III. Bibliography

This section offers a selective list of books that deal generally with
the American Revolution and specifically with aspects of New Jersey's
revolutionary experience. In divisions one (Books for Pupils) and two
(Books for Teachers), entries reflect the author's selections of the most
serviceable items. Entries have been placed in the most appropriate
category in each division, though many books might fit in more than one.

As noted in the Introduction (p. 6), all books published before 1900
have been omitted. Inaccessible material such as doctoral dissertations,
highly technical articles, or material published in obscure journals has
also been omitted.

A. Books for Pupils

The following books represent a selective list. Many publishers are
planning additional books for the Bicentennial. Almost all of the books
listed are for intermediate and upper elementary grade pupils. Only
those with a primary designation (P) are for the younger child.

Clothbound Books

Winston, 1961. A detailed story of this eloquent speaker and persuasive pam-
phleteer.

establishment of the colonies and the lives of most of the important men of the
period.

d'Aulaire, Ingri and Edgar. *Benjamin Franklin*. Garden City, N.Y.: Doubleday &
Co., 1950. Franklin's character and sense of humor in light of the political and prac-
tical demands of the colonial and revolution ary periods.

tionary war as it appeared to Thaddeus Long, a sixteen year old boy.
Books for Pupils


BIBLIOGRAPHY


Fisher, Leonard E. The Colonial American Series. New York: Franklin Watts. The following books cover the history, tools, techniques and the terms used in colonial crafts and professions: The Architects (1970); The Cabinetmakers (1966); The Doctors (1968); The Glassmakers (1964); The Hatters (1965); The Limners: America’s Earliest Portrait Painters (1969); The Papemakers (1965); The Peddlers (1968); The Potters (1969); The Printers (1965); The Schoolmasters (1967); The Shipbuilders (1971); The Shoemakers (1967); The Silversmiths (1965); The Tanners (1966); The Weavers (1966); The Wigmakers (1965).


Aaron chops wood and helps his mother bake bread for the Green Mountain Boys.


Hagaman, Adaline P. *Early New Jersey*. Lincoln, Neb.: University of Nebraska Press, 1963. The state's history through the revolutionary war including the geology and archeology of New Jersey.


BIBLIOGRAPHY


Millender, Dharathula H. *Crispus Attucks, Boy of Valor*. Indianapolis: Bobbs-Merrill, 1965. Crispus Attucks led a group of protesters to Boston Square on March 5, 1770, and became the first man to die in prerevolutionary agitation.


Monjo, F.M. *King George's Head Was Made of Lead*. New York: Coward, McCann & Geoghegan, 1974. The events leading to the revolutionary war told by a statue of King George III.


Peare, Catherine O. *John Woolman: Child of Light*. New York: Vanguard Press, 1954. A vivid portrayal of this important Quaker leader who was also an early abolitionist.


Books for Pupils

from the earliest preparations to the dramatic end of his famous ride.


Ross, George E. Know Your Declaration of Independence and the 56 Signers. Chicago: Rand McNally, 1963. How and why the Declaration of Independence was written, with a brief sketch of each Signer.


Schneider, Benjamin. Winter Patriot. Radnor, Pa.: Chilton Book Co., 1967. After seeing his father killed by a Hessian, Seth Kimble joins the militia which harasses the British in central New Jersey.


Stevenson, Augusta. Molly Pitcher. Indianapolis: Bobbs-Merrill, 1952. A courageous young wife who took her wounded husband’s place and continued to serve his cannon during the battle of Monmouth.


A description of life during the revolutionary period and the events leading up to the battle of Trenton.


**Paperbound Books**

(Available from Scholastic Book Services, 50 W. 44 St., New York, NY 10036.)

**Grades K-3**

Benchley, Nathaniel. *Sam the Minuteman*. Young Sam Brown joins his father and other Minutemen at Lexington.


—. *If You Lived With the Sioux Indians*. Uses a question-and-answer format to describe the Sioux Indians.

—. *If You Sailed on the Mayflower*. All about the voyage, the Pilgrims and the first Thanksgiving.

**Grades 4-6**


Meadowcroft, Enid L. *Benjamin Franklin*. The life of an important genius and patriot.

—. *Silver for General Washington*. A boy and girl help their country at the time of Valley Forge.
Books for Teachers

Spencer, Philip. *Day of Glory*. The first crucial twenty-four hours of the Revolution.


Grades 5-8

Emanuel, Myron. *Faces of Freedom*. Important black figures in early America such as Attucks, Banneker, and Prosser.


Grades 7-8

Archer, Jules. *They Made a Revolution*. An account of the Founding Fathers and Mothers based on letters, diaries and memoirs.

B. Books For Teachers

General Works


Political and Constitutional History


McCormick, Richard P. *Experiment in Independence: New Jersey in the Critical
Books for Teachers

Period, 1781-1789. New Brunswick: Rutgers University Press, 1950. Analysis of the restoration of the state after the war, the establishment of institutions of self-government, the development of permanent relations among the states, and the adoption of the Federal Constitution.


1959. A vivid, readable and well-documented account of espionage during the revolutionary war, with much material on New Jersey as a center of clandestine intelligence activity by both sides.

Bill, Alfred H. Campaign of Princeton, 1776-1777. Princeton: Princeton University Press, 1948. Shows how the battle of Princeton was a necessary follow-up to Trenton in all but forcing the British out of the state and thwarting for a time their advance on Philadelphia, as well as giving the patriot cause an essential boost in morale.

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Wright, William C., ed. The Development of the New Jersey Legislature, From Colonial Times to the Present. Trenton: New Jersey Historical Commission, 1976. Three papers, delivered at a commemorative symposium in 1975, analyzing the powers and workings of the legislature under each of New Jersey's three constitutions. The first essay, by Larry R. Gerlach, describes the constitution of 1776 and its colonial antecedents.


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Military Affairs

Bakeless, John E. Turncoats, Traitors and Heroes. Philadelphia: J.B. Lippincott, Co., 1959. A vivid, readable and well-documented account of espionage during the revolutionary war, with much material on New Jersey as a center of clandestine intelligence activity by both sides.


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BIBLIOGRAPHY

1965-1972. A massive study of the man and his enormous influence on the revolutionary war and the early years of the republic.


Leiby, Adrian C. The Revolutionary War in the Hackensack Valley: The Jersey Dutch and the Neutral Ground, 1775-1783. New Brunswick: Rutgers University Press, 1962. A thorough account of the war in that part of the state dominated by the Jersey Dutch, divided in their allegiance and subject to frequent pillaging. Focuses on the early, most critical period.


Books for Teachers


Pierce, Arthur D. *Smuggler's Woods: Jaunts and Journeys in Colonial and Revolutionary New Jersey*. New Brunswick: Rutgers University Press, 1960. Scholarly but highly readable account of the economic and maritime aspects of the revolutionary war which stresses the importance of privateering, smuggling, salt making, and other behind-the-lines activities which helped to make victory possible.

Ryan, Dennis P. *New Jersey in the American Revolution, 1763-1783: A Chronology*. Trenton: New Jersey Historical Commission, 1974. A well designed, easy to follow pamphlet which provides a chronological guide to noteworthy events in New Jersey's revolutionary period.

Scheer, George F. and Rankin, Hugh, eds. *Rebels and Redcoats*. New York: New American Library, 1959. Consisting of personal accounts by participants, both officers and enlisted men, with commentary by the authors, this book provides a very real picture of what the war was like on the individual level.


BIBLIOGRAPHY

Draws upon British and American sources to dramatically recount the mutinies at Morristown and Pompton in early 1781 brought on by the physical privation and suffering of the troops.


**Population**

Jones, Rufus M. *The Quakers in the American Colonies*. New York: MacMillan, 1962. This well written and comprehensive examination of the Quakers includes several chapters on their activities in New Jersey.


Colonial and Revolutionary Society

Vecoli, Rudolph J. *The People of New Jersey*. Princeton: D. Van Nostrand Co., 1965. A carefully written, well documented exposition on the ethnic groups that have populated the most diversely ethnic state in the nation. The first third of the book deals with the colonial and revolutionary periods.


Burr, Nelson R. *The Angelican Church in New Jersey*. Philadelphia: Church Historical Society, 1954. A thorough and complete history of Anglicans, their religious life and customs, and their relations with other groups, with close attention to the revolutionary era.


Books for Teachers

which traces the contributions made by the various religious denominations to the development of the state. A large segment deals with the colonial and revolutionary periods.


Economy and Industry

Boyer, Charles S. Early Forges and Furnaces in New Jersey. Philadelphia: University of Pennsylvania Press, 1931. A thorough, scholarly examination of the history of the iron industry in the state, including much valuable material on its contribution to the revolutionary effort.

French, Bruce H. Banking and Insurance in New Jersey. Princeton: D. Van Nostrand Co., 1965. A short account written for the general reader about the development of banking and insurance in the state. The first chapter deals with the rudimentary beginnings of these fields before 1800.


Woodward, Carl R. The Development of Agriculture in New Jersey, 1640-1880. New Brunswick: New Jersey Agricultural Experiment Station, Rutgers University, 1927. A thorough, well written survey of developments in agriculture, with some material on the late colonial and revolutionary eras.

Wright, William C., ed. Economic and Social History of Colonial New Jersey. Trenton: New Jersey Historical Commission, 1974. Contains essays dealing with New Jersey's colonial plantation settlement patterns, land riots of the mid-eighteenth century, higher education in the colony and colonial developments in church-state relations which led many to view the Revolution as a holy war.

* Published by the New Jersey Agricultural Society, Trenton.
† Published by Past Times Press, Trenton.
Arts and Intellectual Life


Austin, Mary S. *Philip Freneau, The Poet of the Revolution: A History of His Life and Times*. Detroit: Gale Research Co., 1968. A biography of the poet-journalist who was educated in New Jersey and spent most of his life here. The book is aimed at the general reader and focuses on his revolutionary war experiences and includes a number of his poems from that period.


Gerdts, William H., Jr. *Painting and Sculpture in New Jersey*. Princeton: D. Van Nostrand Co., 1964. The first portion of this thorough account of the development of the fine arts in the state deals with the painters and sculptors of the colonial and revolutionary eras.


Schmidt, George P. *Princeton and Rutgers: The Two Colonial Colleges of New Jersey*. Princeton: D. Van Nostrand Co., 1964. A relatively short, illustrated account of the origins and development of the two colleges. The first chapter carries them from their founding through the revolutionary war.

Snyder, John P. *The Mapping of New
Books for Teachers


Local History


Snyder, John P. The Story of New Jersey's Civil Boundaries, 1606-1968. Trenton: Bureau of Geology and Topography, 1969. A definitive source with excellent maps on changing county and municipal boundaries through the state's history, including the late colonial and revolutionary periods.


C. New Jersey’s Revolutionary Experience

The pamphlet series of which this Guide is a part, is intended for use by the general reader, secondary students, and elementary and secondary teachers. Brief abstracts of each pamphlet are given below for the teacher’s use in determining applicability of their use within the bounds of his or her curriculum. They are not meant to be substitutes for the pamphlets or adequate treatments of the subjects. They are arranged in logical (as opposed to numerical) sequence. Their use in this order will give the teacher or advanced elementary student first, basic social, cultural, economic and demographic background on New Jersey from roughly 1750 to 1800 (pamphlets 17, 4, 9); second, a political sequence of events from 1763 to 1776 (pamphlets 7, 13, 21, 15, 6, 18-20) including the coming of the Revolution to New Jersey, the composition of the Whig and Loyalist segments of the state’s population, and biographies of important New Jersey figures of the era; third, a series of discussions of the major battles and campaigns that raged across the state from 1776 to 1783 (pamphlets 5, 16, 22, 25, 3, 8).

A fourth section treats two important but neglected segments of the population—women and blacks (pamphlets 26 and 14)—and provides transition from the political-military sphere to discussions of specialized topics such as religion, medicine, and education and their impact on the revolutionary movement as well as the effect of eight years of war on their theory and practice (pamphlets 10, 1, 24, 12, 2, 11, 23).

17. Thomas J. Archdeacon: New Jersey Society in the Revolutionary Era. A comprehensive view of colonial society, including the geography, industry, agriculture, politics, social system, and economic class structure.

4. Peter O. Wacker: The Cultural Geography of Eighteenth Century New Jersey. The heterogeneous cultural heritage of New Jersey’s population is examined in nationalities as the Dutch, Swedish, Africans, Scots, Irish, Scots-Irish, Germans, and English.
New Jersey's Revolutionary Experience


7. Larry R. Gerlach: The Road to Revolution. The events of 1763-1776 which pushed New Jersey, unwillingly at first, into the revolutionary camp.

13. Larry R. Gerlach: William Franklin: New Jersey’s Last Royal Governor. William Franklin, son of Benjamin Franklin, is described as one of the most popular and successful royal governors of New Jersey who effectively represented both the crown and the people of the colony.

21. Carl E. Prince: William Livingston: New Jersey’s First Governor. The life and political career of the conservative who more than any other individual, made the political Revolution in New Jersey.


18. Donald W. Whisenhunt: Elias Boudinot. The civil and military career of Boudinot, including service as president of the Continental Congress and director of the United States Mint.

19. Dennis P. Ryan: New Jersey’s Whigs. The well-known patriots are described, including William Livingston, John Witherspoon, and Elias Boudinot, as well as landowners and the landless poor who were the backbone of the military forces.


16. Lewis F. Owen: The Revolutionary Struggle in New Jersey, 1776-1783. An examination of the civil war conducted by Whigs and Loyalists in the state, as well as a brief description of the major conflicts of Trenton, Princeton, Monmouth and Springfield.

22. Kemble Widmer: The Christmas Campaign: The Ten Days of Trenton and Princeton. A detailed description of the ten days that may have saved the American Revolution during the first year of the war.

25. Samuel S. Smith: The Battle of Monmouth. A description of the longest major
engagement of the war wherein the Continental army and New Jersey militia gave as much as they took from British regulars.


14. Frances Pingeon: *Blacks in the Revolutionary Era*. An examination of the conditions under which blacks lived in New Jersey, as slaves and as freedmen.


1. Richard F. Hixson: *The Press in Revolutionary New Jersey*. The role of newspapers is evaluated in terms of their ability to form and reflect public opinion in aid of the revolutionary cause.


12. David L. Cowen: *Medicine in Revolutionary New Jersey*. The general medical services, the Medical Department of the Continental army, New Jersey hospitals, diseases of the army, care of the sick and wounded are among the topics discussed.


23. Suzanne Corlette: *The Fine and the Useful Arts in New Jersey, 1750-1800*. While the state did not possess the sort of society that produced many fine artists, its artisans were vigorous, creative and productive.