

and contact with national headquarters. Can the records of a single Georgia klavern represent all Klan units in the nation? Did the Klan fail due to organized resistance or did it disintegrate from within? In Iowa the factors leading to the Klan's demise varied from county to county. Further, how did the elite and the middle class respond to the ideas of the Klan? In Iowa the Klan received both middle-class support and opposition, but there was little in the way of union or gender protest. There was, however, organized African American opposition.

Further research will provide more complete responses to these questions as well as analyze the MacLean thesis. The answers will be critical in our understanding and characterization of conservative social movements.

Forging New Freedoms: Nativism, Education, and the Constitution, 1919–1927, by William G. Ross. Lincoln: University of Nebraska Press, 1994. x, 277 pp. Illustrations, notes, indexes. \$40.00 cloth.

REVIEWED BY LAWRENCE O. CHRISTENSEN, UNIVERSITY OF MISSOURI–ROLLA

William Ross traces the influence of three United States Supreme Court decisions on the United States Constitution. All three cases involved state laws that sought to limit the use of foreign languages in private schools. The state of Oregon went so far as to outlaw private schools by making attendance at public schools compulsory. In all three decisions, the Court ruled against the states. These decisions, according to Ross, inaugurated "a new era of judicial activism, extending to the present day, in which the Supreme Court has jealously and often zealously protected civil liberties from intrusion by state legislatures" (6). Ross contends that in these decisions, the Court expanded the scope of the Fourteenth Amendment to include civil liberties and began a path of interpretation that resulted in the incorporation of the Bill of Rights into state law.

The author sets the stage for these dramatic events by briefly tracing expressions of nativism that resulted in curtailing instruction in foreign languages, mostly German, before World War I. He then discusses the war's impact on nativism, pointing out that in Minnesota and Wisconsin, the large number of Germans protected them from anti-German laws, but Nebraska and Iowa's "German community was large enough to attract the attention and fears of nativists but not large enough to protect itself easily from nativistic assaults" (42). Iowa became the only state to ban the use of the German language during the war.

Interestingly, nativism increased after the war. During 1919 alone nineteen states passed laws that restricted the teaching of foreign languages. By the end of that year, when wartime measures are added,

thirty-seven of the forty-eight states passed educational restrictions. These restrictions took two forms: laws against teaching mostly elementary-level students in the German language and efforts to require all students to attend public schools. The anti-German language laws were directed at German Lutherans, primarily; the compulsory education bills were directed at Catholics. Ross provides a detailed description of the passage of the laws in Nebraska, Oregon, and in the territory of Hawaii that were challenged in the courts. He also discusses the efforts made by those affected by the laws to defeat them. Finally, he details the groups who mobilized to challenge the laws.

Readers of the *Annals of Iowa* will be particularly interested in Ross's able treatment of the Bartels case. On April 10, 1919, the Iowa legislature "expressly prohibited the use of any language other than English for secular subjects in any public or private school and provided that foreign languages could be taught above the eighth grade" (109). August Bartels of Bremer County was convicted of violating the law in January 1920 and was fined \$25. The Iowa Supreme Court confirmed Bartels's conviction when it heard the case. The United States Supreme Court considered the Iowa case along with cases from Nebraska and Ohio. On June 4, 1923, it invalidated all three state laws that restricted teaching in German. The decision, known as *Meyer v. Nebraska*, was written by conservative justice James C. McReynolds.

Pierce v. Society of Sisters, a 1925 Oregon case, and *Farrington v. Tokushige*, a 1927 case from the territory of Hawaii, are the other cases that form the heart of Ross's book. In each, Ross provides a detailed treatment of the context for the passage of the legislation and the issues involved in the litigation. In a concluding chapter, Ross gives a fine summary of the constitutional significance of these cases.

This is a first-rate book. Perhaps the author could have analyzed more extensively the extent of nativism in the various states, but that would have meant a much longer book. Those interested in nativism, the evolution of the Supreme Court's commitment to civil liberties, attacks on parochial education, and the history of the Midwest will want to read *Forging New Freedoms*.

Great Cars of the Great Plains, by Curt McConnell. Lincoln: University of Nebraska Press, 1995. xiii, 267 pp. Illustrations, notes, appendix, index. \$40.00 cloth.

REVIEWED BY JACK LUFKIN, STATE HISTORICAL SOCIETY OF IOWA

This book offers readers a regional portrait of the competitive, infant automobile industry before the age of giant car makers, mass assembly techniques, and a paved highway system. Beginning in the late 1890s,

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