

## TOPICAL INDEX

The following partial topical index is excerpted from *Pious To Progressive*. A study of it will give some idea of the relevance of the old school ideals.

Worship of God as Creator, Saviour, and Lord – Throughout the Pre-Civil War Era and well into the Post-Civil War Era, this was the major theme of the readers. The selections contain classic, and still valid, arguments for Creation, faith, and following ‘The Way’ that are unexcelled, and seldom equaled today. Many masterpieces of preaching and praise filled those old books, and flow over into this new one. The last selection, noted above, is an example of the anti-Christian “Progressive” influence on later readers.

THE CREATOR, Anonymous...43

*California State Series, Third Reader, 1886*

THE SABBATH BELL, Anonymous ...45

*California State Series, Third Reader, 1886*

THE STUDY OF GOD’S WORKS, Carl v. Linnaeus ...320

*Sargent’s Standard Fifth, 1854*

EVIDENCE OF A CREATOR, by John Tillotson ...274

*National Fifth Reader, 1858;*

THE PLEASURES OF RELIGION, Smith ...409

*Emerson’s First Class Reader, 1833*

THE PREACHING OF WHITFIELD, Miss Francis ...397

*The Reader’s Guide, 1836*

PRAYER, Tennyson ...565

*California State Series, Eighth Reader, 1917*

INCENTIVES TO YOUTHFUL DEVOTIONS, Taylor ...338

*McGuffey’s Fifth Reader, 1844*

RELIGION, THE GUARDIAN OF THE SOUL, Orville Dewey ...369

*The American Common-School Reader and Speaker, 1844*

THE BIBLE IN A COAL MINE, Anonymous ...383

*The Readers Manual, 1839.*

THE VALUE OF WISDOM, Holy Bible ...523

*Heath Fifth Reader, 1903*

IF I LIVE TILL SUNDOWN, Henry Woodfin Grady ...525

*Howe Fifth Reader, 1907*

- TRUST IN GOD AND DO RIGHT, Anonymous ...35  
*California State Series Third Reader, 1886*
- THE OLD MAN IN A MODEL CHURCH, John H. Yates ...89  
*Excelsior Fifth Reader, 1897*
- HYMNS, Henry Ward Beecher ...257  
*The National Fifth Reader, 1873*
- SELECTED EXTRACTS, Beecher ...260  
*The National Fifth Reader, 1873*
- THIS LIFE'S EXPERIENCES POINT TO ANOTHER, Wilson ...316  
*Sargent's Standard Fifth Reader, 1854*
- THE EFFICACY OF PRAYER, De Lamennais ...322  
*Sargent's Standard Fifth Reader, 1854*
- THE MYSTERIOUS STRANGER, Jane Taylor ...333  
*McGuffey's Fifth Reader, 1844*
- THE FINAL JUDGMENT, Anonymous ...347  
*McGuffey's Fifth Reader, 1844*
- GOD SEEN IN ALL THINGS, Moore ...348  
*McGuffey's Fifth Reader, 1844*
- GOD IS EVERYWHERE, Hutton ...349  
*McGuffey's Fifth Reader, 1844*
- PRAYER, *Original Hymns for Sabbath Schools* ...390  
*The Reader's Guide, 1836*
- FAITH, *Original Hymns for Sabbath Schools* ...390  
*The Reader's Guide, 1836*
- PILGRIM'S SONG, George Whitfield ...394  
*The Reader's Guide, 1836*
- SAFETY IN GOD, Isaac Watts ...395  
*The Reader's Guide, 1836*
- ON THE DEATH OF CHRIST, Blair ...475  
*Scott's Lessons in Elocution, 1820*
- UNCONQUERED ('INVICTUS'), William E. Henley ...563  
*California State Series, Eighth Reader, 1917*

Christian and Patriotic – By “Christian *and* Patriotic”, I am not suggesting that they are the same, they aren't, only pointing out the inherent connection between the two. American patriotism is a celebration of liberty, and that liberty is founded upon the Christian belief that “*All men are created equal, and that they are endowed by*

*their Creator with certain unalienable rights*". We see the ideals of freedom and liberty exalted even in selections not directly related to the American experience. When Christianity is under attack, liberty is also under attack, and vice versa. Not surprisingly, the two subjects, religious and patriotic, disappeared about the same time from American public school textbooks.

When speaking of patriotism, there is something that G. K. Chesterton set me thinking on, something he likened to a vertical democracy, an inter-generational democracy, of which our forebearers are, by right, participants. The enemies of America are well aware of that and have made that 'vertical democracy' a particular target. Should we allow enemies to wantonly destroy all that past generations labored and fought to create, and leave to their descendants, simply because they can't rise out of the grave and shoulder their rifles now, as they did in their day? That is a question on every ballot, perhaps though in invisible, ghost ink.

AMERICA, NATIONAL HYMN, S. F. Smith ...33  
*California State Series Third Reader, 1886*

BATTLE HYMN OF THE REPUBLIC, Julia Ward Howe ...74  
*The Excelsior Fifth Reader, 1897*

RELIGION ESSENTIAL TO MORALITY, George Washington ...319  
*Sargent's Standard Fifth Reader, 1854*

THE ROMAN CATHOLICS TO PRES. WASHINGTON, ...192  
*The Catholic Fifth Reader, 1876*

THE FIRST PRAYER IN CONGRESS, Rev. Jacob Duche ...151  
*Raub's Normal Fifth Reader, 1878*

REVOLUTIONARY ANECDOTE, Anonymous ...400  
*Emerson's First Class Reader, 1833*

THE TRUE GREATNESS OF OUR COUNTRY, Seward ...145  
*Normal Fifth Reader, 1878*

UNAPPRECIATED OBLIGATIONS, Sir. A. Park ...319  
*Sargent's Standard Fifth Reader, 1854*

TRUE REGARD FOR ANCESTRY, Webster...289  
*Hilliard's First Class Reader, 1855*

Puritan Post-Millennialism – Public education in early America was a Puritan project, dominated by Puritan thought. They were very much of a Post-Millennial mind set. That is, they believed the current 'Church Age' was the 'millennial' period, (post-Christ's first coming, but Christ's

second coming would be Post-Millenium) and that the triumph of the Gospel of Christ, common education, and governance according to Godly principles would usher in the reign of Christ's righteousness on earth in this age, prior to His return. Out of that expectation came the world-wide mission movements, and in America, the public school movement, the Sunday Schools, the Chautauqua Literary and Scientific Circle, the Salvation Army, child labor laws, abolition of slavery, the temperance movement, equal rights laws, the Red Cross, YMCA and YWCA, the Orphan Train Movement, and many other social improvement efforts.

That Puritan belief greatly impacted political history in both England and America. In the early 19<sup>th</sup> Century, the view of a developing Christian moral paradise seemed realistic, and was espoused in most readers of the period. That hope of an earthly paradise continues until our day, but time and travail have distorted faith in the triumph of the Gospel of Christ to faith in the Social Gospel, then to socialist government – and to moral anarchy. Those changes can also be seen in the later readers. Horace Bushnell's *The Reform that is Needed* offered a strong counter to the Social Gospel message.

Many, and perhaps most, Evangelical Christians today are Pre-Millennialists; that is, expecting the Millennial Kingdom of Christ after His second coming. But that begs the question of what Christians should do in this fallen world until Christ's coming. We are ordered to “occupy”, and to be “salt and light” in society; so what are the obligations, and the limits, of Christians in these days? That dilemma is very much a part of American history, and of the English Civil War, especially of the life of Oliver Cromwell, covered later.

THE UNITED STATES, George Bancroft ...53  
*California State Series Third Reader*, 1886

UNITY AND PROGRESS OF MANKIND, George Bancroft ...322  
*Sargent's Standard Fifth Reader*, 1854

DESTINY OF AMERICA, George Berkley ...264  
*National Fifth Reader*, 1858

THE RESPONSIBILITY OF OUR COUNTRY, Daniel Webster...315  
*Sander's Fifth Reader*, 1855

THE PRESS, Joseph T. Buckingham ...361  
*The American Common-School Reader and Speaker*, 1844

CHARACTER OF THE ORIGIN OF NEW ENGLAND, Webster ...246  
*The Webster-Franklin Fifth Reader*, 1871

RESULTS OF INTEMPERANCE, Edward Everett ...509  
*McGuffey's Fifth Reader*, 1901

THE GAMBLER'S WIFE, Coates ...154  
*Raub's Normal Fifth Reader*, 1878

PROFANITY REPROVED, Dwight ...388  
*The Reader's Guide*, 1836

A PAPER OF TOBACCO, Karr ...327  
*Sargent's Standard Fifth Reader*, 1854

THE REFORM THAT IS NEEDED, Bushnell ...219  
*The Franklin Sixth Reader*, 1874

SUCCESS OF THE GOSPEL, Wayland ...404  
*The American Common-School Reader and Speaker*, 1844

EDUCATION, *Dr. Humphrey*...370  
*The American Common-School Reader and Speaker*, 1844

Marriage and Family – In these selections, marriage and family are presented as God ordained institutions in which humanity is most fully expressed. A broad variety of marital situations are displayed however, some according to Biblical standards, others not so. Some selections elevate marriage to the, perhaps unattainable, ideal. Those idealized depictions of marriage are brought back to earth by the witty repartee of marriages not exactly ‘made in heaven’ in popular plays and humorous fiction of the day. The three selections from the 1858 National Fifth Reader listed below illustrate that point well.

Surprisingly, one of the most poignant stories of marriage and family in the readers is Washington Irving’s *Rip Van Winkle*. Having read it before, in my childhood, I was surprised to find it not a children’s story, but a sophisticated allegory of a failed marriage and broken home, alcoholism, and a twenty year ‘lost weekend’, in which both husband and wife failed to live in Biblically appropriate ways. I have used this allegory as a vehicle for a commentary on marriage in the appendix.

The ideal of romance between a man and a woman has taken a beating lately with intimacy being frequently displaced, even nullified, by sexual promiscuity, and now the demonic lunacy of ‘gender fluidity’. We are reminded of the original ideal in Buffon’s recounting of Adam and Eve’s first encounter.

INFLUENCE OF HOME, Richard Henry Dana ...272  
*National Fifth Reader*, 1858

THE GOOD WIFE, D. G. Mitchell ...275  
*National Fifth Reader*, 1858

CONVERSATIONS AFTER MARRIAGE, Sheridan ...276

*National Fifth Reader, 1858*

FEELINGS OF ADAM ON BEING CALLED INTO EXISTENCE, Buffon ...439  
*American First Class Book, 1823*

MATERNAL AFFECTION, Scrap Book ...457  
*American First Class Book, 1823*

ON THE DEATH OF MRS. MASON, Mason ...478  
*Scott's Lessons in Elocution, 1820*

RIP VAN WINKLE, Irving ...528  
*The Howe Fifth Reader, 1909*

Also see MRS. CAUDLE'S UMBRELLA LECTURE (Humor),  
and IF I LIVE TILL SUNDOWN (American Civil War).

American History, Government and Politics – The authors of the readers were keenly aware of the importance of educating their charges to be proper citizens, with both morality, and political acumen derived from history. Social issues including slavery, temperance (anti-alcohol), Indian relations were extensively covered in the readers. The American Civil War and Revolutionary War are placed in a separate category, as is the English Civil War.

DANGERS TO OUR REPUBLIC, Horace Mann ...209  
*Franklin Sixth Reader, 1874*

THE RETIREMENT OF WASHINGTON, P. G. Guizot ...291  
*Hilliard's First Class Reader, 1855*

ORIGIN OF PROPERTY, Blackstone ...352  
*McGuffey's Fifth Reader, 1844*

THE NECESSITY OF GOVERNMENT, John C. Calhoun ...170  
*Appleton's Fifth Reader, 1878*

APPEAL TO THE PATRIOTISM OF SOUTH CAROLINA, Jackson ...311  
*Sander's Fifth Reader, 1842*

THE DONNER PARTY, Leroy E. Armstrong ...552  
*California State Series Eighth Year Literature Reader, 1917*

EDUCATION OF FEMALES, Joseph Story  
*The American Common-School Reader and Speaker, 1844*

THE SLAVE TRADE, Daniel Webster ...217  
*Franklin Sixth Reader, 1874*

PHILIP OF MOUNT HOPE, Exeter News Letter ...404  
*Emerson's First-Class Reader, 1845*

THE NEGRO NURSE, Isabel Drysdale ...432  
*American Sunday School Union, Scenes in Georgia, 1827*

THE VIRGINIA INDIANS, Capt. John Smith ...520  
*The Heath Fifth Reader*, 1903

THE ESCAPE FROM ONONDEGA, John G. Shea ...194  
*The Catholic National Series, The Fifth Reader*, 1876

THE STORY OF INDIAN SPRING, Aunt Mary ... 132  
*The New National Fourth Reader*, 1884

A STORY OF THE SIOUX WAR, Anonymous ...135  
*The New National Fourth Reader*, 1884

DIALOGUES OF THE DEAD, Lord Lyttleton ...460  
*The American First Class Book*, 1823

LETTER FROM THE BRITISH SPY, William Wirt ...464  
*The American First Class Book*, 1823

SLAVERY, Cowper ...459  
*The American First Class Book*, 1823

ON THE SLAVERY OF NEGROES, P. Wakefield ...490  
*Introduction to the English Reader*, 1819

The American Revolution and Civil War – Readers of the Pre-Civil War era contained much Revolutionary War history, eulogy, and expressions of pride in the accomplishments of the ‘American Experiment’. The Post-Civil War era readers also contained some of the same material, but were heavily laden with Civil War stories of one kind or another, and that even extended a little way into the Early-Modern era readers. One Pre-Civil War reader in particular, the 1844 *American Common-School Reader*, perhaps the best of the readers from a historical point of view, documents some of the warnings about partisanship, and a notorious example of over-the-top political invective of the type that was leading directly to disaster.

The Post-Civil War readers contain very little of what we commonly think of as ‘history’ of the War – names, dates, places, victors and vanquished; and almost none of what we might deem ‘triumphalism’. Instead, they reveal a more intimate history, that of a deep and abiding grief. All the anger, hatred, and vainglory had been bled and burnt out by the war, and now, even those...no, especially those, who had fought the war wanted to bind up its wounds and become one America again. Sadly, America’s enemies today are ripping open those old wounds that those who gave and received wanted closed forever. Sad that it is so successful a scheme to divide us; but these old readers give us a sobering, and timely, warning of what civil war is like.

That deep grief is expressed particularly in poetry of the age, poetry being more suited to expressing emotions among adults. Much of that era's reader selections are what we might consider 'maudlin sentimentality', but perhaps that is because our age has become hard and insensitive to the pain of others. Some selections of that genre I have placed in the 'Life, Death, and Human Compassion' collection.

THE FLAG ON SUMTER, anonymous ...63  
*California State Series, Third Reader, 1886*

THE TRAILED BANNER, Rev. J. A. Ryan ...75  
*California State Series Third Reader, 1868*

UNITED AT LAST, Anonymous ...131  
*The New National Fourth Reader, 1884*

MUSIC IN CAMP, John R. Thompson ...505  
*McGuffey Fifth Reader, 1901*

THE CHARACTER OF WASHINGTON, Jefferson ...98  
*Harper's Fifth Reader, 1889*

ADDRESS TO THE VIRGINIA LEGISLATURE, Patric Henry ...161  
*Appleton's School Reader, 1878*

OPPOSITION TO INDEPENDENCE, Daniel Webster ... 211  
*Franklin Sixth Reader, 1874*

SPEECH ON THE AMERICAN War, Lord Chatham ...142  
*Raub's Normal Fifth Reader, 1878*

THE LAST OF THE SIGNERS, George Lippard ...185  
*The New Catholic National Fifth Reader, 1876*

IMPRESSMENT OF AMERICAN SEAMEN, Henry Clay ...363  
*The American Common-School Reader and Speaker, 1844*

PARTY SPIRIT, William Gaston ...368  
*The American Common-School Reader and Speaker, 1844*

NEW ENGLAND, WHAT IS SHE?, Tristram Burgess...365  
*The American Common-School Reader and Speaker, 1844*

ON THE RESTORATION OF THE UNION, Stephens ...502  
*McGuffey Fifth Reader, 1901*

Life, Death, and Human Compassion – While on the subject, I believe that recent generations, especially with the advent of social media, are losing their ability to relate to other humans. In the day of the old readers, families were closer, and 'community' was not online, it was an extension of the family. Babies were born at home, the sick were nursed at home, the older generation died at home, and family and community

buried them, and mourned. These selections are from the age of ‘maudlin sentimentality’, at least in literature, but they are good lessons for today's young people in understanding life, adult life.

SOMEBODY'S DARLING, anonymous ...49  
*California State Series, Third Reader, 1886*

MORTALITY AND IMMORTALITY, Barbault ...52  
*California Third Reader, 1886*

BROKEN HEARTS, Washington Irving ...262  
*The National Fifth Reader, 1858*

THE HOME OF MY CHILDHOOD, Dr. J. G. Holland ...39  
*California State Series, Third Reader, 1886*

A CHILD'S DREAM OF A STAR, Charles Dickens ...239  
*Webster-Franklin Fifth Reader, 1871*

A SHIPWRECK STORY, anonymous ...295  
*Hilliard's First Class Reader, 1855*

IF I LIVE TILL SUNDOWN, Henry W. Grady ...525  
*Howe Fifth Reader, 1909*

OLD AGE, Theodore Parker ...175  
*Appleton's Fifth Reader, 1878*

FATHER'S GROWING OLD, JOHN, Anonymous ...156  
*Raub's Normal Fifth Reader, 1878*

THE ENGLISH SKYLARK, Samuel H. Stearns ...378  
*The American Common-School Reader and Speaker, 1844*

The English Civil War and the Fight for Liberty – The old readers saw liberty as man's destiny, and all fronts in the fight for liberty were to be honored. The Greek war for independence from the Turkish Empire, and Ireland's rebellion against England were popular topics. Virtually all the older readers contain pieces related to the English Civil War, and for good reason. For all our Founders wide classical education, it was the English Civil War that bore most upon their thought in the American Revolutionary period, and during the building of a new nation. It would be appropriate to state that America was, to a large extent, the product of the English Civil War; from the conflicting ideologies of the contending parties, to the successive waves of Puritans and Royalists, Scots and Irish, Protestants and Catholics fleeing Britain as the fortunes of war turned upon them, to the Constitutional protections carefully constructed to avoid such a calamity in America.

It would also be appropriate, I believe, to consider the American Civil War, as well, to be descended from the English Civil War, at least in the sense of common ideological conflicts. Even today we see the shadows of those contending ideologies in our political sphere.

The duration, and the political, nationalist, and religious complexity of the English Civil War dwarf our Revolutionary and Civil Wars. It is far too great a subject for any one reader to treat properly, or even a compilation of all the readers. I have included a few pieces in the *Old Fashioned School Book, Advanced Reader* to present at least a basic overview. Most of these selections are contained in the OFH Fourth or Fifth Readers.

THE BAPTISM, Wilson ...450  
*American First Class Book, 1823*

OLIVER CROMWELL, Goldwin Smith ...220  
*Franklin Sixth Reader, 1874*

THE BATTLE OF NASEBY, Lord Macaulay ...230  
*Monroe's Sixth Reader, 1874*

DEATH AND CHARACTER OF JOHN HAMPDEN, Macaulay ...280  
*Hilliard's First Class Reader, 1855*

THE PURITANS, Macaulay...256  
*National Fifth Reader, 1866*

THE VIRGINIANS, William Makepeace Thackeray ...511  
*The New McGuffey Fifth Reader, 1901*

HOW THEY KEPT THE BRIDGE AT ATHLONE, Sullivan ...186  
*The Catholic National New Fifth Reader, 1876*

THE CHARACTER OF CHARLES THE FIRST, Macaulay ...227  
*Monroe's Sixth Reader, 1872*

EMMETT'S VINDICATION, Robert Emmett ...159  
*Appleton's Fifth Reader, 1878*

ANECDOTES OF THE GREEK REVOLUTION, Warburton ...284  
*Hilliard's First Class Reader, 1855*

MARCO BOZZARIS, Fitz-Greene Halleck ...164  
*Appleton's Fifth Reader, 1878*

THE MASSACRE OF SCIO, Anonymous ...395  
*The Reader's Guide, 1836*

THE GENIUS OF ARISTOPHANES, C. C. Felton ...362  
*The American Common-School Reader and Speaker, 1844*

Adventure, Biography, and Humor – The older advanced readers were not primarily story books, and so the new *Advanced Reader* does not have a high percentage of stories, but it does contain some fine, Christian oriented stories, and some humor selections. Most of the biographical material is included with the relevant historical events.

CURFEW MUST NOT RING TONIGHT, Thorpe ...65  
*California State Series, Third Reader, 1886*

HOW THE WATERS COME DOWN AT LODORE, Southey ...46  
*California State Series, Third Reader, 1886*

THE COMING OF THE HURRICANE, Hearne ...102  
*Harper's Fifth Reader, 1889*

SCENE IN THE BURNING OF ROME BY NERO, George Croly ...391  
*Reader's Guide, 1839*

THE CHARIOT RACE, from Ben-Hur, Lew Wallace ...120  
*Harper's Fifth Reader, 1889*

AN INDIAN FIGHT, Sir Walter Scott ...298  
*Hilliard's First Class Reader, 1855*

MRS. CAUDLE'S UMBRELLA LECTURE, Jerrold ...55  
*California State Series, Third Reader, 1886*

SCENE WITH A PANTHER, Brown...253  
*National Fifth Reader, 1866*

A FOREST ON FIRE, Audubon ...244  
*Webster-Franklin Fifth Reader, 1871*

THE ASCENT TO THE EAGLE'S NEST, Wilson ...165  
*Appleton's Fifth Reader, 1878*

GRACE DARLING, *Chambers' Miscellany* ...286  
*Hilliard's First Class Reader, 1855*

WEE WILLIE WINKIE, Rudyard Kipling ...566  
*California State Series Eighth Year Literature Reader, 1917.*

THE WALRUS AND THE CARPENTER, Lewis Carroll ...513  
*The Heath Fifth Reader, 1903*

DOUBTING CASTLE, *John Bunyan* ...516  
*The Heath Fifth Reader, 1903*

Direct Moral Teaching – The older readers were not at all embarrassed with 'direct moral teaching'; in fact it is a predominant part of the older readers, but, as stated above, direct moral teaching was forced out of schools by 'Progressive' dogma. Along with direct moral teaching, came

instruction in the use of reason also, and examples of reasoned argument in great speeches.

TRUST IN GOD AND DO RIGHT, anonymous ...32  
*California State Series, Third Reader, 1886*

IMPORTANCE OF VIRTUE, Price ...480  
*Scott's Lessons in Elocution, 1820*

DEMORALIZATION CONSEQUENT ON IRRELIGION, Channing ...171  
*Pacific Coast Series, Fifth Reader, 1874*

TYRANNY, Byron ... 343  
*Emerson's First-Class Reader, 1845*

SPEAKING THE TRUTH, anonymous ...120  
*Raub's Normal Fifth Reader, 1878*

THE MOST PRECIOUS POSSESSION, Davy ...286  
*Sargent's Standard Fifth Reader, 1854*

SELECT SENTENCES, *The Art of Thinking* ...500  
*Scott's Lessons in Elocution, 1820*

JOHN LOCKE AND PIERRE BAYLE, Lord Lyttleton ...494  
*Murray's English Reader, 1814*

THE FEMALE CHOICE, Barbauld ...484  
*Murray, Introduction to The English Reader, 1819*

SANCHO PANZA'S GOVERNMENT, *Miguel de Cervantes* ...152  
*Appleton's Fifth Reader, 1878*

NOBLE BEHAVIOR OF SCIPIO, *Dodd* ...486  
*Murray, Introduction to The English Reader, 1819*

GOVERNMENT OF THE THOUGHTS, *Horne* ...289  
*Sargent's Standard Fifth Reader, 1854*

The Dignity of Labor – Especially in the older readers, the value, necessity, and virtue of labor are heavily extolled, in prose story and essay, and in poetry. That too, tapers off in the newer readers, to be replaced with a 'social justice' emphasis. That is not an entirely bad development, but there are several weaknesses in the social justice model often expounded in the Early-Modern readers. One of those weaknesses is obvious in the poem, *Man With Hoe*, in the *Golden Deed Book*. That is such a fine example of disparagement of labor, and laborers, that I have included it here.

ACHIEVEMENTS AND DIGNITY OF LABOR, Newman Hall ...92  
*The Excelsior Fifth Reader, 1897*

THE GOOD GODDESS OF POVERTY, George Sand ...58  
*California Third Reader, 1886*

WORK, Thomas Carlyle ...271  
*National Fifth Reader, 1858*

ON THE USE AND ABUSE OF AMUSEMENTS, Alison ...446  
*The American First Class Book, 1823*

THE DUTY OF LABOR, Rev. Orville Dewey ... 285  
*Hilliard's First Class Reader, 1855*

IRONICAL EULOGY ON DEBT, *Anonymous* ...340  
*McGuffey's Fifth Reader, 1844*

THE MAN WITH THE HOE, Markham ...580  
*The Golden Deed Book, 1916*