

Publications Committee

University of Texas

Publications

University of Texas Bulletin

No. 2010: February 15, 1920

The Texas History Teachers' Bulletin

Volume VIII, Number 2



PUBLISHED BY  
THE UNIVERSITY OF TEXAS  
AUSTIN

## **Publications of the University of Texas**

### **Publications Committee:**

<b>F. W. GRAFF</b>	<b>R. H. GRIFFITH</b>
<b>G. C. BUTTE</b>	<b>J. L. HENDERSON</b>
<b>D. B. CASTEEL</b>	<b>E. J. MATHEWS</b>
<b>FREDERIC DUNCALF</b>	<b>C. E. ROWE</b>

The University publishes bulletins six times a month, so numbered that the first two digits of the number show the year of issue; the last two the position in the yearly series. (For example, No. 1701 is the first bulletin of the year 1917.) These comprise the official publications of the University, publications on humanistic and scientific subjects, bulletins prepared by the Department of Extension and by the Bureau of Municipal Research and Reference, and other bulletins of general educational interest. With the exception of special numbers, any bulletin will be sent to a citizen of Texas free on request. All communications about University publications should be addressed to the Chairman of the Publications Committee, University of Texas, Austin.

681-3679-120-17h

# University of Texas Bulletin

No. 2010: February 15, 1920

## The Texas History Teachers' Bulletin

Volume VIII, Number 2



**PUBLISHED BY THE UNIVERSITY SIX TIMES A MONTH, AND ENTERED AS  
SECOND-CLASS MATTER AT THE POSTOFFICE AT AUSTIN, TEXAS,  
UNDER THE ACT OF AUGUST 24, 1912**

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar

# **The Texas History Teachers' Bulletin**

Volume VIII, Number 2

**EDITORS:** The History Staff of the University of Texas

**EUGENE C. BARKER**  
**FREDERIC DUNCALF**  
**W. E. DUNN**  
**MILTON R. GUTSCH**  
**C. W. HACKETT**

**WILLIAM R. MANNING**  
**FRANK BURR MARSH**  
**CHAS. W. RAMSDELL**  
**THAD W. RIKER**  
**W. P. WEBB**

**Managing Editor**  
**MILTON R. GUTSCH**

## **CONTENTS**

<b>W. E. DODD: Nationalism in American History</b> .....	<b>55</b>
<b>F. E. NORTON: A Study of the Adopted Texts in European Civilization</b> .....	<b>67</b>
<b>J. L. STOCKTON: Teaching Current Events</b> .....	<b>76</b>
<b>M. R. GUTSCH: The University Collection of War Music</b> .....	<b>82</b>
<b>Proceedings of the History Section of the T. S. T. A., 1919</b> .....	<b>99</b>
<b>History in the Summer Schools of the University of Texas</b> ...	<b>102</b>

**The Texas History Teachers' Bulletin** is issued in November, February, and May. The history teachers of Texas are urged to use it as the medium of expression for their experience and ideals and to help make it as practicable and useful as possible by contributing articles, suggestions, criticisms, questions, personal items, and local news concerning educational matters in general. Copies will be sent free on application to any history teacher in Texas.

**Address**

**CHAIRMAN OF THE PUBLICATIONS COMMITTEE**  
**The University of Texas, Austin, Texas**

## NATIONALISM IN AMERICAN HISTORY

“Men love gain, but they sometimes love each other”—Woodrow Wilson in *New Princeton Review*, 1887.

The President has learned during the last twelve months how much men love gain; how little they love each other. The one thing Woodrow Wilson sought to put uppermost in the minds of his countrymen in March 1913, was the idea that men must love each other, if this world is not to prove a charnel house for the human race. Wilson sought to make all men abate their personal interests and claims on behalf first of a truer nationalism and second on behalf of a wholesome and a sane internationalism. The President's failure in his great undertaking is the register of our own failure in the development of a true national spirit.

We set out in 1776 to make of ourselves a nation of brethren seeking first our own common freedom and second, the freedom of all men everywhere. The beginning was auspicious. Our people were almost without exception poor. They had no great cities, no highways of commerce, little accumulated wealth and almost no money. The real money they had flew to British coffers; and the paper money they clandestinely circulated was in violation of law. Poverty is not a guarantee of democracy; but it is a wonderful solvent of aristocracy and social pretense. Our ancestors were poor; they could afford to be democratic.

But they could not make their independence real without uniting all their communities into one. This they did in spite of many misgivings. But this very unity begot the opportunity of special groups to exploit the rest. The Revolution was not over till the idea of exploitation was strongly developed. Men love gain always, sometimes they love each other. Upon this rock the enthusiastic idealists of 1776 wrecked their little ship of state. The war with England cost them seven years of toil and blood and a debt of a hundred millions in gold. The very interest on their debt was enough to crush a much greater people. An

interest charge of eight millions a year, when their total returns from exports were nothing like so great! They owed a third of the interest to French and Dutch capitalists or directly to the French and Dutch governments; the other two-thirds they owed to American merchants, tradesmen, slave-holders and Tories, who had been against them in their struggle. Freedom came dear; wars are always costly human experiences. Under these circumstances our ancestors became almost desperate; they thought of repudiating the cost of their freedom! A remedy quite as disastrous as the disease.

They managed finally to set up a stronger national organization which was designed to bind the enormous burden firmly upon the backs of all. Through common and mutual endeavor the people hoped to pay their obligations and maintain their sense of honor. But a true nation can only exist when all or nearly all its members labor for the common good, not for their own individual profit. There was immediately after 1789 the conflicting dualism that was the negation of nationality. All men pretended to be associated for the good of all; yet each man avowed that he sought only his own personal advantage. Is it surprising that states soon set up claims for their own supremacy and that groups of individuals quickly associated together for the purpose of exploiting both state and national governments? You can not have a nation upon such a conflicting dualism.

There must be a supreme social and political power and those who administer that power or regulate the common interests must give evidence daily that they are servants of all, not abettors of any groups who wish profits or seek power over the machinery of government to protect or advance special interests. We had then in the early effort of our ancestors to establish a nation only now and then conscious purpose to make all men serve the common national ends. Washington, the aristocrat, thought for a time to do it and then yielded to the stronger impulse to let the strongest take charge of the state. He could not do otherwise in a country so composed. The first tariff was de-

signed to raise a revenue. In every paragraph it demonstrated the fact that the body of the public was to be mulcted, that every single group of beneficiaries was set upon getting from the public more than it was willing to contribute. And only twice since 1789 has a tariff been written that showed a regard for the common tax-paying public.

There can not be a nation in the true sense when all the groups of articulate interests within it regard the public as proper pickings. Only the sense of nationality was so weak in 1789 that any just and equitable system of public taxation would have overthrown the government itself. Madison, the author of the first Federal tariff tax, said plainly that he must deceive the people into paying their taxes and hence hit upon the method of jockeying which I have described. The only just and equal system of taxation for any country is the direct method. But if the effort at nationality itself must be defeated by a just system then an unjust system must be resorted to.

It was so when Washington set up the first national bank. The treasury itself was the proper agency for the management of all financial concerns of the infant confederacy; only the well-to-do of 1791 would not for a moment allow such a concentrated, social control of the public finance. The first national bank was created. It became the center at once of anti-national influences and its managers proved hostile to democracy, that second great ideal of the people. Washington could not do otherwise. Who else could have surpassed him?

What we have had since the death of Washington only illustrates my point, namely, that our people have come very slowly, if at all, to recognize that a common national ideal involves the sacrifice of all for all, not the exploitation of all by such groups and combinations of groups as may be able to secure a majority of the votes at any given election. What is a nation set up for?

First, to protect its membership and constituency from outside foes that might seek to take its resources or subject its people to tribute as, for example, the Germans

sought to do in the recent great war; second, to protect its membership from the selfish instincts of its most powerful citizens or subjects, that is to compel men to be social; and third, to educate its young and develop the culture of its people, that is, to cultivate the arts, facilitate discovery and ameliorate the ills and evils to which men are heirs. That is the state, the nation. And when these ends are suserved, the next step is by friendly association, correspondence and cooperation to bring these good things home to their neighbors, that is to become a part of the great world and help solve its problems and prevent the evils of conflict and war. That is, true nationalism merges unavoidably into true internationalism. The Christian religion, for example, was intended to be a light upon a hill; it was to be world-wide, not by conquest but by persuasion.

But we have come hardly to the first point of our evolution as the experience of the President at Paris shows. We have been a nation only temporarily and at long intervals. Our people have not learned that the interests of all take precedence of any individual rights. What do our constitutions show but the disposition always to protect individuals against the whole. They should protect all against unruly and avaricious individuals. Why, for example, is the Government unable now to take over the packing interests—great private monopolies? It is the view of so many of our people that private interests take precedence over public needs. Was there ever such a philosophy?

If I illustrate my meaning by citing well known facts in our history, I shall make myself clear. From the day when Jefferson undertook to make America one vast farmer republic, a democracy, with all men essentially equal one to another and then tried in his embargo to teach the world the ways of peace, for that was the sole aim of the embargo, till Lincoln, our fathers sought to convince themselves that the United States was a nation. Henry Clay and his devoted followers, from 1823 to 1850, sought to make a nation by organizing the different groups of articulate men and then associating those groups so that they might gain and keep control of the powers of government.

The idea was to organize the manufacturers of cotton into one group, the makers of iron and steel implements into another and the growers of wool into still another. That is, New England, Pennsylvania and Ohio were to compose the base of his system. To this he sought to add the hemp farmers of Kentucky and the bankers of the East. These, working together, would draw to them, like iron filings to a magnet, the outward fringes of these communities and control seekers of office. Thus a majority would be found. When this majority was found the rest of the country, the Southerners, who shipped cotton abroad, the workers who labored in mills and the clerks who after all make a larger element in society than do the stockholders in corporations, was to be taxed at will. Concessions might be made to powerful minorities, as in the tariff of 1833; but they were to be concessions, gifts of the combination of groups. That was the statecraft of Henry Clay.

A similar system was attempted by John C. Calhoun, only, planter groups of the South were to be united with farmer groups of the West and mercantile groups of the East—planters, provisions-makers, who supplied planters with foodstuffs, and shippers, or middle-men, as we call them. When Calhoun's groups were sufficiently organized, they were to take control and govern. Concessions might be made to strong minorities, as in the tariff of 1846; but they were concessions. There was the same effort to control the great central, social agency in Washington, to impose upon the mass of inarticulate folk an economic régime that was designed to serve a part of the public. It was both ends against the middle. The idea of serving the great public first and pressing all personal interests into the background did not enter the minds of the statesmen of the forty years which preceded the Civil War. Was that statesmanship? The result of that sort of statecraft was the bloodiest war America has ever seen or is likely to see.

But the war definitely determined that Clay's grouping was to succeed. Lincoln thought for a while, even to the end of his short and fitful career, of the mass of men who really made the basis of what was to be set up as a nation.

But it ended in thought. When Lincoln, for example, suggested, in 1864, that it would be more humane and also much cheaper to buy the freedom of the slaves and stop the terrible bloodshed of that year and, moreover, that a peace of good will would be a better foundation for the future than a peace of victory, his cabinet rejected his plea brusquely. When Lincoln urged business men in December, 1861, to lend their money to the Government at the same rate of interest that they loaned to one another, the idea was scoffed. The national idea made small appeal. Business men must have their profits. Before the war was over they took nearly a billion dollars in the form of excess profits, literally took the money of the people without an equivalent.

And when the South lay prostrate and open to exploitation, the business men of the East reaped a harvest that was up to that time absolutely unparalleled in history. The minority of the North controlled Congress and Congress controlled the country, North and South alike. The price of what nationalism we got out of the Civil War was minority government. There was no thought of making the organization, for which common men paid the bills and fought the battles, a social structure serving first the whole public. If there had been such thought, there had not been such disasters as we have seen these last years.

I shall not explain these facts further here than to state them. Human history is a sorrowful tale which historians themselves seldom understand and which common men will not take the time to study. It is a pity, for if common men knew history, history would cease to tell such tales—if they knew history and could rise to the level of putting the community first and their personal interests second! But that *if* is not yet a fact. Let me explain once again.

When the American Civil War closed business men took the attitude that the Union had been preserved for their especial benefit. Their great industry received the coddling attentions of the Government till the year 1913. Regardless of the future they imported millions of foreigners to do their rough work; they made cities greater than

it is good for the country for cities to be; they headed all the railroads for New York; and made Wall Street the banking capital of the whole nation. For nearly half a century captains of industry refused to pay their just taxes, state or national and the Government actually returned the income taxes that it had timidly collected during the Civil War. These men came to confuse their own personal interests with patriotism. They thought they were patriotic because they exploited the mines and forests and thus destroyed prematurely the treasures of future generations. They thought great concentrations of poor people speaking foreign tongues were proofs of business men's patriotism. They were really proof of the bankruptcy of statesmanship. If there had been some wise patriotism, these vast manufacturing centers like Chicago or Pittsburgh would have been today only moderate-sized cities, the remainder of the interests and peoples being gathered at the falls of rivers or in other regions of mineral deposits. That is, we would have had a thousand cities and thousands of thriving towns all over the South and West. Our industrial life would have permeated our country. But a treble concentration has put the great railroad centers, the great manufacturing centers, and the great financial centers in a narrow belt of the country and any great organization of railway workers or industrial workers, if they really meant business and knew their strength, could wreck the nation and bring us all to starvation any winter they chose. That is the patriotism and statecraft of business left to its own devices! Was there ever such short-sightedness. And now business men in every great city literally tremble in their boots lest the laboring elements of their own cities fall upon them. The only hope of business now is the rural, farmer communities whom business has exploited for sixty years!

Yet the very men who have brought about this unhealthy and dangerous situation, have fought the only President the country has had in sixty years who knew what was the matter with the country. They fought his every measure of reform from the Federal Reserve Banking Law to the Farm Loan Act. They opposed his going to Paris; they

defeated a treaty which aims at healing some of the wounds business has done the world; and they hiss when his name is mentioned. Their one demand now is that they or their kind of a man be put again in high office!

This is but one of the developments of the last sixty years that tended to break down what little of true nationalism there was generated in the heat and strife of the Civil War. There are others.

The well-to-do who made profits during the war and were called upon to pay some income taxes quickly persuaded the Government to change its method. The soldiers who had gone away to save the Union, that is, the part of it which served their fortunes, came back to organize into a vast union whose purpose for fifty years was to bring pressure upon the Government to pay them and their widows pensions that mounted to sums unheard of hitherto in history. It cost the people of the United States more to pay pensions to soldiers fifty years after the war closed than it cost the Government of Germany to train an army that came near to conquering the whole of Europe. Forty-five years after the war closed, the number of pensioners, under the old-soldier organization of Captain Tanner and his kind, was still increasing! Not even death itself could defeat the raids on the treasury and a candidate for the presidency in 1912 went out of his way to aid such an unnational organization as the Federal pensioners lobby. No, that is not nationalism. There is no national sentiment in holding up the people of the country for high profits on business ventures, through tariffs and banking devices; there can be no patriotism in driving through Congress unworthy pension bills which the suffering public must pay. Men mistake personal or sectional benefits for a national patriotism. The flag that covers our armed camps, that flies at the head of our marching columns, that floats above our school houses should never cover the personal ends of individuals. A profiteer can not be either a nationalist or a patriot.

If industrial leaders and old soldiers labored for fifty years following the Civil War to get the business advan-

tages or the personal profits which common politicians helped them to extract from the pockets of the great public, how may labor organizations be condemned for setting up machinery designed to take first from their employers every advantage that could be extracted and, finally, take from the public its very food and fuel in order to secure advantages to themselves? There is no ground to condemn laboring men if they do what by law we have permitted others to do without law. Everybody was encouraged to get hold of the main chance and work it for all it was worth. That was called success! It was what William Hohenzollern's early ancestors did when they set up their fortified castle on the banks of the Danube and robbed every merchant that passed. We have got to bring men to think of the nation, of all the people that compose the nation first before there is any true nationalism, before the flag can fly over a real commonwealth.

From 1866 to 1913, the process went on. Business organizations boasted of a nationalism that served their ends; soldier organizations rejoiced in a great nation that asked few questions; and labor organizations perfected a machinery which might be employed today to paralyze every legitimate business and calling of a hundred million people. Labor might today, if it chose, bring every railway train in the country to a dead standstill and there are few or no other laborers in the country who could set them going again. What should we do, if the railway trains were all to stand still one month?

These great business and labor successes led others to form similar organizations and to set about their personal ends in similar ways. There is little of anything in the country that is not organized. Publishers associate together and determine what every man shall pay for a new book. The news of the world is organized so that even what we read at the breakfast table is sold to us at prices set in a few offices and adulterated by a few hands to suit the wishes of any group of society that is strong enough to break into news service sanctums. You do not expect to read the truth in a newspaper, only a certain amount of the truth

which the wise are expected to interpret and apply while the rest believe lies to be the truth.

Not even education has escaped the blight. Universities and colleges and secondary schools are all organized and associated so that an Emerson or a Shakespeare would have a hard time getting through our system into a university class. We standardize what is known in the universities; we standardize what is unknown; we determine the shades of learning in would-be teachers of the young and then we pay all according to a certain age or a certain schedule. Every interest seeks its own; few interests are made subordinate to any public need. I once asked a distinguished teacher of law why he did not train young men for careers in legislatures or other public service. He replied: "We train young lawyers to win cases. That is all they want. It is our business." That is, we train young minds to thwart justice and defeat the very ends of the laws we make in Congress and at state capitals. Train men to "beat" the public. Does nobody ever think of the public? Is there no nation whom it would be an honor to serve, the highest honor to be won in this life, to serve *gratis* or for a mere living?

That is the problem which I think must be brought home to teachers. This country of ours can not go on forever with every man seeking his own ends and organized into groups with the one purpose of "beating" the general public. Somebody said the other day, "there is no general consumer," no great public whose well-being is the first concern of all. Such a statement is the logical outcome of the evolution I have described. We have made a poor thing of this country of ours if men are forever to live upon the model of every man for himself, and "the devil take the hindmost." It is certainly chaos that way.

If there is any remedy it will be found in the schools. President Wilson once said, men sometimes love each other and I believe it. It may be at rare intervals; but men do love one another at times. They would love one another more frequently if they had not been taught a thousand years to love themselves so ardently. If we deliberately set

about making a new model for a nation, a model on which all young minds should be moulded, a model of self-sacrifice or at least service to others, a few decades hence we should not find it so difficult to get things done for the community and without the hope of private and backstairs profits.

The schools have not been open to all the children very many decades. While they have planted ideas in young minds and made great improvements in these short years, they have not been expected to teach public service first and personal service second. It is better to give than to receive. There is not a wise man in the country who does not agree to that. Suppose we try it in the schools. For a hundred and forty years we have confused sectional interests with national interests. We have mistaken personal business success for patriotic distinction. We have as a result a country hopelessly confused, a population which hardly knows the a b c of national service or real nationalism.

There is no expectation that great corporations will speedily change their methods; but big business men are already on the uneasy seat. They know a change of ideal, of method is necessary or we and they shall be plunged into chaos. They are even contemplating possible friendliness toward Mr. Wilson! Some of them say, perhaps he was right when he said the Golden Rule should be applied to diplomacy. Great labor groups now hesitate to try their scheme of making the public pay the last dollar for the least possible service. They begin to see that they are the public. We are all in the same boat and the sea is stormy. Let teachers of young minds turn pilots. Let school houses become training places for public service and let school teachers know that they are the vital means of saving the next generation from the chaos that the preceding generation has prepared for it. Let colleges train young lawyers to do some good thing and not to thwart the law which they should honor or make worthy of honor.

The time has passed when a nation can be built upon the idea that every man serves himself. The doctrine of Adam Smith has been misunderstood. The interpretation we have

put upon him is that he in his wisdom urged that every man seek his own aims and nothing else. That won't do when the resources of the race are fast running low and when men have got themselves crowded into vast hives that might be set on fire by a single spark. The new age requires men to serve first their neighbors and thus serve themselves. No man who needlessly cuts down a tree is a patriot. The man who allows the soil to be washed away by the rains is false to his state and country. A thousand generations ought yet to dwell upon the scarred mother earth. Let us conserve it, leave its soil as fruitful as when we came upon it for our short sojourn.

The time is passed when civilization can be advanced and sustained in the old way. There are certain riches of literature, of art and of government which we must hand on to our successors; there are many habits we must slough off. It is time for men to make up their minds what civilization is, what nations are set up to preserve and then set about preserving and improving. Wealth extracted from the earth aforesaid is criminal waste; forests cut down before timber is absolutely necessary are criminally destroyed; young children whose lives are hardened by toil aforesaid and whose minds are filled with avarice and materialism at any time are not assets. And the generation guilty of doing or permitting these things will in the years to come have a curse heaped upon the heads of its unworthy leaders.

If one look about this country, if one read the history of its upbuilding, the conclusion forces itself upon the mind that never was a fairer land more ruthlessly exploited, never was a vast natural storehouse so rapidly depleted and even squandered. It was all done in what our fathers called building the nation. Building by destroying the foundations! Let us as teachers begin a new generation; and set men a new example; teach young minds a new philosophy. Love first your neighbor, your country, make your flag cover a race of men who seek common ends first and personal ends second and we shall make a new era, a new nationalism.

W. E. DODD.

## A STUDY OF THE ADOPTED TEXTS IN EUROPEAN CIVILIZATION

In our survey of these books, we have tried to measure them in relation to several things which deserve consideration in forming a judgment on this particular book. In the first place, it is necessary to bear in mind that history in schools has been subject to the influences of social and other changes. Let us then consider our book with several things in mind:

1. The present day attitude toward history as set forth in recent writings.
2. The historical accuracy of facts and interpretations.
3. The teachableness as compared with other books.
4. The value as a functioning attribute in the life of the child:

To do this, we must get acquainted with:

1. The Author.
2. The plan, scope, and purpose of the book.
3. Comparisons with other books.
4. Special features of the book.

That you may know something of the author, I shall preface my remarks with a sketch of him. Mr. Ashley is a teacher of history in the Pasadena, California High School. For a number of years he has been quite active in the social science field. But we judge that he is primarily a teacher, and not a specialist in any one field of history. If we read his books, we find approaching profundity of knowledge only in the field of civics.

Nevertheless, he has been a strong force in the development of social science teaching in the secondary schools of California. Besides writing a number of text-books, the gentleman has done considerable research work on the status and future of history teaching; also, he has contributed a number of articles on the teaching of history and

civics to various historical publications. In addition to this commendable work, he has written a number of interesting book reviews.

This varied interest and experience should enable him to understand modern demands and to offer something worth while and up to date. It is in this modern demand that we find the basis of his ideal. This ideal has found its expression in the books that he has offered us.

The new history texts are undoubtedly the outgrowth of the author's experience and research. In 1915, he set himself to the task of bringing forth a text that would make history function as a dynamic power in the life of the individual. He had found that but very few pupils ever took the entire four years of high school history. With him, the problem finally reduced itself to the question of finding out how to give what we may term the minimum essentials of good history in a minimum of time.

Apparently dissatisfied with the results of his own experiments, he sent out a questionnaire to a large number of history teachers in various sections of the United States. Due to the responses to this questionnaire, the author came to the conclusion that a majority of teachers wished to put the burden of emphasis on English history, but that 73 per cent of them wished to eliminate it as a special unit. It appeared further that 83 per cent favored a division date for a two years course at a date later than 800 A. D.; of these a large plurality favored 1648. These facts had a rather powerful influence in shaping the content and form of *Early European Civilization*; this in turn exerted pressure on the volume that was to succeed it. We may say then that the author's purpose was to write a text that would (1) emphasize English History; (2) make a division point at 1648. And, furthermore, if we may quote his own words, he wished to keep in mind three things:

"(1) The importance of any change as a part of the development of Early European Civilization; (2) the connection between these changes and modern life; (3) the interest and capacity of high school students."

These things determined the form and content of the

first book of the series, which treats Early European Civilization to 1648. To this the author has kindly added two supplementary chapters for those who prefer 1715 as a proper division point; these same chapters occur also in the second volume. The second volume, or "Modern European Civilization," did not appear until 1918.

Early European Civilization is divided into six parts, and a supplement. Each part forms the basis for a large topical treatment. The arrangement of the book follows pretty closely the report of the Committee of Eight on a course in the *European Background of American History*.

The discussion of the early ages is brief indeed; to the Asiatic nations and to Egypt and the Greece of antiquity, he devotes just one hundred and twenty-five pages. And, too, the major portion of this is taken up with social and economic institutions. By this process of elimination, selection, and substitution the author has attempted to focus attention on those things that bear on the development of civilization; we are of the opinion that much of this will go far toward interesting the pupil in the evaluation of his own institutions.

All other texts, however, devote much more space to the political phases. Webster gives approximately twice as much space to the historical narrative, and the former adoption is much fuller, but scarcely as interesting. Of the one hundred and twenty-five pages in Ashley a little more than two-thirds, we think, is devoted to purely social and economic questions; and, of the remainder, half is devoted to institutions. To Greek and Roman History, Ashley uses only half the space that Webster, West, and Myers use. We may add that Webster considers his own treatment meager.

It is without question a remarkable feat to reduce such a mass of history to so small a compass; we fear that much valuable information has been sacrificed to achieve this. However, it is not likely that much objection will be raised to this particular feature.

We fear, however, that a large number will object to the elimination practiced on the period from 476 to 1500. The fact can not be gainsaid that it is to this period that we

must look to discover the roots of Modern Civilization. It is this period that seems to contain the most serious omissions. The treatment of the influence of the *German Invasion* and the *Church* is wholly inadequate. And we find the *Rise of Nations* and the *Renaissance* even more lacking in detail. We should, however, say that in connection with the Renaissance the author has contributed an exceptional chapter on trade, commerce, and exploration. We are likewise impressed by the vigorous treatment of the economic system of feudalism, and of the English manorial system. These two topics seem to be splendidly adapted to high school pupils, at least, to the more mature ones. We might make further comparisons, but space will not permit. We shall now call your attention to the second volume of the series.

This volume has, presumably, the same aim as the preceding one; but to us it seems quite different. Three ideals seem to have been in the author's mind, when he wrote this volume.

- (1) The need for Americanization.
- (2) A clear comprehension of war issues.
- (3) The socialization of secondary school curricula.

Of the second proposition, we are certain that our judgment is correct. After a careful investigation of the book, we feel justified in saying that the great war may be used as a starting point in the historical narrative. And we are not at all sure but that great and lasting interest could be aroused in pupils by making some such arrangement. In this volume we find the same attention devoted to social and economic phases as in the preceding one. In fact, we find that no more than half of the text is devoted to the narrative of history. Approximately, one-half of the book deals with contemporary history; the emphasis here being upon the great war. Furthermore, we wish to point out that there is a decided emphasis upon English History.

The author apparently, has in mind the elimination of English History as a special unit of work.

We shall then make our test for this volume on some phases of English History. First, let us notice his treat-

ment of cabinet government in England. Beginning with the Revolution of 1688, we find five pages devoted to:

- (1) The Bill of Rights.
- (2) The Influence of the Glorious Revolution.
- (3) Supremacy of Parliament.
- (4) Union of Scotland.
- (5) Development of Cabinet Government.
- (6) The Lack of Representation in English Government.

The treatment of these is such that their relation to each other stands out clearly; here, we think, the writer has seized his opportunity. One serious omission, however, must be noticed. In so far as we can discover, the author has nowhere recognized the religious element of the Revolution of 1688. Although, from a standpoint of accuracy, there is little criticism to make, it is our opinion that the pupil may leave the chapter without gaining the slightest idea of the rights of Englishmen. A belated attempt has been made, however, to correct this lack of motivation by the insertion of a paragraph that shows something of the relation of these things to our own government.

The next topic we wish to consider is the *Commercial and Territorial Rivalry of England and France*. The text discusses this in a manner that is rather interesting and satisfactory. The discussion is, nevertheless, marred by the fact that the author apparently ignores the full significance of the Seven Year's War. The sum of his interpretation of this event is embodied in one sentence, viz., "The Seven Years' War brought England not only huge territories in North America, and important possessions in India, but compelled Great Britain to reorganize her Empire." Nothing is said about the spread of the English language and British ideals, or of the supremacy of the naval power of Great Britain.

Following this, the causes of the Revolutionary War in America are taken up. Predicated on his former discussion, he assumes that the reorganization of the British Empire was the cause of that struggle for independence. We shall not enter into a discussion of this, but can not refrain from saying that we should not want any student to

leave our class room with this impression. Further, we must add that we are convinced that the author has here missed a great opportunity to make the student realize that the cardinal principles of free government will stand, although mighty empires may be disrupted.

We believe, however, that from the standpoint of historical accuracy and completeness that the series is as nearly accurate as a book of this type can well be. From this, we must pass to a question that is probably of more interest to the teacher. It has been especially noted that a considerable number of teachers consider the text too difficult for the grades in which it is used. This, objection, we think, is well founded. We may say that there are three reasons for such a conclusion:

(1) The emphasis has been shifted from historical narrative to social and economic results. There can be no question that this is apt to be disturbing to teachers, inasmuch as it forces them to assume a new point of view. And there can be no doubt that this will be particularly baffling to the students who have started European History through the study of another text.

(2) The intention of the author seems to have been for the books to be used in grades that are one year in advance of those in which the majority of Texas High Schools use them.

(3) The author has not made sufficient use of short paragraphs with broken line (1), (2), (3), order summaries within the paragraph.

But there is nothing to do about it except for the individual teacher, to overcome these defects by her own ingenuity. And, too, we think that these defects may be overcome by the free use of supplementary texts with which the teachers are already familiar; such as, Webster's *Ancient History*, West's *Ancient World*, Harding's, *The New Mediaeval and Modern History*, West's *The Modern World*.

For a study of the teaching qualities of the book, we feel that it will be interesting to institute a comparison between the news books and the former adoption. For this com-

parison we shall take Chapter Six of Ashley's *Early Civilization* and compare it with chapter two of Myer's *Ancient History*. These chapters deal with *The Development of the Athenian Empire*. We have chosen this particular point; first, because it lends itself to good treatment; second, because your attention has already been attracted to it by the excellent lesson plan suggested in the late issue of *The Texas History Teachers' Bulletin*.

Before beginning the discussion, we must call your attention to the four things that we should expect a good text to develop in the discussion:

- (1) The unconquerable will of the Athenians.
- (2) The steps by which Athens was changed from a city state to an empire.
- (3) The relation of Athens and Sparta as rivals for supremacy in Greece.
- (4) The development of political parties in Athens.

Before taking these up in detail, we must state that, in our judgment, Myers has given a more unified treatment than is given in the present text. He has confined himself to the development of the empire. Ashley has attempted to show not only this, but the system by which the Athenian Government was carried on. Had this been given the place of a subheading of the chapter, the offense against unity would not have been committed. We may add here that the author of the new text has, in several places, fallen into this particular error through his commendable desire to develop only the large topics. For this reason, we fear that in many instances the proper emphasis will not "GET ACROSS" to the immature student. With this general criticism we shall return to the comparison of the details.

Myers points out very definitely the situation in Athens at the close of the Persian Wars, and by so doing has made a clear picture of the feeling of love of country that must be the basis for founding and sustaining any great government; the other author has failed to make the discussion function at this point. Although, we think that the new text does not show very clearly the development from city

state to empire. Again, we fear that the student would never guess from the treatment in Ashley, that the control of the fleet was the real key to the situation; Myers has made this so simple that an average eighth grade child can understand it clearly.

Both bring out clearly the ascendancy of Athens in the Delian League. At this point, the new text makes a good comparison between the Delian League and the American Confederation. His observation that a loose confederacy can not stand is a good one; of such a comparison as this, Myers probably never had a thought, although his treatment is such that the conclusion is easily drawn. But the new text leaves to the teacher the task of showing that Cimon and Pericles were party leaders rather than personal antagonists. The discussion of this should, in our judgment, be such that the pupil by no chance will be able to get through without definitely understanding the important elements that tend to make political parties. Here again we must observe that the text fails to function in interpreting an important problem of today. This particular point, too, is the fundamental idea of the text.

Thus far our discussion has shown several instances of incompleteness from an historical and interpretative standpoint. And we have attempted by reference to a few topics, to point out the characteristics of the book. But before concluding, we must say a few words about what we may term the author's treatment of applied history.

The book is full of information concerning social questions. In the discussion of these, the author has done well. For instance in dealing with the *Industrial Revolution*, he has dealt extensively with standards of living, conditions and hours of labor, relations of the classes, and other things that made the Revolution inevitable; likewise, he has given much time to the inventions and machinery that made it possible. The discontent and organization of labor receives a broad and sympathetic treatment, and is, apparently much better done than in other history texts. This same problem is discussed with vision and insight for all European countries.

Here we wish to call your attention to Part V of *Modern European Civilization*. We have three chapters that deal with the development of the relation of the people to their government; to commerce, industry, and labor; and to progress and settlement. This part of the work finds the author at his best. To him this is the thing of utmost importance in training for citizenship; and it is upon this phase that the series must "rest its case."

In conclusion, we wish to say that our study has convinced us that the teacher must make extensive use of supplementary texts, as well as of source material and general topics, which must not be neglected. We feel that quite enough material is contained in the text to give the student a broad social point of view. But it remains for the teacher to develop the fact that back of each change producing event there stands a man or a woman, and we trust that the teacher will not neglect to show the life and character of many of these and their relation to the numerous social changes that have brought us to our present status as a civilized nation and world.

F. E. NORTON.

## TEACHING CURRENT EVENTS<sup>1</sup>

### INTRODUCTION

In 1912, the teaching of current events was revived at the Wadleigh High School. An extra period was devoted to the teaching of the events of the day in all American history classes in the fourth year of the high school course. This work has expanded so that in May, 1919, there were fifteen classes consisting of about six hundred and twenty students devoting one period of forty-five minutes a week to the special study of current news. The subject is considered unprepared, and is optional with third-year students. The pupils take the study for what they can get out of it, as it does not count toward graduation. It rests, therefore, wholly on its merits. This work is directed only by teachers of the history department.

The aim is to put the pupil in touch with the problems of the day and to teach parliamentary procedure. An attempt is made to get the students to speak to the class without notes, to answer questions asked by members of the class, and to lead the discussion on important questions, such as: the Italian claim to Fiume, the Republican attack on the League of Nations, the proposed incinerator method of disposing of garbage, and the Brooklyn rent strike. Each member of the class also learns how meetings are conducted, and gains practice in parliamentary methods. Each student is given an opportunity to preside, to make motions and receive them, to amend, to serve on committees, to make reports and discuss matters brought before the class so that the members will be imbued with the spirit of decorum which dominates Anglo-Saxon assemblies.

We expect when the course has been completed that the students will know how to read the newspapers intelligently. The reading of current news, we hope, will have become a habit that will bring about an enlightened citizenship.

---

<sup>1</sup>Reprinted from the *Historical Outlook*.

## METHOD

The methods of teaching current events are many. The following have been tried in Wadleigh with varying degrees of success. That we have not yet reached the point where we think our methods can not be improved upon is shown by the fact that at the April meeting of the History Department, Miss Wood appointed a committee to criticize the methods in use at Wadleigh and suggest improvements. The work of the committee is embodied in this report. One of the recommendations is that the socialized lesson having proved a success is to be followed in all classes teaching the subject.

*Method I*

The work is conducted almost entirely by the students. During the first session the class organizes temporarily as a Current Events Club under the direction of a temporary chairman, a committee consults with the teacher, and during the second lesson a report is made and the constitution is adopted. The officers, president and secretary, are then elected and make their speeches of acceptance. Each officer serves one month. The president presides over the club, while the secretary keeps the minutes and the attendance of the members.

The constitution provides that there shall be four committees appointed during each lesson to make reports the following week:

1. Committee on National Affairs.
2. Committee on Foreign Affairs.
3. Committee on State Affairs.
4. Committee on City Affairs.

There is only one member on each committee. It is the particular business of the chairman to get all the important events of the week and make a brief summary of them so as to be ready to report at the next meeting of the club. The rest of the members must be prepared to supplement the work of the committees, and to be ready to discuss the important topics that are brought before them.

The third lesson and those given thereafter usually proceed as follows: The president calls the meeting to order, the secretary calls the roll and reads the minutes of the preceding meeting, which, if no corrections are made, are approved as read. Old business being finished, new matters are brought to the attention of the club. It is here that the students are taught how to address the president, and how to make, amend and discuss motions. Motions are made to subscribe to the *Literary Digest*, to set a date to discuss the League of Nations, and to amend the constitution or by-laws. Then follow the reports of committees, which is the program of the day. The president calls on the chairman of the National Affairs Committee to report. The student steps to the front of the room, and, facing the class, names the topic and explains it. The president then asks, "Is there any further information or discussion on the subject?" Any member may then ask for further information or discussion on the topics. When the chairman has reported fully (and these reports must not be read from newspaper clippings or from written statements prepared beforehand) the president asks if there are any important items of national news that have been omitted. This gives the other members a chance to show the important events they have garnered.

The three other chairmen are then called in order, and the same procedure followed as above. The president then assigns the chairmen for the following week. Before the close of the period a summary of the important topics reported is either placed on the board or given orally by a member of the club. The students copy this in their notebooks. The class then adjourns.

This procedure is varied once a month by the election of new officers. The fault in this method is that only the chairmen feel responsible, and the shirkers depend on them for information and news.

### *Method II*

This method differs from the first in that the class does not have a formal written constitution, but, like the English

and French governments, enacts legislation which serves as a constitution. The first law is one organizing a Current Events Club, the second provides for the choosing of officers, the third for committees. The officers serve only one week so as to give each student an opportunity to preside and get parliamentary practice. In place of a committee of one there are three members that report on national affairs, on foreign, state and city. Two of these gather news items for the chairman who reports to the class. The rest of the members discuss and add information as in the preceding method.

There is more parliamentary law taught under this procedure. This method is faulty in that time is wasted in weekly elections and in having inexperienced presiding officers.

### *Method III*

The organization is the same as in plan one, except that the officers elected serve all term. Things run more smoothly as the officials become more and more experienced. Assignments instead of being given to one student, or three, are given to each row of students, which reports on each topic. The president of the club calls on the students of the national affairs row to report, and then asks for discussion or further information. This method has the advantage of having each member assigned to some definite work, and the whole class recites during the meeting. It is faulty in that too many items of news are reported on, and the more important ones can not be fully discussed.

### *Method IV*

Method IV has not yet been tried, but has been formulated by a committee of teachers. It is a combination with certain additions of the best from the three foregoing methods.

No formal constitution is adopted, but the procedure of law-making as explained in Plan II is followed. The presi-

dent serves all the term, but selects a different temporary chairman each week, so that each member of the club has an opportunity to preside. The club gets its parliamentary practice when laws are passed, committees formed and reports made. Once a month the club meets as a Committee of the Whole when the two or three important questions before the nation are thoroughly discussed or debated. The topics to be discussed are assigned to the class beforehand from among those brought before the body at the previous meetings.

The row committee system of assignments is carried out, and a student in each row is designated as chairman and reports before the class. Other students in the row are asked by the president to give additional information or lead the discussion.

A Criticism Committee is appointed each week from another row of students. This body reports at the close of the period commenting favorably or unfavorably on the contributions of the chairman. They criticize the use of English, the posture, tone of voice, and whether enough information was given so as to make it intelligible to the class.

#### RESULTS

The results attained warrant the time given to the study of Current Events. The students are alive to the things going on in the world. They realize that history is being made in every day occurrences. Confidence is gained in speaking before the class. They learn to think on their feet. Their vocabulary is increased and oral English is much improved, as they must speak distinctly and make others understand what they have in mind. Pupils acquire a working knowledge of parliamentary law and procedure. They learn the value of organization.

#### HOW RESULTS HAVE BEEN TESTED

Students are given formal examinations at the end of the term. They keep notebooks containing clippings arranged under headings, National, Foreign, State and City

Affairs, also cartoons. These books are collected at the end of the term and marked. Pupils studying current events have been able to do much better work in history, economics and English. They can see the application of these subjects to the affairs of the day. We have also noted that in assemblies and at clubs the lessons in parliamentary practice have not been lost, and it is here that students have shown that they can make formal speeches, can discuss questions understandingly, and can think on their feet. We feel that they will carry these habits with them and apply them to the affairs of the world outside the school.

The subject of current events can not be dismissed without definitely stating from what source the students have obtained their news of daily affairs. They read newspapers. It is no uncommon sight to see all the members of a current events class coming to school with newspapers not only the day they recite, but on other days. Miss Dowden, the librarian of the Wadleigh High School, has aided in this work by having a large bulletin board in the library where clippings from newspapers and magazines are placed by members of current events classes. Pupils also subscribe to weekly periodicals, such a *Literary Digest*, *Leslie's Weekly*, *Independent*, and the *Outlook*. These make special rates for high school students.

We feel that this work has been worth while, and that its value can be further enhanced if some college, newspaper or the Board of Education, would arrange a Current Events Bee, once a term, like that conducted by the *Brooklyn Daily Eagle*.

Preliminary competitions might be held in current events classes, and the best student in each would compete in open assembly. The two winners in each high school in the city could then meet and prizes be awarded to the city high school champion.

Such a spirit of rivalry would certainly result in bringing the schools more in touch with the affairs of the world and make for a better and more enlightened Americanism.

J. LEWIS STOCKTON,  
*Wadleigh High School, New York City.*

## UNIVERSITY COLLECTION OF WAR MUSIC

The University of Texas is now in possession of about 2000 pieces of sheet music and 1100 war posters and broadsides.<sup>1</sup>

The University of Texas will very much appreciate the contribution of any sheet of war-inspired music or any war poster or broadside not included in its collection. Undoubtedly there are many war posters in the state of Texas which are not found in duplicate in this central collection. It should be the object of every Texan to make this collection as large and extensive as possible. The Texas War Records Collection organization, therefore, solicits the cooperation of every Texan in building up a first class collection of such illustrative material. The name of the donor will be attached to the contribution.

Read this list. If you have any music or posters, either European or American, not included in these lists, send them to your state collection. If you know of anyone who has any posters or music not included in these lists, urge him to contribute them to the Texas War Records Collection. If you have any letters sent from the war zone or camps, any camp newspapers, diaries, photographs of camps, war scenes, military groups or civilian war work, or any other records of the war (coins, stamps, German helmets, implements, etc.), send them to the Texas War Records Collection where they will be taken care of and will be accessible to the entire state.

COMPOSER	TITLE
Abbey, K. E.	Battle Hymn of the Republic.
Abbott, Samuel	Sleep, soldier sleep.
Ager, Milton	France we have not forgotten you.
	Tom, Dick and Harry and Jack.
Ahlert, Frede	Don't forget the boys.
Aide, H.	The call of the flag.
Allen, Edgar	I'm a regular daughter of Uncle Sam.
Ames, Francis	Our souls are thine, America.
	On our war.
Andino, J. E.	Since the boys are home from France.

<sup>1</sup>See Texas History Teachers' Bulletin, Vol. VIII, No. 1.

COMPOSER	TITLE
Anthony, Clifton S.	The whole world is calling you. That's what we're fighting for.
Atkinson, Douglas T.	Have you seen the lad called slacker?
Anderson, Will R.	Bring me a letter from my old home town
Andino, J. E.	I'll soon be coming back to you.
Armstrong, Robert	A long fight, a strong fight.
Ashford, Robert	Good-bye, my laddie!
Aubel, Geo. and Aubel, G., Keith, Mme.	Over the top with Old Glory.
Avery, S. R.	The sign of mercy.
Bacon, A. G.	Yankee Doodle Do.
Barry, Thos. J.	Faugh-A-Ballaugh.
Behrend, A. H.	Bon Jour, Ma Belle!
Benton, Thos.	Guard of the U. S. A.
Baker, Geo. C.	America, awake!
Baker, Clara L.	Uncle Sammy's boys. Soldier boys. We will follow our flag. A light in the window. America's slogan.
Baker, Mabel B.	The motto of Uncle Sam.
Ball, Ernest R.	Dear little boy of mine.
Bantock, O.	Men of America (mixed voices).
Bartlett, Homer N.	Old Glory.
Bartmess, Emma H.	The service flag.
Baskette, Billy	Good-bye Broadway, hello France. Each stitch is a thought of you, dear.
Bauer, Emil F.	Our flag in France.
Bauer, June	Good-bye my soldier boy. Perfect peace. Our Uncle Sam.
Beach, Mrs. H. H. A.	A song of liberty.
Beatty, Al.	Kaiser Bill.
Beckwith, Fred C.	U. S. A.
Belohlavek, Frances	American Crusaders.
Bennet, C. W.	Yankees on the Rhine.
Bennet, Dr. W. H.	When the Stars and Stripes unfold.
Bencit, L. and Garton	My Belgian Rose.
Benoist, Andre	The freeman's hymn.
Bergen, Alfred H.	Flanders' fields.
Bergen, C. U.	Flag song.
Bergh, Arthur	Red, White and Blue.
Berlin, Irving	Oh, how I hate to get up in the morning. Good-bye, France.
Billings, Clarence E.	America, America.
Blake, Thaleon	The ballad of Hiram O'Swatter.
Bock, Wm. E.	Freedom for all forever. Glory.
Bonney, Walter	Men of America.
Botefuhr, Carl	The flag of Liberty. Your Uncle Sam is mighty proud of Sammy.
Boyden, Geo. L.	If I'm not at the roll call, kiss mother good- bye for me.
Brady, Mae T.	We're off today for the mighty fray.
Braham, Edmund	When the war is over. Do your little bitty-bit.

COMPOSER	TITLE
Branscombe, Gena	Every town is your home town. God of the nations (duet). Dear lad o'mine.
Breitenfeld, Emil	The last long mile.
Brennan, James A.	We're all going calling on the Kaiser. The rose of No-Man's-Land.
Brennecke, Ernest	Salior lad.
Brennen, Robt. H.	The flag of liberty. All hail to our flag so grand.
Breuer, Ernest	When the boys from Dixie eat the melon... There's a vacant chair in every home. It's a long way to dear old Broadway.
Briscoe, J. H.	Private Jerry Jones.
Bristow, Arthur	America now and forever.
Brobst, Sam	I'm proud to serve the land that gave... Somewhere back there.
Brockton, Lester	My soldier boy.
Brown, Al. W.	The bravest battle of the war was fought... There's a service flag in our home. The Dixie hymn..
Brown, J. A.	America, hope of the world.
Brown, J. E.	We're coming millions strong.
Brown, K. C.	We hear you, Uncle Sam.
Brown, Willis C.	U. S. A.
Browne, J. L.	Our slogan, U. S. A.
Browning, H. B.	It's up to you.
Brier, E. T.	Carry on.
Bryce, Catherine T.	To arms for liberty.
Buford, J. W.	Over the sea to Black Jack.
Bullard, Carrie	The flag goes by.
Burdett, Geo. A.	The flag of freedom.
Burg, C.	Everybody has his troubles and I'm having mine. 'Tis your country calling you.
Burnham, Christine	On to victory.
Burns, Margaret	America, land of my adoption.
Burke, Jos. A.	A sonder's rosary. Home-land.
Burtch, Roy L.	Angels guard thee, I pray. Peace on earth and liberty. When the bugle calls. Sunbeam.
Caddigan and Story	Salvation lassie of mine.
Cahoon, Earl G.	Take off your hat to the Sammies.
Caithness, Jeanne	Awake, America!
Calhoun, Jno. C.	The beast of Berlin, we're going to get him. War brides.
Callo, Stanislaw	Sound, trumpet.
Campbell, Chas. R.	When it's night time here in day time. He gave us Wilson. I'm sure I wasn't raised up to be a soldier.
Campbell, Mrs. Ella	The U. S. A. is here to stay.
Campbell, Henry M.	We're all alike in khaki.
Cannon, Ed. C.	That Red Cross girl of mine.
Capen, Edmund M.	We are going, Father Woodrow. Three cheers for the grand old flag. Back home I'll come.

COMPOSER	TITLE
Carp, Andrew	I have come to say good-bye. For freedom's cause.
Carroll, Earl	So long, Letty. When I'm through with the arms of the army-- In the ranks of the U. S. A.
Carson, Cleman R.	
Carter, May Jackson	Song of victory.
Carty, N. A. W.	The nation's call.
Case, Anna	Our America.
Case, C. C.	Up with the flag.
Casey, James W.	Egyptland.
Chadwick, Geo. W.	Land of our hearts. Here comes the flag. The fighting men. These to the front.
Chase, C. A.	Flag of my soul.
Childs, E. H.	America, prepare.
Clark, K. S.	Going back h-o-m-e.
Clarke, H. A.	The battle song of peace.
Clarkson, Ruth K.	That makes a good American of me. A suit of O. D.
Clifton, Chalmers	Avec Leurs Fusils.
Cline, J. D.	Men of freedom.
Chimet, Tommoe S.	Can, can, can.
Coates, Archie	Bury the Hun. Night sea song.
Coerne, L. A.	Sing for the dawn has broken. Song of victory.
Cohan, Geo. M.	You're a grand old flag. When you come back. Over there.
Cole, R. G.	Your lad and my lad.
Coleridge, Taylor S.	Song of deliverance.
Collette and Chalmers	If I only knew.
Colvin, David	Freedom's victory.
Congrove, Laura W.	For the freedom of the sea.
Converse, F. S.	Covenant (mixed voices). Under the stars and stripes. The answer of the stars. The service stars are shining.
Corliss, E. M.	The girl that he loves best.
Cortelyou, W.	Soldiers of the sea.
Courville, Victor	Three big cheers for Uncle Sam.
Cowles, Eugene	Laureals.
Cowles, Harry	The farewell message.
Cox, Ralph	The song of the defenders.
Cramer, Maxene	You can count on Uncle Sam for victory.
Crane, B.	Grab a gun, put the Hun on the run.
Crause, W. A.	Liberty song.
Crawley, A. B.	Soldier boy.
Crosse, Mentor	The trust; in Flanders' Fields.
Cryan, J. H.	On, on, to Berlin.
Cuffee, Jean C.	We will win.
Daniels, Mabel W.	Soldier-cap. Peace with a sword.
Dart, Addison A.	America, lead the way.

COMPOSER	TITLE
Dart and Auten	We're here, Lafayette, we're here. Good-bye, William, good-bye. I work for Uncle Sam.
Davidson, Lt  Wm. B.	I want to go back to blighty.
Davis, Cliff	Keep the old flag flying.
Davis, G. H.	Now that the war is over.
Davis and Brobst	Somewhere—back there.
Davis, Mary S.	Hurrah for Uncle Sam.
Davis, Wm. E.	A funny old Heck.
Davis and Bossert	When the boys come marching home Faces in the camp fire. The new America.
Deagon, Arthur	When the band plays Dixie in France.
De Costa, Harry	Never try to steal a soldier's sweetheart. He draws no color line. If you fight for your country like you... Hello central, give me France.
De Lachau, Contess A.	Li'l Liza Jane.
Delcal, Leo	Happy Sammies.
Demarest, Clifford	America triumphant.
Dennee, Chas.	Anglo-Saxcns of today. For the flag and America.
Densmore,	The unfurling of the flag. Friends of France.
Dettling, J. and Cox	The U. S. A. will lay the Kaiser away.
Dickinson, Clarence	For all who watch.
Dickson, B. M.	Carry me ack to my home across the sea. Promises. Our country's call. The old U. S. we're fighting for.
Dillinger, H. G.	Marching song.
Dolen, Tade	How ya gonna keep 'em down on the farm? Don't cry Frenchy. The army's full of Irish.
Donald, David	Our boys of '17.
Donaldson, Walter	Your boy and my boy. Dear o'd pals.
Donegan, Kate C.	Freedom's Flag.
Doran, Jack	When the devil gets the Kaiser...
Dorr, E., Porter, L.	Good-bye—farewell!
Dozier, N. E.	Seventy-fifth artillery song.
Drennen, J. F.	Patriotic songs and hymns.
Driskill, C. H.	Say, you haven't sacrificed at all! Cheer up, mother. Lafayette, we hear you calling. There's no need to worry at all. I'm proud to be the sweetheart of a soldier. Gee, what a wonderful time we'll have.... My sweetheart is somewhere in France.
Duffey, Wm. R.	Your mother's a soldier.
Dykeman, Peter W.	We'll be true to the Red, White and Blue.
Dulmage, Will E.	The spirit of the U. S. A.
Earl, Mary	Right wins every time. Mothers of men. We want a mighty navy.
East, Ed.	
Ebling, E. F.	
Edouard, Emil	
Edmiaston, B. B.	
Edwards, Gus	
Elbert, Chas.	

COMPOSER	TITLE
Eldridge, Harry C.	She wears a cross upon her sleeve. The U. S. A. will find a way. America, my homeland.
Ellsworth, H. C.	Come, join the cause.
Emmett, Dan D.	Freedom land.
Engel, Carl	The people's anthem.
Enzenberg, Max	America first.
Estabrook, Paul	Then I'll march right back to you.
Evans, Everett J.	Stick by your Uncle Sammy.
Fairman, Geo.	I don't know where I'm going but I'm on...
Fairweather, J. F.	Peace songs.
Faris, Helen B.	My boy and your boy.
Fay, Ryan and Dreyer	When I send you a picture of Berlin.
Feiber, Jess	What's the matter with Uncle Sam.
Fenner, R.	The greatest song of all. Send us away with a promise. A soldier's farewell.
Ferguson, Chas. E.	The boys of the U. S. A.
Ferrari, G.	Flag of my heart.
Fiorito, Ted	How the wedding bells will ring.
Fisher, Fred	They go wild, simply wild over me.
Fisher, Wm. A.	There's a great day coming. Zero minus one. Hymn of peace and good will. Our flag and motherland.
Fitzsimons, H. T.	Our colors.
Flatow, Leon	It's a long way to Berlin but we'll get...
Flynn, Allan J.	Oh, moon of the summer night... There's a green hill out in Flanders.
Flynn, Norah	Tim 'Tooney's at the fightin.'
Foote, Arthur	The Munster Fusiliers.
Forsyth, Cecil	Oh, red is the English rose.
Foster, E. B.	A song of peace.
French, Emma W.	The flag of liberty.
Frey, Harry	Look out for squalls, Kaiser Bill.
Friedman, Leo	Here's my hand Uncle Sam... The boys of Uncle Sam. The red triangle. The devil dogs. Did you ever stop to think... United States, America. Far away o'er the deep blue sea. The Allies welcome to the states. The flag of the U. S. A. Let's all fight with all our might... America's call. Leaving the old home. Our banner. Uncle Sam has called his boys. A soldier of Uncle Sam. The brave boys of the U. S. A. The boy in blue. Somewhere in France. Brave boys somewhere in France. Uncle Sam is asking for your hand today. Let's cheer the boys along.

COMPOSER	TITLE
	Boys of the grand old U. S. A. Never let America desert her post. Sweet land of liberty. Let's smoke the Kaiser out. Hurrah for our Sammies. Sammie of the U. S. A. Three cheers. I raised my boy to be a soldier.
Frisbee, G. R.	Hurray for the great U. S. A.
Frost, Jack	Diddy-Giddap, go on, go on.
Fuller, C. W.	My soldier boy.
Furth, Seymour	When the clouds have passed away.
Gardiner, James	Old Glory is the sign.
Garretti, Henry	Stand by the President.
Gaskell, Clarence	I thank you, Mr. Hoover.
Gebhardt, Dr. R. W.	The raisies and the bluebells. A soldier boy's farewell to mother. My love and I will fly. A call across the ocean deep. If the U. S. flag could speak.
Gertts, Mae	Led by the Red, White and Blue.
Gerrish, H. G.	Give three loud cheers.
Gibbs, S.	The love of yesterday.
Gifford, Harry E.	When my boy meets the Kaiser.
Gilbert, I. Wolfe	I've got the army blues. Let the flag fly. Set aside your tears. Smile as you kiss me good-bye.
Gillham, Art	Our Sammies.
Gilliland, Carrie B.	Our o'd glory.
Gilpin, W. L.	The call of the Sammies.
Glazier, I. O.	Here comes America.
Glogau, Jack	They are the stars in the service flag. Wake up, America.
Goble, Margaret M.	I know they are waiting for me.
Goetz, Fay and Dreyer	When you get back to Illinois.
Goodman and Franklin	The hut of the K. of C.
Gottler, Archie	Keep the home push up for Pershing.
Gould, Billy	Answer Mr. Wilson's call.
Gould, Herbert	Up, up, America.
Gourley, Roy	When the boys come home.
Grady, Bart E.	We're building a bridge to Berlin.
Grant, Bert	The worst is yet to come. The tale the church bell told. My barney lies over the ocean.
Grant, Frank W.	This message your mother sends you. That's whose little girl am I.
Greely, Philip	On to France.
Green, Andrew	True stars of blue.
Grey, Frank H.	Be a true American.
Green and Easterbrook	Just luay it to Herb.
Grey, Lawrence	Come on boys.
Gridley, Clarence	Over the sea to Germanee.
Grimm, C. A.	When do you go over there.
Gross, Mary Viola	Good-bye mother, so long dad, hello Uncle Sam. The other over there.

COMPOSER	TITLE
Grover, F.	Better let Sam alone.
Grumpelt, Wm. H.	On our way to Germany.
Grunn, H.	Uncle Sam has his arms around the world.
Guard, Wm. J.	Our flag.
Hadley, Arthur	Defend America.
Hadley, Henry	The new earth—An ode. To victory.
Hamell, Emma S.	The sabbath day.
Harkey, Sidney L.	Unfurl the flag.
Hassall and De Luca	Good-bye and good luck, boys.
Hatch, C.	It's your flag and mine.
Halloran, Wm. A.	My little loving baby mine.
Hamilton, Burton	I'm going back to Mobile, Alabam.' My heart belongs to the U. S. A. Bring back that Yama dance to me. Garden of love for two.
Hamilton and Marion	I want the boys around me.
Hamilton, Tommy	The flag that w'il never know defeat.
Hanley, James F	The ragtime volunteers are off to war. Good-bye, my little lady. I wonder what he's doing tonight? We'll be there, on the land, on the sea... Three wonderful letters from home. A little it of sunshine from home.
Harrison, E. E.	My little Red Cross girl.
Hartley, W. B.	Victory won. The boys are coming home.
Bassett, B.	Power to save. Our glorious nation. We'll conquer in the end. The song my mother sung.
Hatch, Chas. H.	Good-bye, Sammy, dear.
Hathaway, F. E.	We're coming Uncle Sam, to you. Old Glory.
Haven, W. Gilman	The battle hymn of peace.
Haynes, Casper G.	My country U. S. A.
Hediger, M.	The soldier's good-bye.
Heinrich, Dick	You'll be there to meet them.
Helms, Perley M.	O, it's Bill, Bill, murderer Bill. We're going over seas to whip the Kaiser. Indianola.
Henry, S. E.	I'm on my way to Berlin.
Henry, M. V.	God bless the soldier boy.
Herbert, J. B.	Songs of the soldier boys.
Hervert, V.	Can't you hear your country calling. When Uncle Sam is ruler of the sea. The call to freedom.
Herbert, Victor	Soldier men.
Herman, R. L.	Freedom, our queen.
Hill, Alex B.	"253"
Hilbert, Harry	Some-day they're coming home again.
Hilliam, B. C.	Freedom for all forever. Apres la Guerre (After the war).
Hitt, Will	Sammees.
Hodges, C. A.	Come on you Yankee, Oh come on you boy.
Holbrook, Paul	We're on the way to France.
Hosmer, E. S.	When the world is new.

COMPOSER	TITLE
Howard, J. E.	Somewhere in France is a lily.
Hubbard, Susan W.	When our boys come marching home. Marching song. In Flanders' Fields.
Hughes, Jos. H.	I'll come marching back to you. I love my homeland. One gladsome day. Mother o'mine.
Hughes, Lillian B.	Violets of Picardy.
Huhn, Bruno	My boy.
Hulse-Petrillo, Carrie	Rejoice! America thou victorious one.
Humphries, H. R.	Our boys.
Hutchison, E. B.	I will fight for the red, white and blue.
Iddings, C. M.	Hel'lo, red, white and blue.
Idlor, W. A.	Reflections.
James, S. W.	Please, Mr. Blacksmith, listen.
Jentes, Harry	Knit girls, knit.
Jerome, J. K.	Down in the lane and home again.
Jervey, J. W.	Kankee Doodle Dixie.
Johnson, Marjorie	O, America, America, we hail thee. Where do we go from here.
Johnson, Rosamond	The old flag never touched the ground
Jommelli, Niccolo	Praise the Lord, all ye Nations.
Kampman, Robt. S.	Lullaby of war.
Kaylor, F. M.	Eyes of Uncle Sam.
Keene, Bert	Peace reigns on earth.
Keiser, Rev. L. E.	A mother's good-bye to her soldier boy.
Keith, Claire C.	Over the top with Old Glory.
Keithley, E. C.	Somewhere tonight! I'll be there, laddy boy.
Keller, Chas. E.	If the Kaiser had his way. Yes, I'll help bring peace again.
Kelly, M. E.	We'll never let our flag fall.
Kennedy, Leora	Sammy boy.
Kernell, W. B.	Buy a bond.
King, A.	Soldiers of America.
King, Jos. N.	Victory.
King, Stanton H.	Book of chanties.
King, Stoddard	There's a long, long trail.
Knight, G. H.	Trust in God at all times.
Koerner, H. T.	My country.
Kohn, Dave	The ocean must be free.
Kraft, Wm. J.	Fall in, U. S. A.
Kranz, Julius	Just leave it to your Uncle Sam.
Krebs, Eric	Broadway girl.
Krewson, Jno.	Uncle Sam needs you.
Kutzleb, J. A.	'Twas the Yankee Doodle Do.
Lambert, Louis	When Johnny comes marching home.
Lamont, Arthur	Wake me early, mother, dear.
Lampe, M.	Hats off to our soldier and sailor boys.
Lane, Arthyr	What'll we do with him, boys. You 21 and you 53. There'll be a hot time in the U. S. A. Raus mit der Kaiser. A mother's prayer for her boy out there.

COMPOSER	TITLE
	America, here's my boy.
	Look out for the Irish tonight.
	Let's all do something.
Lauder, Harry	From the north, south, east and west.
Lawrence, Ray	For every tear you've shed I'll bring...
LeBlanc, Mitch	Come on back to Dixie Land.
	Nigger war bride blues.
Lee, Vincent	Dream's consolation.
Leighton, Zella E.	Stand up for the soldier boy.
Lemmel, Helen H.	My dear-O.
Leonard, W. B.	The brave and free.
	The sons of liberty.
Leslie, L. L. S.	Tuscania calls.
Lester, Wm.	Our native land.
Lewis, _____	Answer your country's call.
Lewis, Johnson, and Frisch	I'd like to see the Kaiser with a lily...
Lloyd, Evans	They've won a million battles with...
	When the sun goes down in Normandy.
Lloyd, Robert	Good morning, Mr. Zip-Zip-Zip.
	Artillery song.
Loeser, Constance	Good-bye Ching Ling Woo.
Loomis, Clarence	Hymn to America.
Love, James B.	Her sweetheart went across the sea.
Lowden, C. Harold	What do you say, boys?
	America, O land beloved.
	Patriotic selections.
MacArthur, David J.	Take me across the sea.
McCampbell, A. D.	Wearing the red cross.
McCarron, Chas.	I'm crazy about my daddy.
	Mammy's Pickanniny, don't you cry.
McCarron and Morgan	Our country's in it now...
McCarron, Chas. R.	Liberty Statue is looking right at you.
	Keep cool! The country's saving fuel.
McCarty, Jno. J.	Lookout over there.
McClenahan, Mrs. C. I.	Spare our homes, spare our fire-sides.
McConnell, Geo. B.	The heart of the world.
McCosh, D. S.	Do your best.
McCullough, Earl	Dixie Doodle you're the land for me.
McCurrie, Chas. H.	My soldier sweetheart.
	Good-bye sweetheart.
MacDermid, James G.	Land of Mine.
McFadden, Elizabeth	Cincinnati, we are proud of you.
McFarland, Francis M.	Hurrah! for the boys in khaki.
McFarlane, Will C.	America the beautiful.
	Up and on; marching song for men's voices.
McKenna, Wm. J.	The captain of the boy brigade.
McKinley, Mabel	March on, Americans!
Machugh, Edward	Our god, our country, and our f'ag.
McPherson, Frank G.	The fighting Sammie of the U. S. A.
	Dear little Mary soldier's nurse.
	Fight! like Danny Kell.
Mack, Andrew	America made a man.
Mackenzie, Malcolm	My bit-of-a-girl.
Macmillen, Francis	American consecration hymn.
Magine, Frank	Bring back my soldier boy to me.

COMPOSER	TITLE
Mann, Jos. D.	When the war is over, over there.
Manney, Chas. F.	The three republics. The little flag on our house. Here we come, America! Shout aloud in triumph (mixed voices). The ocean shall be free. They that trust in the Lord.
Marr, Alex	When we get there. Only a rose in No-Man's-Land. Say a prayer for the boys out there.
Marshall, Leonard B.	The American flag.
Mason, S. E.	Fight on!
Matthews, Pearl M.	Uncle Sam's call to arms.
Mathewson, F. E.	Red, white and blue I'll live and die for you. Sweetheart, I'll come back to you. Mr. Kaiser, you'll be wiser.
Mays, Anette H.	Battle hymn of conservation.
Maxwell, Elsa	My star (service flag).
May and Tally, and Caskell, C.	That's a mother's liberty loan.
Mendelsohn, Jack	Salvation rose.
Merz, Otto	Keep the old flag flying. There's a cross in my window tonight.
Metcalf, John W.	Honor's call.
Meyer, Daisy Theresa	Power divine. We hail from the U. S. A.
Meyer, Geo. W.	You'll find old Dixieland in France. If he can fight like he can love, good-night, Germany. Like Washington crossed the Delaware, Gen. Pershing will cross the Rhine.
Van Dyke, Dr. and Miles	America for me.
Miller, C. C.	We'll rag our way through Germany. My pretty maid of dreams.
Mills, Godfrey and Scott	Take me back to dear old blighty.
Mincer, Harry H.	In the good old United States.
Mitchell, Sidney	Would you rather be a colonel with an eagle on your shoulder or a private with a chicken on your knee?
Mitchell, Albert C.	Over the top with the best of luck.
Mitchell, Gottler and Morse	Mother, here's your boy.
Mitchell, H.	The clarion call.
Mohr, Halsey K.	Paul Revere, won't you ride for us again? Liberty Bell, it is time to ring again. Don't you go and worry, Mary.
Monaco, James V.	The dreams of a soldier boy. I'm going to follow the boys.
Moon, Nina	She is just a girl that's serving Uncle Sam.
Moore, Edward	The flag of us all.
Moreland, Randal	Will the girl I left behind be true to me?
Morgan, Jimmie	Uncle Sammy, take care of my girl.
Morse, Theodore	If they'd only fight the war with wooden soldiers.

COMPOSER	TITLE
Esrom, D. A. and Morse	I want to be a soldier like my dad. We'll knock the Heligo-into Heligo out of... Hail! Hail! the gang's all here.
Morse, Theo	When I get back to my American blighty.
Murchison, Kenneth M.	The Kilties' march. Come on, America!
Murphy, C. W. and David, Norton	Keep your head down, Fritz! boy.
Murray, J. M. and Morgan	The spirit of '17.
Nairn, Ralph	Music and Musicians Magazine, Vol. 5, No. 5. Come, my lad, and be a soldier. National songs of the Allies.
Neander, Harold	When the Kaiser does the goose step.
Nelson, Ed.	Ooh la la I'm having a wonderful time. Welcome home. Don't steal my Yankee Doodle Dandy. I've got a new job. Dancing 'neath the Dixie moon. When the moon begins to shine. She'll miss me most of all. When Yankee Doodle learns to Parlez vous Francais.
Nevin, G. R.	The greatest thing that came from France.
Nevin, Geo. B.	When the flag goes by.
Noel, Juanita	Victory bells.
Norton, Geo. A.	Unc'e Sam is wiser than the Kaiser.
Novello, Ivor	Round her neck she wears a yellow ribbon. Laddie in khaki. Keep the home fires burning.
O'Hara, G.	I don't care where they send me.
O'Hara, Geoffrey	K-K-K-Katy. Over yonder where the lillies grow.
Olds-Haight, N.	When the blue stars turn to gold.
Olman, Abe	Colleen Machree. Pick a little four leaf clever. My dreamy little lotus flower.
O'Neil, Dannie	Sammie, think of your mammy.
Paley, Herman	Cheer up father, cheer up mother. When he took a look in his little red book. Sweet little buttercup.
Parenteau, Z. J.	My land, my flag.
Parks, J. A.	When I come back. Little gold star. Your lad and my lad. When Pershing gets hello from Kitty Reilly. Soldier boys. The old home town. O my Columbia. There's going to be one grand old time. Brother of mine. When the boys come home.
Patton, W.	The land we love.
Peck, Gerald	Good-bye shot and shell.
Penn, E. C.	Right and justice must everywhere prevail.

COMPOSER	TITLE
Perrin, J.	We're in it and we'll win.
Perry, Wm. A.	I'm fighting for you.
Pfeiffer, C. A.	There's a light shining bright in the...
Philippus, C. L.	'Tis sunrise, America's awaking.
Phipps, Lilly B.	Mother and Uncle Sam.
Piantadosi, A.	Belgium, dry your tears.
	All aboard for home sweet home.
	My Salvation Army girl.
Pinkard, Maceo	Barefoot bay.
	Those draftin' blues.
Planquette, Robt.	The regiment of Sambre and Meuse.
Pierson, W. T.	Sons of America (instrumental).
Porter, Lew	Mothers of America, you have done...
Porter, W. T.	When the boys come home.
Powell, F.	Pack up your troubles in your old kit bag.
Pratt, Paul C.	Your daddy will be proud of you.
	America and you.
Priest, Thos. F.	Our flag and freedom.
Protheroe, Daniel	My land.
	Our service flag.
Prowse, E. B.	My sweetheart's a sailor.
Quinn, C. H.	Somewhere in France.
Rachmaninoff, S.	Glory to Him.
Ramsay, Eliza	Dear old flag.
Ranson, Capt. H. E.	I'll take my little rifle and go bang...
Rath, Fred	When the moon is shining somewhere in France.
Read, Martha	What the Yankees will do over there.
Reed, Wm.	O God of love, O King of peace.
Richardson, Harry	The finest flag that flies.
Ries, Franz	Columbia, our motherland.
Reynolds, Sanders	The Hindenburg blues.
Richmond, Jack	Off for France.
Rickettes, Mrs. N. T.	I'm just a Sammy, a blue-blooded Yank.
Risher, Anna P.	Knitting.
Roat, Chas. E.	Our soldier boys.
Roberts, ———	Smiles.
Robinson, Geo. W.	The boy that is somewhere in France.
Roeckel, Jos. L.	Our soldiers, welcome home.
Rogers, J. H.	The name of France.
	The national songs of the Allies.
	When Pershing's men go marching into...
Rollinson, T. H.	Under the Red Cross.
	Patrol of the red, white and blue.
Rooney and Emmett	Are you the O'Reilly.
Rose, V.	The riviter's rag.
Rocen, Chas.	Fight on.
Rosey, Geo.	Patriotic.
Ross, Gertrude	God's service flag.
	Peace.
	War.
	A babe's first cry.
Ross, Wm. H.	O'Connor.
Rowden, J. B.	In the U. S. Radio.
Ruby, Harry	You keep sending 'em over and we'll... Oh, what a time for the girlies.

COMPOSER	TITLE
Ryan, Mrs. L. J.	Come on papa.
Sanderson, ———	I'm raising my boy to be a soldier.
Santly, J.	God be with our boys tonight.
Scarmolin, W. H.	An Irishman was made to love and fight.
Schilling, W. H.	We'll keep O'ld Glory flying.
Schmid, Johann C.	Hello, there, Uncle Sammy.
Schmitt, Susan	I'm an American, that's all.
Schulz, A. T.	Stand by the President.
Scott, Chas. P.	Our song of liberty.
Seafert, Estelle	Soldier, rest.
Seeger, Wm. T.	The mothers of men today.
Selbys, The	Republic of destiny.
Shaefer, A. J.	Kaiser Bill, goodnight.
Shanks, Mrs. J.	The Stars and Stripes for me.
Shannon, S. R.	There is a land beyond the stars.
	A tale of the fireside.
	Yankee boy.
	There's a red bordered flag in the window.
Shaw, Alva A.	Our flag.
Shaw, Harold	Now they call it Yankee Land.
	Uncle Sam please be good to my dad.
	Uncle Sam, please don't take my man away.
Sheldon, Chas. A.	Uncle Sam has hit the trail.
Sherwood, Ray	For get me not my American rose.
Shook, B.	While you're over the sea.
Silvers, Louis	Over in Hero-land.
	I'm going to spend my vacation with a...
Skidmore, Will E.	When I gets out in No-Man's Land.
	The message in the bottle from the sea.
Sloane, A. B.	Chat, chat, chatter on the telephone.
	Good-bye, dear heart, good-bye.
	I am a lone star girl.
	Nobody cares.
	There's something about you, dear.
	I've always been a lucky little guy.
	Give us a drink.
	Once again.
	Just to keep peace in the family.
	We should worry, Uncle Sam.
	Lonesome, just lonesome, that's all.
	Throwing the bull.
	How cruel love can be.
	It's not the uniform that makes the man.
Smith, H. L.	The flag that frees the world.
Smith, Jno. S.	The Star Spangled Banner.
Smith, L. W.	Sun burst across the world.
Snyder, Chas. A.	I'm hitting the trail to Normandy.
Solman, Alfred	If this should be our last good-bye.
	My Yankee boy.
Solman, Joe	I'll come back and be your sailor boy.
Sousa, Jno. P.	The Stars and Stripes forever.
Souther, Louise	There's a lily field.
Specht, Paul	The spirit of the U. S. A.
	To a lonesome heart.
	Somewhere tonight in Dixie.

COMPOSER	TITLE
Spencer, A. G.	Hail America. To victory.
Speroy, Robt.	Let's keep the glow in Old Glory.
Spross, Chas. G.	In Flanders' Fields.
Steiner, Roman	Spirit of heroes.
Steinert, Alex	Star of liberty.
Stenenson, ———	God save America.
Stephens, Emma	The man in the battle plane.
Stepht, Sam H.	When we reach that old port... When the Yankee boys go marching up.
Sterling, C.	We're going over the top.
Stevens, David	Carry on, Carry on. Pass the work along.
Stevens, Vernon T.	Stand by Uncle Sam.
Stcry, R.	God's service flag of love.
Strickland, Lily	To a Highlander.
Stults, Robert M.	I want to see the old folks again.
Sturges, C. B. V.	Our honor boys.
Taylor, Ruth	Camping on his trail.
Thielke, A. A.	The boys in navy blue.
Thomas, Jno. E.	The U. S. of the world.
Thompson, D.	We're the song of Uncle Sam.
Throckmorton, Alex	We must back the right.
Tice, B.	With every thought I breath a prayer for you. The cross that stands for the helping hand. They are tenting tonight in far-off France. The universal peace song, God save us all. My little service flag has seven stars. Jerry mon cheri. 15's time for every boy to be a soldier. For one sweet day. Keep your eye on little Mary Brown. When a pretty peeping ankle peeys at you. Chasing the squirrel. I want a good girl and I want her bad. We do the best that we can. Get a girl to lead the army. Garden of liberty. If you'll be a sldier I'll be a R. C. urse. Vegetable song.
Tierney, Harry	I may be gone for a long, long time. So long, mother. What are you going to do to help the boys? Put your hands in your pockets and give, give. Kaiser Bill. I can't get along without you. For the boys over there.
Tilzer, ———	
Van Alstyne, Egbert	
Kahn, G. and Van Alstyne	
Van Arsde'l, D. G.	Fighting for the U. S. A.
Vandersloot, Carl D.	General Pershing (song). The fight is on. Our Sammies. General Pershing (one step).
Van Praag, Henri J.	A marching song for America.
Van Sickle, Robt. S.	Biff, Bing, Bang, That's your Uncle Sam. Victory songs of the U. S. A.

COMPOSER	TITLE
Vincert, Nat	Hike! Hike! Hike!
Von Tilzer, Harry	Down the trail of the old dirt road. The dove of peace. The man behind the hammer and the plow. Batter up. It's a long way to the U. S. A. and the girl I left behind. Keep the trench fires going. Somebody's waiting for someone. Take me back to New York Town. Mama's captain curly head. Buy a liberty bond for baby. Bring back the Kaiser to me. You'll have to put him to sleep with the Marsellaise... Jim, Jim, don't come back till you win. I'm just an old jay from the U. S. A. The little good for nothing's good for some- thing after all. The makin's of the U. S. A. He's well worth waiting for. You are still my boy. Bring back a smile for me. Fall in boys. Long may she wave. Long boy.
Wagner, Anne	
Walker, Barclay	
Herschell, W. and Walker	
Wall, J. E. and Shontze, E. H.	Remember boy, this land of ours.
Walter, J. B.	We're with you, boys, we're with you.
Ward, Səman Sara	Your boy is on the coal pile now.
Bryan and Weston and Wells	Joan of Arc they are calling you.
Watson, F.	When the war is over I'll return to you.
Watson, Eva B.	Lend a hand to Uncle Sam.
Watson, Wilbur	God bless him! My boy.
Webb, Earl H.	Take off your hat to the Stars and Stripes.
Wenrich, Percy	Mothers must pay for all.
Wasserman, Herman	Back the man behind the gun.
Weiss, George	I'm proud to be a son of Uncle Sam. Somewhere, someone is waiting.
Wendling, Pete	Oh! how I wish I could sleep until my daddy comes home.
Weston, W. and Smith, Chas.	Lily of France (a ballad).
Wenrich, Percy	I ain't got weary yet.
Weston, Harry	For the Stars and Stripes. United States of America. I'm going to leave you, sweetheart, for the sake of Uncle Sam. Our bugle call. We're the boys of the U. S. A. The flag without a stain. We are going back to America. Throw me a kiss from over the sea. The bravest heart of all.
Whitaker, I. S.	
White, C. A.	
White, Kathryn I.	
Whiting, Richard A.	

COMPOSER	TITLE
Wilder, Miss J. R.	Dress up your dollars in khaki.
Wilby, Chas.	The urge of the liberty loan.
Williams, A. L.	Coming home.
	The girls of the U. S. A.
	In Flanders Fields.
	It's over, over there.
Winkle, Billy	When Uncle Joe steps into France.
Winne, Jesse	Then you'll know you're home.
Wood, Leo	That's what God made mothers for.
Woods, Leo	Mothers of France.
Woods, Hayden	Roses of Picardy.
Wooler, Alfred	Freedom's flag.
	O, native land.
Wrth, J. W.	They shall return.
Zerfing, Pvt. H. C.	Camouflage.
Zeller, H. J.	God bless our boys.

PROCEEDINGS OF THE HISTORY SECTION OF THE  
T. S. T. A., FRIDAY, NOVEMBER 28, 1919

The History Section met in the Sunday School room of the First Presbyterian Church, Houston, on Friday, November 28, 1919, at 9:30 a. m.

Meeting called to order by the chairman, L. F. McKay, of Temple.

Reading of the minutes by the secretary, after which the following program was rendered.

First, "Our New History Text-book."

Discussion led by F. E. Norton of Austin.

Second, Address by Dr. Dodd of the University of Chicago.

On motion of L. W. Newton of Denton, an assessment of fifty cents against each member was voted.

The following resolution was passed:

"The History and Social Science Sections of the State Teachers' Association respectfully submit for consideration the following resolutions:

"Whereas, the function of the high school in a democracy is much more civic (that is to socialize and to train for citizenship) than was formerly realized, and

"Whereas, the high school aims to create 'social intelligence' to cultivate and stimulate the social instincts, and to form cooperative habits, and

"Whereas, these aims may be more surely achieved by teaching concrete, social and industrial facts abundantly, and such principles of economics and sociology as high school pupils are able to grasp.

"Be it resolved that the Texas State Teachers' Association recommends:

"First: That the high schools of Texas give four units in history, one unit in American History being required, and the others optional.

"Second: That a half unit in Community Civics be offered (optional) and that this half unit be provided in the

tenth grade where at all practical.”

A vote of thanks was extended to Mr. L. F. McKay, the retiring chairman for his untiring efforts in behalf of the History Section.

The following officers were elected for the ensuing year:

L. W. NEWTON, Denton, Chairman.

A. G. MALLESON, Houston, Vice-Chairman.

MISS LULA M. SUGGS, San Antonio, Secretary-Treasurer.

(Signed) J. R. REYNOLDS, Secretary.

Names and addresses of those enrolling as members of the History Section:

L. F. McKay, Temple.

L. W. Newton, Denton.

J. R. Reynolds, Trinity.

C. C. Roeder, Maulton.

I. Wood, Sealy.

Lois Fitzhugh Foster, 622 W. Hopkins Street, San Marcos.

Edith M. Bradley, 608 Omar Avenue, Houston.

Mrs. E. R. Benedict, Valley View.

Ora Johnson, 101 Warwick Boulevard, San Antonio.

F. E. Norton, 2518 Guadalupe Street, Austin.

C. F. Hootman, 1602 Howard Street, Houston.

Millie H. Walker, 319 Trenton Street, San Antonio.

Retta Murphy, 412 W. Hopkins Street, San Marcos.

Minnie Coor, 534 Stillwell Boulevard, Port Arthur.

Edith Mildrum, 492 Rosonian Avenue, Houston

Nell Huggins, Jacksonville.

W. P. Webb, University Station, Austin.

Mrs. E. H. Sparkman, 1200 Speight Street, Waco.

Miss Marion Leigh, Houston.

Miss Jonnie M. Colbert, Wichita Falls.

Miss Agnes Bichlmon, Wichita Falls.

Miss Helen Barber, Kingsville.

J. E. Humphreys, Rock Island.

Mabel De Anderson, Hallettsville.

E. B. Storer, Orange.

A. G. Malleson, Houston.

- E. C. Gates, 2623 Park Place, Houston.  
J. L. Clark, Huntsville.  
R. P. Felgar, 308 W. 14th Street, Austin.  
Mrs. Hallie B. Goff, 3302 L. Street, Austin.  
Mrs. S. A. Winship, 727 W. 18th Street, Houston.  
P. J. Rutledge, Pecos.  
N. B. Hendriz, Smithville.  
Mrs. Dora G. Sims, 1811 S. 5th Street, Waco.  
M. F. Kennedy, Pflugerville.  
A. C. Ellis, Freeport.  
Mrs. Otto V. Watts, 705 Trinity Street, Austin.  
Edith Jane Lamb, Jacksonville.  
J. Grace Whitsett, 1829 Harley Avenue, Fort Worth.  
W. M. Board, Oak Cliff High School, Dallas.  
T. P. Walker, Whitney.  
A. D. Ellis, Fort Worth.  
L. F. Sjiffy, Canyon.  
E. H. Patten, La Grange.  
Pettway Jones, Conroe.  
Daisy Smith, Harrisburg.  
Willie Stevenson, Box 454, Dallas.  
W. R. McCanlay, Masonic Home, Fort Worth.  
Miss Lena Burford, 1023 Jefferson Street, Waco.  
Nettie M. Leamon, 339 W. 17th Street, Houston.  
Miss Annie Donovan, Huntsville.  
Miss Alberta Poage, Bay City.  
Lula M. Suggs, 326 San Pedro Avenue, San Antonio.

## HISTORY IN THE SUMMER SCHOOLS

From the regular staff of the University of Texas Professor Riker and Dr. Marsh will teach in the first term of the Summer School and Professor Ramsdell and Dr. Gutsch in the second term.

Visiting professors in the first term will be Professor Clarence Perkins of Mercer University, Professor James E. Winston of Sophie Newcomb College, Professor Charles H. Ambler of West Virginia University, and Mr. Tom P. Martin, secretary of the Harvard Western History Commission. In the second term Messrs. Flippin, Ambler, and Martin will continue, and, in addition, Professor Arthur C. Cole of the University of Illinois, will give courses on the history of the ante-bellum South and on history teaching.

History 3, 5, and 74 are open to all Summer School students, but History 74 is recommended for those who have not previously had a college course in history. History 3, it will be observed, can be completed in the first term; History 5 in either term; History 74 in the two terms combined. The advanced courses may be counted separately and independently. They are open to students who have credit for two college courses in history. Students desiring graduate work may make arrangement with instructors for theses and special work not here announced.

### FIRST TERM

#### 3(f). THE ORIGINS OF MODERN EUROPE.

The basic theme of the course is the evolution of the national state, its internal organization and external activities. After a brief discussion of the transition from the Middle Ages to the Modern World, the course will be devoted to the rise of France, Prussia, Austria, and Russia, the state of politics and society in pre-Revolutionary Europe, and the pioneer work of internal reconstruction through the opening phases of the Industrial and French Revolutions. A syllabus will furnish the outline of the course which will extend roughly from 1498 to 1791.

Associate Professor RIKER.

3(w). REVOLUTIONARY EUROPE, 1789-1848.

The French Revolution and the Napoleonic régime; the reconstruction of Europe in the Congress of Vienna; the progress of liberation; the revolutions of 1830 and 1848.

Professor PERKINS.

3(s). CONTEMPORARY EUROPE SINCE 1848.

Domestic development and international relations; causes of the Great War; the Peace Conference; and subsequent problems.

Adjunct Professor MARSH.

5(f). THE AMERICAN COLONIES AND THE REVOLUTION, 1492-1789.

This course deals with the planting and development of the English colonies in America, their relations with the British government, the causes, nature, and progress of the Revolution, and the government under the Confederation. Instruction will be given by lectures, parallel reading, and frequent quizzes.

Section 1. Professor FLIPPIN.

Section 2. MR. MARTIN.

5(w). NATIONAL DEVELOPMENT AND EXPANSION, 1789-1860.

In this course the class will review briefly the organization and working of the government of the Confederation, and will then study in more detail the formation and establishment of the Constitution, the growth of nationality, westward extension, and the beginnings of the quarrel over slavery.

Professor WINSTON.

5(s). DIVISION AND REUNION, 1860-1918.

This course will deal chiefly with the development of the controversy over slavery and state rights, the Civil War, the problems of reconstruction, the subsequent great industrial, social, and political developments, and the later international relations of the United States.

Professor AMBLER.

74(s). HISTORY OF ENGLAND, 1763-1920.

Survey of British imperial history; development of the Constitution; foreign policy; social, economic, and political issues of the nineteenth and twentieth centuries.

Adjunct Professor MARSH.

## 35f. i. A. JACKSONIAN DEMOCRACY.

This course will deal with the rise and triumph of Jacksonian democracy. Special attention will be given the tariff, nullification, and the rise of the abolition movement, also the influence of the new West.

Prerequisite: Two college courses in history.

Professor AMBLER.

## 35w. i. A. THE UNITED STATES AND TEXAS, 1835-1845.

A survey of public sentiment upon the independence of Texas as illustrated by the attitude of different states; a study of the annexation question in its relation to political parties and to the election of 1844 in the Southern States.

Prerequisite: Two college courses in history.

Professor WINSTON.

## 23s. i. A. THE RECONSTRUCTION OF EUROPE, 1918-1920.

After a review of the principal issues of the war the course will concern itself with the work of the Peace Conference and its fruits, together with the origin, course, and significance of the Russian and German revolutions. Each member of the class will be expected, at the close of the course, to form some personal judgment on the more important aspects of the work of reconstruction.

Prerequisite: Two college courses in history.

Associate Professor RIKER.

## 148. SEVENTEENTH AND EIGHTEENTH CENTURY COLONIAL PROBLEMS.

A study of British colonial policy with special reference to America; the organs of imperial control and the problems of colonial administration. The political, economic, social, and religious institutions in the colonies are emphasized in order to show their relation to the problems which arose.

Prerequisite: Two college courses in history.

Professor FLIPPIN.

## 149. ENGLAND UNDER THE STUARTS, 1603-1688.

An advanced course conducted by lectures, discussions, and written reports. The main topics will be the rise of parliamentary government and the Puritan movement and its influence.

Prerequisite: Two college courses in history.

Professor PERKINS.

102. A. HISTORY OF THE WEST TO 1850.

Particular attention is paid to the causes and process of westward migration; and to the economic, political, and social aspects of the occupation of the various geographic provinces of the United States, together with the results upon national development. The class is conducted by lectures, with collateral reading, written quizzes, and one special report on a topic chosen under the advice of the instructor.

Prerequisite: Two college courses in history.

Mr. MARTIN.

SECOND TERM

5(f). THE AMERICAN COLONIES AND THE REVOLUTION, 1492-1789.

For description see first term.

Professor FLIPPIN.

5(w). NATIONAL DEVELOPMENT AND EXPANSION, 1789-1860.

For description see first term.

Professor RAMSDELL.

5(s). DIVISION AND REUNION, 1860-1918.

For description see first term.

Professor AMBLER.

74(f). HISTORY OF ENGLAND TO 1337.

A survey of the social, economic, and political development of England from the dawn of civilization to the Hundred Years War. Special attention to typical medieval institutions, such as feudalism, the manor, the guild system, scholasticism, and the "Universal Church."

Adjunct Professor GUTSCH.

74(w). HISTORY OF ENGLAND, 1337-1763.

The decline and disappearance of medieval institutions; the development of the Constitution; the English Church; the establishment of the Empire.

Adjunct Professor GUTSCH.

## 25f. i. A. THE DEVELOPMENT OF THE AMERICAN REVOLUTION.

The attitude of the king, the ministry and the Parliament towards the colonies during the decade immediately preceding the Revolution. The establishment of the revolutionary organization. The plans of union. The Continental Congress. The movement for independence. The Declaration of Independence. The formation of state governments. The Articles of Confederation. The problems confronting Congress.

Prerequisite: Two college courses in history.

Professor FLIPPIN.

## 25(w). i. A. THE FORMATION OF THE CONSTITUTION.

This course covers in considerable detail the constitutional history of the United States from 1775 to 1804, dwelling on such topics as the formation of state governments during the Revolution; government under the Articles of Confederation; the formation, ratification, and establishment of the present Constitution; and the triumph of Jeffersonian democracy.

Prerequisite: Two college courses in history.

Professor AMBLER.

## 45w. i. A. RECONSTRUCTION AFTER THE CIVIL WAR, 1863-1868.

Lincoln's plans for reconstruction and the radical opposition; conditions in the South at the end of hostilities; the question of *status* of the state and of the negro; Johnson's policy and his restoration of the Southern States; Johnson's contest with Congress; congressional reconstruction in the South; Johnson's impeachment; the economic aspects of reconstruction.

Prerequisite: Two college courses in history.

Professor RAMSDELL.

## 108. A. HISTORY OF THE SOUTH.

The ante-bellum South and its destruction, 1844-1865; the Civil War in the light of the forces which tended to hasten or obstruct the clash of arms; early reconstruction.

Prerequisite: Two college courses in history.

Assistant Professor COLE.

## 118. A. HISTORY TEACHING.

Preparation of students for the teaching of history in the secondary schools; discussion and consideration of problems that confront

the history teacher in the definition of content of courses and methods of teaching.

Prerequisite: Two courses in Education. May be counted as an advanced one-third course in history by students who have had the equivalent of two college courses in history.

Assistant Professor COLE.

150 A. HISTORY OF THE WEST, 1850-1920.

A continuation of the history of the West to 1850. For description see History 102 in the first term.

Prerequisite: Two college courses in history.

Mr. MARTIN.

151 A. HISTORY OF RUSSIA.

In this course the attempt will be made to give the student a general idea of Russian history from the earliest times down to the present day, though the first five centuries will receive but hasty treatment. The chief emphasis will be laid upon internal development and the political and social problems of the most recent period.

Prerequisite: Two college courses in history.

Mr. MARTIN.<sup>1</sup>

---

<sup>1</sup>Mr. Martin spent a year in Russia during 1917-1918.

