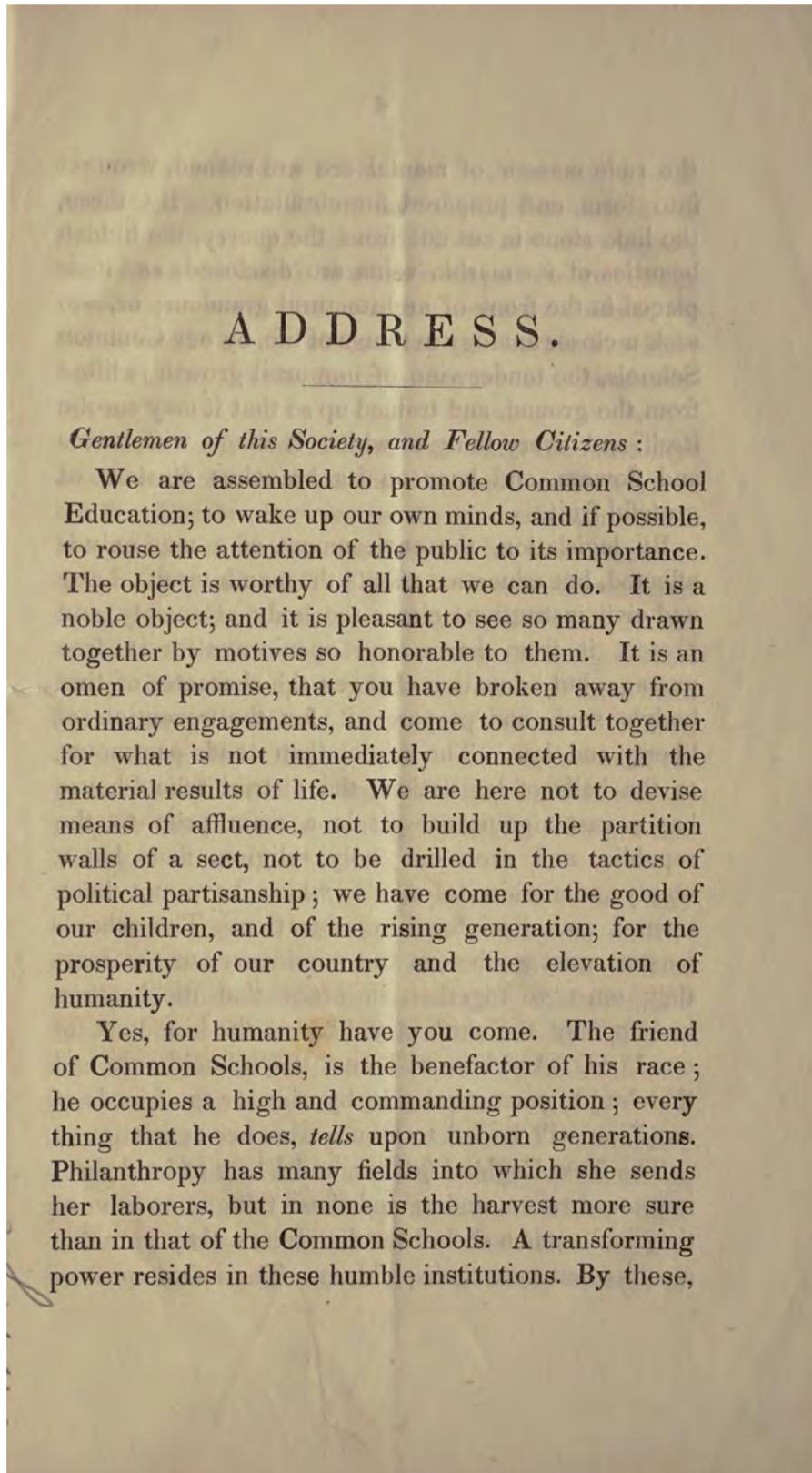


# George Hosmer Address to the Erie County Common School Education Society, February 3, 1840 (pg.1)



Hosmer, George Washington, "An address delivered before the Erie County Common School Education Society at Buffalo, N.Y.," 3 February 1840. Courtesy of Library of Congress

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the rude masses of mental ore are refined, wrought into form, and prepared for circulation. By these, the lime stone is cut out from the quarry, the hidden beauties of its marble veins are disclosed, and it is placed in the front of architectural grandeur; or,—to seek a closer analogy in things of life, by our Common Schools, the tender vine of immortal growth is lifted from the ground, and trained up so that it may enrobe itself, and every thing to which it clings, with leaves and flowers, and bear on its branches clusters of grateful fruit.

By legislation, the environment of a man only is affected, but education affects the man himself. Laws and civil institutions clothe the body of society, and protect it from harm, and open ways for its free passage; but education changes the character of that body's soul, and prepares it for the reception of liberty and law. The school then stands paramount to the halls of legislation; the district school-house has a vast significance; it is a main prop to the republic, and even our holy religion, finds but a scanty admission to minds which have not been opened and disciplined by education. The school-master must go before the missionary, or, at least they must go together, in order that the heathen kingdoms of the earth may become the kingdoms of our Lord. And here at home, the school-house and the church must stand side by side, or the friends of our Zion will be left to mourn over her desolation.

The New England fathers, and I love to hold them in remembrance, understood these things; as soon as they had made a shelter for themselves, they provided means to educate their children. The infant spirit of

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our nation's freedom was nursed in those rude school-houses, which our fathers reared; and therefore it was that Berkeley, the Colonial Governor of Virginia, writing to his Royal Master, just upon the eve of our revolution, could find it in his heart to declare, "I thank God, we have no free schools in this Province, for they are the nurseries of heresy and insubordination."

It is said of John Milton, that, when the dark days of calamity came upon Old England in the reign of the first Charles, he was travelling on the Continent. He was a faithful son, and when he knew that his father-land had need of him, he hasted home, and what should he do think you; harangue the disaffected multitudes that thronged the streets, and hung around the parliament-house? No, this would have been but stirring the froth of troubled waters: Milton took deep views, he opened a school, in which, together with his masterly writings, he labored to prepare minds for the coming struggles for right and liberty.

What *has* been done by popular education, may help us to catch a glimpse of what *may* be done—*what must be done*, if we would not have the experiment of free institutions fail in our hands. The Common School, is a lever by which the world can be moved; all it wants is a sure prop—a faithful support from the body of the people. And is it not strange that people are not more awake upon this subject, and especially in these young communities, that are daily rising into strength, and taking their enduring form and character? Each man, says a writer, whose words are not wide and deep enough to

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hold his thoughts—"Each man builds his house, and beyond that creates his world, and above and beyond all, makes the heaven or hell of his future being." And fellow citizens, we, the early settlers of these fertile and beautiful regions, are making a world.—Our children, and those of our neighbors, are the materials from which it is to be made; and what kind of a world are we making? what would we have it? Shall it be darkened by ignorance, shall it be distracted by demagogues and dogmatical sectaries, shall it worship mammon, shall it be polluted with crime, and become the dwelling-place of disorder and misery? or—all opposite to this; would you have it distinguished by knowledge and quickening intelligence, and by sound and generous views of truth and duty? What would we have our county and our city, fifty years from now? I know how frail we are, and would live and speak in meekness and humility; but how can a conscientious man but tremble with mingled fear and joy, when he thinks *how* much we may do for the weal or wo of the generations that will come after us?

Think of these elements, the children of present society, out of which we are to form the society of the next age. What mines of unwrought intellect, what magazines of sleeping energies, what capacities for high purpose and sterling worth, what germs of promise! It was upon children such as these that are around us to-day, that Jesus pronounced the memorable words "Of such is the kingdom of Heaven." Oh, it is fearful to think how the youthful spirit may be perverted. May God forbid that the light of hope and promise in our children, should become the darkness of despair!

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Our homes and our schools are the nurseries in which these hopeful germs of humanity are to be cherished into life, and bent upward to their destinies. I would not compare home and the school, as places for the exertion of influence upon a child's mind.— Home *should* be the birth-place of the best qualities which enter into the forming character ; but since the homes of society, such as they be, some good and some bad, are in a great measure beyond the reach of our influence ; our hopes must lean the more upon our Common Schools—into these we must gather all the little ones, who are to be the men and women,—the fathers and mothers of future society, and make truth and virtue as common, and as free to them, as the air they breathe. The common school—and I think it should be free to all—is the grand instrument to elevate the mass of society. It is the people's college ; its doors should be open to every child, and care should be taken that every one goes through and obtains his degree ; not perhaps of bachelor, or master of arts, but his qualification for citizenship.

There is no country upon earth, that so much needs the common free school as ours, and especially this portion of it. Ignorance is always dangerous to a people, just in proportion to their liberty and opportunities. *One* of the perils that besets us, comes out of a grasping spirit of accumulation. The vast regions of fertile country which have been opened around us, and the trade and commerce that have arisen in consequence, have inflamed our acquisitive desires. Men have turned from the consideration of their higher destinies ; they have sunk down into the coarse interests of money-getters, and bond and

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mortgage-holders. Shall avarice be the grave of our nation's virtue and glory? God forbid. Keep open then, the common free schools, and in them let our children acquire a taste for knowledge, let their intelligence and moral sense be awakened, let them learn by precept and experience, that a well informed mind and a conscience void of offence towards God and man, are the best treasures in the universe.

*Another* peril that besets us, comes out of the abuse of our free institutions. The paths to the honors and emoluments of office, are wide open. It is the glory of our country, that the child who was born and nursed in the humblest dwelling, the poor man's boy, may rise to the highest official station, and stand among the honorable in the land. But such opportunity inflames lawless desire; crowds of demagogues, bearing any party name, that will best serve their purpose, throng every avenue of public life. Would we have these children in our homes and in the streets, the dupes of such men, and the successors to their meanness and disgrace? No! Keep open then the common free schools, in which they may acquire intelligence and virtue enough to perceive and abhor the fawning, hypocritical arts of corrupt ambition.

*Another* peril that besets us, comes with our religious liberty. Thanks be to God, we were "*free born*,"---"freedom to worship God," was the boon for which our fathers made their homes in the wilderness, and they have given it unto us. Would that it never had been violated! But no sky is without clouds; perils come with religious liberty; sects arise; the body of Christ is rent asunder; the

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unalloyed beam of heavenly truth is broken and scattered; and who shall be allowed to dictate to the coming generations, what they must believe, and to what sect they must belong? No man *openly* dare do this; no truth-loving man would desire to do it, for we all are fallible. Keep open then your Common Free Schools, not to indoctrinate children in controverted theology, by no means, but to awaken their intelligence and moral sense, so that they may be capable, each for himself, of determining what is religious truth, and of applying it to their spiritual wants. Make the people intelligent, quicken their moral natures, let them be free, and they will find the truth. They may wander long in error, whole generations may grope in its darkness, but let man be thoroughly educated and he will find the light of truth at last, as surely as a bee will find the honey of the flowers, or, the bird in autumn, the warmer clime. Man and truth were made for each other—true education reconciles them.

But I must restrain further expression upon these topics; perhaps some are already inquiring why so much discussion about the importance of popular education and common schools? I know the subject is hackneyed, but it is not every hackneyed subject, that is duly appreciated by the mass of society.—Our common schools have been much talked of—in some fashion they have been maintained—individuals have discovered their importance; but how few, comparatively, have a just conception of what these institutions may do for society! Thousands among us have not dreamed of the effects of popular education; they have complained of its expensiveness,

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not foreseeing that it will diminish vagrancy and pauperism and crime; that it will be an antidote to mobs, and prevent the necessity of a standing army to keep our own people in order; every people may make their choice "To pay teachers, or recruiting sergeants," to support schools, or constables and watchmen.

But this is the lowest view of popular education; and while, in a single paragraph, I would show how it may keep the rising generation from the poor-house and the State's prison, I would, if there were opportunity, spend whole days to show how it may prepare our children to be useful citizens, and good men. The fear of *evil*, should make us prize our common schools, but the hope of *good*, should make us prize them much more. It is well, undoubtedly, to consider the darkness from which they may keep society; but still better is it, to look to the glorious light into which they may help to guide the coming generations---the light of true liberty, general intelligence, and public and private virtue. Hope is better than fear; and in our minds, we should not associate the school-house with ignorance and penitentiaries, but with whatever is patriotic and humane—with the halls of legislation and justice, and with the churches of Christ.

I repeat, the effects of popular education are not appreciated. Indeed, there are many *parents* who do not consider the value of education to their own children. They would have them dress fashionably, and go into the genteel society, and they are ready to do almost any thing to become rich and leave wealth to their families; but a good education they

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do not hold to be a requisite of life. How short sighted, to clothe the body fashionably, and let the mind go naked! to be absorbed by an ambition to be in genteel society, and suffer vulgar ignorance to brood over the soul! to scheme and delve to make one's family rich, when the members of it, for want of education, are utterly incompetent to use and enjoy affluence! What is the use to build fine houses and fill them with elegance, and leave them to be occupied by ignorant and vulgar children? "Cast not pearls before swine."

When shall we give heed to the incontrovertible fact, that, in general, a large amount of wealth corrupts a family? the second or third generation from those who acquire fortunes, almost invariably sink into pitiable imbecility or abandoned vice. Some attention to the history of affluent families in different parts of our country, leads me the more confidently to make this assertion; but education strengthens and elevates those who are blest by it. Let us cease to be anxious to lay up money for our children and turn our interest to their education. All requisite means should be liberally provided,---good school-houses decently furnished and eligibly situated, such as we ourselves should be willing to spend our time in,---suitable books, and above all, competent teachers. It is in vain to build school-houses, and buy books, and be at the trouble of sending children to school, unless we provide teachers who are competent to their instruction---as are the teachers, such will be the schools, and such will be the scholars. Unworthy ideas have been very generally entertained concerning the instruction of youth. It is not many years since

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and action of watches? and is the immortal spirit of your child of less importance than your watch?

In years past, the whole subject of instruction has received increasing attention from the thinking men of every civilized country; and it is interesting to look back thirty years and note the changes that have been made in the modes of education. The whole process has been re-modelled; the most of its branches have been completely reversed—analysis has taken the place of synthesis. Twenty-five years ago the child was made to begin with generals and end with particulars. The first question in Geography was “How far is the equator from each pole?” now he begins by bounding his father’s garden, and ends where he once began. In Arithmetic the child now begins by counting his own fingers; so he goes on, till, from examples, he deduces the rule;—he used to begin—if I remember rightly—with a hard lesson about enumeration, and then came the abstract rules of addition to be committed to memory before the child had the least idea of their meaning; and so in Grammar,—who will ever forget those dull lessons about such hard words as syntax, etymology, prosody, and the conjugation of verbs? I am glad that our children have escaped that old dispensation under which the name must be learned and fixed in the mind, before the object was presented to the eye; and the rule fully drilled into the indifferent intellect before a case was presented to be solved by it.—And there is room enough still for improvement in the modes of education, and teachers should be familiar with the principles of science and the laws of mind, so that they may carry on the reform, and bring mind and truth into actual contact.

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what his brother labored at in vain. There was no exultation when he gained the prize; he seemed rather to be possessed by a melancholy sympathy for his disappointed brother. But the countenance of that elder brother fell. His feeling was forever changed towards that noble little fellow who almost in spite of himself had been declared victor, and towards me who had been most unwillingly the umpire. I often meet him, but never from that day, and it is almost twenty years ago, have I received a cordial greeting. The injustice of that day has been a blight upon his best feeling---for it was signal injustice---he had made every possible exertion and had failed; while his brother had made none and had been successful.” “Emulation,” continues he, “as it usually operates, excites the worst passions in the human heart.” Oh the teacher’s hand is laid upon a delicate instrument, and how much skill and discretion is requisite to bring forth sweet harmony from its mysterious compass of powers! Teachers should be spirit-seeing, truth-loving and affectionate, or they will wake up in infant-souls the discord of hell!

And in order to obtain such ones, we must be willing to give them an ample remuneration for their services. In this country, in which there are so many paths open to honor and usefulness, it is in vain to expect the services of faithful and competent teachers, so long as their average compensation is but little more than we pay to the common day-laborer, who tends masons or mends the highway. Even in our cities, the salaries of teachers are but little if any larger than those which are paid to many intelligent merchant-clerks, who are still in their teens. A cheap

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which when built, are built for half a century, was \$7,839 83. Please to notice this fact; in 1838, pains was taken to ascertain what was the expense to the city from private and public schools then in operation with about 1400 pupils in them; and it appeared that our citizens were then paying \$19,094. About the same number of pupils has been in the free schools each day of the past year, and their education has cost the city, not \$19,000,—but \$7,839 : considerably less than one-half. And to show that the education now to be obtained in the free schools, is not much, if any, inferior to that formerly given in the private schools, we may state the fact, that several of the most approved among our private teachers of 1838, are now in our free schools, and others have applied for places in them.

Such is the auspicious commencement of free schools in Western New-York. It is true there have been expenses in the outfit, especially for building school-houses, which in these times have fallen heavily upon some districts; but it is to be hoped that our citizens will cheerfully bear the present burden, in view of the immense advantages that will accrue to our children and coming generations. Free Schools are a noble monument to the patriotism and philanthropy of those who establish and maintain them. Let them rise every where in the midst of our new homes, and stand to tell our children and the generations yet unborn, how earnestly we sought their welfare.

But more than this,—I regard this subject in religion's light. Solemn responsibilities have been laid upon us. God has bound all his children together by the ties of humanity. His Son enjoined upon us the

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command of active love. We must do what we can for the good of each other. The strong must help the weak;--the wise the ignorant;--the affluent the needy. It is the order of nature. It is the command of God. Oh! how can *he* appear before that judgment-seat where Omniscience presides, who has withheld his *means* or *personal influence*, and suffered the child of his poor neighbor to grow up in ignorance, and thus become prepared for sin and misery!

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# “I Tell What I Have Seen” — The Reports of Asylum Reformer Dorothea Dix, 1843 (pg.1)

VOICES FROM THE PAST

## “I Tell What I Have Seen”—The Reports of Asylum Reformer Dorothea Dix

Excerpted from Dix, Dorothea, *Memorial to the Legislature of Massachusetts*, Boston: Munroe & Francis, 1843.

### MEMORIAL, TO THE LEGISLATURE OF MASSACHUSETTS.

Gentlemen,

I respectfully ask to present this Memorial, believing that the cause, which . . . sanctions so unusual a movement, presents no equivocal claim to public consideration and sympathy. Surrendering to calm and deep convictions of duty my habitual views of what is womanly and becoming, I proceed briefly to explain what has conducted me before you unsolicited and unsustained, trusting, while I do so, that the memorialist will be speedily forgotten in the memorial.

About two years since leisure afforded opportunity, and duty prompted me to visit several prisons and alms-houses in the vicinity of this metropolis. I found, near Boston, in the Jails and Asylums for the poor, a numerous class brought into unsuitable connexion with criminals and the general mass of Paupers. I refer to Idiots and Insane persons, dwelling in circumstances not only adverse to their own physical and moral improvement, but productive of extreme disadvantages to all other persons brought into association with them. I applied myself diligently to trace the causes of these evils, and sought to supply remedies. As one obstacle was surmounted, fresh difficulties

appeared. Every new investigation has been depth to the conviction that it is only by decided, prompt, and vigorous legislation the evils to which I refer, and which I shall proceed more fully to illustrate, can be remedied. I shall be obliged to speak with great plainness, and to reveal many things revolting to the taste, and from which my woman's nature shrinks with peculiar sensitiveness. But truth is the highest consideration. *I tell what I have seen*—painful and as shocking as the details often are—that from them you may feel more deeply the imperative obligation which lies upon you to prevent the possibility of a repetition or continuance of such outrages upon humanity. If I inflict pain upon you, and move you to horror, it is to acquaint you with suffering which you have the power to alleviate, and make you hasten to the relief of the victims of legalized barbarity.

I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the condition of the miserable, the desolate, the outcast. I come as the advocate of helpless, forgotten, insane and idiotic men and women; of beings, sunk to a condition from which the most unconcerned would start with real horror, of beings wretched in our Prisons, and more wretched in our Alms-Houses. And I cannot

suppose it needful to employ earnest persuasion, or stubborn argument, in order to arrest and fix attention upon a subject, only the more strongly pressing in its claims, because it is revolting and disgusting in its details.

I must confine myself to few examples, but am ready to furnish other and more complete details, if required. If my pictures are displeasing, coarse, and severe, my subjects, it must be recollected, offer no tranquil, refined, or composing features. The condition of human beings, reduced to the extremest states of degradation and misery, cannot be exhibited in softened language, or adorn a polished page.

I proceed, Gentlemen, briefly to call your attention to the present state of Insane Persons confined within this Commonwealth, *in cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed into obedience!*

As I state cold, severe *facts*, I feel obliged to refer to persons, and definitely to indicate localities. But it is upon my subject, not upon localities or individuals, I desire to fix attention; and I would speak as kindly as possible of all Wardens, Keepers, and other responsible officers, believing that *most* of these have erred not through hardness of heart and willful cruelty, so much as want of skill and knowledge, and want of consideration. Familiarity

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with suffering, it is said, blunts the sensibilities, and where neglect once finds a footing other injuries are multiplied. This is not all, for it may be justly and strongly be added that, from the deficiency of adequate means to meet the wants of these cases, it has been an absolute impossibility to do justice in this matter. Prisons are not constructed in view of being converted into County Hospitals, and Alms-Houses are not founded as receptacles for the insane. And yet, in the face of justice and common sense, Wardens are by law compelled to receive, and Masters of Alms-House not to refuse, Insane and Idiotic subjects in all stages of mental disease and privation.

It is the Commonwealth, not its integral parts, that is accountable for most of the abuses which have lately, and do still exist. I repeat it, it is defective legislation which perpetuates and multiplies these abuses.

In illustration of my subject, I offer the following extracts from my Note-Book and Journal:—

*Springfield.* In the jail, one lunatic woman, furiously mad, a state pauper, improperly situated, both in regard to the prisoners, the keepers, and herself. It is a case of extreme self-forgetfulness and oblivion to all the decencies of life; to describe which, would be to repeat only the grossest scenes. She is much

worse since leaving Worcester. In the almshouse of the same town is a woman apparently only needing judicious care, and some well-chosen employment, to make it unnecessary to confine her in solitude, in a dreary unfurnished room. Her appeals for employment and companionship are most touching, but the mistress replied, ‘she had no time to attend to her.’

*Northampton.* In the jail, quite lately, was a young man violently mad, who had not, as I was informed at the prison, come under medical care, and not been returned from any hospital. In the almshouse, the cases of insanity are now unmarked by abuse, and afford evidence of judicious care by the keepers.

*Williamsburg.* The almshouse has several insane, not under suitable treatment. No apparent intentional abuse.

*Rutland.* Appearance and report of the insane in the almshouse not satisfactory.

*Sterling.* A terrible case; manageable in a hospital; at present as well controlled perhaps as circumstances in a case so extreme allow. An almshouse, but wholly wrong in relation to the poor crazy woman, to the paupers generally, and to her keepers.

*Burlington.* A woman, declared to be very insane; decent room and bed; but not allowed to rise oftener, the mistress said, ‘than

every other day: it is too much trouble.’

*Concord.* A woman from the hospital in a cage in the almshouse. In the jail several, decently cared for in general, but not properly placed in a prison. Violent, noisy, unmanageable most of the time.

*Lincoln.* A woman in a cage.

*Medford.* One idiotic subject chained, and one in a close stall for 17 years.

*Pepperell.* One often doubly chained, hand and foot; another violent; several peaceable now.

*Brookfield.* One man caged, comfortable.

*Granville.* One often closely confined, now losing the use of his limbs from want of exercise. . . .

I may here remark that severe measures, in enforcing rule, have in many places been openly revealed. I have not seen chastisement administered by stripes, and in but few instances have I seen the rods and whips, but I have seen blows inflicted, both passionately and repeatedly.

I have been asked if I have investigated the causes of insanity? I have not; but I have been told that this most calamitous overthrow of reason, often is the result of a life of sin; it is sometimes, but rarely, added, they must take the consequences; they deserve no better care! . . .

Could we in fancy place ourselves in the situation of some of



Dorothea Lynde Dix (courtesy of the National Library of Medicine)

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these poor wretches, bereft of reason, deserted of friends, hopeless; troubles without, and more dreary troubles within, overwhelming the wreck of the mind as ‘a wide breaking in of the waters,’—how should we, as the terrible illusion was cast off, not only offer the thank-offering of prayer, that so mighty a destruction had not overwhelmed our mental nature, but as an offering more acceptable devote ourselves to alleviate that state from which we are so mercifully spared. . . .

Men of Massachusetts, I beg, I implore, I demand, pity and protection, for these of my suffering, outraged sex!—Fathers, Husbands, Brothers, I would supplicate you for this boon—but what do I say? I dishonor you, divest you at once of Christianity and humanity—does this appeal imply distrust. If it comes burthened with a doubt of your righteousness in this Legislation, then blot it out; while I declare confidence in your honor, not less than your humanity. Here you will put away the cold, calculating spirit of selfishness and self-seeking; lay off the armor of local strife and political opposition; here and now, for once, forgetful of the earthly and perishable, come up to these halls and consecrate them with one heart and one mind to works of righteousness and just guardians of the solemn rights you hold in trust. Raise up the fallen; succor the desolate; restore the outcast; defend the helpless; and for your eternal and great reward, receive the benediction . . . “Well done, good and faithful servants, become rulers over many things!” ■

## Dorothea Dix (1802–1887)

Dorothea Dix played an instrumental role in the founding or expansion of more than 30 hospitals for the treatment of the mentally ill. She was a leading figure in those national and international movements that challenged the idea that people with mental disturbances could not be cured or helped. She also was a staunch critic of cruel and neglectful practices toward the mentally ill, such as caging, incarceration without clothing, and painful physical restraint. Dix may have had personal experience of mental instability that drove her to focus on the issue of asylum reform, and certainly her singular focus on the issue led to some important victories.

Dorothea Lynde Dix was born in Hampden, Maine, in 1802. Evidence suggests she may have been neglected by her parents, and she appears to have been unhappy at home. She moved to Boston in 1814 to live with her wealthy grandmother. Dix had only attended school sporadically while living with her parents, but in early adulthood, with limited options for women in the professions, Dix became a schoolteacher. She established an elementary school in her grandmother’s home in 1821, and 3 years later, published a small book of facts for schoolteachers that

proved extremely popular. By the time of the Civil War, *Conversations on Common Things, or, Guide to Knowledge: With Questions* had been reprinted 60 times. Written in the style of a conversation between a mother and a daughter, and directed at the young women who dominated the teaching profession, the book reflected Dix’s belief that women should be educated to the same level as men.

She went on to publish several other works, including books of religious poetry and fictional texts featuring moral lessons. Dix’s record of publications and the social circles accessible to her through her grandmother’s significant wealth allowed her to mix with some of the brightest and most influential thinkers of her time. She associated with Ralph Waldo Emerson and worked as a governess for William Ellery Channing, the so-called “Father of Unitarianism.”<sup>1</sup>

In 1831, Dix opened a secondary school in her own home. She frequently suffered from bouts of illness, especially during the winter, developing a cough and general fatigue. By 1836, her intense commitment to teaching and demanding workload seemed to have taken its toll. She began to dwell on the idea of death, and felt overwhelmed by her physical illnesses. Biographer David Gollaher, the first scholar to

have access to all of her papers, has suggested that she suffered from depression at several times during her life, and that she experienced a type of mental breakdown during this period.<sup>2</sup>

Perhaps her own struggles helped make her a more compassionate advocate for people who had been diagnosed as mentally unstable or insane. Certainly her ill health ended her teaching career and brought her into a new circle of contacts. Emerson, Channing, and Dix’s physician encouraged her to take a restorative trip to Europe, and made the necessary introductions on her behalf. She convalesced in England for more than a year at the home of politician and reformer William Rathbone. During her stay, she met prison reformer Elizabeth Fry, and Samuel Tuke, founder of the York Retreat for the mentally ill. She returned to Boston in 1837, just after the death of her grandmother. The inheritance she received enabled her to support herself fully and devote her time to reform and charitable work.

In 1841, Dix volunteered to teach Sunday school classes to female convicts in East Cambridge Jail. During her visits she saw people with mental illnesses who had been treated inhumanely and neglectfully, and she became determined to improve conditions. She began to investigate the treatment of the

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## VOICES FROM THE PAST

mentally ill in Massachusetts, and in 1843 submitted her first “memorial” to the state legislature, an excerpt of which is re-published here. These pamphlets were the only means by which a woman could participate in political life in America. Women were barred from voting, could not hold office, and did not present such testimonials themselves before the legislature—a male representative had to read the text aloud. Although she had significant political influence and promoted the education of women, Dix never joined the wider feminist movement or lent her public support to their cause. She has also been criticized for her views on slavery and her resistance to abolitionism.

This memorial reveals how Dix worked within the conventions of her time to carve a role for herself in public life and draw attention to the horrendous treatment of the mentally ill in prisons, almshouses for the poor, and asylums. Ideals of femininity characterized women as having a special responsibility to the most vulnerable members of society, and a moral authority superior to men’s. At the same time, women were supposed to be protected from images and experiences of suffering and degradation. Dix was able to use her vivid and upsetting descriptions to powerful effect, damning the existence of these abuses and shaming politi-

cal leaders into taking action on her behalf, and on behalf of the “inmates” of these institutions.<sup>3</sup>

The model of care that Dix supported, “moral treatment,” was developed from the work of French psychiatrist Philippe Pinel and from new practices used at hospitals such as England’s York Retreat. Her tireless work and dramatic testimonials highlighted the appalling conditions in existing institutions and promoted the inherent value of compassionate care. ■

Manon S. Parry

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This contribution was accepted September 23, 2005.

doi:10.2105/AJPH.2005.079152

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## It Is Well With My Soul

By Rev. Melvin Baxter Tuggle II, PhD

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# "The Drunkard's Progress," June 15, 1846



THE DRUNKARD'S PROGRESS.

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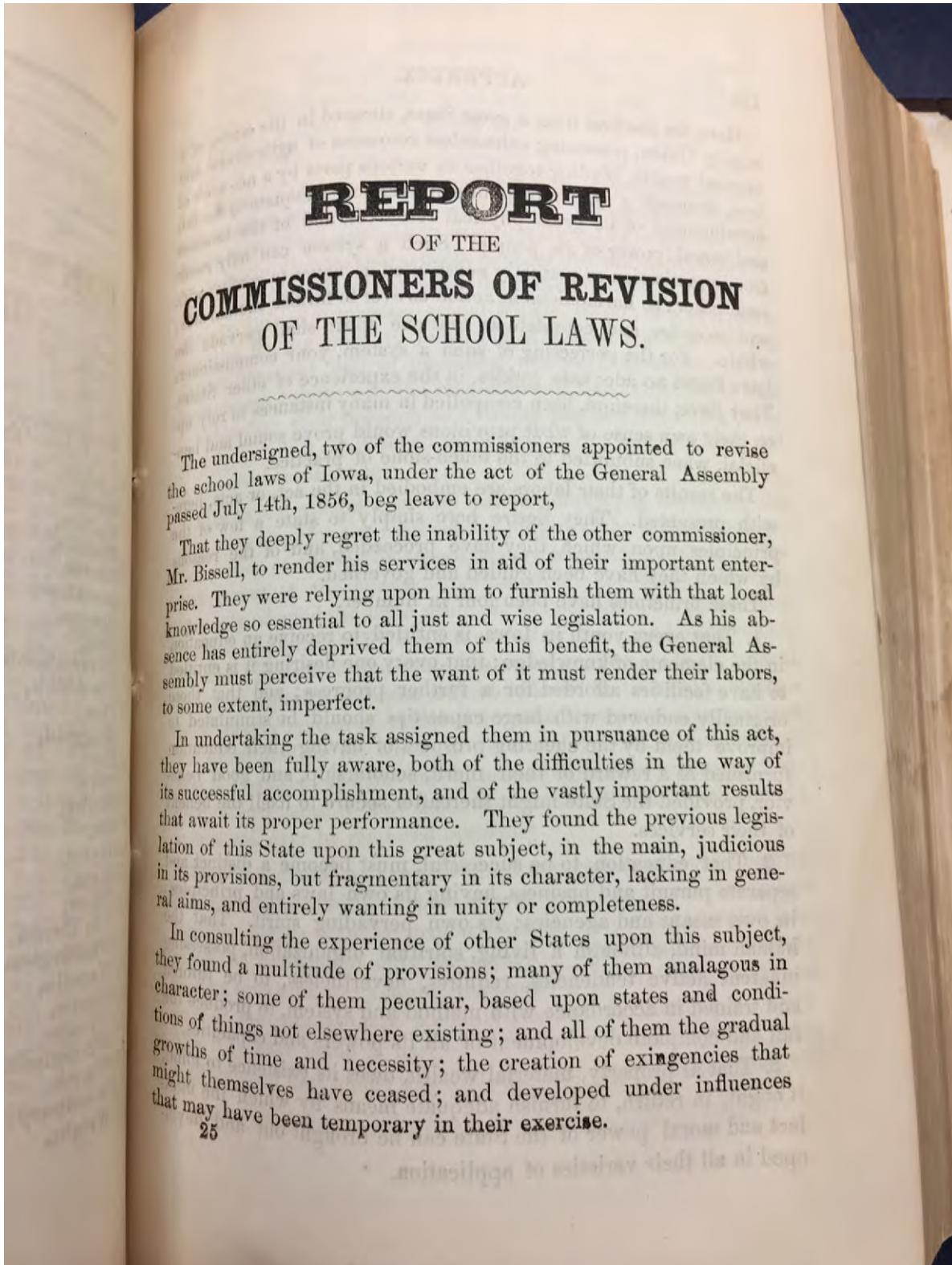
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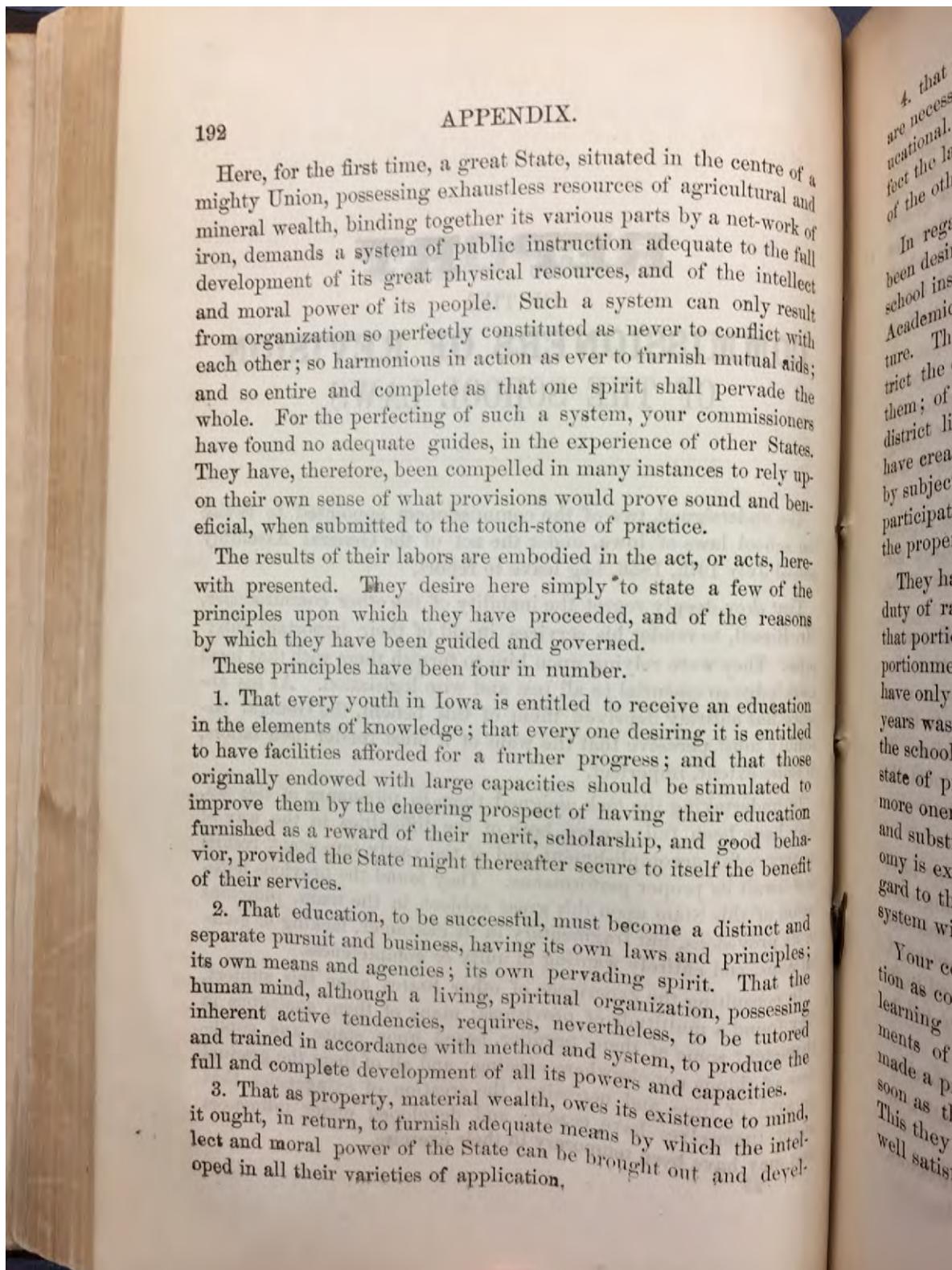




# Excerpts from the Commissioners' Report of Recommendations for Iowa School Laws, 1856 (pg. 1)



# Excerpts from the Commissioners' Report of Recommendations for Iowa School Laws, 1856 (pg.2)



Here, for the first time, a great State, situated in the centre of a mighty Union, possessing exhaustless resources of agricultural and mineral wealth, binding together its various parts by a net-work of iron, demands a system of public instruction adequate to the full development of its great physical resources, and of the intellect and moral power of its people. Such a system can only result from organization so perfectly constituted as never to conflict with each other; so harmonious in action as ever to furnish mutual aids; and so entire and complete as that one spirit shall pervade the whole. For the perfecting of such a system, your commissioners have found no adequate guides, in the experience of other States. They have, therefore, been compelled in many instances to rely upon their own sense of what provisions would prove sound and beneficial, when submitted to the touch-stone of practice.

The results of their labors are embodied in the act, or acts, herewith presented. They desire here simply to state a few of the principles upon which they have proceeded, and of the reasons by which they have been guided and governed.

These principles have been four in number.

1. That every youth in Iowa is entitled to receive an education in the elements of knowledge; that every one desiring it is entitled to have facilities afforded for a further progress; and that those originally endowed with large capacities should be stimulated to improve them by the cheering prospect of having their education furnished as a reward of their merit, scholarship, and good behavior, provided the State might thereafter secure to itself the benefit of their services.

2. That education, to be successful, must become a distinct and separate pursuit and business, having its own laws and principles; its own means and agencies; its own pervading spirit. That the human mind, although a living, spiritual organization, possessing inherent active tendencies, requires, nevertheless, to be tutored and trained in accordance with method and system, to produce the full and complete development of all its powers and capacities.

3. That as property, material wealth, owes its existence to mind, it ought, in return, to furnish adequate means by which the intellect and moral power of the State can be brought out and developed in all their varieties of application.

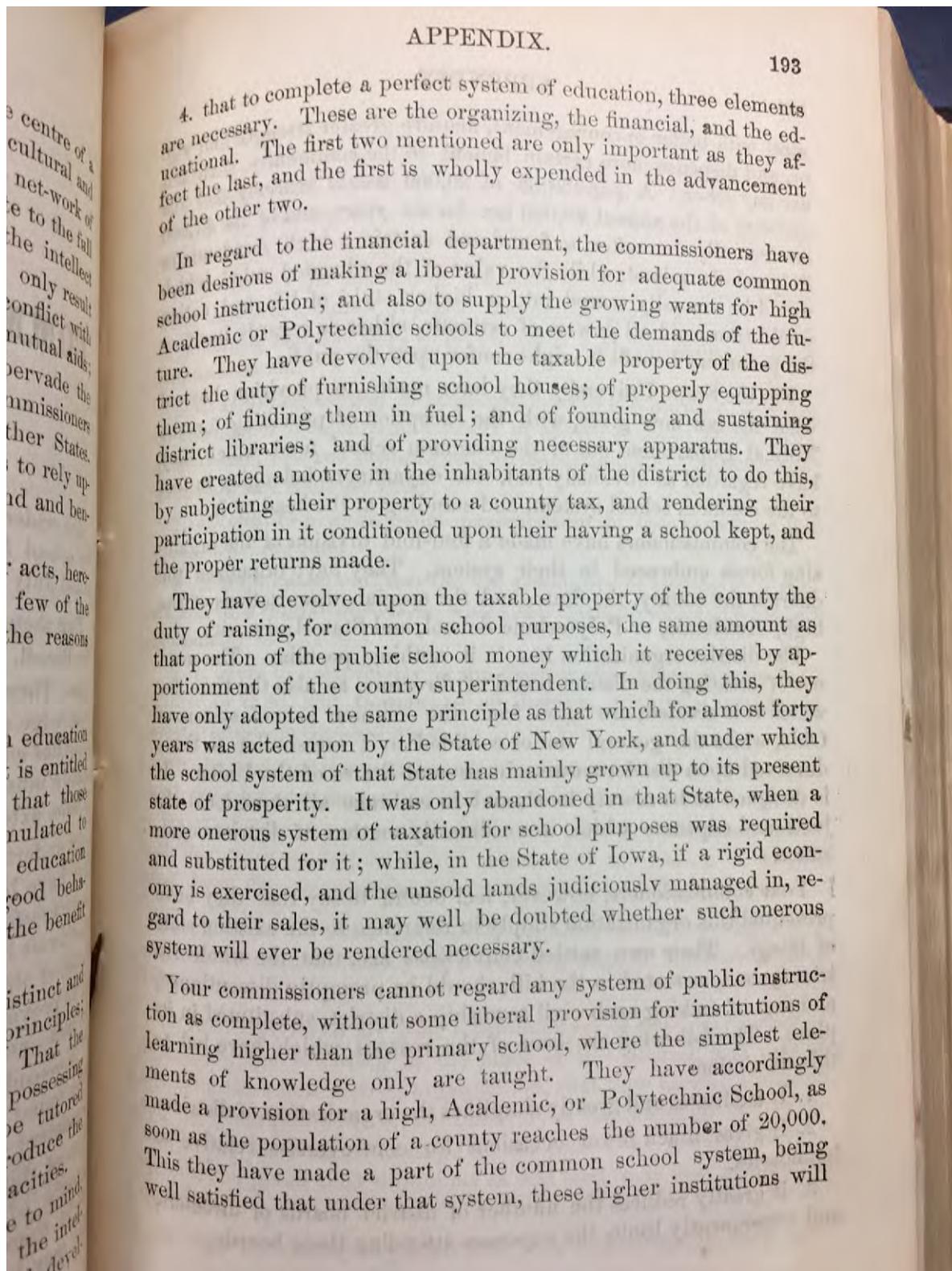
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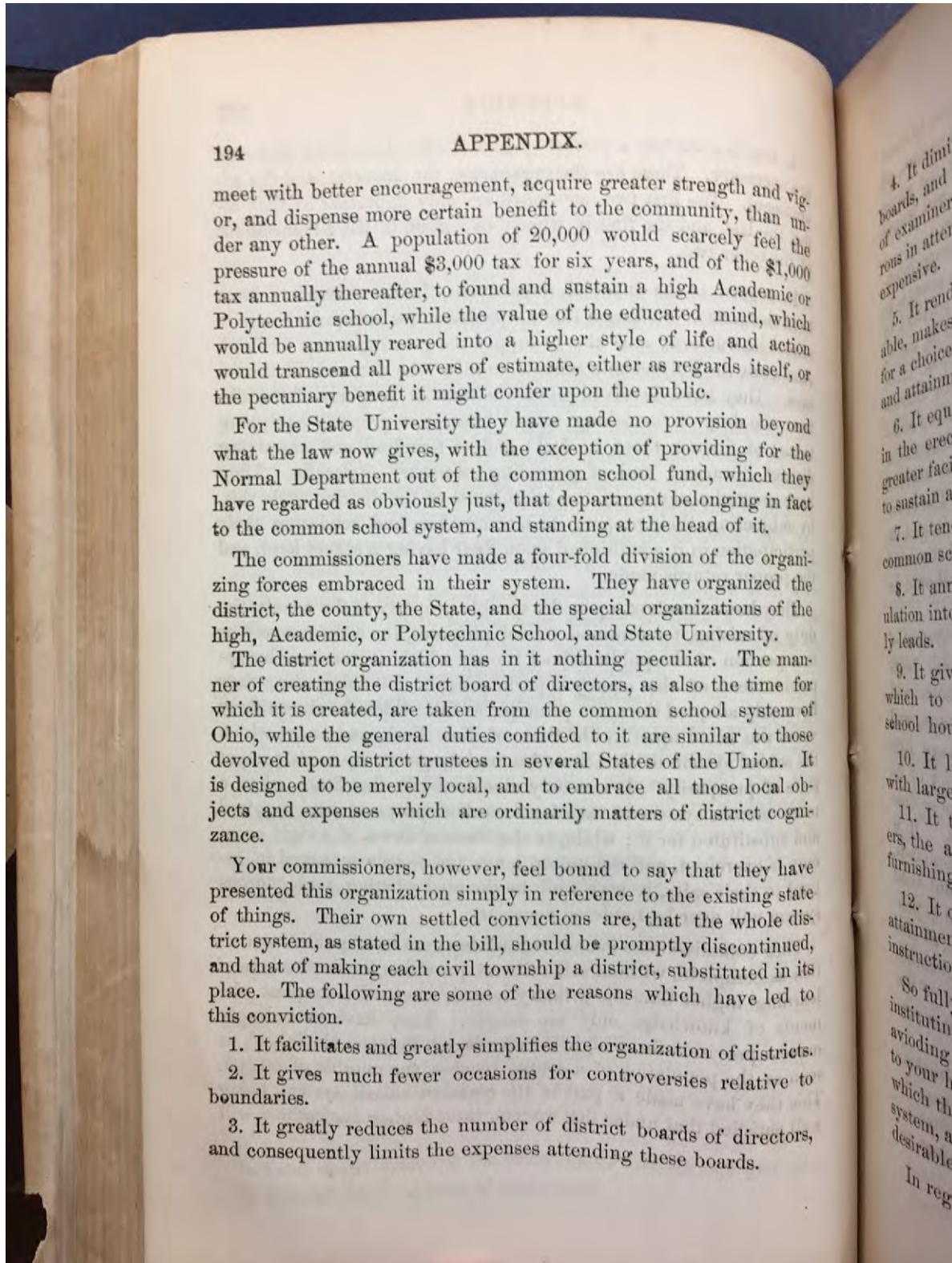
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# Excerpts from the Commissioners' Report of Recommendations for Iowa School Laws, 1856 (pg.3)



# Excerpts from the Commissioners' Report of Recommendations for Iowa School Laws, 1856 (pg.4)



meet with better encouragement, acquire greater strength and vigor, and dispense more certain benefit to the community, than under any other. A population of 20,000 would scarcely feel the pressure of the annual \$3,000 tax for six years, and of the \$1,000 tax annually thereafter, to found and sustain a high Academic or Polytechnic school, while the value of the educated mind, which would be annually reared into a higher style of life and action would transcend all powers of estimate, either as regards itself, or the pecuniary benefit it might confer upon the public.

For the State University they have made no provision beyond what the law now gives, with the exception of providing for the Normal Department out of the common school fund, which they have regarded as obviously just, that department belonging in fact to the common school system, and standing at the head of it.

The commissioners have made a four-fold division of the organizing forces embraced in their system. They have organized the district, the county, the State, and the special organizations of the high, Academic, or Polytechnic School, and State University.

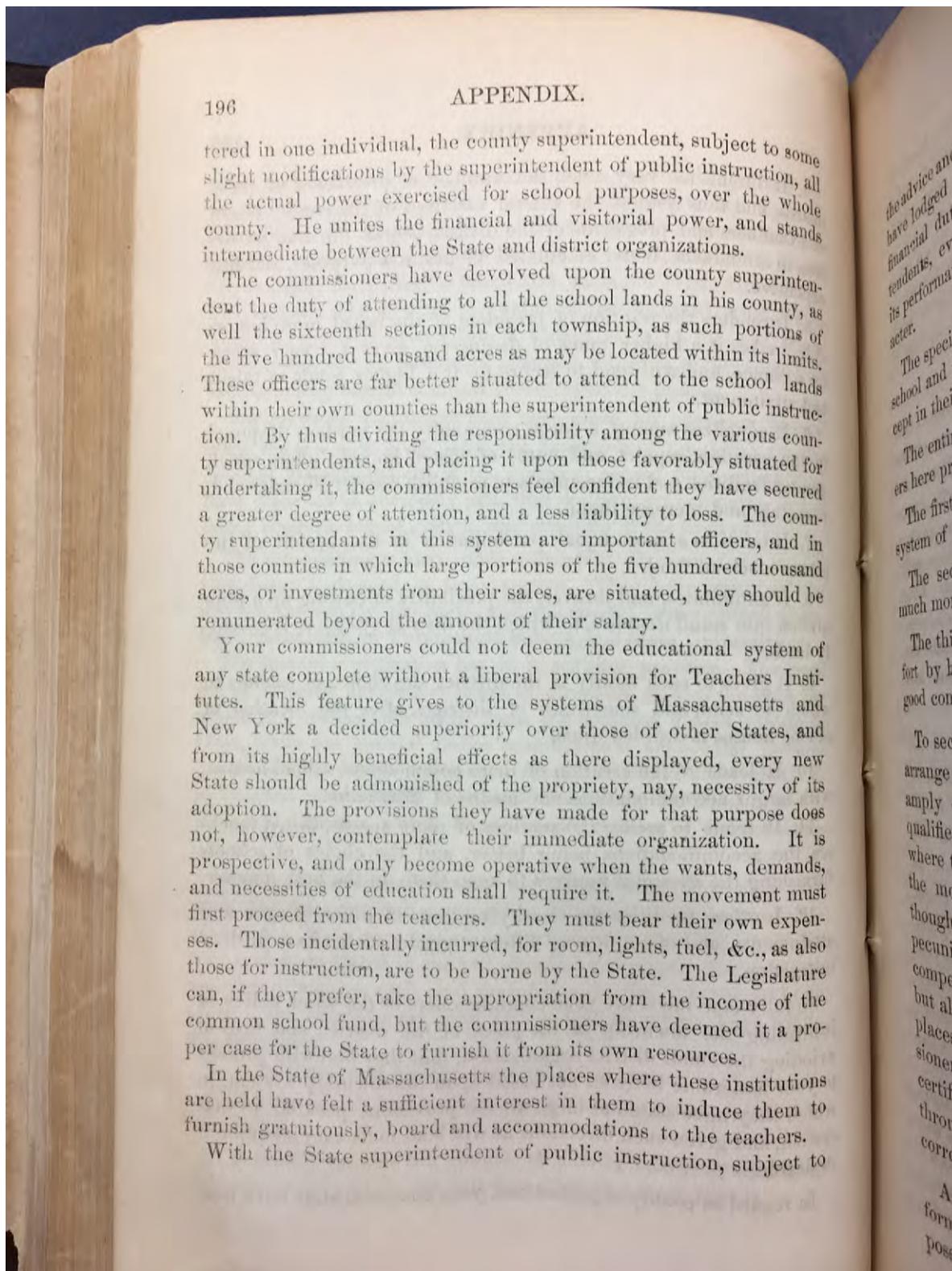
The district organization has in it nothing peculiar. The manner of creating the district board of directors, as also the time for which it is created, are taken from the common school system of Ohio, while the general duties confided to it are similar to those devolved upon district trustees in several States of the Union. It is designed to be merely local, and to embrace all those local objects and expenses which are ordinarily matters of district cognizance.

Your commissioners, however, feel bound to say that they have presented this organization simply in reference to the existing state of things. Their own settled convictions are, that the whole district system, as stated in the bill, should be promptly discontinued, and that of making each civil township a district, substituted in its place. The following are some of the reasons which have led to this conviction.

1. It facilitates and greatly simplifies the organization of districts.
2. It gives much fewer occasions for controversies relative to boundaries.
3. It greatly reduces the number of district boards of directors, and consequently limits the expenses attending these boards.

4. It diminishes the number of boards, and reduces the expenses attending examinations.  
5. It renders the system more equitable, makes a choice, and attainable.  
6. It equalizes the facilities in the erection of schools, and greater facilities to sustain a school.  
7. It tends to improve the common school system.  
8. It annihilates the distinction between the district and the State system, and leads to a more uniform system.  
9. It gives the people a more direct control over their schools, which tends to improve the school houses.  
10. It leads to a more uniform system, with large schools.  
11. It tends to give the people a more direct control over their schools, and furnishes the means of improving the school houses.  
12. It tends to give the people a more direct control over their schools, and furnishes the means of improving the school houses.  
So fully instituting a system, avoiding the expense of your present system, which the system, as desirable.  
In regard to the system, as desirable.

# Excerpts from the Commissioners' Report of Recommendations for Iowa School Laws, 1856 (pg.5)



tered in one individual, the county superintendent, subject to some slight modifications by the superintendent of public instruction, all the actual power exercised for school purposes, over the whole county. He unites the financial and visitorial power, and stands intermediate between the State and district organizations.

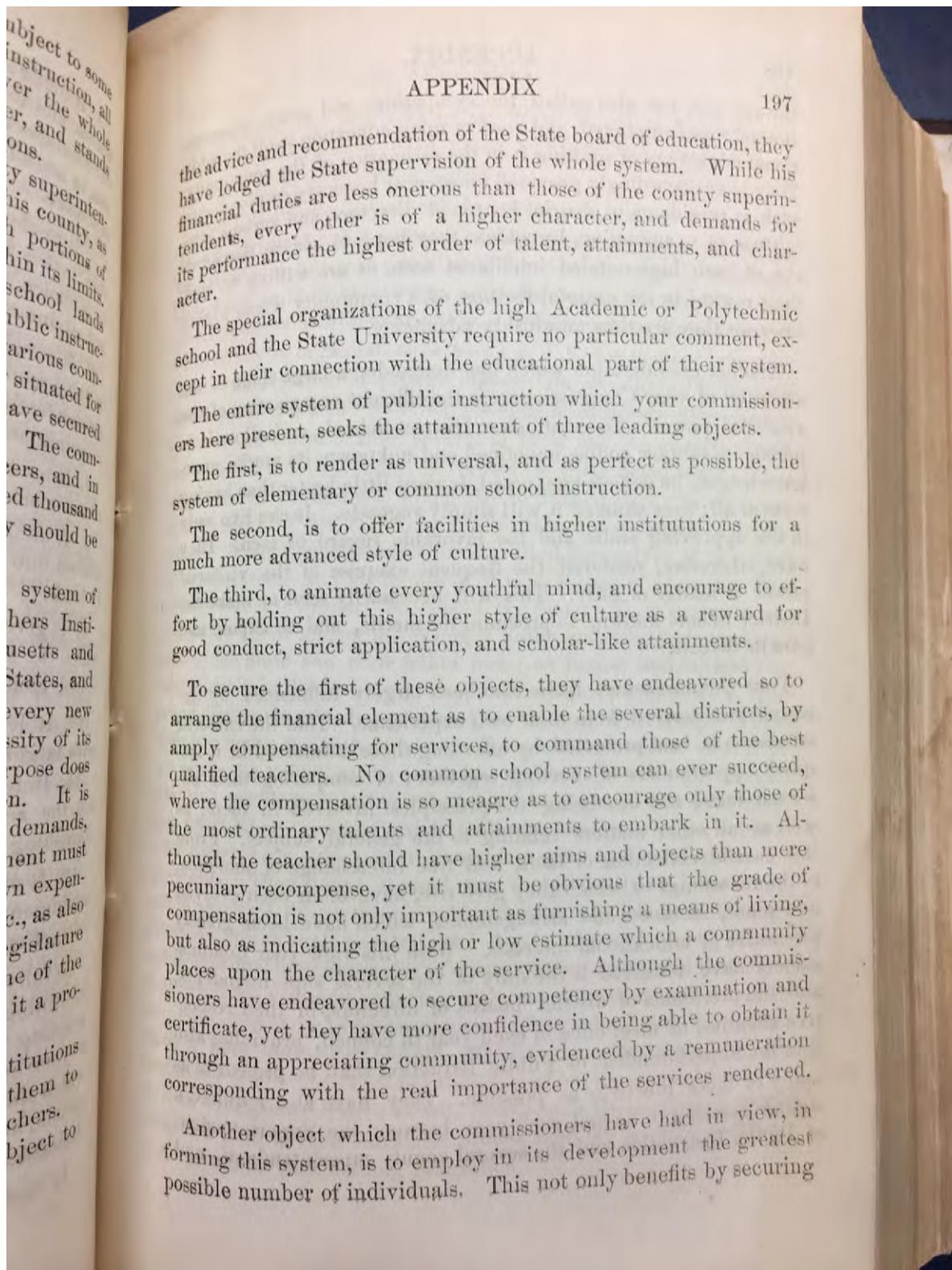
The commissioners have devolved upon the county superintendent the duty of attending to all the school lands in his county, as well the sixteenth sections in each township, as such portions of the five hundred thousand acres as may be located within its limits. These officers are far better situated to attend to the school lands within their own counties than the superintendent of public instruction. By thus dividing the responsibility among the various county superintendents, and placing it upon those favorably situated for undertaking it, the commissioners feel confident they have secured a greater degree of attention, and a less liability to loss. The county superintendants in this system are important officers, and in those counties in which large portions of the five hundred thousand acres, or investments from their sales, are situated, they should be remunerated beyond the amount of their salary.

Your commissioners could not deem the educational system of any state complete without a liberal provision for Teachers Institutes. This feature gives to the systems of Massachusetts and New York a decided superiority over those of other States, and from its highly beneficial effects as there displayed, every new State should be admonished of the propriety, nay, necessity of its adoption. The provisions they have made for that purpose does not, however, contemplate their immediate organization. It is prospective, and only become operative when the wants, demands, and necessities of education shall require it. The movement must first proceed from the teachers. They must bear their own expenses. Those incidentally incurred, for room, lights, fuel, &c., as also those for instruction, are to be borne by the State. The Legislature can, if they prefer, take the appropriation from the income of the common school fund, but the commissioners have deemed it a proper case for the State to furnish it from its own resources.

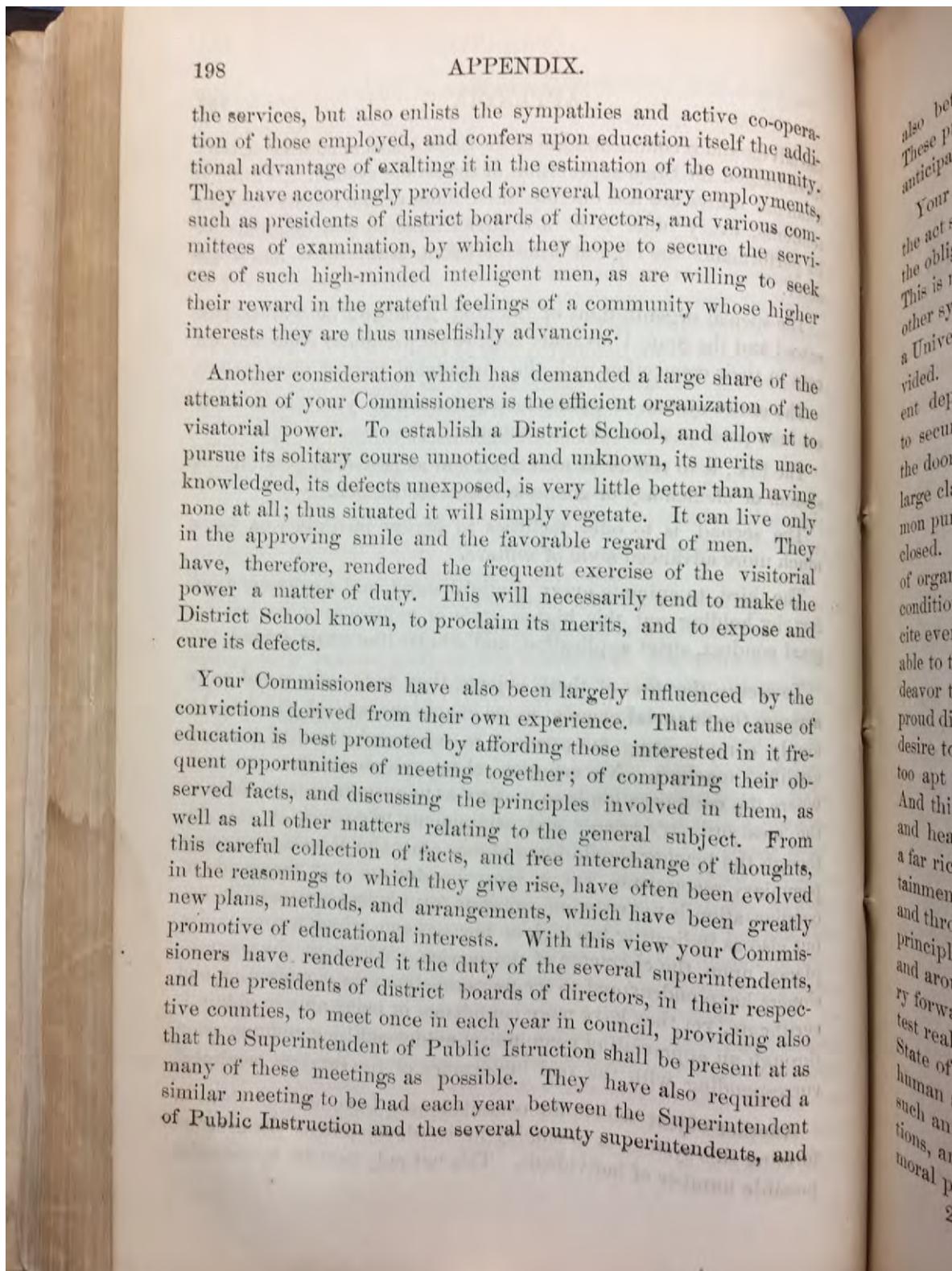
In the State of Massachusetts the places where these institutions are held have felt a sufficient interest in them to induce them to furnish gratuitously, board and accommodations to the teachers.

With the State superintendent of public instruction, subject to

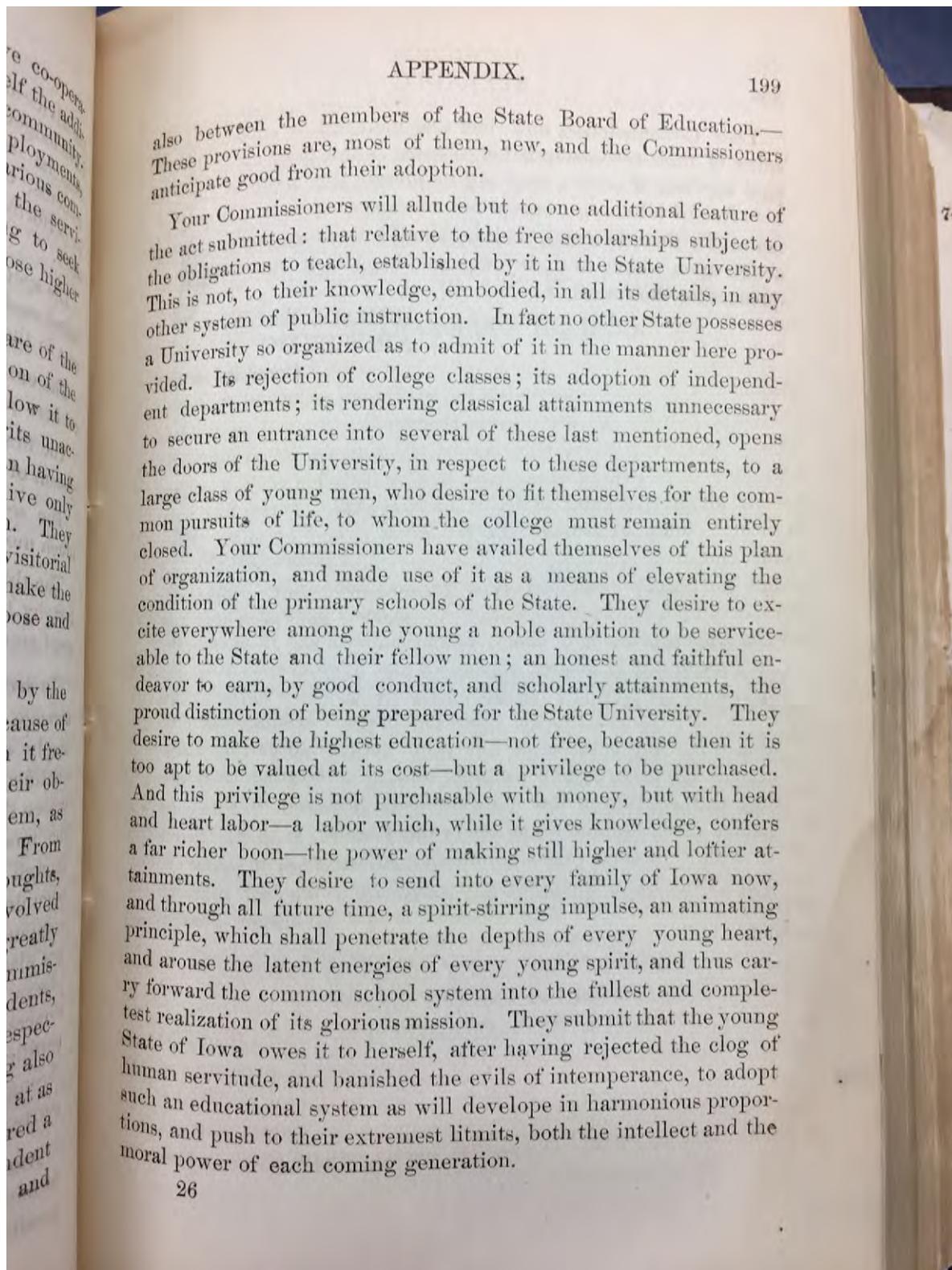
# Excerpts from the Commissioners' Report of Recommendations for Iowa School Laws, 1856 (pg.6)



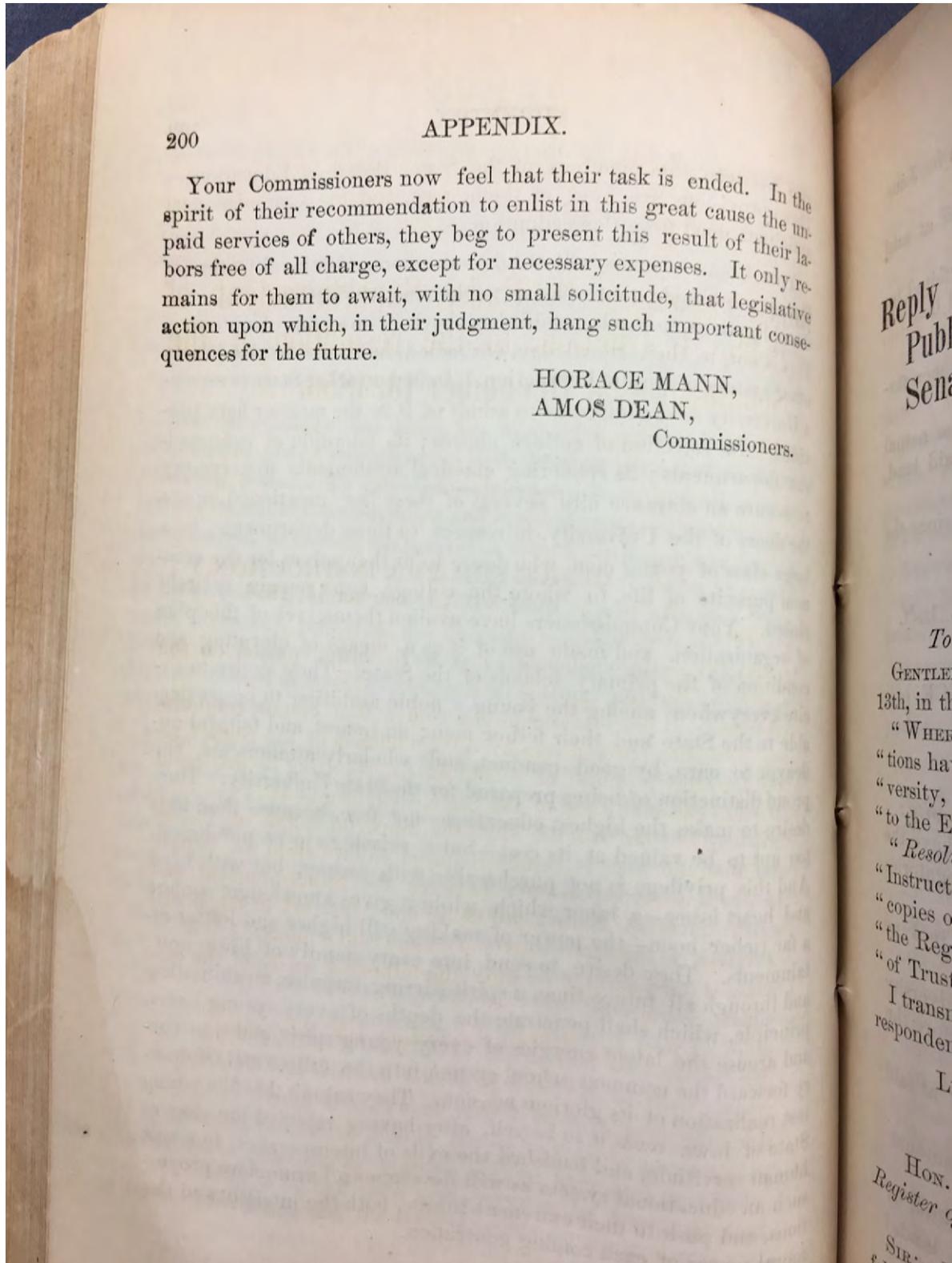
# Excerpts from the Commissioners' Report of Recommendations for Iowa School Laws, 1856 (pg.7)



# Excerpts from the Commissioners' Report of Recommendations for Iowa School Laws, 1856 (pg.8)



# Excerpts from the Commissioners' Report of Recommendations for Iowa School Laws, 1856 (pg.9)







# Excerpts from Iowa Code about Education Reform, 1860 (pg.1)

## TITLE XIV.

### OF EDUCATION.

#### CHAPTER 84.

##### THE STATE UNIVERSITY.

[Code—Chapter 65 ]

##### ARTICLE 1.

An Act for the Government and Regulation of the State University of Iowa.  
[Passed Dec. 25, 1858; Laws of Board of Education.]

Object of state university.	SECTION 1926. (1.) <i>Be it enacted by the Board of Education of the State of Iowa,</i> That the object of the state university of Iowa, established by the constitution at Iowa City, shall be to provide the best and most efficient means of imparting to the youth of the state, of both sexes, upon equal terms, a thorough education and a perfect knowledge of the different branches of literature, the arts and sciences, with their various applications.
Collegiate department.	SEC. 1927. (2.) There shall be attached to the university a collegiate department, in which, as soon as may be deemed expedient by the board of trustees hereinafter provided, regular college classes shall be formed or provided for, and a president and the necessary professors and tutors elected. There shall also be a normal department to the university, in which shall be taught the theory and practice of teaching, and everything which enters into it as an art, including all the most approved methods and processes now in use in all the varieties of teaching.
Normal department	
Board of trustees.	SEC. 1928. (3.) The university shall be governed and managed by a board of trustees consisting of seven persons, to be elected at the first meeting of the board of education, three of whom shall hold their offices for one year, and four for three years, and whenever the terms of any trustees expire, their places shall be supplied by new elections.
Term of office.	
Per diem and mileage	SEC. 1929. (4.) The members of the board of trustees shall each receive the same per diem during the time of their session, and mileage going to and returning therefrom, as members of the general assembly.
Control.	SEC. 1930. (5.) The university shall never be under the exclusive control of any religious denomination whatever.
Specimens, property of state university.	SEC. 1931. (6.) In all cases where specimens of natural history, and geological and mineralogical specimens which are or may be hereafter collected by the state geologist of Iowa, or by any others appointed by the state to investigate its natural history and physical resources, are found, they shall belong to and be the property of the state university, and shall form a part of its cabinet of natural history.
Officers to be appointed by board of trustees	SEC. 1932. (7.) The board of trustees shall appoint a secretary, a treasurer and librarian, and a curator of the cabinet of natural history, who shall hold their respective offices during the pleasure of the board

# Excerpts from Iowa Code about Education Reform, 1860 (pg.2)

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SECRETARY OF BOARD OF EDUCATION.

[TITLE 14.]

16. An act relating to the school fund of the state, passed Dec. 22, took effect (?) 6th sess., chap. 10, p. 8.

17. An act providing for the distribution of the five per cent. fund, passed Jan. 28, took effect Feb. 12, 1857; 6th sess., chap. 201, p. 324.

18. An act providing for the management of the school fund and sale of the school lands, passed March 23, took effect April 7, 1858; 7th sess., chap. 158, p. 391.

As to pre-emption of school lands, see chapter 156 of 7th session, and chapter 16 of 8th session.

## CHAPTER 87.

SECRETARY OF BOARD OF EDUCATION.

An Act to provide for the Election and to define the Duties of the Secretary of the Board of Education.

[Passed Dec. 24, 1858; Laws of Board of Education.]

Secretary of board of education.	SECTION 2000. (1.) <i>Be it enacted by the Board of Education of the State of Iowa,</i> That at each regular meeting of the board, there shall be elected a secretary of said board, who shall hold his office until his successor is elected and qualified.
Must give bond.	SEC. 2001. (2.) He shall, before entering upon the duties of his office, and as soon as may be after his election, give bond for the use of the state of Iowa, in the penal sum of one thousand dollars, with sufficient sureties to be approved by the secretary of state, conditioned for the faithful and impartial performance of the duties of his office, as secretary of the board of education.
Take oath	SEC. 2002. (3.) He shall also, at the time of giving bond, take and subscribe an oath, or make affirmation to the effect that he will support the constitution of the United States and of the state of Iowa, and to the best of his ability, faithfully and impartially perform the duties of secretary, which oath shall be indorsed upon the back of said bond, which shall be filed with, and preserved by the secretary of state.
His duties.	SEC. 2003. (4.) It shall be the duty of the secretary to keep an accurate journal of the proceedings of the board, and to perform all other duties required of him by the board, or by the laws of this state.
Must furnish printer with acts and resolutions of board of education.	SEC. 2004. (5.) Immediately after the adjournment of the board of education, he shall furnish the printer authorized to print the laws, with copies of the acts and resolutions passed at the session, and cause them to be printed in a plain manner in the form of a pamphlet.
Certificate.	SEC. 2005. (6.) He shall make his certificate that the acts and resolutions therein contained are truly copied from the original rolls, and cause the same to be printed at the end of each volume, which shall be <i>prima facie</i> evidence of their correctness.
Have journals printed.	SEC. 2006. (7.) He shall, as near as may be, in the same manner as provided in the two preceding sections of this act, have the journals printed.
When printed must distribute the laws to school officers.	SEC. 2007. (8.) He shall, on or before the first day of March, after the acts, resolutions and journals, and such documents as may be required by law, are printed, after the adjournment of any session of the board, transmit to each superintendent of common schools in each organized county in this state, one copy of the laws for every school officer in the county.
Copies to be preserved.	SEC. 2008. (9.) He shall preserve in his office one hundred copies

# Excerpts from Iowa Code about Education Reform, 1860 (pg.3)

	<p>report to the auditor of state the number of persons in each county of the state between the ages of five and twenty-one years.</p>
Report to general assembly and board of education.	<p>SEC. 2018. (19.) He shall make a report to the general assembly and the board of education, at each session thereof, which shall embrace,</p> <p>1. A statement of the condition of the common schools of the state, and shall contain the number of common school districts therein, the number of schools in the state, the number of scholars between five and twenty-one years of age, and also the number in each county who have attended school the previous year, as returned by the several county superintendents, the number of books in the district libraries, and the value of all apparatus in the schools.</p> <p>2. Such plans as he may have matured for the management and improvement of the common school fund, and for the better and more perfect organization and efficiency of common schools.</p> <p>3. All such matters and things relating to his office and to the common schools, as he shall deem expedient to communicate.</p> <p>4. He shall cause his report to be printed, and shall present five hundred copies thereof to each body, on or before the second day of their session, for distribution.</p>
Salary	<p>SEC. 2019. (20.) He shall receive annually, the sum of one thousand five hundred dollars, as compensation for the duties required under this act, and also all necessary contingent expenses for traveling, and clerk hire, pertaining to his office to be audited and paid as the salaries and contingent expenses of other state officers: <i>provided</i>, that his contingent expenses for these purposes shall not exceed the sum of seven hundred and fifty dollars in any one year.* And he shall, within twenty days after his election take possession of the books, papers, and effects belonging to the department of the superintendent of public instruction, which office is hereby abolished.</p>
Previso.	
Teachers' institute.	<p>SEC. 2020. (21.) Whenever reasonable assurance shall be given by the county superintendent of any county, to the secretary of the board of education, that a number of not less than thirty teachers desire to assemble for the purpose of holding a teachers' institute in said county, to remain in session for a period of not less than six working days, he shall appoint such time and place for said meeting, and such lectures as the said teachers shall suggest, and shall give due notice thereof, and for the purpose of defraying the expenses of said institutes there is hereby appropriated out of any moneys in the state treasury not otherwise appropriated, a sum not exceeding fifty dollars annually for one such institute in each county held as aforesaid, which the said secretary shall immediately transmit to the county superintendent in whose county the institute shall be held, who shall pay out the same as the institute shall direct.</p>
Appropriation.	<p>[The matter of this section was passed, March 28, 1860; laws of eighth general assembly, chapter 66, see Part 15th of Educational laws.]</p>
Vacancy.	<p>SEC. 2021. (22.) Should any vacancy occur at any time in the office of the secretary of the board of education while the board is not in session, the governor shall, by appointment, fill such vacancy until the next session of the board.</p>
	<p>PRIOR LAWS. 1. An act to create the office of superintendent of public instruction, passed Jan. 13, took effect Feb. 13, 1841; I. T., 3d sess., chap. 46, p. 37. Repealed by No. 2 hereof.</p> <p>2. An act to repeal same, passed Feb. 17, took effect March 17, 1842; I. T., 4th sess., chap. 108, p. 93; also Reprint, 1843, p. 601.</p> <p>3. An act on common schools, Jan. 24, 1847; 1st sess., chap. 99, p. 127.</p>

\* See section 7 of chapter 135 of 8th sess. on p. 102 of special laws of 8th sess.

# Excerpts from Iowa Code about Education Reform, 1860 (pg.4)

## CHAPTER 88.

### COMMON SCHOOLS.

#### ARTICLE 1.

An Act to amend an Act, entitled "An Act to provide a system of Common Schools."

[Passed Dec. 24, 1859, took effect March 1, 1860; Laws of Board of Education of the Second Session.]

SECTION 2022. (1.) *Be it enacted by the Board of Education of the State of Iowa,* That the act of the board of education, passed December, 1858, entitled "an act to provide a system of common schools," be amended, so as to read as follows :

Each civil township that is now or may be hereafter organized in the several counties of this state, is hereby declared a school district for all the purposes of this act, and each sub-district, as now organized under an act entitled "an act for the public instruction of the state of Iowa," approved March 12th, 1858, shall continue such, subject to the provisions hereinafter made :

SEC. 2023. (2.) In each sub-district there shall be taught one or more schools for the instruction of youth between the ages of five and twenty-one years for at least twenty-four weeks, of five school days each, in each year, unless the county superintendent shall be satisfied that there is good and sufficient cause for failure so to do.

SEC. 2024. (3.) Scholars residing in one district may attend school in another, in the same or adjoining county, with the concurrence of the directors of both districts, and in such case, their proportion of the school money of the district to which they belong shall be paid to the treasurer of the district in which they attend school; and scholars may attend school in any sub-district of the township in which they reside, with the consent of the district board.

SEC. 2025. (4.) Any township in an unorganized county shall be for the purposes of this act regarded as a portion of the county to which its county is attached for revenue purposes.

SEC. 2026. (5.) Every school district which is now, or may hereafter be organized in this state, is hereby made a body corporate, by the name of the "district township of \_\_\_\_\_, in the county of \_\_\_\_\_, and state of Iowa," and in that name, may hold property, become a party to suits and contracts, and do other corporate acts.

#### *District Township Meetings.*

SEC. 2027. (6.) 1. Each township district shall hold regular meetings annually, on the second Monday in March.

2. When a new township has been organized, or a district left without officers, the trustees of the township shall post written notices specifying the time and place of the aforesaid meeting, in five conspicuous places in the township: *provided*, that when any district township shall be divided into two or more entire townships for civil purposes, the existing board of directors shall continue to act for both or all the new districts, till the time of the next election of officers.

SEC. 2028. (7.) The electors of a district, when legally assembled at a district school meeting, shall have the following powers, viz.:

# Excerpts from Iowa Code about Education Reform, 1860 (pg.5)

	1. To appoint a chairman and secretary, in the absence of the regular officers.
	2. To adjourn from time to time as occasion may require.
May levy tax for purchase or lease of site for school-house, &c.	3. To levy such tax, not exceeding one per cent. in any one year, on the taxable property of the district, as the meeting shall deem sufficient to purchase or lease a suitable site for a school-house or school-houses, and to build, rent, or purchase a school-house or school-houses, and to keep in repair and furnish the same with the necessary fuel and appendages, and for compensation of teachers, and for procuring district libraries and apparatus for the schools, books and stationery for the board and district meetings, and defray all other contingent expenses of the district: <i>provided</i> , that no tax shall be levied for building school-houses excepting at the regular meeting in March: <i>and provided further</i> , that no more than five mills on the dollar shall be levied in any one year for school-house purposes.
Proviso.	
May direct the sale of property belonging to the district, &c.	4. To direct the sale or other disposition to be made of any school-house or the site thereof, and of such other property, personal and real, as may belong to the district, and to direct the manner in which the proceeds arising therefrom shall be applied.
Payment of debts provided for.	5. To provide for the payment of any debts contracted for school-houses or school purposes.
Delegate powers to district board of directors.	6. To delegate all the powers contained in the foregoing specifications to the district board of directors.
Further power which may also be delegated.	7. To determine the branches to be taught and the text-books to be used in the schools of their district, which power they may also delegate to the district board of directors. [This 7th subdivision was passed April 2, 1860; laws of eighth general assembly, chapter 139.]
Order of submission of questions to electors.	SEC. 2029. (8.) At the meeting of the township districts, the chairman shall submit the questions coming before the electors, in the following order: 1. The levy of a tax for the payment of debts for school-house purposes. 2. For payment of officers and miscellaneous contingent expenses. 3. For paying amounts asked for by the several sub-districts, for each purpose separately. 4. For payment of teachers. 5. For purchase of libraries, fuel, apparatus, &c. 6. For the delegation of power to the board of directors. 7. Other matters necessary or proper to be acted upon.
Tax, and for what purpose.	
Director of sub-district elected annually.	SEC. 2030. (9.) The several sub-districts shall annually, on the first Monday in March, hold a meeting for the election of a director, five days' notice of which meeting shall be given by the then resident director, or if there is none, by the district secretary posting a written notice in three public places therein.
Five days' notice of meeting.	
Certificate of election.	SEC. 2031. (10.) At the meeting of the sub-districts, a chairman and secretary shall be appointed, who shall act as judges of the election, and give a certificate of election to the director elect.
Take oath.	SEC. 2032. (11.) Each director shall, within ten days after his election, appear before some officer qualified to administer oaths, and take an oath to support the constitution of the United States, and that of the state of Iowa, and that he will faithfully discharge the duties of his office, and in case of failure so to qualify, he shall forfeit ten dollars, to be recovered against him for the use of the district.
Penalty for failure to qualify.	
Tax.	SEC. 2033. (12.) The electors of said sub-district shall also, at the regular meeting in March, determine whether they desire any funds raised by tax to erect, repair, lease or furnish a school-house in said sub-district, or for the lease or purchase of grounds for the same, and the amount for each purpose.

# Excerpts from Iowa Code about Education Reform, 1860 (pg.6)

## ARTICLE 3.

An Act to amend an act passed by the Board of Education, December 24, 1859, entitled "An act to amend an act entitled an act to provide a System of Common Schools."

[Passed April 3, 1860, took effect July 4, 1860; Laws of Eighth General Assembly, Chapter 149.]

SECTION 2095. (1.) *Be it enacted by the General Assembly of the State of Iowa,* That when a judgment has been obtained against a school district, it shall be the duty of the board of directors to pay off and satisfy the same from the proper fund by an order on the treasurer of the district; and it shall be the duty of the district meeting at the time for voting a tax for the payment of other liabilities of the district, to provide for the payment of such order or orders.

Judgment to be paid off by board of directors by order on treasurer of the district.

SEC. 2096. (2.) In case a district has borrowed money of the school fund as contemplated in section eight of "an act to establish a system of common schools," passed by the board of education December 24th, 1858, it shall be the duty of the board of supervisors to levy such tax not exceeding five mills on the dollar in any one year on the taxable property of the district as constituted at the time of making such loan, as may be necessary to pay the annual interest on said loan, and the principal when the same falls due, unless the board of supervisors shall see proper to extend the time of said loan.\*

Money borrowed of school fund by district, how annual interest is to be paid.

## ARTICLE 4.

An Act to confer certain powers on Towns and Cities for School Purposes.

[Passed December 24, 1858; Laws of Board of Education.]

SECTION 2097. (1.) *Be it enacted by the Board of Education of the State of Iowa,* That any city or incorporated town in this state, including the territory annexed thereto for school purposes, may constitute a separate school district.†

Separate school district.

SEC. 2098. (2.) At the written request of any ten voters of such city or town, the municipal authorities thereof shall provide for taking the sense of the people residing within the limits of the contemplated district, by means of a public vote by ballot.

By request, vote to be taken.

SEC. 2099. (3.) Should the majority of the votes cast at any such election be in favor of a separate organization, an early day shall be fixed for electing by ballot, a president, vice president, secretary, treasurer and three directors, all of whom shall constitute a district board, having the same general powers, duties and obligations as attach to the like board in the township districts, except as herein provided. The said president, vice president, secretary and treasurer, shall hold their offices for the same time, and after the first election their successors shall be elected upon the same day and shall conform in other respects to the same rules and requirements as are provided by law for the same officers in the township districts.

Officers to constitute a district board to be elected by ballot.

Term of office the same.

How successors to be elected.

SEC. 2100. (4.) After the first election, the directors shall, by lot, determine the length of their respective terms of office; one shall serve till the second Monday in March next after his election; another till one year after the said second Monday in March; and a third till two

After first election terms of office to be decided by lot.

\*The word "loan" of this section is "law" in the archives.

† See section 2105.

# Excerpts from Iowa Code about Education Reform, 1860 (pg.7)

## ARTICLE 5.

An Act to provide for the authentication and taking effect of the Laws passed by the Board of Education.

[Passed December 15, 1858, took effect March 1, 1859; Laws of Board of Education.]

SECTION 2115. (1.) *Be it enacted by the Board of Education of the State of Iowa,* That all acts passed by this board shall before they become laws, be correctly enrolled and signed by the presiding officer of this body. Acts of board to be enrolled and signed by the president.

SEC. 2116. (2.) That a printed certificate of the secretary of this board shall be appended to the pamphlet containing a copy of the laws of any session, stating that the acts therein contained have been by him compared with the original statutes as passed by this board, and such certificate shall be sufficient evidence of the correctness of those laws to render them receivable as genuine in all cases whatever. Secretary's certificate.

SEC. 2117. (3.) That when not otherwise expressly provided, the laws passed at any general session of this board shall take effect on the first day of March next after the date of their enactment. Take effect

## ARTICLE 6.

An Act providing for the Boundaries of Districts in certain cases.

[Passed December 24, 1859; Laws of Board of Education.]

SECTION 2118. (1.) *Be it enacted by the Board of Education of the State of Iowa,* That in all cases where that portion of any sub-district lying in a different civil township from the one in which the school-house of such sub-district is situated shall be entirely uninhabited, then and in that case said uninhabited portion of such sub-district shall make and constitute a part of the school district of the civil township in which it is situated. Uninhabited part of such district to make a part of school district in which school-house is situated

## ARTICLE 7.

An Act prohibiting the exclusion of the Bible from the Schools of the State.

[Passed December 22, 1858; Laws of the Board of Education]

SECTION 2119. (1.) *Be it enacted by the Board of Education of the State of Iowa,* That the Bible shall not be excluded from any school or institution in this state, under the control of the board, nor shall any pupil be required to read it contrary to the wishes of his parent or guardian. Bible not to be excluded.

## ARTICLE 8.

An Act to provide for the purchase of School District Libraries.

[Passed December 18, 1858; Laws of Board of Education]

SECTION 2120. (1.) *Be it enacted by the Board of Education of the State of Iowa,* That the temporary school funds belonging to each county in this state shall be apportioned separately by the county judge at the time of apportioning other school funds among the several districts in each county, in proportion to the number of persons residing in such district between the ages of five and twenty-one years. School funds, how apportioned

SEC. 2121. (2.) The board of directors shall, at their regular meet- How appropriated.

# Excerpts from Iowa Code about Education Reform, 1860 (pg.8)

ing in April of each year, determine whether the amount so received shall be appropriated to the purchase of a district library, and if not so appropriated, the same shall form a part of the teacher's fund of said district.

Secretary *ex officio* librarian.

SEC. 2122. (3.) The secretary of each district shall be *ex officio* librarian, and shall purchase books and perform all other duties pertaining to that office, under the direction of the township board.

### ARTICLE 9.

An Act relative to the introduction of Webster's Dictionary into the Common Schools of this State.

*Passed December 24, 1858, took effect March 1, 1859; Laws of Board of Education.)\**

Webster's unabridged dictionary

SECTION 2123. (1.) *Be it enacted by the Board of Education of the State of Iowa,* That the board of directors of each school district in this state may, at any regular or special meeting of said board, determine whether they will purchase for the use of the schools in their district, copies of Webster's unabridged dictionary.

Same.

SEC. 2124. (2.) Whenever the sub-director of any sub-district shall determine to purchase a copy of said dictionary for said sub-district, the secretary of the district shall immediately certify the same, specifying the number of copies determined upon, to the county superintendent, who shall certify the same to the auditor of state and to the county judge.

Cost of dictionaries to be deducted from county tax apportioned to each district.

SEC. 2125. (3.) At the time of each annual apportionment by the county judge, of school funds among the several districts, he shall deduct from the amount of funds derived from county tax apportioned to each district \* \* \* the cost of all such dictionaries ordered by said district that \* \* \* year, and the amount so deducted shall be returned to the state treasury as provided for surplus interest in section eight, chapter one hundred and fifty-eight, laws of 1858.

Auditor of state to purchase dictionaries for counties.

SEC. 2126. (4.) The auditor of state is hereby authorized and directed to purchase of the publishers, from time to time, as they are ordered for the several counties, the number of such books necessary to supply all orders so received, provided that they shall be purchased at a cost not exceeding four dollars per copy, on such terms of payment as are specified in section three of this act, and shall be the latest edition of Webster's quarto unabridged, printed on superior paper, well bound in leather, perfect in all respects, and shall be delivered free of charges at any points in this state \* \* \* which may be designated by the auditor, and the auditor shall notify the state treasurer of the number of books so purchased for each county.

Cost not to exceed \$4.

Secretary to receipt for books.

SEC. 2127. (5.) The secretary of the board of education shall receipt to the publishers for such books on their arrival in good order at the place or places designated by the auditor, and shall immediately distribute them to the several county superintendents by whom they were ordered, in the same manner as laws of the general assembly are distributed.

Books to be distributed.

SEC. 2128. (6.) The county superintendents shall, on receipt of such books, at once distribute them to the proper districts.

Dictionaries under control of teachers.

SEC. 2129. (7.) Such dictionaries shall be kept in the schools

\*The erasures and additions of this act were made by the act of the board of education, of December 24, 1859, an act to amend an act entitled an act relative to the introduction of Webster's dictionary into the common schools of this state, which took effect March 1, 1860.

The Tipton Advertiser

Published weekly on Wednesdays... Subscription rates...

THE ANNUAL MEETING OF THE DEPARTMENT OF AGRICULTURE

will convene at the Chamber of Commerce... on Wednesday, October 21st...

THE TOWNSHIP OF Tipton

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BLOCK & WALLACE, DEALERS IN

Ready Made Clothing, AND Gents Furnishing Goods.

Keeps a Large Stock of Hats, Caps, Boys' and Men's Suits of all qualities, Underclothing, Blankets, Overalls, Trunks, Valises, Carpet Socks, Umbrellas, &c.

WE CAN SUIT YOU EVERY TIME. TRY US. New Goods, Good Goods! Cheap Goods!!

We buy for cash, and sell for cash; and for cash you can always BUY CHEAPER.

West of the Court House, TIPTON, IOWA.

Sugars, Teas, Coffee, Spices, Tobacco, Fruits, Jellies, Extracts, Starch, Cocoa, Rice, Fish, Eggs, Lard, Butter, Mustards, Ketchup, Vinegar, Syrup, AND GROCERIES, Alden, Scott & Co's.

In another variety, at

BAGLEY & INGHAM, GROCERIES, &c.

Next door west of THE UNION HOUSE, TIPTON, IOWA.

It always to be found the largest and most complete stock of Goods in Tipton. They are all of the best quality, and at the lowest prices.

TO OWNERS OF HORSES AND CATTLE.

THE PRESIDENT DECLARES WAR AGAINST THE POISONERS OF THE PEOPLE.

CRISTOBER'S BEECH HAY BLEND.

PROCLAMATION BY WM. H. HAMMOND To the People of Cedar County, Iowa.

TO OWNERS OF HORSES AND CATTLE.

FARM MACHINERY.

REICHERT BROTHERS TAKE PLEASURE IN CALLING THE ATTENTION OF FARMERS.

SEE HERE? PHOTOGRAPHS & CAMS!

DEARBORN & EATON'S ART GALLERY.

ALBUMS.

DISSOLUTION NOTICE.

FAIRBANKS' PATENT.

THE AMARA COLONY.

# "The Vanishing Shakers," January 18, 1917

The Central Record, Thursday, January 18, 1917.

No matter how good your car may be—  
—you must have  
**Good Service!**

First of all, of course, you want to get the very best car obtainable. But it is also as important that you get a car backed up by the right kind of dealer service.

There is certain to be more or less attention needed in time—accidents may occur—and when such things do happen you want to know that your car will not be put out of use for any length of time.

We keep an adequate supply of replacement parts on hand at all times. Also any part that we might not have may be secured by us from the Maxwell Motor Company within twenty-four hours.

This Service makes sure that your Maxwell Car gives you the perfect satisfaction it is capable of giving. It removes any doubt about your finding the Maxwell as remarkable in performance as thousands of other owners are reporting.

A good car—we believe the very best in the light car field—backed by Good Service—these are worth while reasons why you should consider the Maxwell Car before you buy.

We are also prepared to take care of owners of former models of the Maxwell.

**The Rex Garage Co.**  
Incorporated.  
Walter Hammack, Mgr.

**Maxwell**  
**\$635**  
F. O. B. DETROIT



Dismantled like the Christmas tree. Its duty done. Of all its branches, Time's decree. Pruned and cut off. The gifts of late arranged before. Its laughs in store. These repairs giving pleasures—oh, We never think fair. The precious doll's exquisite hair. Alas, is there! The perfume-bottle of purple rare. Is rudely torn. Three days the battered ball hath lain. In sad neglect. The motor car and railway train. Are wholly wrecked. And Noah's ark across the tide. No more can sail. The rocking-horse hath lost his pride. In fact for aye. Yet wherefore should we sadly cling. To waning joys. When the Christmases shall bring. Unbroken toys. Then, the small hands must break their will. As in our day. Give thanks, above the wreck, that still. God's hands will play. Life.

## THE VANISHING SHAKERS.

From Kentucky comes the story of three aged survivors of a once large colony of Shakers making arrangements to leave their lands valued at more than \$1,000,000 recent to the State. This is passing now more of the picturesque little Shaker communities that dotted the East and Middle West after the coming of Mother Ann Lee, "the elect lady" from England, in 1774. There are only a few of them left. Probably the total number of Shakers in the country is far below the 1,000 that they numbered when the last enumeration was taken half a dozen years ago. Forty years ago they numbered 10,000. Most of the colonies in passing have left ruins in land and buildings. For the Shakers have been strictly and industrious. History will probably place their ruins on the long list of Irish tenements and shacks that have risen and fallen, but there has been much in the simplicity and purity of the Shaker life to make the thoughtful ponder. Shakerism has been defined as a spiritualism grafted to Quaker theology, with piety and common sense thrown in, but that hardly does it justice. The spread that life of the religious community has won few converts in this generation and the adoption of children has not kept pace with the passing of the aged. The last Shaker community will hardly linger more than a few years longer. —Boston Herald.



"Oh Look! I can eat 'em all—they won't hurt you! That's because they're made with Calumet Baking Powder, which is pure, wholesome and safe. (They won't hurt you!)"



Chop and big can baking powder—do not use you know, Calumet does it's pure and is superior to your milk and soda. No. That's Safety First. A practical philanthropist is a man who can stir the fluff and won't—American Standard.

## COMMISSIONER'S SALE OF LAND.

GARRARD CIRCUIT COURT.  
Elias Hume, et al. Plaintiff  
VS.  
David Bolton, et al. Defendants.

Present to a judgment rendered at the November Term, 1916, the undersigned Commissioner will sell at public auction to the highest and best bidder, before the Court House door in Lancaster, Ky., at 11 o'clock A. M., or thereabouts, on

MONDAY, JANUARY 22nd, 1917, at being the first day of the Garrard County Court Term, the real estate mentioned in the proceedings and described as follows:

In Garrard County, Kentucky, on the waters of Long Branch and situated as follows: Beginning at a stake in each branch; thence up the same S 24 W 22 miles to a stake; thence bearing and branch S 84 E 9 poles to a stake; thence N 34 E 22 poles to a stake; thence N 34 W 9 poles to the beginning, containing 14 acres.

2nd Tract: In the same County and State and subject the above tract and situate as follows: Beginning at a stake on the East bank of said Long Branch; thence S 84 E 9 poles to a stake; thence N 34 W 9 poles to said Long Branch; thence S 11 E 21 poles to a stake on said Long Branch; thence a new line S 74 E 21 poles to a stake; thence S 84 E 22 poles to a stake; thence N 34 W 9 poles to a stake on Charon House Run; thence S 14 E 31 poles to a stake; thence S 60 W 14 poles to a stake in the head of a hollow, with the meanders; S 14 W 14 poles to a stake; thence S 14 W 14 poles to a stake on the West bank of said Long Branch and coming to said Long Branch; thence down said branch N 34 E 31 poles to the beginning, containing 13 acres and 8 rods.

The purpose of said sale is to divide the proceeds among the plaintiff and defendant herein as their rights may appear.

TERMS: The property will be sold on a credit of six and twelve months and the purchaser will be required to execute bonds with approved surety for the purchase price, due in six and twelve months, respectively, and bearing interest from date until paid, having the force and effect of a judgment upon which execution may issue, payable to W. H. Brown, Master Commissioner of said Garrard Circuit Court, and a lien will be reserved upon the property sold until all the purchase money is paid.

W. H. BROWN, M. C. C. C. G.  
B. H. Tomlinson, Att'y for Plffs.  
Capt. A. M. Hoover, Auctioneer.

## BRING YOUR

# TOBACCO

-- TO --

## LANCASTER TOBACCO WAREHOUSE

STANFORD, STREET

## C. A. Speith Company

MANAGERS.

We Pay Highest Market Prices. Unload the Same Day. No Commission Charged. Phone 308. Also Branch House at MORELAND, KY.

## "Cured"

Mrs. Jay McGee, of Stephenville, Texas, writes: "I am now 59 years. I suffered with womanly trouble. I had terrible headaches, and pains in my back, etc. It seemed as if I would die, I suffered so. At last, I decided to try Cardui, the woman's tonic, and it helped me right away. The full treatment not only helped me, but it cured me."

## TAKE Cardui The Woman's Tonic

Cardui helps women in time of greatest need, because it contains ingredients which act specifically, yet gently, on the weakened womanly organs. So, if you feel discouraged, blue, out-of-sorts, unable to do your household work, on account of your condition, stop worrying and give Cardui a trial. It has helped thousands of women—why not you? Try Cardui. E-1

# 18th Amendment to the U.S. Constitution, January 28, 1919 (pg.1)

## AMENDMENT TO THE CONSTITUTION, 1919.

FRANK L. POLK,

January 28, 1919.

ACTING SECRETARY OF STATE OF THE UNITED STATES OF AMERICA.

TO ALL TO WHOM THESE PRESENTS SHALL COME,  
GREETING:

KNOW YE, That the Congress of the United States at the second session, sixty-fifth Congress begun at Washington on the third day of December in the year one thousand nine hundred and seventeen, passed a Resolution in the words and figures following: to wit—

Eighteenth Amendment to the Constitution.  
Preamble.

### JOINT RESOLUTION

Proposing an amendment to the  
Constitution of the United States.

RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA IN CONGRESS ASSEMBLED (TWO-THIRDS OF EACH HOUSE CONCURRING THEREIN), That the following amendment to the Constitution be, and hereby is, proposed to the States, to become valid as a part of the Constitution when ratified by the legislatures of the several States as provided by the Constitution:

Amendment proposed to the States.  
Act, p. 1989.

#### "ARTICLE —.

"Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Prohibition of intoxicating liquors for beverage purposes.

"Sec. 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Enforcement.

"Sec. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress."

Ratification within seven years required.

And, further, that it appears from official documents on file in this Department that the Amendment to the Constitution of the United States proposed as aforesaid has been ratified by the Legislatures of the States of Alabama, Arizona, California, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Dakota, South Carolina, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin and Wyoming.

States ratifying proposed Amendment.

# 18th Amendment to the U.S. Constitution, January 28, 1919 (pg.2)

1942

## AMENDMENT TO THE CONSTITUTION

Declaration.

And, further, that the States whose Legislatures have so ratified the said proposed Amendment, constitute three fourths of the whole number of States in the United States.

Certificate of adoption as part of the Constitution.  
R. S., sec. 205, p. 33.

Now therefore, be it known that I, Frank L. Polk, Acting Secretary of State of the United States, by virtue and in pursuance of Section 205 of the Revised Statutes of the United States, do hereby certify that the Amendment aforesaid has become valid to all intents and purposes as a part of the Constitution of the United States.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the seal of the Department of State to be affixed.

Done at the City of Washington this 29th day of January in the year of our Lord one thousand nine hundred and nineteen.  
[SEAL.] teen.

FRANK L. POLK  
*Acting Secretary of State.*

# 21st Amendment of the U.S. Constitution, December 5, 1933 (pg.1)

## AMENDMENT TO THE CONSTITUTION, 1933

WILLIAM PHILLIPS

December 5, 1933.

ACTING SECRETARY OF STATE OF THE UNITED STATES OF AMERICA.

*To all to whom these presents shall come, greeting:*

KNOW YE, That the Congress of the United States, at the second session, seventy-second Congress begun and held at the City of Washington on Monday, the fifth day of December, in the year one thousand nine hundred and thirty-two, passed a Joint Resolution in the words and figures as follows: to wit—

Twenty-first Amendment to the Constitution.  
Preamble.

### JOINT RESOLUTION

Proposing an amendment to the Constitution of the United States.

*Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), That the following article is hereby proposed as an amendment to the Constitution of the United States, which shall be valid to all intents and purposes as part of the Constitution when ratified by conventions in three-fourths of the several States:*

Amendment proposed to the Constitution.  
Vol. 46, p. 1625.

#### “ARTICLE—

“SECTION 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Eighteenth amendment repealed.

“SEC. 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Prohibition of liquor traffic into a State, etc., in violation of its laws.

“SEC. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.”

Inoperative if not ratified in seven years.

And, further, that it appears from official notices received at the Department of State that the Amendment to the Constitution of the United States proposed as aforesaid has been ratified by conventions in the States of Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Iowa, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, New York, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

States ratifying proposed amendment.

And, further, that the States wherein conventions have so ratified the said proposed Amendment, constitute the requisite three-fourths of the whole number of States in the United States.

Requisite number declared.

# 21st Amendment of the U.S. Constitution, December 5, 1933 (pg.2)

1750

AMENDMENT TO THE CONSTITUTION, 1933.

Certificate of adoption as part of the Constitution.  
U.S.C., p. 37.

Now, therefore, be it known that I, William Phillips, Acting Secretary of State of the United States, by virtue and in pursuance of Section 160, Title 5, of the United States Code, do hereby certify that the Amendment aforesaid has become valid to all intents and purposes as a part of the Constitution of the United States.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the seal of the Department of State to be affixed.

DONE at the City of Washington this fifth day of December, in the year of our Lord one thousand nine hundred and thirty-three.

[SEAL]

WILLIAM PHILLIPS  
*Acting Secretary of State.*