

Deutsch Verboten:

Iowa's Babel Proclamation Leads to Discrimination

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During the heat of World War I, tensions ran high. In Iowa specifically, which had a significant immigrant population, these tensions led native-born citizens to become suspicious and fearful of their foreign-born neighbors. This mentality fueled an anti-immigrant fervor among citizens that resulted in discriminatory and sometimes even violent acts. In a state that today is best known for its miles of farm fields and friendly attitudes, this time period marked a study in contrasts, as vigilante groups formed and cultural attacks of all kinds became frequent occurrences during wartime. In 1918, after the United States entered World War I, Iowa Governor William L. Harding issued the Babel Proclamation, an executive order banning all foreign language communication. Although justified as a means to prevent spying, Harding's far-reaching, English-only declaration mostly served to increase anti-German sentiment and discriminatory actions against foreign-born citizens, which resulted in erasure of cultural heritage and established a pattern of discriminatory treatment toward foreign citizens during wartime.

Background: Immigrants in Iowa

Iowa has long been filled with immigrants, many of whom came as early as 1840, before Iowa had even attained statehood. The largest increase in the number of Iowa immigrants occurred between 1860 and 1870, when the number of foreign-born residents nearly doubled from 106,077 to 204,692, 32% of whom hailed from Germany.¹ Many came to Iowa due to the 1862 Homestead Act, which promised up to 150 acres of "free" land to anyone who lived on it for five years, made specified improvements, and

¹ Leland Sage, "Chapter 6: The Development Of A Frontier State 1846-1870," In *A History of Iowa* (Iowa State University Press, 1987), 93.

paid a small registration fee per acre at the end of the homestead period.² Additionally, land companies placed advertisements in newspapers that described Iowa's farmland and the beauty of the state. This was a large attraction for Germans and other European immigrants who lived in agricultural areas of Europe before emigrating to the United States and, as a result, preferred rural to urban living. After settling in Iowa, many immigrants wrote letters back home to their families describing Iowa's assets. This encouraged even more foreign-born people to settle in Iowa and, by 1870, nearly 18 percent of Iowa's overall population was foreign-born.³

Iowa felt like a familiar, safe, and welcoming place for the immigrants who were starting new lives. However, despite the comfort they felt in their new surroundings, immigrants still faced many problems. Because they didn't speak the same language as the native-born citizens, most new immigrants settled in ethnic enclaves surrounded by other foreign-born speakers. There they experienced less communication challenges and were largely left alone by native-born residents until the United States entered the Great War, now known as World War I, which significantly changed the situation.⁴

Lead-Up: The United States' Involvement in the Great War

On April 2, 1917, United States President Woodrow Wilson addressed a joint session of Congress to declare war on Germany, thereby causing the United States' sudden entry into the Great War. During the preceding three years, the United States

² "Homestead Act," May 20, 1862, Public Law 37-64 (12 STAT 392), 5/20/1862; Enrolled Acts and Resolutions of Congress, 1789 - 2011, General Records of the United States Government, Record Group 11, National Archives Building, Washington, DC.

³ "German Immigrants During World War I," Iowa PBS, March 14, 2017, <http://www.iowapbs.org/iowapathways/mypath/immigrants-during-wartime#:~:text=>.

⁴ "German Immigrants During World War I." Iowa PBS.

had embraced an isolationist policy to avoid entangling alliances. However, when Germany broke its pledge to suspend unrestricted submarine warfare in the North Atlantic and Mediterranean and after the United States intercepted the Zimmermann telegram, which revealed German attempts to persuade Mexico into joining an alliance against the United States, Wilson changed course and entered the war.⁵

With the onset of war, men of fighting age enlisted in the military and the Selective Service Act of 1917 helped fill the remaining military manpower gap.⁶ Additionally, as young men entered into military service, others nationwide mobilized to provide support for the war effort, which contributed to a sharp rise in patriotism. Even women got involved by leaving the home to take jobs in factories that produced war materials and children did their part by planting victory gardens and selling war bonds.⁷

This rise in nationalism had a unifying effect on communities throughout Iowa and nationwide. However, it also led to blind patriotism that had a dark side for foreign-born residents. Because Iowa was filled with German-American immigrants who practiced the customs and traditions of their native land and still predominantly spoke its language, widespread fear arose that they were sympathetic to the German war cause. This fear led to other assumptions that German-Americans were spies and that they

⁵ Zimmermann Telegram as Received by the German Ambassador to Mexico, 1/16/1917, 862.20212 / 57 through 862.20212 / 311, Central Decimal Files, 1910 - 1963; General Records of the Department of State, Record Group 59; National Archives at College Park, College Park, MD.

⁶ United States Congress, *Selective Service Act of 1917*, Pub. L. 65-12, Washington, DC, 18 May 1917.

⁷ "U.S. Participation in the Great War (World War I): Progressive Era to New Era, 1900-1929: U.S. History Primary Source Timeline: Classroom Materials at the Library of Congress: Library of Congress," The Library of Congress, accessed March 3, 2022, <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/progressive-era-to-new-era-1900-1929/united-states-participation-in-world-war-i/>.

were communicating secret wartime information concerning the United States back home to Germany.⁸

This anti-immigrant mentality was also a natural outgrowth of events that took place before the United States even entered the war. Many citizens were against American involvement, including some German-Americans who spoke out against the war. However, once the U.S. joined the war, mostly German-Americans' patriotism was called into question, partly due to remarks made by the president. When asked directly about German-Americans, President Wilson said, "Any man who carries a hyphen about with them, carries a dagger that he is ready to plunge into the vitals of this republic when he gets ready."⁹ Additionally, Wilson communicated a message that the vast majority of German-Americans maintained strong ties with their homeland when he stated, "Some Americans need hyphens in their names because only part of them came over."¹⁰ As a result, harsh anti-immigrant actions became commonplace throughout the nation.

One of the ugliest incidents took place in a suburb of Saint Louis, Missouri, on April 4, 1918, when Robert Prager, a German immigrant, was lynched. Prager, who was working at a local coal mine, got caught by a drunken mob who accused him of being a German spy. According to Missouri historian Robert Stevens,

⁸Nancy Derr, "The Babel Proclamation," *Iowa Heritage Illustrated*, Summer & Fall (2004): 129.

⁹Art Silverman and Robert Siegel, *During World War I, U.S. Government Propaganda Erased German Culture*, July 10, 2020: Iowa Public Radio, Radio broadcast, <https://www.iowapublicradio.org/2017-04-07/during-world-war-i-u-s-government-propaganda-erased-german-culture>.

¹⁰Lucinda Lee Stephenson, *Scapegoats slackers and spies: the portrayal of Germany, Germans, and German-Americans by three eastern Iowa newspapers during World War I* (Ames, Iowa: Iowa State University Digital Repository, 1985), 1.

They stripped him totally naked, put a rope around his neck, and paraded him around main street making him sing patriotic songs... and [broke] beer bottles in front of him so he had to step on the broken glass, cutting his feet very badly.¹¹

Later, the mob hanged Prager from a tree.

Main Event: The Establishment of the Babel Proclamation

On May 23, 1918, due to the growing hysteria surrounding suspected German-American activities during the war, Iowa Governor William Harding issued a decree, known as the Babel Proclamation, which banned the use of foreign language in schools, in meetings, on trains, and even while talking on the telephone.¹² This act not only affected German immigrants, it also affected Norwegians, Czechs, Danes, Dutch and all other immigrants in Iowa, making it the farthest reaching anti-immigrant action in the nation.¹³

The Babel Proclamation had an immediate, negative impact on all Iowa immigrants. Churches were no longer permitted to hold foreign language services, schools were forced to stop teaching foreign language courses, and other unduly harsh and punitive measures were implemented. According to legal historian Paul Finkleman, "... in 1915 about twenty-five percent of all high school students in America studied German. But by the end of World War I that had changed dramatically. German had become so stigmatized that only one percent of high schools even taught it."¹⁴ Foreign

¹¹Art Silverman and Robert Siegel, *During World War I*.

¹²Appendix A

¹³Derr, "The Babel Proclamation," 130.

¹⁴Art Silverman and Robert Siegel, *During World War I*.

language censorship even led to book burnings, as students broke into schools and lit foreign language textbooks on fire in numerous Iowa communities.¹⁵

In Iowa, the newly formed State Council of Defense facilitated proclamation enforcement by sending letters to libraries forcing removal of foreign language books and those about German history and culture.¹⁶ Additionally, because the Postmaster General required all foreign-language newspapers to provide English translations of their news and file a copy before selling any papers, many small newspapers throughout the country were forced out of business because they lacked the manpower and money to comply with these requirements.¹⁷ In Iowa alone, the number of German newspapers decreased from 46 in 1900 to only 16 in 1920.¹⁸ This combination of factors abruptly and significantly inhibited communication among foreign-born citizens, which contributed to decimation of German language and culture throughout the state and society as a whole.

Not all the actions that grew out of the Babel Proclamation were as immediately noticeable as those previously mentioned, but still had far-reaching negative effects on German-Americans' lives and their culture. For instance, the names of German Savings Banks were changed to "Liberty" or "Lincoln" in several Iowa towns. Additionally, the town of Guttenberg, Iowa, changed its name to Prairie-la-Porte for the duration of the

¹⁵Unknown, "Burn German Books," *German Iowa and the Global Midwest*, University of Iowa, accessed October 23, 2021, <https://germansiniowa.lib.uiowa.edu/items/show/2306>.

¹⁶Derr, "The Babel Proclamation," 131.

¹⁷Isabel Steenberger, "Anti-German Sentiment in the Midwest in World War I," Radboud University Press, 2016, 29, https://theses.ubn.ru.nl/bitstream/handle/123456789/3694/Steenbergen%2C_A.E._1.pdf?sequence=1.

¹⁸Derr, "The Babel Proclamation," 134.

war. Also, even German family surnames were Americanized to avoid associated accusations of disloyalty.¹⁹

Beyond the cultural damage inflicted by Americanizing names of businesses, towns, and families, the Babel Proclamation also negatively impacted the lives of many German-American residents by forbidding public communication in their native tongue. While this wasn't a big problem for some, others struggled greatly. It wasn't a practical or easy task for older German-Americans to learn the English language, which severely limited their abilities to communicate. Plus, it was risky to violate the proclamation as offenders were frequently turned in by telephone operators and neighbors, and those who violated the order got heavy fines and even jail time.²⁰

Perspectives: Actions Speak Louder Than Words

The new proclamation led to an agitated political climate among Iowans, some of whom took matters into their own hands to further persecute immigrants while others sought to help them. This could be seen in letters written to the State Council of Defense and Governor Harding concerning enforcement of the Babel Proclamation. For instance, in February 1918, L.D. Inman, a resident of Marble Rock, Iowa, wrote a letter to the State Council of Defense asking for permission to start a "Union League" of locals who would be provided the power of law enforcement to arrest people they witnessed engaging in "traitorous and Pro-German" talk.²¹ Similarly, Iowans who were frustrated

¹⁹Derr, "The Babel Proclamation," 133.

²⁰Horton, Loren, "World War I—Support and Opposition in Iowa," Iowa Pathways, Iowa PBS, Last modified 2020, Accessed December 2, 2021, <https://www.iowapbs.org/iowapathways/mypath/world-war-i%E2%80%94support-and-opposition-iowa>.

²¹Appendix B

by overhearing German spoken on telephone lines reported the names of the offending individuals in correspondence to state officials. For example, Hulda Westaby, of Alexander, Iowa, wrote an October 1918 letter to Governor Harding that listed the names of six neighbors and their families who were violating the proclamation by speaking German on the telephone.²²

Beyond reporting suspected offenders to state government officials, residents in several Iowa communities took more public action against businesses they deemed as pro-German. For example, an August 21, 1918, article in the Marshalltown Times-Republican reported,

A crowd of Clarence [Iowa] people, made up of some of the most prominent citizens of the town, daubed yellow paint all over the local telephone company building [because]... the company allowed the use of the German language over their wires.²³

Similar actions were taken throughout Iowa that identified and defaced suspected pro-German restaurants, furniture stores, and other businesses, many of which were forced out of business as a result.

Yet others sprung to the defense of immigrants, including preachers who witnessed their foreign-born parishioners' struggles firsthand. For example, an Alta Vista Lutheran pastor revealed the hardships inflicted by the harsh English-only act in a letter written to Governor Harding. In it he explained that his church had tried to comply with the new proclamation but, finding it very hard to do so, requested an exception to use the German language in his sermons to accommodate his parishioners. Also, he highlighted the patriotism of his immigrant parishioners by discussing their monetary

²²Huldah Westaby to William Harding, October 25, 1918, Council of Defense, Governor's Office: Harding, Box 14, S61/07/05, State Historical Society of Iowa.

²³"Yellow Paint at Clarence." *Marshalltown Evening Time Republican*, August 21, 1918, 2.

support of the Liberty Loan and, in closing his letter, emphasized that his sermon content, although spoken in German, would be filled with the “utmost American spirit.”²⁴

Still other letter writers demonstrated the confusing nature of the proclamation and how misinformation led to widespread variance in enforcement. This was the case in a letter written by Mayor William H. Scott of Nashua, Iowa, who asked for more specific guidance on what he should do in case of a violation in public.²⁵

As a result of actions taken by citizens in response to the proclamation, Iowa’s foreign-born residents lived in a constant state of fear both during the war and after. They experienced many personal hardships from not being able to worship in their native language, their inability to speak freely in public and to conduct business transactions in a language to which they were accustomed, as well as negative effects from insults, personal injury, and property damage inflicted by overzealous enforcement of the act by Iowans.

Impact: The Lasting Effects of the Babel Proclamation

Even though the Babel Proclamation was formally repealed on December 4, 1918, shortly after the war ended, its impact lasted far longer.²⁶ Anti-immigrant sentiment did not end with the repeal and much of the damage inflicted was never reversed. The actions taken in response to the Babel Proclamation forced Germans-Americans, as well as other immigrants, to speed up their culturalization.

²⁴Appendix C

²⁵Appendix D

²⁶William Harding, *Babel Proclamation Revocation*, Dec. 4, 1918, State Historical Society of Iowa, <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/immigration-regulation-response-and/revocation-babel>.

While cultural assimilation is a natural process that occurs over time, the Babel Proclamation expedited the process to a degree that was the cultural equivalent of ripping the rug out from under the immigrants. Additionally, actions taken in response to the act permanently erased connections to German heritage embedded in the language and names that were changed due to the proclamation. Furthermore, by forcing German-Americans to hide a part of themselves that was important to their cultural identity, the proclamation built barriers between immigrants and the larger Iowa citizenry.

Beyond its negative effects on the immigrants themselves, the proclamation had lasting effects on society as a whole. Foreign language studies never returned to the level they were at prior to the war, especially study of the German language.²⁷ Additionally, the fear of espionage rationale embedded within the Babel Proclamation, which was used to justify anti-immigrant measures restricting foreign language and cultural expression, became a theme that has carried forward to the present day. In December 1941, when Japan's attack on Pearl Harbor thrust the United States into World War II, fear and suspicion of espionage led to Executive Order 9066, which placed Japanese-Americans in internment camps for the duration of the war. Similarly, following the Islamic terrorist attacks of September 11, 2001, a series of restrictive executive actions were imposed that have targeted Muslim-Americans ever since.²⁸

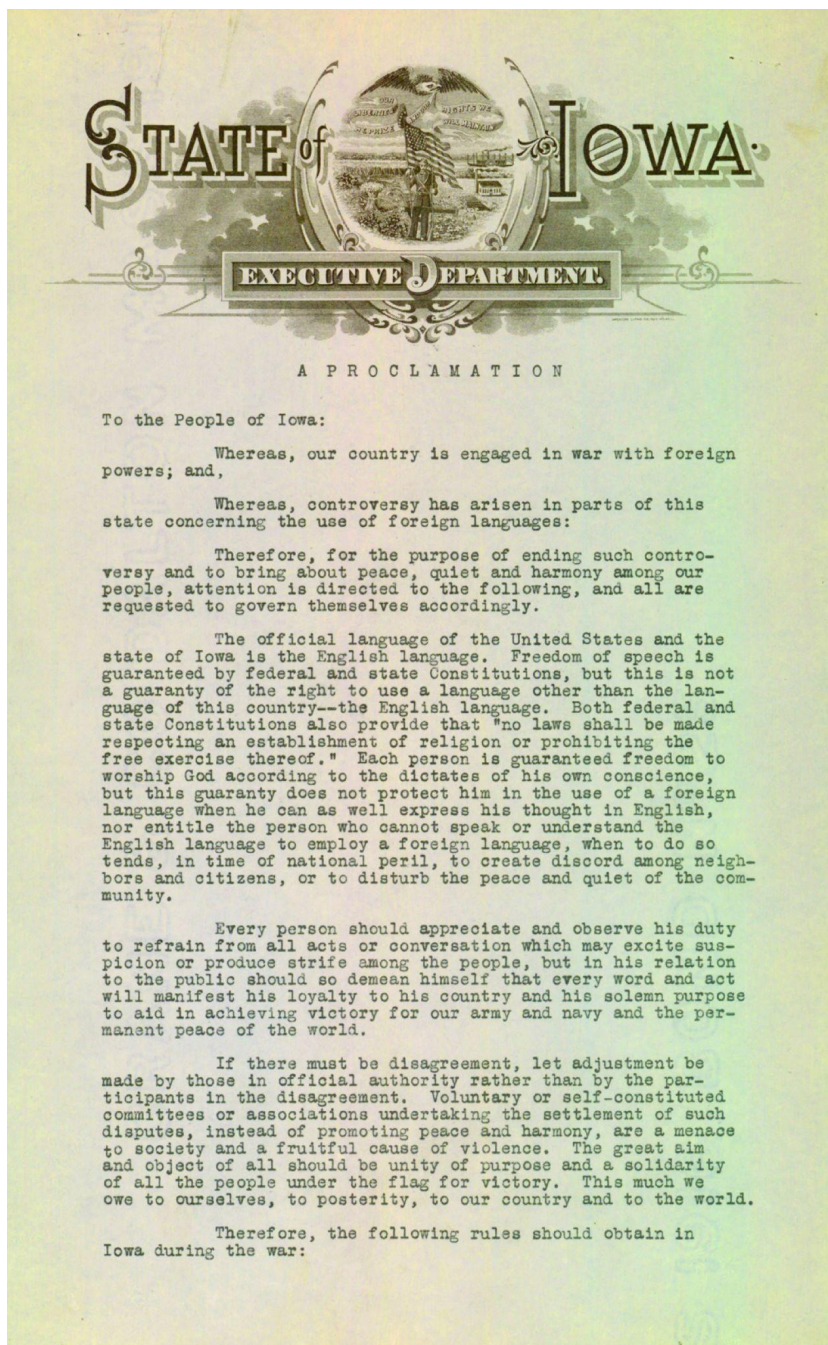
²⁷ Jerry Harrington, "William Harding: Making the case for perhaps Iowa's worst governor," Iowa History Journal, Accessed February 2, 2022, <http://iowahistoryjournal.com/william-harding/>.

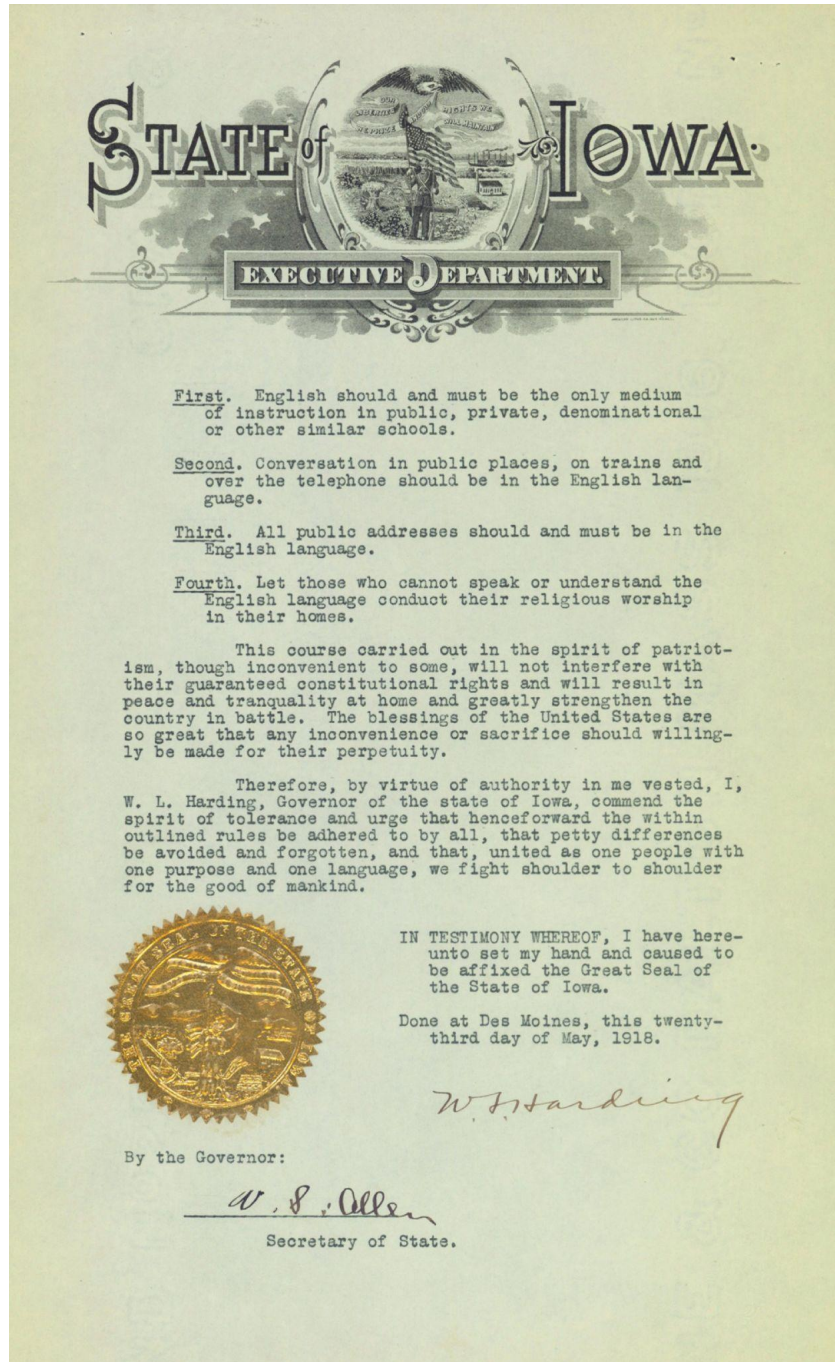
²⁸ "A Brief History of Civil Rights in the United States: Historical Actions Against Immigrants," Guides, Georgetown University, <https://guides.ll.georgetown.edu/c.php?g=592919&p=4170932>.

Conclusion: Lost Cultural Heritage and Wartime Discrimination

In conclusion, in 1918, when Iowa Governor William L. Harding issued the Babel Proclamation, an executive order banning all foreign language communication, the impact of his actions went far beyond preventing possible espionage during warfare. In fact, it led to increased anti-German sentiment and discriminatory actions against foreign-born citizens, brought significant erasure of cultural heritage, and contributed to a continuing pattern of discriminatory treatment toward foreign citizens during wartime ever since.

Appendix A





The Babel Proclamation, issued by Iowa governor William Harding, established far-reaching restrictions on all foreign language communication in Iowa during World War I.

William Harding, *Babel Proclamation*, May 23, 1918, State Historical Society of Iowa. <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/immigration-regulation-response-and/babel-proclamation>.

Appendix B

Marble Rock, Iowa. February , 14 th. 1918.

Wm H.J. Metcalf .
Chairman State Council Defense .
Des Moines .

Dear Mr. Metcalf :- The activity of the " Pro German " element in this part of Floyd County has caused the loyal Americans to take preliminary steps toward the organization of a " Union League ".

The Men of suitable age would like to organize a company of " Home Guards ", - They have asked me as the local member of the " Council of Defense ", to secure the necessary instructions for such organization , and would like you to kindly cause such to be sent , also to tell their duties , powers and limitations .

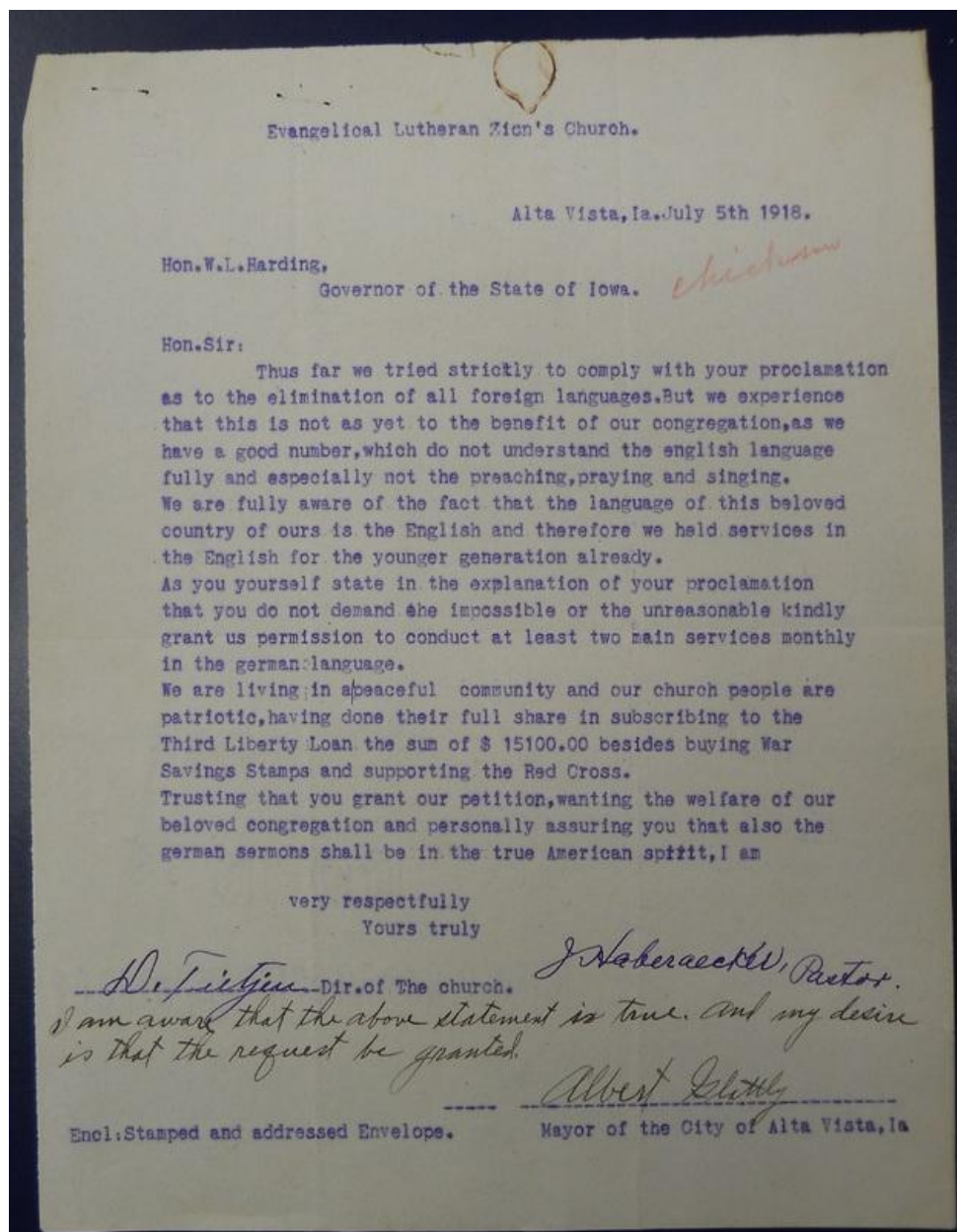
When we have the witnesses against traitorous and Pro-German talk , what are the officers , locally , and in County who have power to arrest him . Must information first be sworn against him and the warrant for arrest first be secured ? Please cause reply to be sent so we may have it by the 19th. inst .

*Very cordially,
L.D. Inman.*

This is a letter from a resident of Marble Rock, Iowa, requesting advice on forming a Union League to make citizen arrests of individuals heard making Pro-German remarks.

L.D. Inman to H.J. Metcalf, February 14, 1918 Herbert J. Metcalf papers, 1910-1919, State Historical Society of Iowa.

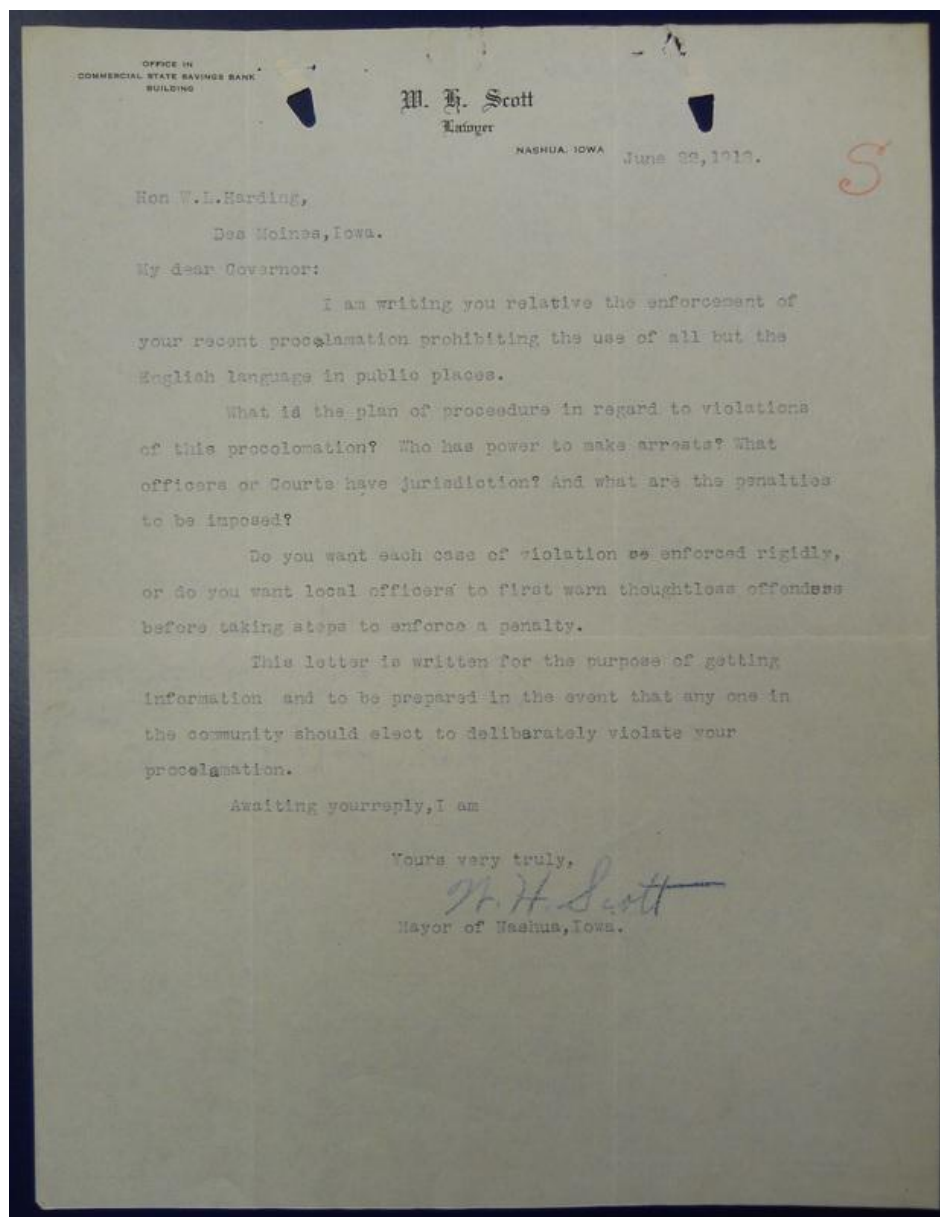
Appendix C



This letter, from an Alta Vista Lutheran pastor, sought permission to provide sermons in German. He made sure to discuss patriotism shown by his German parishioners through their contributions to the Third Liberty Loan and also emphasized that his sermons would be filled with American spirit.

J. Haberaecker to William Harding, July 5, 1918, Council of Defense, Governor's Office: Harding, Box 14, S61/07/05, State Historical Society of Iowa, July 5, 1918.

Appendix D



This letter, from the mayor of Nashua, Iowa, sought guidance on the proper way to enforce the Babel Proclamation's provisions when violations occurred. This revealed considerable confusion regarding how to enact the proclamation.

W. Scott to William Harding, July 1, 1918, Council of Defense, Governor's Office: Harding, Box 14, S61/07/05, State Historical Society of Iowa.

Annotated Bibliography

Primary Sources:

Haberaecker, J. to William Harding. July 5, 1918. Council of Defense, Governor's Office: Harding, Box 14, S61/07/05. State Historical Society of Iowa. July 5, 1918.

This is a letter to Governor Harding from an Iowa minister who was having issues with how the proclamation, which prohibited preaching in German, was affecting his immigrant parishioners. I discussed this source in my paper to illustrate the fact that some Iowans had compassion for Iowa's foreign-born residents and sought to help them.

"Homestead Act." May 20, 1862. Public Law 37-64 (12 STAT 392); 5/20/1862; Enrolled Acts and Resolutions of Congress, 1789 - 2011; General Records of the United States Government, Record Gr. 11. National Archives Building, Washington, DC.

This is the 1862 Homestead Act in which the government provided free land to people who met certain conditions. I referenced this act in my paper because it was one of the contributing factors regarding why immigrants came to Iowa.

Inman, L.D. to H.J. Metcalf. February 14, 1918. Herbert J. Metcalf Papers. 1910-1919. State Historical Society of Iowa.

This letter, from a resident of Marble Rock, Iowa, to H.J. Metcalf, the director of the State Council of Defense, included an account of actions many immigrants experienced during World War I after the Babel Proclamation was enacted. In it, Metcalf asked permission to form a local home guard and make citizen arrests of people believed to be engaged in pro-German talk. I referenced this letter in my paper when discussing the many negative actions taken toward immigrants.

Harding, William. *Babel Proclamation*. May 23, 1918. State Historical Society of Iowa.
<https://iowaculture.gov/history/education/educator-resources/primary-source-sets/immigration-regulation-response-and/babel-proclamation>.

The Babel Proclamation is the featured primary source on which my paper is based. As such, I thoroughly explained and analyzed its contents, and included it as an appendix to my paper so it could be read in full.

Harding, William. *Babel Proclamation Revocation*. December 4, 1918. State Historical Society of Iowa.
<https://iowaculture.gov/history/education/educator-resources/primary-source-sets/immigration-regulation-response-and/revocation-babel>.

The Babel Proclamation was formally revoked on December 4, 1918, which I discussed in the impact section of my paper. While the original proclamation was only in effect for seven months, the damage it inflicted on foreign-born residents and their culture was long-lasting.

Scott, W. to William Harding. July 1, 1918. Council of Defense, Governor's Office: Harding, Box 14, S61/07/05. State Historical Society of Iowa.

This is a letter from the mayor of Nashua, Iowa, to Governor Harding describing his confusion concerning enforcement of the proclamation. I referred to this source in my paper to present a more nuanced view of the proclamation and because I thought it was interesting to have an artifact about my topic that showed its impact on my hometown.

United States Congress. *Selective Service Act of 1917*. Pub. L. 65-12. Washington, DC. 18 May 1917.

I discussed the Selective Service Act of 1917 in the lead-up section of my paper. This act quickly mobilized troops for action in World War I and spurred patriotic feelings nationwide. However, it also sparked suspicion of foreigners living in the land, which contributed to the enactment of the Babel Proclamation.

Unknown. "Burn German Books." *German Iowa and the Global Midwest*. University of Iowa. Accessed October 23, 2021.

<https://germansiniowa.lib.uiowa.edu/items/show/2306>.

The University of Iowa had an expansive collection of primary sources associated with the Babel Proclamation, including this article from an unknown Iowa newspaper that discussed how students had broken into the school and burned the German language textbooks. I used this example in my paper to show the damaging effects of the Babel Proclamation for German language and culture.

Westaby, Huldah. to Willam Harding. October 25, 1918. Council of Defense, Governor's Office: Harding, Box 14, S61/07/05. State Historical Society of Iowa.

This letter, written to Iowa Governor William Harding by Hulda Westaby, provided an example of the extreme actions some Iowans took against their foreign-born neighbors during the Great War. In her letter, Westaby listed the names of six neighbors she overheard speaking German and suspected of supporting German interests in the war. I used this example in my paper when discussing the many ways Iowans contributed to an accusatory environment that stifled German language communication and led to the dismantlement of German culture.

"Yellow Paint at Clarence." *Marshalltown Evening Time Republican*, August 21, 1918, 2.

After getting feedback on my paper from my teacher, I sought out more examples of actions taken by Iowans that stifled German language communication during the war. This newspaper article discussed the widespread practice of splashing yellow paint on businesses that participated in suspected pro-German behavior. In this case, the residents of Clarence, Iowa, painted the local telephone company walls yellow for allowing people to speak German over the phone lines, which I included in my paper as an example of frequent extreme anti-immigrant actions that took place as a result of the Babel Proclamation.

Zimmermann Telegram as Received by the German Ambassador to Mexico; 1/16/1917; 862.20212 / 57 through 862.20212 / 311; Central Decimal Files, 1910 - 1963; General Records of the Department of State, Record Group 59; National Archives at College Park, College Park, MD.

I referenced the Zimmermann Telegram in the lead-up section of my paper because its interception was a major contributing reason why the United States entered World War I. It also fueled anti-German sentiment that led to the issuance of the Babel Proclamation.

Secondary Sources:

"A Brief History of Civil Rights in the United States: Historical Actions Against Immigrants." Guides. Georgetown University.
<https://guides.ll.georgetown.edu/c.php?g=592919&p=4170932>.

This website provided a good overview of the history of civil rights violations against immigrants throughout history. It was especially helpful when drawing parallels between the actions that took place during World War I against German-American immigrants and those that took place during World War II with Japanese-American immigrants that I included in the impact section of my paper.

Amadeo, Kimberly. "How World War I Changed America's Economy." The Balance. Accessed 18 Nov. 2021.
www.thebalance.com/world-war-i-4173886#:~:text=World%20War%20I%20took%20the,countries%20geared%20up%20for%20war.

This website helped me build a better understanding of World War I in general. It discussed the factors that led to the war as well as its effects on society as a whole. This was extremely useful for understanding the context of my topic.

“The Babel Proclamation.” Re-Imagining Migration. Last modified 15 Apr. 2020.
 Accessed February 27, 2022.
reimaginingmigration.org/primary-source-the-babel-proclamation/.

This is another website that helped me form the lead-up section of my paper, as well as provided specific details for inclusion throughout my paper. It also provided important information concerning the immediate impact of the Babel Proclamation.

Baron, Dennis. “The Babel Proclamation: Celebrating a Century of Banning Foreign Languages in America.” *Home*, May 23, 2018. blogs.illinois.edu/view/25/653544.

The Babel Proclamation contained many different components and this website provided information about those elements, which I included in the main event and impact sections of my paper. It was especially helpful in helping me ascertain the significance of the Babel Proclamation.

Baron, Dennis. “The Web of Language.” Blogs Illinois. Last modified May 23, 2018.
 Accessed September 29, 2021. <https://blogs.illinois.edu/view/25/653544>.

This website was very helpful to me all around in my understanding of the Babel Proclamation, language culture as a whole, and advanced the development of my paper. It provided a great overview of my topic and useful context for understanding how it came about.

Derr, Nancy. “The Babel Proclamation.” *Iowa Heritage Illustrated*, Summer & Fall (2004): 128-145.

This journal article was one of my best sources as it provided a comprehensive overview of my topic and helped connect me to important primary sources that furthered my research. It also provided a chronology of events that was helpful in determining how to organize my paper.

Gates, Caleb. "A century ago, Iowa's 'Babel Proclamation' targeted immigrants." *The Gazette*, May 27, 2018.

At first I was struggling to find enough information about how the Babel Proclamation impacted people and this newspaper article was a very big help. It provided significant information about how this executive order impacted families. As a result, it provided key content for the impact section of my paper.

"German Immigrants During World War I." Iowa PBS. March 14, 2017.

<http://www.iowapbs.org/iowapathways/mypath/immigrants-during-wartime#:~:text=,>

This was a very helpful source for the background section of my paper. It heavily contributed to my understanding of Iowa immigration, the factors that brought immigrants to Iowa, and their settlement and cultural patterns prior to the war.

Harrington, Jerry. "William Harding: Making the case for perhaps Iowa's worst governor." *Iowa History Journal*. Accessed February 2, 2022.

[http://iowahistoryjournal.com/william-harding/.](http://iowahistoryjournal.com/william-harding/)

This journal article had good information concerning William Harding, the Iowa governor who enacted the Babel Proclamation. I included information from this article in the latter part of my paper when discussing the negative effects of the Babel Proclamation.

Horlyk, Earl. "Story of a Family: Iowa Native Pens Second Historical Novel." *Sioux City Journal*. Last modified Apr 24, 2016. Accessed October 12, 2021.

siouxcityjournal.com/lifestyles/local/story-of-a-family-iowa-native-pens-second-historical-novel/article_bfa202d9-4cb6-5744-8030-ecd56d145ad5.html.

This was a helpful newspaper article that contributed to writing the impact section of my paper. It provided useful information about the effects of the proclamation on Iowa's German immigrants.

Horton, Loren. "World War I—Support and Opposition in Iowa." Iowa Pathways, Iowa PBS. Last modified 2021. Accessed December 2, 2021.
<https://www.iowapbs.org/iowapathways/mypath/world-war-i%E2%80%94support-and-opposition-iowa>.

This Iowa PBS website helped me learn more about what happened to people who disobeyed this new decree. Many suffered harsh punishments and discriminatory treatment for communicating in their native language. This showed the immediate effects of the proclamation on Iowa's immigrant population, which I included in my paper.

"Immigration in Iowa." Iowa Pathways, Iowa PBS. Last modified 2021. Accessed December 12, 2021. www.iowapbs.org/iowapathways/mypath/immigration-iowa.

This website helped me learn about the journey of immigrants to Iowa and their settlement in this midwestern state. Iowa was dominated by German immigrants because the landscape was familiar to those from agricultural areas of Germany and provided familiar occupational opportunities. This provided very important background information for my paper.

Kelly, Martin. "The Top 5 Causes That Led to World War I." ThoughtCo. Last modified 26 March 2021. Accessed January 27, 2022.
<https://www.thoughtco.com/causes-that-led-to-world-war-i-105515#:~:text=The%20immediate%20cause%20of%20World,Franz%20Ferdinand%20of%20Austria%2DHungary>.

When gathering information for my paper, I used this website to build knowledge about the causes of World War I. It was the United States' entry into the Great War that caused the widespread occurrence of anti-immigrant sentiment and actions in Iowa, as well as throughout the nation. This helped me identify critical contextual information I needed to include in my paper and how to focus my further research of World War I.

Office of the Historian. "U.S. Entry into World War I, 1917." Foreign Service Institute: U.S. Department of State.

history.state.gov/milestones/1914-1920/wwi#:~:text=On%20April%20%2C%201917%2C%20President,declaration%20of%20war%20against%20Germany.&text=Germany's%20resumption%20of%20submarine%20attacks,States%20into%20World%20War%20I.

The U.S. Department of State website provided credible information concerning U.S. entry into World War I. This was useful for the lead-up section of my paper, as this event sparked issuance of the Babel Proclamation and similar anti-immigrant and English-only acts in other states.

Pettinger, Tejvan, et al. "Economic Impact of War." Economics Help. Last modified 10 Mar. 2020. Accessed 17 Nov 2021.

www.economicshelp.org/blog/2180/economics/economic-impact-of-war/.

This website provided information on the economic costs of war. During World War I, the entire economy mobilized in support of the war effort, which created a steep rise in patriotism. However, this same patriotic mentality worsened actions toward immigrants after the Babel Proclamation and similar acts were enacted in other states, which I emphasized in the lead up section of my paper.

Sage, Leland. "Chapter 6: The Development Of A Frontier State 1846-1870." In *A History of Iowa*, 92-102. Iowa State University Press, 1987.

Sage's book contained excellent background information concerning Iowa in the time period preceding World War I. In particular, this book provided detailed information and statistics concerning immigration and the large presence of German immigrants in Iowa, which I included in the background section of my paper. This source provided important historical context for comprehending the sequence of events that set the Babel Proclamation in motion.

Stephenson, Lucinda Lee. *Scapegoats slackers and spies: the portrayal of Germany, Germans, and German-Americans by three eastern Iowa newspapers during World War I*. Ames, Iowa: Iowa State University Digital Repository, 1985.

Stephenson's dissertation was enormously helpful in the development of my paper. Specifically, it provided me with a much better understanding of how Iowa's actions fit into the bigger picture of what was going on in the rest of the country. It also provided a significant quote from President Woodrow Wilson about "hyphenated Americans" that I used in my paper to show how his words contributed to anti-immigrant actions.

Silverman, Art and Robert Siegel. *During World War I, U.S. Government Propaganda Erased German Culture*. July 10, 2020: Iowa Public Radio. Radio broadcast. <https://www.iowapublicradio.org/2017-04-07/during-world-war-i-u-s-government-propaganda-erased-german-culture>.

This was a very useful and interesting radio broadcast that contributed key information for my paper. It discussed a German-American who was hanged in St. Louis and how this example sparked more vigilante actions nationwide, which I discussed in the lead-up section of my paper. It also provided useful quotes from national experts on my topic that I used in my paper.

Steenberger, Isabel. "Anti-German Sentiment in the Midwest in World War I." Radboud University Press, 2016. https://theses.ubn.ru.nl/bitstream/handle/123456789/3694/Steenbergen%2C_A.E._1.pdf?sequence=1.

Steenberger's writing examined the source and substance of anti-German sentiment during World War I. It was very helpful to the development of my argument as it provided rich examples of governmental measures that were imposed to stifle German language communication during the war. I used one of those examples in my paper when discussing the punitive rules placed on foreign-language newspapers that resulted in their near disappearance.

“Timeline (1914 - 1921): A World at War: Articles and Essays: Stars and Stripes: The American Soldiers' Newspaper of World War I, 1918-1919: Digital Collections: Library of Congress.” The Library of Congress. Accessed Feb. 10, 2022.
www.loc.gov/collections/stars-and-stripes/articles-and-essays/a-world-at-war/timeline-1914-1921/.

The Library of Congress provided an extremely helpful timeline of events concerning the Great War. I frequently referred to this source when making the outline for my paper, as it helped me determine the most significant background events to provide needed context for understanding my topic.

“U.S. Participation in the Great War (World War I): Progressive Era to New Era, 1900-1929: U.S. History Primary Source Timeline: Classroom Materials at the Library of Congress: Library of Congress.” The Library of Congress. Accessed Feb. 2, 2022.
<https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/progressive-era-to-new-era-1900-1929/united-states-participation-in-world-war-i/>.

This Library of Congress source furthered my understanding of everything that happened in the war. This helped me better understand why the Babel Proclamation played out the way it did to negatively impact German-Americans.

