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Never put your fingers in your nose or ears—it is a  
naughty, vulgar rudeness, and an affront to company.

## What Did You Learn in School Yesterday





# Course schedule

Date	Topics
3/29	Introduction
4/5	<b>Picking up where we left off</b> <b>The 20<sup>th</sup> Century looks back</b>
4/12	Wars, Hot and Cold
4/26	The rebels take hold: Young radical historians
5/3	Contemporary Trends The Future of History

The Northern States found slavery unprofitable and unsuited to their agricultural conditions. This led them to get rid of their slaves by sales to the South and by systems of gradual emancipation. No imperative sense of duty impelled them. They had all held slaves, and their ships had been employed in the importations from Africa and the West Indies. At the opening of the Revolution, in 1775, no State had indicated a purpose to destroy slavery within her bounds.<sup>5</sup> But Vermont abolished slavery in 1777, before she became a State. Pennsylvania provided for gradual emancipation in 1780. Massachusetts, in her constitution of

<sup>1</sup> Barnes & Co.'s U. S., 172 (note).

<sup>2</sup> Irving's Washington, V, 208, 209.

<sup>3</sup> Stephens' Comp. U. S., 367.

<sup>4</sup> Annals of Congress, II, 1523-4.

<sup>5</sup> Stephens' Comp. U. S., 367. Art. Slavery, Amer. Encyclop., XIV, 710, 711.

### *George Washington's Presidency.*

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1780, adopted a clause which her Supreme Court decided to have destroyed slavery. Rhode Island and Connecticut did the same from 1790 by gradual assumptions of freedom, though Rhode Island had five slaves and Connecticut seventeen in 1840. New York adopted graded emancipation in 1799 and New Jersey in 1804. In the Southern States, in which cotton, rice, tobacco and sugarcane were cultivated, slavery continued to be profitable, and the white people regarded it as an institution sanctioned by law, Divine and human; but requiring prudence, humanity and forbearance in order to its continuance, in consistency with Christian faith and life.

## Howison, 1892 – Slavery in the North

What did you learn in school yesterday? - 2



16. *What causes led to the two most important amendments?*

The idea that we had friends in England, worth keeping terms with, led to the striking out of those passages, which conveyed censure on the people of that country; and the clause, reprobating the African slave trade, was expunged, out of complaisance to South Carolina and Georgia, which had been large purchasers of slaves, and in tenderness to New England, whose merchants were largely benefitted in carrying on the traffic.

Carroll – 1859

Puritans sold King Phillip as a slave  
in Bermuda in 1676  
- Quackenbos – 1869

III. **Slavery** was introduced in Virginia in 1620. It soon found its way into all the Colonies. North and South were equally responsible for slavery; because, while slave *labor* was more profitable on the Southern plantation than at the North, slave *importation* was profitable to the Northern and New England shipmasters, and they went largely into the traffic in negroes. But the chief promoters of the slave-trade were British merchants and shippers.

Swinton – 1871

The colonists, from Maine to Georgia, disliked the slave-trade, and for a long time discouraged it, but it was profitable to the English merchants, especially to a company of them known as “The Royal African Company,” and so the colonies were obliged to receive the slave. The negro thrives best in a warm climate; it is, therefore, in the south alone, that slavery, which originally existed in all the colonies, has taken such a hold, and continued so long, that the removal of the evil, though much to be desired, has become, year by year, a question of greater difficulty.

Who proposed importing negroes for slaves, and with what design? — Was this productive of good? — How was the proposition acted upon? — When did England first engage in the slave-trade? — When, and where, were slaves first brought into an English colony? — Did the colonists like the slave-trade? — Why is slavery confined to the south?

Berard – 1855

THE NEW ENGLAND CONFEDERATION. 39

Q. What vessel was built at Marblehead, in Massachusetts, in 1636?

A. The first American slave-ship, which was called the Desire.

Q. When was the first cargo of African slaves brought into Massachusetts?

A. In May, 1638, by the Desire.

Derry – 1875

## Slavery in the Northeast



nine hundred and twenty-one thousand; in 1800, five millions three hundred and twenty thousand; in 1810, seven millions two hundred and forty thousand; in 1820, nine millions six hundred and thirty-eight thousand. At the last of these periods, the inhabitants of Boston numbered forty-two thousand; of Providence, twelve; New York, one hundred and twenty; Philadelphia, one hundred and fifteen; Pittsburg, seven thousand; Baltimore, sixty-two; Washington, thirteen; Norfolk, eight; Richmond, twelve; Charleston, twenty-five; Savannah, seven; New Orleans, twenty-seven thousand. The Indians within the federal jurisdiction, are not included in the census. In 1790, six hundred and ninety-eight thousand were slaves; in 1800, eight hundred and ninety-seven thousand; in 1810, one million one hundred and ninety-one thousand; in 1820, one million five hundred and thirty thousand. In those which are denominated slave-holding states, the largest proportion appeared, then, in South Carolina, Louisiana, and Georgia; Mississippi, Virginia, and Alabama; North Carolina, Maryland, Kentucky, Tennessee, and Missouri; descending, in comparative amount, from South Carolina, where fifty-one out of every hundred of the entire population were in bondage, to Missouri, in which were fifteen in every hundred. Delaware and New Jersey possessed a considerable number of slaves: the latter, comparatively the smallest. The number in New York was proportionably less than in New Jersey: Rhode Island had only forty-eight; Connecticut, proportionably fewer; Pennsylvania, fewer still; Maine, Massachusetts, New Hampshire, and Vermont, none.

## Slaves in the Northeast

***History of the United States— William Grimshaw, 1826***







## LETTERS PATENT,

GRANTED, ON JUNE 11, 1578, BY

HER MAJESTY, QUEEN ELIZABETH,

TO

SIR HUMFREY GYLBERTE, KNIGHT,

FOR PLANTING A COLONY IN AMERICA.



LIZABETH by the grace of God Queene of England, &c. To all people to whom these presents shall come, greeting. Know ye that of our especiall grace, certaine science and meere motion, we haue giuen and granted, and by these presents for vs, our heires and succeffours, doe giue and graunt to our trustie and welbeloued seruauant Sir Humfrey Gilbert of Compton, in our Countie of Devonshire Knight, and to his heires and assignes for euer, free libertie and licence from time to time, and at all times for euer hereafter, to discouer, finde, search out, and view such remote, heathen and barbarous lands, countreys and territories not actually possessed of any Christian prince or people, as to him, his heirs & assignes, and to every or any of them, shall seeme good:

## Humphrey's Patent

From *Sir Humfrey Gylberte and his enterprise of colonization in America*, edited by Carlos Slaffer, 1903





King Philip (Phillip) – 53 books with 122 instances

**Five books mention his Pokanoket/Wampanoag name, Metacom or Metacomet**



**PAUL REVERE'S RIDE.**

Paul Revere, from Sadlier's excelsior studies in the history of the United States, for schools

**39 books, totaling 64 mentions, all but one after the publication of Longfellow's poem in 1859**



# Civil War

- “War of Secession” – 12/132
- “War Between the States” – 27/190
- “War of Northern Aggression” – 0
- States Rights (28/129, earliest 1869) (also spelled States' Rights)
- Underground Railroad (32/101, earliest 1887)
  
- Causes
- “The most general cause of the civil war in the United States was the different construction put upon the Constitution by the people of the North and the South” – Ridpath. Union vs. sovereignty of the States.
- “Diverging interpretations of the Constitution, different systems of labor in the North and the South, lack of intercourse between the two sections, and the increase of territory, led to the three great remote causes of the Civil War:
  - (a) slavery;
  - ( b ) the doctrine of states ' rights ;
  - (c) the tariff question.” – Sisters, 1914

# Additional topics and stories

- Vikings (Norsemen)
  - Did they come here?
  - If they did, does it matter?
- Betsy Ross – one mention (Student's History, 1914)
- Harriet Tubman – 0/0
- Underground Railroad – 32/98
- Mohammedan (29/64), Mahomet (11/26), Moslem(2/2), Islam (2/2)
- Hindo(5/17), Hindu (7/15)

# Whither Worcester

- Several mention our fair city in conjunction with Shays Rebellion, when the courthouse was seized.
- Only mention of the women's conference was in Beards' history, with no details.
- No mention of meeting in Worcester regarding plans for independence in 1774 (See *Founding Myths*, by Ray Raphael)

## PRONUNCIATION OF PROPER NAMES.

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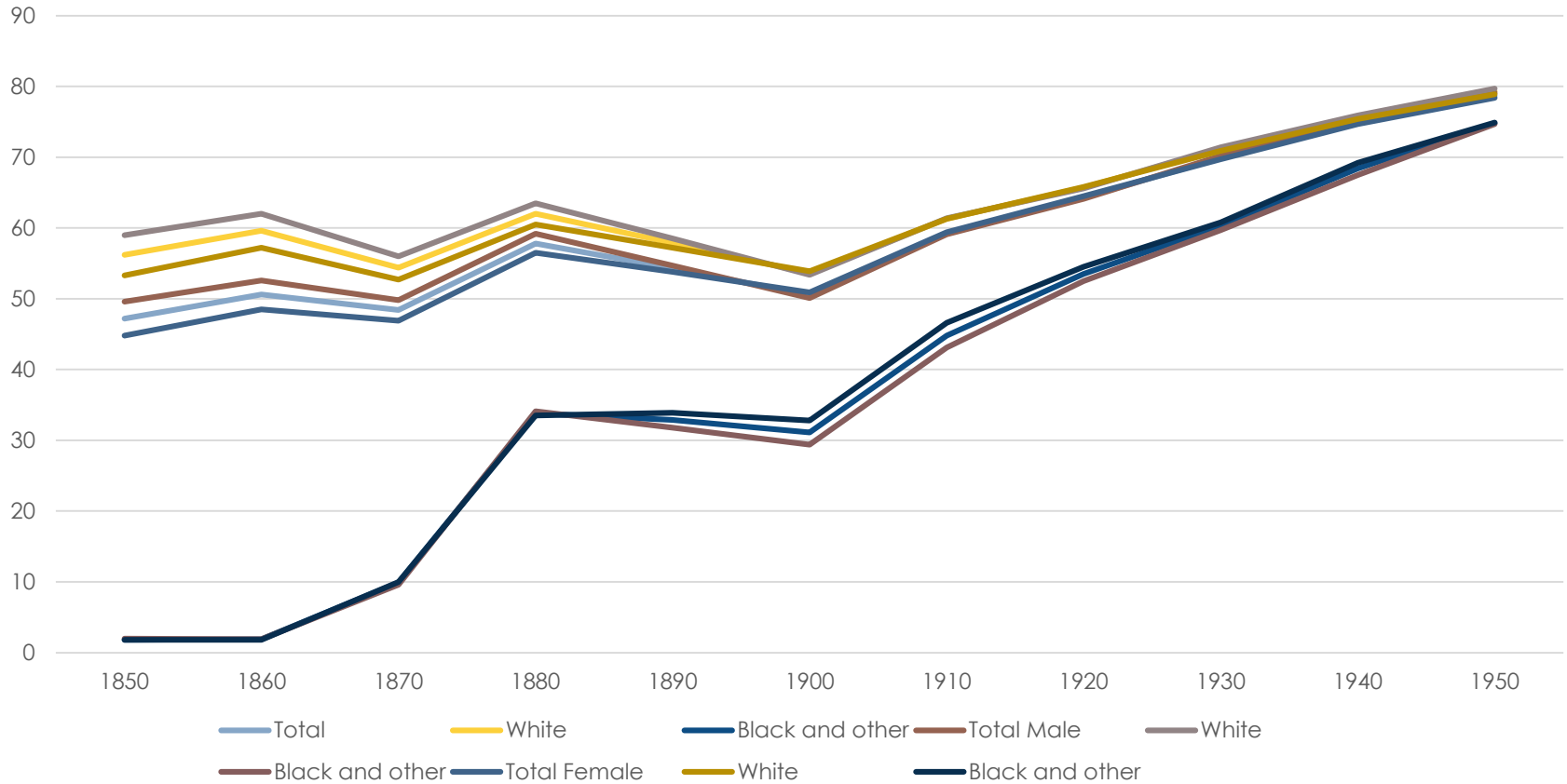
Tallushatchee [I.], täl-lüs-häch-ê.	Wahoo [I.], waw-hoo.
Tamanlipas [S.], tahm-aw-lê-päs.	Wainman [E.], wän-män.
Tanacharissón [L.], tăn-ä-kär-Is-sün.	Walloons [G.], wahl-loonz.
Tarleton [E.], tahr-l-tün.	Wampanoags [I.], wahn-pän-ô-agz.
Teche [F.], tesh.	Warwick [E.], wahr-rick.
Tecumtha [I.], tê-küm-thä.	Washita [F.], wôsh-i-taw.
Thames [E.], têmz.	Waymouth [E.], wä-mûth.
Theresa [G.], tēr-ēs-ä.	Weehawken [I.], wē-hawk-ên.
Thorfinn Karlsefne [N.], tōr-fín	Weitzel [G.], wît-zél.
kahr-l-séf nê.	Welde [E.], wel-dê.
Thorstein Erickson [N.], tōr-stîn êr-	Whalley [E.], hwahl-lî.
ik-sün.	Whinyates [E.], hwîn-yäts.
Tituba [I.], tî-too-bä.	Whitefield [E.], hwit-fêld.
Tohopeka [I.], tô-hô-pê-kä.	Wingina [I.], wîn-gê-nä.
Tomo-Chichi [I.], tō-mō-chê-chî.	Winthrop [E.], wîn-thrûp.
Tortugas [S.], tōr-too-gahs.	Wilkes [E.], wilks.
Tuscaroras [I.], tûs-kä-rô-rahz.	Withlacoochie [I.], wîth-lä-koo-chê.
Vän Rensselaer [E.], vän rên-sê-lahr.	Worcester [E.], woos-têr.
Van Twiller [G.], vän twêl-lêr.	Wouter [G.], woo-têr.
Vasco de Gama [P.], vâs-kô dâ	Wyatt [E.], wi-ät.
gah-mä.	Xeres [S.], hâ-rêth.
Vaudreuil [F.], vō-drû-êl.	Yamacraws [I.], yahm-ä-krawz.
Vaughan [E.], vawn.	Yamassees [I.], yâ-mäs-êz.
Vera Cruz [S.], vâ-rah kroos.	Yeamans [E.], yê-mänz.
Vergennes [F.], vêr-zhên.	Yardley [E.], yûrd-lî.
Verhulst [G.], vâ-r-hoolst.	Youghioghény [I.], yôh-hô-gä-nî.
Verrazzani [It.], vêr-rat-tsah-nî.	Yusef [Moorish], yoo-séf.
Wadsworth [E.], wôds-wûrth.	Zenger [G.], zên-gêr.

If the widened elective curriculum allowed the sons and daughters of the rich to flit lightly through the academic course, if it merely prolonged infancy for multitudes with little brain capacity, it likewise offered to those who cared for learning opportunities of incomparable richness to acquire it, in a hundred fields closed to all former generations of college students.

– Charles and Mary Beard

## Education for industry and for enlightenment

Percentage of School Enrollment, by race



## School enrollment

**120 Years of American Education, U.S. Dept. of Education**

Table 5 - Average Years of Schooling in the United States - 1870-1930

	Adults 15-64				Young Adults 15-39			
	US Population	Immigrants	US Natives	Discrepancy	US Population	Immigrants	US Natives	Discrepancy
1870	5.57	3.68	6.22	2.54	5.74	4.08	6.53	2.45
1875	5.72	3.82	6.36	2.53	5.93	4.30	6.67	2.37
1880	6.02	4.04	6.61	2.57	6.26	4.59	6.93	2.34
1885	6.32	4.42	6.92	2.49	6.55	4.98	7.24	2.26
1890	6.60	4.60	7.20	2.60	6.81	5.11	7.52	2.41
1895	6.83	4.69	7.43	2.73	7.03	5.12	7.76	2.64
1900	7.09	4.75	7.68	2.93	7.27	5.07	8.04	2.97
1905	7.30	4.66	7.95	3.29	7.43	4.76	8.34	3.58
1910	7.45	4.58	8.18	3.60	7.54	4.50	8.56	4.06
1915	7.59	4.57	8.35	3.78	7.67	4.45	8.71	4.26
1920	7.84	4.63	8.53	3.89	7.97	4.60	8.87	4.27
1925	8.11	4.82	8.79	3.97	8.30	5.02	9.13	4.11
1930	8.46	4.99	9.10	4.11	8.73	5.52	9.46	3.94
US Census 1940	8.85	-	-	-	9.41	-	-	-

## American Education in the Age of Mass Migrations 1870-1930



# Education at a national level

- Education was and remains primarily a state and local responsibility.
- Department of Education created in 1867 to collect information on schools and teaching that would help the States establish effective school systems.
- Second Morrill Act in 1890 gave the then-named Office of Education responsibility for administering land-grant colleges and universities.
- In 1944, the "GI Bill" authorized postsecondary education assistance that would ultimately send nearly 8 million World War II veterans to college.
- The Cold War stimulated the first example of comprehensive Federal education legislation. Congress passed the National Defense Education Act (NDEA) in 1958 in response to the Soviet launch of Sputnik.
- The anti-poverty and civil rights laws of the 1960s and 1970s brought about a dramatic emergence of the Department's equal access mission.
- In 1980, Congress established the Department of Education as a Cabinet level agency.
- Source: Dept. of Education: [The Federal Role in Education](#)

# Migration to the cities

- Americans moved from rural settings to the cities.
- Immigrants arrived in and generally stayed in cities.
- [Migration History \(state by state\) 1850-2010](#)
- By 1920, more people live in cities than in rural areas.
- Urbanization changes education and work

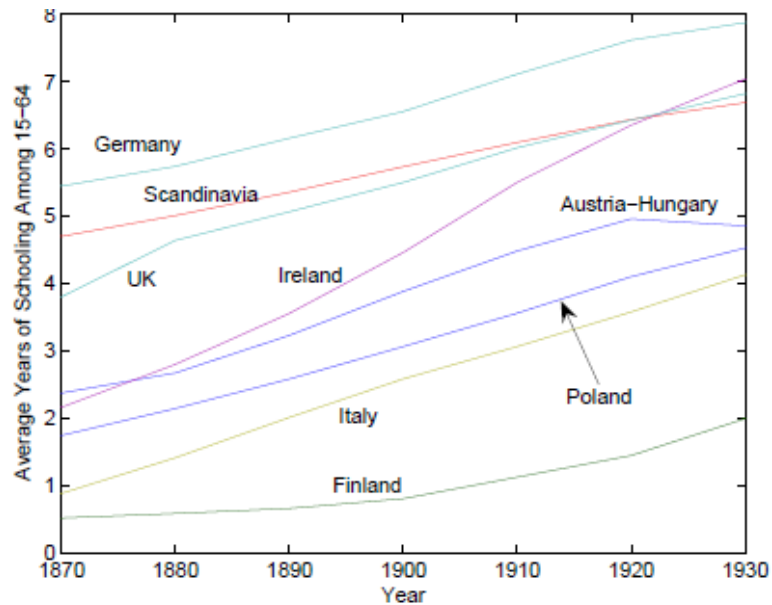


Figure 6: Average Years of Education in European Immigration Countries

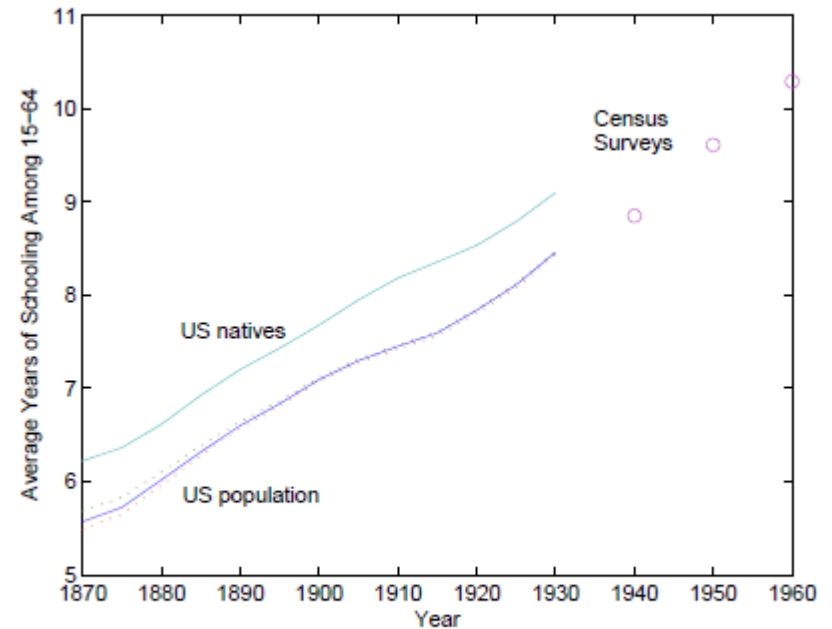


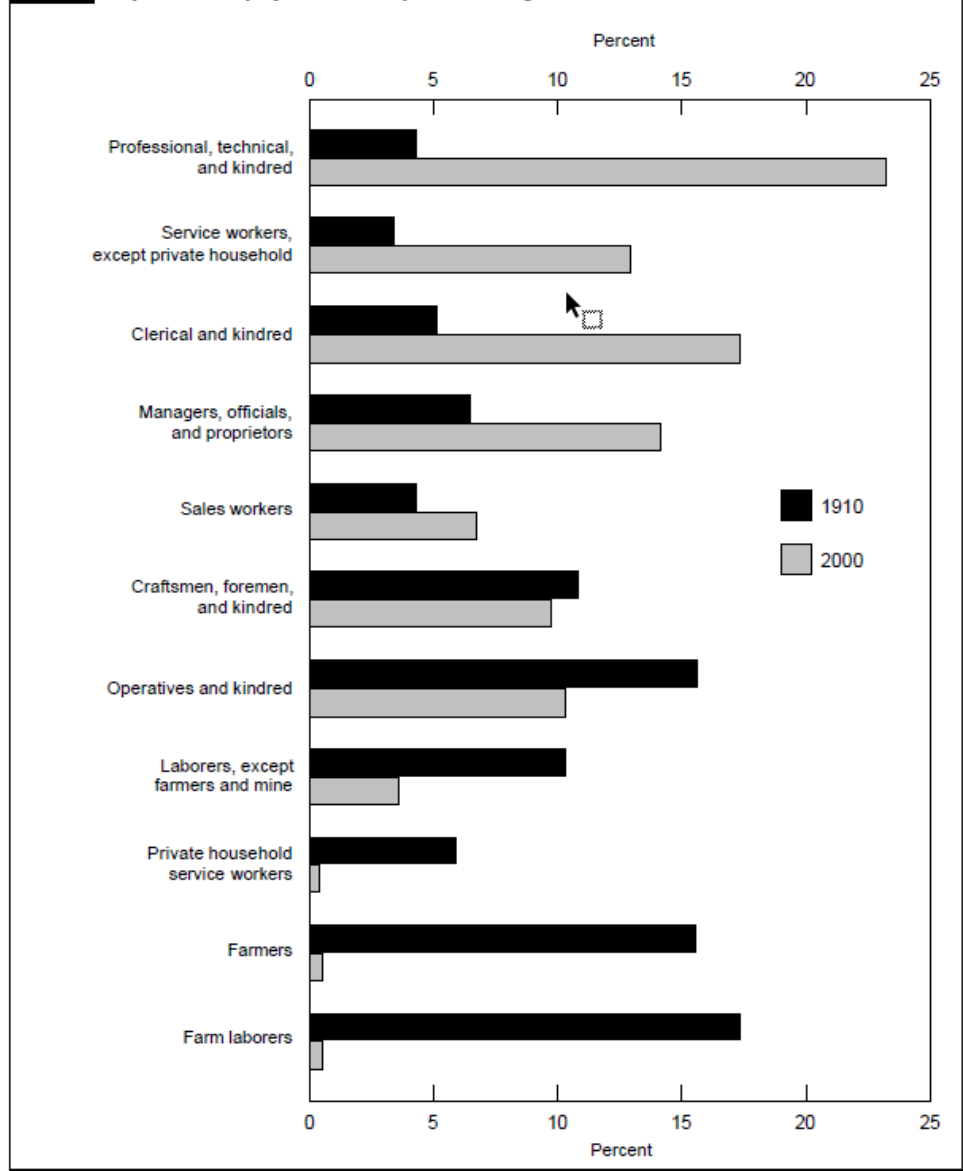
Figure 12: Average Years of Schooling Among Adults 15-64

## Education levels of immigrants and native-born Americans

### American Education in the Age of Mass Migrations 1870-1930

# Employment in the 20<sup>th</sup> century

**Chart 1. Proportional employment in occupational categories, 1910 and 2000**



What did you learn in school yesterday? - 2 18

# Into the 20<sup>th</sup> century

- *Origins of the urban school : public education in Massachusetts, 1870-1915*, Lazerson, Marvin
- Immigration drove the need for urban schools
  - Basic literacy
  - English as a second language
  - Citizenship and history
- Affluent hostility to public schools in the 1880s
- Thompson, 1917 – “place more emphasis on the industrial and social activities of the American people”
- Adult evening schools
  - *Textbook for Alabama adult schools*, War Edition, Alabama Illiteracy Commission, 1918
  - *Handbook of patriotic instruction*, Alabama Dept. of Education, 1918

In considering the hyphenated American, it is not so much that we question his ultimate loyalty. It is that we question his understanding and ability to act in an intelligent, organized way on behalf of America. It is that we do not know what influences may control his action though his heart and interest may be with America.

-- Frances Kellor, 1916

## Straight America, a call to national service



The one thing we need to make the hyphen permanent, or, worse still, make this a country of warring hyphens, is to demand through pressure that nothing but the English language shall be taught and spoken here.

-- Edward A. Steiner

Americanization; principles of Americanism, essentials of Americanization, technic of race-assimilation by Winthrop Talbot, 1917

*The Unpopular History of the United States*

of Congress read, mark, learn and inwardly digest it.

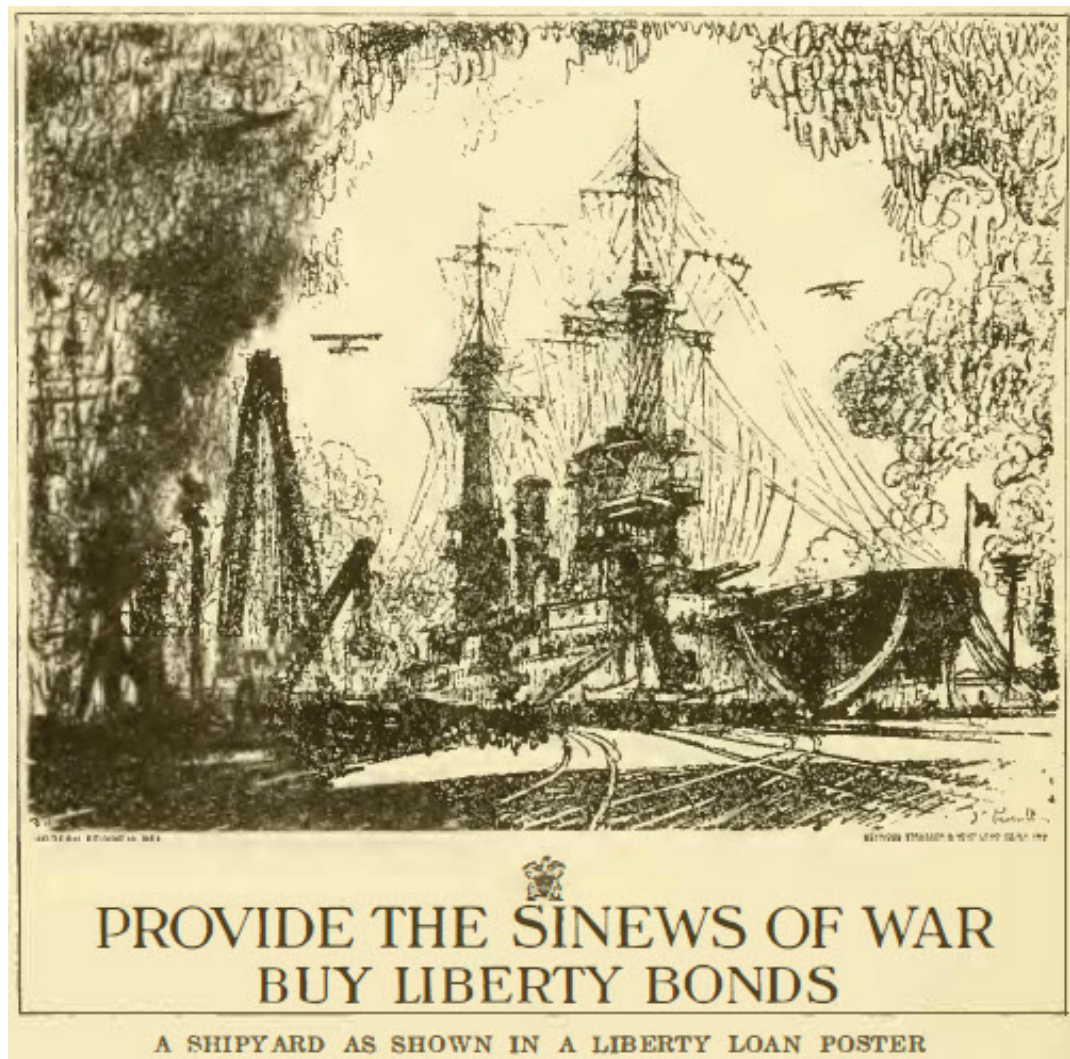
Listen, my son, listen to a plain talk, straight from the shoulder.

We Americans love bunk. I know what I am talking about. We do love bunk. We just nationally eat it up—a stuff that's not too bright or good for Yankee nature's daily food. Of all the bunk that we are fed upon, none is grabbed more greedily than the 4th of July oration about our fighting citizenship, and a rush to arms. We are the fighting citizenship; we are the patriotic rushers. We are the original patentees, progenitors, and extemporaneous guardians of freedom! We are IT!

## Debunking America's military myths

**The unpopular history of the United States by Uncle Sam himself as recorded in Uncle Sam's own words, edited by Harris Dickson, 1917**





## The “Great War” aka “World War”

# The World War, Great War, European War

- German “war-worship”
- “At the outbreak of the great European War in August, 1914, President Wilson issued the usual proclamation of Neutrality“, John Latané, *A history of the United States*
  - Nearly all books noted that U.S. had proclaimed neutrality at one point or another.
- German and even British blockade threatened American ships and passengers. The British relented. Textbooks were later criticized for anti-British sentiment.
- Charles McCarthy, in *History of the United States for Catholic schools*, notes the emergence of the Red Cross, Y.M.C.A., and Knight of Columbus during the wartime.
- “The world must be made safe for democracy. “ – Woodrow Wilson, April 2, 1917
- Six books mentioned “Liberty Bonds” with some including posters



## List of Text-Books Examined

which were in use more than twenty years ago:

1. Anderson's Popular School History of the U. S.—Ed. 1886.
2. Anderson's New Grammar School History of the U. S.—Ed. 1890.
3. Anderson's Junior Class History of the U. S.—Ed. 1894.
4. Armstrong's Primer of U. S. History.—Ed. 1885.
5. Barnes' Primary History of the U. S.—Ed. 1885.
6. Barnes' Brief History of the U. S., by Steele.—Ed. 1885.
7. California State Series, History of the U. S.—Ed. 1888.
8. Chambers' (Hansell's) School History of the U. S.—Ed. 1887.
9. Chambers' (Hansell's) Higher History of the U. S.—Ed. 1889.
10. Derry's History of the U. S.—Ed. 1882.
11. Eggleston's First Book in American History.—C. R. 1889.
12. Eggleston's History of the U. S. and Its People.—Ed. 1888.
13. Ellis' Eclectic Primary History of the U. S.—Ed. 1884.
14. Field's Grammar School History of the U. S.—Ed. 1897.
15. Fisher's Outlines of Universal History.—Ed. 1897.
16. Fiske's History of the U. S.—Ed. 1894.
17. Gilman's Making of the American Nation.—Ed. 1887.
18. Goodrich's (Parley's) Pictorial Hist. of the U. S.—Ed. 1881.
19. Goodrich's (Seavey's) History of the U. S.—Ed. 1880.
20. Higginson's Young Folks' History of the U. S.—Ed. 1885.
21. Holmes' New School History of the U. S.—Ed. 1895.
22. Johnston's History of the U. S.—Ed. 1895.
23. Lossing's School History of the U. S.—Ed. 1885.
24. Magill's History of Virginia.—Ed. 1904.
25. MacMaster's School History of the U. S.—C. R. 1884.
26. Montgomery's Beginner's American History.—Ed. 1894.
27. Montgomery's Leading Facts of American History.—Ed. 1893.
28. Quackenbos' Elementary History of the U. S.—C. R. 1884.
29. Quackenbos' (Appleton's) School History of the World.—C. R. 1889.
30. Quackenbos' School History of the U. S.—Ed. 1878.
31. Ridpath's History of the U. S.—Ed. 1885.
32. Scudder's Short History of the U. S.—Ed. 1890.
33. Scudder's New History of the U. S.—Ed. 1897.
34. Sheldon's American History (Mary Sheldon Barnes' Studies in Am. Hist.)—Ed. 1892.
35. Swinton's First Lessons in Our Country's History.—Ed. 1872.
36. Swinton's Condensed U. S. School History.—Ed. 1871.
37. Swinton's Outlines of the World's History.—Ed. 1874.
38. Swinton's School History of the U. S.—Ed. 1893.
39. Thalheimer's Eclectic History of the U. S.—Ed. 1881.
40. Thomas' History of the U. S.—Ed. 1897.

## Have we been fair to our Great War ally, England?

**The American revolution in our school text-books; an attempt to trace the influence of early school education on the feeling towards England in the United States, by Charles Altschul, 1917**

### IN OUR SCHOOL TEXT-BOOKS

21

Of  
40  
text-books  
in use  
more than  
twenty years  
ago:

4

Of  
53  
text-books  
in use  
at  
present:

6

deal fully with the grievances of the colonists, give an account of general political conditions in England prior to the American Revolution, and give credit to prominent Englishmen for the services they rendered the Americans;

4

14

deal fully with the grievances of the colonists, make some reference to general political conditions in England prior to the American Revolution, and mention some prominent Englishmen who rendered services to the Americans;



When most men tilled the soil, they belonged to one class. Modern specialized industries caused people to divide into classes according to their work.

- *History of our country; for higher grades,*  
by Reuben Post Halleck

## Twentieth century problems

Keeping prosperity and opportunity available to all  
Emergence of classes as the result of industrialization



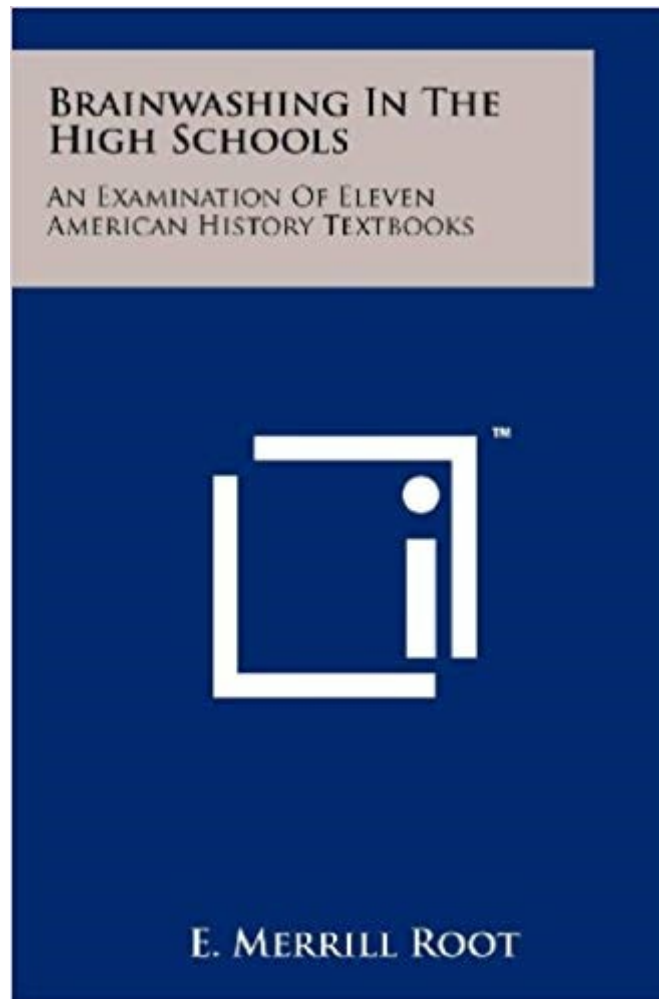
## THE PROBLEM OF THE CORPORATIONS

The great corporate industries had forced a new problem upon the government and people of the United States. Infants had been protected had become giants; and the question now concerned the preservation of the republic, which, no less than a monarchy, must refuse to tolerate within itself the existence of insubordinate power.

## Texas and the problems of corporations

Cousins and Hill, 1920

What did you learn in school yesterday? - 2 27



Next week