up on slavery topics
- Demo of search
- Textbook wars
- World War II and American History textbooks
 - Treatment of Japanese-Americans
 - African-Americans
- Post-war anti-Communism
- Changing the story and the teaching methods
- The Great Textbook Wars of Kanawha County



Georgetown students voting to pay reparations

Undergraduates at Georgetown University have proposed a fund to benefit descendants of 272 slaves sold by the school nearly two centuries ago.

Slavery in New England

- “A Strong and healthy Negro MAN ... addicted to be out of Nights.”
- “A very likely, healthy Negro BOY, about 17 Years of Age, to be Sold.” – *New Hampshire Gazette*, October 28, 1768
- “Will also sell ... a Negro Man that understands Brewing and Distilling.” – *Massachusetts Gazette* (April 23, 1767)
- “TO BE SOLD, A likely, healthy, Negro Boy” – *Providence Gazette* (April 11, 1767).

721. The Negro. The negroes who at the middle of the century were still in bondage have since progressed in their sphere of freedom. Many of them are taking advantage of the educational facilities afforded them, and some remarkable individuals, as Booker T. Washington and Frèderick Douglass, prove that the race is capable of great development.

A history of the United States for Catholic schools, Franciscan Sisters of the Perpetual Adoration – 1914

Critical episodes in the Social Studies wars

1. Reactions to and criticisms of the 1916 *Report of the Committee on Social Studies of the National Education Association's Commission on the Reorganization of Secondary Education*.
2. The Rugg Textbook Controversy
3. Allan Nevins critique ("Why we should know our history," *New York Times*, April 18, 1943)
4. Post-war attacks on "progressive education"
5. Man: A Course of Study (MACOS) sought to reform social studies instruction by emphasizing social science empiricism
6. Revival of history in the 1980s, critique of umbrella topics such as social studies that combined history and other social sciences

"The Social Studies Wars, Now and Then" by Ronald Evans, 2006

This unpreparedness of teachers, the lack of suitable textbooks, natural conservatism, and the opposition of those whose chief apparent interest is to maintain the supremacy of a "subject," or who see in the traditional methods of history instruction a means of "culture" that the schools can not dispense with...."

Timidity in thought, word, and deed

"The social studies in secondary education", 1916

Conflicted views of the British

- During and shortly after the World War, textbooks sought to portray Britain as our ally and so recast the Revolutionary War and War of 1812 in a muted view
- Doing so resulted in charges of anti-Americanism

"the school children of this city must not be inoculated with the poisonous virus of foreign propaganda which seeks to belittle illustrious American patriots."

- New York Mayor John Hylan, 1921

New York City textbook controversy

The Diamond in the Bronx: Yankee Stadium and the Politics of New York By Neil J. Sullivan

Changing tactics

In **institutionalized politics**, a stable network of key actors, consisting primarily of publishers, subject matter experts, and educational administrators, operates under a routinized set of procedures in designing, writing, revising, and adopting textbooks. Disagreements over content do occur, but they are not publicized and are readily resolved through compromise.

In contrast, **de-institutionalized politics** are characterized by publicized challenges on textbook decisions from sources outside of the regular decision-making network. Outsiders' intrusion is facilitated by broad social and ideological movements, political leadership, changing socioeconomic context, organized interest groups with specific demands, and individual defiance on the part of teachers and parents. Disputes are highly visible and, in most cases, can only be reconciled through protracted litigation and legislative process.

"The Politics of Textbook Policy: Proposing a Framework," by Kenneth Wong and Tom Loveless, in *Textbooks in American Society*

TEXT-BOOK ACCURACY.

A curriculum that "will make for a broader citizenship and a clearer vision of the needs of humanity"! This is the reported demand, not of an association of "educators," but of the Executive Council of the American Federation of Labor. The "educators" could not, however, have better phrased the purpose of the schools upon which democracy rests. This wholesome curriculum has further definition or explanation in a preceding phrase of the council's statement, which asks for an "enlarged and accurate" curriculum. What is meant is doubtless a curriculum of broad scope—one that is not narrowly vocational—and which embodies, so far as that is humanly possible, only "accurate" information. All, except the narrow-minded and vicious, will approve the declared objective; as they will also approve the proposal made by the council that all schools, colleges, universities and libraries be supplied with "accurate" and reliable information regarding "industrial problems," and that to text-book writers and publishers be given "every possible aid" of this same nature. This is a most laudable educational aim on the part of an organization that has given active and powerful support to many progressive public school measures, in this State especially, and notably the continuation schools.

It is to be regretted that this expression of a broad and clear-visioned policy should be narrowed and darkened by the council's implications of a "preconceived and widespread effort," on somebody's part, to shape the thoughts of youth contrary to that accurate information of which these text-book writers, it is stated, claim not to be "apprised."

Turning from this imputation to the syllabus in history, published in 1920, for the schools of the State of New York, one finds this prefatory statement: "In American schools the best text-books prepared within the last twenty years for the upper grammar grades and for the high school have recognized accuracy as one of the essentials in history." Among the courses in history outlined in this syllabus—courses which recognize the fact that the problems "which most vex our country and the world at large are social and economic"—are found such subjects as these: The beginning, causes and purpose of labor organization in the United States; the rise to power of the American Federation of Labor; the position of labor organization in the public life of the nation; the changing policy of the Federation of Labor; the power of labor influence in passing important measures; welfare acts; and the protection of the laboring man. This outline is not prescribed by the State, but is offered as a helpful guide to the teachers in the schools where the courses are given. There is, moreover, a prescribed course for every elementary school in "civics and patriotism," in which labor, both urban and rural, or "work," as it is more generically called, is one of the subjects studied.

There are appended to both of these syllabuses lists of suggestive readings, in the one for pupils, in the other for teachers. In these lists are such names of authors as H. C. ADAMS, BEARD, BULLOCK, CARVER, KATHERINE COMAN, ELY, MOORE, ROSS and STEINER. It is hardly conceivable that such writers as these are not "apprised" in the subjects of which they write, or that there is any "preconceived effort" on their part to present to the minds of youth anything that they do not believe to be accurate in fact, however much they may disagree in opinion. But even text-books are not infallible, and all that can be hoped is that in the ever-changing

and complex industrial and social order there will be constantly closer approach to the absolute "accuracy" and the "clearer vision" which both labor and capital should be ever seeking.

The New York Times

Published: August 29, 1921
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HISTORY INQUIRY ORDERED BY HYLAN

Mayor Directs Hirshfield to
Start Thorough Investigation
of School Textbooks.

WANTS TO LEARN AUTHORS

If Standard Works Were Supplanted

He Would Like to Know the
Reason, He Says.

Mayor Hyman directed Commissioner of Accounts David Hirshfield yesterday to make a thorough investigation regarding the new history readers and textbooks in use in the public schools which are alleged to contain anti-American propaganda. The Mayor's letter to Commissioner Hirshfield read in part:

"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 ninety-five 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, economical and political fabric. Many nations, some centuries older than our own, have profited by our example.

"We can never forget 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."

The New York Times

Published: December 7, 1921
Copyright © The New York Times

Trouble in New York City – 1921

Telling the true story of labor's history and patriots' deeds



ST. GEORGE AND THE DRAGON



Ironical alliances in the textbook wars

In the 1920s a wide range of ethnic groups condemned the alleged pro-British biases of textbooks by David S. Muzzey, Charles A. Beard, and other "new historians." The loudest attack occurred in Chicago, where Mayor William H. Thompson - "Saint Bill" in this cartoon - galvanized German and Irish immigrants as well as blacks and Native Americans in a drive to remove the books from the public schools. From the *Chicago Tribune*, October 25, 1927.

"Each 'Race' Could Have Its Heroes Sung": Ethnicity and the History Wars in the 1920s

Negro slaves were first brought to Virginia in 1619. Negro slavery grew very slowly and by 1700 there were not more than 6,000 slaves in America. Most of the negro slaves were sent to the southern colonies because the northern climate did not agree with the African. After 1700 the number of slaves in the colonies south of Maryland increased out of all proportion to the white population.

OUR NATION

TOPICS FOR DISCUSSION

1. Why Roosevelt was a great man.
2. Important things he did.
3. Stories you have read about his life.
4. Roosevelt's idea of Americanization.

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Federal textbook on citizenship training. Pt. III

At many of the meetings the attacks degenerated into a combination of flag waving and religious revivalism. At one hearing, Rugg wrote, a hugh middle-aged woman shrieked, “I am here, not thinking that I was going to be at all, but I am and I want to say just a few words. Righteousness, good government, good homes and God—most of all—Christ is on trial today.” After admitting that, even though she had not read any of the Rugg books, she knew they were bad, she said, “You can’t take the youth of our land and give them this awful stuff and have them come out safe and sound for God and Righteousness.” At another meeting, according to Rugg, a youth of twenty leaped into the air waving his arms and shouting, “If you let these books go in and if what I’ve heard is true, it’ll damn the souls of the men, women and children of our state.”¹⁷

For Rugg, a frustrating part of the meetings was the open admission by many critics that they had never read any of his books. Person after person at these hearings, Rugg wrote, would begin their statements with the phrase: “I haven’t read the books, but —” The phrase would be followed with comments such as, “he’s from Columbia, and that’s enough”; “I have heard of the author, and no good about him”; and “my brother says the schools and colleges are filled with Communists.”¹⁸

Harold Rugg and the textbook wars

“Textbook Writing and Ideological Management” by Joel Spring in *Textbooks in American Society*: Politics, Policy, and Pedagogy

Rugg's Books Under Fire

T.C. Professor's Social Science Texts Burned in Ohio, Banned in Ten States

By JAY B. KRANE

On April 10, 1940, in the small, Midwestern smelt of Bradner, Ohio, a strange scene was going on. A huge bonfire flared high into the sky, fed by the printed pages of hundreds of social science textbooks, condemned for teaching supposedly subversive doctrines to high school students.

In Binghamton, N. Y., two members of the local school board, their imaginations apparently fired by the Ohio incident, suggested a similar fate for the same books.

In Atlanta, Georgia, a discharged cop pointed an accusing finger at one of the most prominent educators in America today and publicly branded him "Rulermaster of the Fifth Column."

To the unknowing American, these incidents sound fantastic, like the story-books out of the middle ages, strangely resembling the book-burning urges now commonly associated with Nazi Germany.

Threat to Academic Freedom

And yet, they are quite real, isolated examples of the most wide-spread, highly organized threat to academic freedom and freedom of thought to hit America in many years.

The center of this controversial storm is a series of social science textbooks, written for elementary and high school students by Columbia's Harold Arlway Rugg, noted Professor of Education at Teachers' College.

Some eighteen years ago, Professor Rugg, backed by a staff grant from the Rockefeller Foundation, began writing a new series of social science texts, designed to extract the antiquity from existing history and geography pedagogy. His study, called "Man and His Changing Society," united the traditionally single subjects of history, geography, civics, etc. into an integrated whole.

2,000,000 Copies Sold

The success of the series was instantaneous. More than 2,000,000 copies, used in 4,000 schools, have been sold.

For the past two years, however, Dr. Rugg's books have been under the concerted fire of known American Fascists and super-patriotic organizations in cities and towns throughout the country. Bradner, Ohio, Binghamton, N. Y., and Atlanta, Ga. are not exceptional cases, picked out at random for their sensational qualities. On the contrary, in re-

(Continued on page 2)

Rugg's Textbooks Burned in Ohio Town

T. C. Professor's Work Called 'Subversive,' Banned in Ten States

(Continued from page 1) cent months they have been joined by literally scores of communities in ten states throughout the country.

Rugg's texts have been officially thrown out of schools in ten cities in New York State alone, including Rome, Olean, Hornell, Manhasset, I. L. and others; they have received the boot in Providence, R. I., Cedar Rapids, Iowa, Sacramento and San Diego, Cal., Colorado Springs, Colo., Wayne County, N. J., Watertown, Wis., and countless other municipalities.

Why this apparently sudden flare-up of book-burning festivities, witch-hunting, and house cleaning in general?

In newspapers, magazines, and radio, Professor Rugg's textbooks have been at various times denounced for "treason," "Marxism," "implying the failure of de-

democracy," "stating that Russian communism has been a partial success," "teaching children to be unbiased," "for tending to undermine the faith of the people in private enterprise," etc.

In reality, this is just plain bunk. In hundreds of quotable instances, Rugg has reiterated his faith in America, has denounced Stalin vociferously, has emphasized his belief in democracy as the most plausible way of life.

His only fault has been that he has been frank. He has stated that he believes in a constantly changing rather than a static democracy, that advertising costs have been passed on to the consumer in the form of higher prices, that newspaper policy has been influenced by its advertising, that in a true democracy Negroes would be on an equal social plane with whites.

The following quotation from the "Great Technocracy" for example, has been attacked as indicating Professor Rugg's radical leanings:

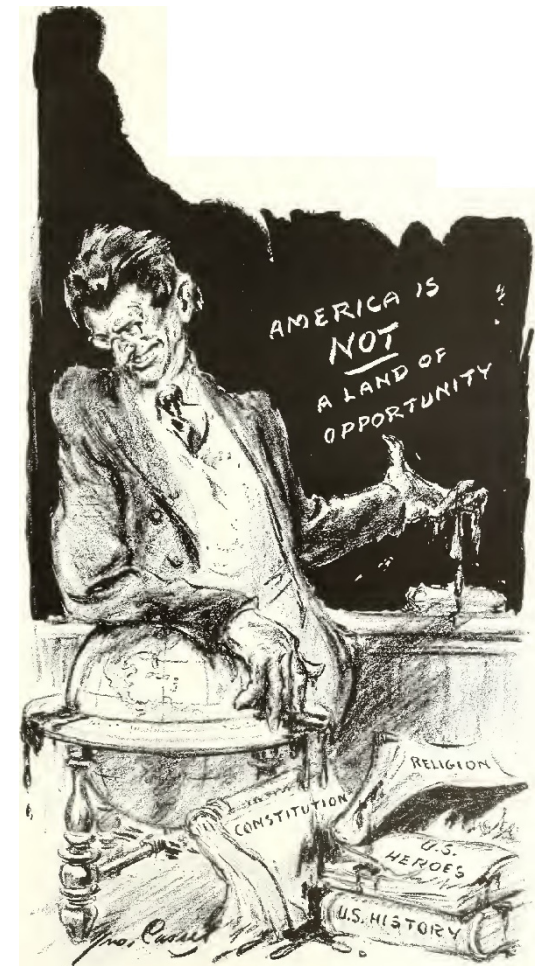
"The U. S. is not a land of opportunity for all people; for 1/5 of the people do not earn any money at all. There are great differences in the standard of living of the different classes of people. The majority do not have any real security."

Besides, Rugg's opponents have admitted that there is nothing specific in his works which may be called subversive. It is "the general flavor," "the inferences," "the insinuations" which are objectionable.

(Tomorrow, The Spectator will tell who's behind the anti-Rugg drive, and what interests they represent).

Book-burning, 1940

An Introduction to the Problems of American Culture, Harold Rugg, 1931



Treason in the Textbooks by O.K. Armstrong

The American Legion Magazine [Volume 29, No. 3 (September 1940)]

The revision of textbooks is a delicate and complex task which requires three qualifications: expert knowledge, unassailable credentials of patriotism and consummate tact.

- Allan Nevins

Peaceful endeavors need the same attention as wars

**"To Take the Poison Out of Textbooks" *New York Times*,
February 23, 1948**

**OATH OF ALLEGIANCE FOR PERSONS EMPLOYED BY THE
STATE OF CALIFORNIA AND STATE CIVIL
DEFENSE VOLUNTEERS**

(Required by Chapter 8, Division 4, Title 1 of Government Code)

*This Oath Must Be Administered by a Notary Public or Other Official Authorized
by Law to Administer Oaths*

No Fee May Be Charged for Administering This Oath

I -----
(Type or Print Name)

do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

And I do further swear (or affirm) that I do not advocate, nor am I a member of any party or organization, political or otherwise, that now advocates the overthrow of the Government of the United States or of the State of California by force or violence or other unlawful means; that within the five years immediately preceding the taking of this oath (or affirmation) I have not been a member of any party or organization, political or otherwise, that advocated the overthrow of the Government of the United States or of the State of California by force or violence or other unlawful means except as follows:-----

(If no affiliations, write in the words "No Exceptions")
and that during such time as I am a member or employee of the

STATE OF CALIFORNIA

(Name of Public Agency)

I will not advocate nor become a member of any party or organization, political or otherwise, that advocates the overthrow of the Government of the United States or of the State of California by force or violence or other unlawful means.

SIGNATURE OF
EMPLOYER OR
VOLUNTEER-----

Signature of Authorized Official

*Taken and subscribed
before me this-----day
of-----19-----*

*Oath must be administered by a person having general authority by
law to administer oaths—For example: Notaries Public, Civil Executive*

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California loyalty oath - 1951

ARE LOYALTY OATHS EFFECTIVE? California Senate Investigating Committee on Education, report submitted March 3, 1952.

The frontier thinkers were powerful beyond their numbers, and not only because they were considered the best and the brightest in the world of educational theory. Their influence derived, in large part, from their position of leadership at the most respected school of education in the world, the Teachers College. Counts, Dewey, and the other frontier thinkers helped form an educational left-liberal coalition that had the potential to influence the shape of American schools. But this educational proto-Popular Front shattered in the middle of the decade, well before the Nazi-Soviet Pact of 1939 that crystallized a break in the larger Popular Front. This dissolution was hugely significant in the marginalization of communist teachers and in shaping the agonizing conflicts that would rip apart the American left.¹⁹

The Old Left in academia

Education and the Cold War: The Battle for the American School By Andrew Hartman

The surprise Japanese attack on Pearl Harbor in Hawaii had stunned the nation. After the bombing, panic-stricken citizens feared that the Japanese would soon attack the United States. ... Early in 1942, the War Department called for the mass evacuation of all Japanese Americans in Hawaii. General Delos Emmons, the military governor of Hawaii, resisted the order because 37 percent of the people in Hawaii were Japanese Americans. To remove them would have destroyed the islands' economy and hindered U.S. military operations there.

- *The Americans: Reconstruction to the 21st Century*

Treatment of Japanese-American internment during world war ii in u.S. History textbooks by Masato Ogawa

Only book to note different treatment of Japanese in Hawaii



Brainwashing in the high schools – E. Merrill Root

- Failure to note the similarities of Russia and Germany
- Failure to include post-war reports on Nazi-Communist collaboration
- Objects to view of social and economic classes in American history

	<i>Coolidge</i>	<i>Hoover</i>	<i>Wilson</i>	<i>F. D. Roosevelt</i>	<i>Lincoln</i>
Craven and Johnson	8	12	18	16	13
Dumond, Dale, Wesley	4	6	11	19	11
Faulkner, Kepner, Merrill	1	3	4	5	3
Wirth	1	2	8	14	9
Harlow	1	2	2	12	6
Muzey	3	13	21	16	12
Bragdon and McCutchen	3	13	15	25	20
Todd and Curti	3	5	9	11	12
Canfield and Wilder	9	7	13	21	12
Mowrer and Cummings	1	1	2	8	1
Gavian and Hamm	1	3	7	4	8
	35	67	110	151	107

Alabama DAR Textbook Study Committee

- Daughters of the American Revolution. (1959). *Textbook study, 1958-1959, National Defense Committee, National Society, Daughters of the American Revolution*. Washington, D.C.: National Society of the Daughters of the American Revolution.
- Stand Up for Alabama: Governor George Wallace

Legion Plans to Check Mississippi Textbooks

JACKSON, Miss., Sept. 5 (AP)—The Mississippi department of the American Legion will set up a committee Tuesday to decide what to do about forty-four public - school textbooks the Daughters of the American Revolution calls unsatisfactory.

The D. A. R. says that the books tend to promote the United Nations, the idea of one world and labor organizations, and, in Mississippi, desegregation in any form. The books are available to all public schools in the state.

The legion book-study committee will check the D. A. R. findings and the forty-four books before making its recommendations to the state American Legion executive committee.

'Integration' in Textbooks

The question of integration was injected into the field of school textbooks last week as the Board of Education requested textbook publishers to consider using "non-white illustrations."

The Board of Superintendents issued a policy statement to publishers suggesting that when the American social scene is depicted in textbooks, Negroes and other non-whites be given appropriate recognition without necessarily identifying them as minorities. It was noted by some school officials who criticized the

Caffrey, executive secretary of the American Textbook Publishers Institute which represents eighty-five textbook companies, said the institute would urge serious consideration of the proposal.

He noted, however, that many of the companies prepare their books for national distribution and that they go into areas of "great sensitivity." Doubt was expressed that school superintendents in Southern areas now practicing segregation would welcome textbooks advancing the theory of integration.

"Great sensitivity"

NYT, April 19, 1959

TWO IN USE HERE:

Speaker Hits List of Textbooks

A retired Goucher College professor has criticized two school books in use here as samples of unbalanced textbook writing that threatens American children today.

Dr. Mollie Ray Carroll, of McLean, cited "The Making of Modern America," an 11th-grade history book, and "Building Citizenship," an 8th-grade civics text, in a Tuesday night talk here.

The two were among 11 Fairfax High School books the former economics and sociology professor attacked at a meeting of the Washington-Lewis Chapter of the Daughters of the American Revolution.

She termed the history text "out of focus" in its account of Woodrow Wilson, World War I, the treaty of Versailles and the League of Nations.

"There is discussion of Russia, but without any implication of the repression of the individual or of the liquidation of millions of people," she complained.

"There is nothing," she added, "concerning the failure of the New Deal to revive the economy."

The civics text, she charged, "lacks the educational objective

of giving young people standards and ideals" and is "critical and destructive."

She quoted two passages to show, she said, the author "knows nothing of race problems in the rest of the world" and "has no idea how cruel class consciousness is in Europe."

Sharper attacks by Dr. Carroll were aimed at other books she cited. "Building Our World," a social studies text, was termed "superficial, wretched history, utterly biased for U. N., Russia and the subordination of the U.S.A. to one-worldism."

Several other history and civics books she charged were distorted by similar patterns, such as "Democracy Versus Communism" which contains "twice as many Russian and Communist photographs in the book as American," she complained.

The American history text in use here, she said "on the whole . . . is full and interesting." But it contains "a few flaws."

Authored by Leon H. Canfield and Howard B. Wilder, it was published in 1952 by Houghton Mifflin.

One flaw, Dr. Carroll said, is the treatment of the U. S. policy of isolationism. If the same label were used in reference to Washington's advice against foreign entanglements, she said, "isolationism could have been used

with less bias in speaking of 20th Century affairs."

"Another flaw is the glorification of John Dewey," she added. A picture caption reads "Unity in Western Hemisphere Becomes a Reality," which she termed "far too optimistic."

Quoted from the civics text that is used in the eighth grade here were alleged remarks by immigrants to the U. S.: "If money in pocket, Americans like you; if not, don't care and swear at you." The author, R. O. Hughes, "does not know that these same immigrants keep coming because it is the freest nation in the world," Dr. Carroll commented.

Another quotation was cited: "White people sometimes make the mistake of thinking they are the only capable people in the world."

"The insinuations here are entirely false," she declared, and the author "speaks from the depths of ignorance."

City School Supt. Paul G. Hook pointed out all school books are selected by a year-long screening process that begins with a state committee nominating four in each field, from which the School Board picks one after reviewing them with local teachers.

**New Hope PTA Sets
Civil Defense Program**

SILVER STIRRUPS

RIDING CLUB

"Out of focus" history texts

Free Lone-Star, Fredericksburg VA, October 15, 1960

The MACOS curriculum strove to challenge students to think critically and develop reasoning skills. Through simulated fieldwork, an integrated curriculum and inquiry-driven instruction, the project sought to introduce young learners to social science empiricism.

Post-Sputnik, we wanted to change how we taught

[Reflecting on MACOS: why it failed and what we can learn from its demise](#) - , Man: A Course of Study (MACOS)

While the book gives no indication of the level it is intended for, it would, in this reviewer's judgment, be suitable for normal to bright junior high school classes and for slow senior high school pupils. Credit is due for a good glossary and an index that is more helpful than the average. While an admirable attempt has been made to produce helpful maps and charts, several lack clarity.

Samuel H. Halperin
Franklin K. Lane High School
Brooklyn, N.Y.

Review of *Land of the Free*

History of Education Quarterly, Vol. 7, No. 4 (Winter, 1967)

Weakness of economics in textbooks

- According to a 1967 Senate report, economics is relegated to American history texts.
- Economics in Social Studies Textbooks – James O'Neill, Joint Council on Economics Education, 1973



The Great Textbook Wars of Kanawha County

“Parents have no lobby, no influence, no control over their children’s education.”