UP to the present, the supreme test of friendship has been that a man should lay down his life for his friend, for greater love than this hath no man. Henceforth, however, after my present crucial experience, I am afraid I shall have to revise that ancient truth by saying that the supreme test of friendship is that a man consent to speak at an educational conference on a subject better known to his audience than to himself. This is precisely what I have consented to do in the name of my friendship for Mr. Paulhamus, our capable chairman.

I must also confess, however, to a certain personal pleasure in being placed in a position where I was forced to struggle from darkness to light by means of systematic research. This is precisely what I have tried to do, for I have obtained the information that I am about to deliver to you, through research and questioning. I soon discovered, however, that "fools rush in where angels fear to tread," for I found my inquiries responded to in many instances by vague, if not evasive answers. The teaching of Pennsylvania's history in our public schools is by no means a known quantity.

In connection with our important topic, I set out to discover the following:

1. Is the teaching of Pennsylvania history justifiable in the social studies curriculum of the public schools?
2. At what grade levels should a course in Pennsylvania history be offered?
3. Should such a course be separate or should it be incorporated with United States history?
4. What should be the aims of a course in Pennsylvania history?

1 A Paper read to the Social Science Group, at the Conference on Education, Bucknell University, Lewisburg, November 18, 1933.
5. What units of Pennsylvania history are sufficiently comprehensive, significant, and otherwise suitable for such a course?

6. What books and other materials of instruction are available for a course in Pennsylvania history?

The sources from which I sought the information included the social studies departments of fifty-seven liberal arts colleges in Pennsylvania; the social studies departments of fourteen teacher training colleges in Pennsylvania; the social studies departments of two city normal schools; and the following specialists: Lester K. Ade, New Haven, Conn.; J. L. Barnard, Harrisburg; Dr. Arthur C. Bining, Philadelphia; Dr. Theodore Blegen, Minneapolis, Minn.; Dr. Donald A. Cadzow, Harrisburg; Dr. C. A. Coulomb, Philadelphia; A. Boyd Hamilton, Harrisburg; Bruce A. Hunt, Williamsport; the Honorable Charles Lose, Montoursville, and Dr. Asa E. Martin, State College. In the remarks which follow, I shall give you the results of my investigation, including the information received in fifty replies from these sources. I will add such comments as will throw some light on the interpretation of them.

1. Is the teaching of Pennsylvania History justifiable in the social studies curriculum of the public schools?

Replies: Yes . . . 48, No . . . 2.

There is lively interest as well as profound significance in the facts lately revealed by Dr. C. Hale Sipe, lawyer-historian of Butler. He writes: "While almost every school child in Pennsylvania knows much about Captain John Smith and Miles Standish, not one in thousands knows anything about the able Swedish Governor who established the first permanent seat of government in Pennsylvania and did it before William Penn was born." This was Johann Printz who came to New Sweden in 1642 and built a state house which existed for 160 years in what is now Pennsylvania. Dr. Sipe also points out that the Pennsylvania Indian wars were more important than the New England Indian wars, for it was in the former that George Washington and most of his ablest generals served their cadetships.

Recently President Homer P. Rainey, of Bucknell University, in an address on "Re-thinking Education" explained that one of the causes of the present economic crisis is that the public schools
have trained the students for technical and professional work at public expense without foreseeing the inevitable outcome—namely, an over-supply of technically and professionally trained people in a democratic world. He feels that the solution to this undesirable situation is a re-emphasis in public education in the direction of general culture with special consideration given to citizenship as such.

Dr. Dallas W. Armstrong, of Lock Haven State Teachers College, in a recent survey of his students discovered that fewer students are preparing for engineering and more taking economics and other social studies that have direct relation to general citizenship. Dr. Morrison, of the University of Chicago, has gone so far as to recommend the establishment on an experimental basis of a school for citizenship.

Dr. Philip L. Cox, of New York University, has averred that the present public school curriculum as now organized hardly justifies the levying of taxes in support of teaching the same. He considers it a gross neglect of civic responsibility on the part of the schools to be placing as much emphasis as they do upon Latin, algebra, etc., while the community and state about them are crying for intelligent interpretation and action. The schools, like Nero, seem to be fiddling while Rome burns.

These statements, together with others, which I have heard during the current school term from men and women who are in a position to feel the true situation, indicate that there is a growing tendency toward a greater emphasis upon instruction in citizenship. In the consummation of such a tendency, the teaching of Pennsylvania history can undoubtedly make a direct and substantial contribution.

In the preface to his History of Pennsylvania, Thomas S. March writes: "No other state in the Union presents a history so closely connected with world progress as Pennsylvania. Here are to be found the beginnings of many types of religions. Here was the first real experiment in popular government. Here have been developed the whole theory and practice of transportation and the intricate factory system. Pennsylvania has been the laboratory in which many important experiments in sociology, religion, and government have been performed. Local history has an appeal not easily found in works covering a large sphere."

There is evident an ever growing tendency to teach state history
in the public schools. Dr. Theodore Blegen of the University of Minnesota, referring, of course, to the history of his own state, writes: “This growing interest . . . has a sound basis, and with a lengthening historical perspective the state itself is awakening to the importance of cultivating in numerous ways the field of its own history. Knowledge of state and community backgrounds unquestionably contributes to the general interest of life. Educationally there is much to be said for developing the field, for the local approach has been characterized as interesting, practical, and typical of the world in which we live. Many approve of the study because it helps to explain present conditions and tendencies in the state and thus is a factor in promoting good citizenship. Yet others are impressed by the close connections between state and national history, and they emphasize the need of seeing the state as an integral part of the national whole. Scholars regard the study of state and local history as consistent with the most progressive views of present day historiography.”

An important function of state history in the social studies curriculum is suggested by Caroline M. Jackson of Chester. She asserts: “In our state we have many ‘half assimilated’ citizens, children of foreign parentage. They have no national background to bring as a steadying factor. We should give them an anchorage based on the past history of their adopted state and inculcate the ideal of decent living and constructive citizenship.”

On the other hand, there are those who seriously question the validity and justification of teaching state history in the schools of Pennsylvania. M. W. Sloyer, of Lancaster, has this to say: “I do not see that the knowledge of the history of any state has the slightest value in training pupils for functional citizenship. The unit after all is the United States, and the more thoroughly we get that fact across and teach our pupils to do their thinking in terms of this one big unit, the better and more valuable citizens will they be.”

A caution for those who are too ready to include a course of state history in the modern social studies curriculum is the statement made by Elmina R. Lucke in the current number of *Progressive Education* (November, 1933). Under the title “Helping Youth Find His Larger Community,” she writes: “A key to the understanding of the whole social studies program of the Junior and Senior High Schools . . . bespeaks certain fundamental con-
victions underlying that curriculum: (1) that American youth must consider the whole world as his community; (2) that great human developments must be seen in their widely varied settings of place and time; (3) that the close study of our own civilization needs the objectivity of contrast with other great civilizations, their needs, problems, achievements."

Another educator who seemingly shares this view is Dr. William A. Russ, Jr., of Susquehanna University. He declares: "I do not believe that the time taken in the history of any state is justified because that same time could be used to better purpose in giving to the student a broader, more national, more comprehensive viewpoint. I would sum up my objections to the study of state history as state history, as follows: (1) The whole trend of American history since 1789, and especially since 1865, has been toward nationalism rather than particularism. So true is this that right now, the states count for very little—the emphasis is upon activities at Washington rather than at Harrisburg or Albany. (2) State history, as separate discipline for high school students, stresses localisms, state-right doctrines, and provincialisms too much. The emphasis should be upon Americanism, not Pennsylvanianism; nationalism, not provincialism; unity, not diversity. (3) No state has had any history, apart from national history, since the Civil War. There may be a place for the history of the state during colonial, revolutionary, and even confederation times; but there is little excuse for singling out a state for separate treatment after 1789. In those instances where state life leaves an impression upon national life, they should be studied—but only as the stones, which all together, go to the making of the national edifice."

In the final analysis the justification for the teaching of Pennsylvania history in the social studies program must depend upon whether or not it can make a definite, important, and significant contribution to the accepted aims of education. It seems clear indeed that a great deal of the historical experience of the inhabitants of our state can contribute richly to the development in the sons of Pennsylvania of such cardinal objectives as worthy home membership, intelligent and active citizenship, fundamental processes, wise use of leisure time, good health, vocational insight, and ethical character. Accordingly, the teaching of Pennsylvania
history in our public schools is justified to the extent to which it can be made to serve these educational aims.

2. At what grade levels should a course in Pennsylvania history be offered?

Replies: Senior High School 3
Junior High School 3
Junior-Senior High School 5 (including J. L. Barnard, Dr. D. A. Cadzow and Dr. W. F. Dunaway)

- Grade 11 1
- Grade 10 1
- Grade 9 1
- Grade 8 3
- Grade 7 2 (including Dr. Arthur C. Bining)
- Grades 7-8 2
- Grades 6-7 1
- Grades 5-6-7 2 (including Dr. C. A. Coulomb)
- Grades 4-5-6 1
- Grades 4-12 1 (including William T. Johnson)
- Grades 1-6 1
- Every Grade 4 (including Dr. C. M. Sullivan)

Hesitate to say 20

These various opinions would lead one to believe that if Pennsylvania history is to be taught, there is appropriate place for it on all levels. The new state syllabus, of course, integrates appropriate units of Pennsylvania history with the corresponding broader units of national history on all levels.

3. Should such a course be separate or should it be incorporated with United States history?

Replies: Separate 13 (including Dr. Arthur C. Bining, Dr. D. A. Cadzow, Dr. W. F. Dunaway and W. T. Johnson.)
Incorporated 17 (including J. L. Barnard, Dr. C. A. Coulomb, and Dr. C. M. Sullivan.)
Other answers included opinions that courses should be given either separately or incorporated, but in special periods; or that they should be taught separately at first, and later woven in with United States history.

While it is evident that the history of Pennsylvania could be taught separately as conveniently as integrated simply by appropriating time—a period a week, for instance—from the social studies allotment, the opinion of the majority seems to indicate that the events of local history would take on a much greater significance if presented in their proper national setting, and that the course in general would be more effective. Besides, the common cry everywhere seems to be that our curriculum is already too much of a patch-work or crazy-quilt of separate subjects, and the addition of Pennsylvania history as another branch would only add to the distress. Someone has compared the course of study of the present-day school with the rambling house of the man who adds an addition to the structure with each increase of his family. The present trend in curriculum-making, however, seems to lean toward the integration and consolidation of courses already in the curriculum, and to an enrichment, vitalization, and functionalization of them.

4. What should be the aims of a course in Pennsylvania history?

Replies:

To teach the aims of the founders and to appreciate the founders; to teach responsibility for good government; to show our gradual growth toward the comparative security of today; to understand the place of the state in our dual system of government; to understand the power of the state in justice, taxation, and protection; to exercise the franchise wisely; to impart a knowledge of the important phases of the state's history; to develop a love of one's own state—state pride; to furnish the basis for the development of an intelligent civic optimism; to put a student in touch with his political, social, and economic environment; to lay a foundation which will aid in a better understanding of national history; to cultivate an active "civicism" on the part of students; to cultivate a sense of social-mindedness; to prepare the student for inevitable changes, social and political; to lead the student to emulate the example of the best men Pennsylvania has produced;
to develop an understanding of the part our state has played in national growth; to learn of the historical shrines in Pennsylvania; to inform students of the past of the state and thus prepare them for citizenship; to teach Pennsylvania's contribution to education; to arouse an interest in local history that will produce results by later study and research; to supplement the teaching of government, citizenship, economics, problems of democracy, and United States history; to appreciate the sacrifices of our fellow citizens and to arouse a desire to emulate their sacrifices; to increase emotional interest in social studies by associating events with places of local or state historical interest; to show that we are really a nation of federated commonwealths; to understand how Pennsylvania and the local community came to have the kind of social activities found there; to help the pupil feel more definitely a part of this great marching civilization; to teach history by going from the known to the unknown; to add to the general interest in life; to add to the pleasure of traveling through Pennsylvania; to instill state ideals; to teach familiarity with local environment.

The educators who contributed these numerous specific and significant aims of a course in Pennsylvania history have made a strong case indeed in favor of a greater emphasis upon that aspect of the social studies program in Pennsylvania. They have simply put in very specific terms pertaining to the subject in hand that scheme of general educational objectives, namely the teaching of facts, habits, abilities, skills, attitudes, motives, standards, appreciations, realizations, and ideals, with respect to good health, fundamental processes, home membership, citizenship, vocation, wise use of leisure, and ethical character.

It would seem that there is small need for stimulation and emphasis in the direction of local patriotism and pride. Everywhere, indeed, there seems to be rather an excess of it. Besides the feverish rivalry at state championship athletic contests, for example, there is the experience of Dr. E. B. Bryan, president of Ohio State University, who while touring one summer in Colorado was frantically waved to by a beautiful lady in a new roadster, much to the discomfort, if not embarrassment of Dr. Bryan's wife. It all turned out to be simply one Ohioan recognizing another Ohioan's automobile license plate and expressing an excessive amount of joy at seeing another auto from the home state. The same familiar sentiment was readily observed at the State Buildings during the
Chicago Century of Progress Fair this summer. Here each state vied with the others in putting forth the best foot first in a wild attempt to demonstrate that its scenery was more magnificent, that its potatoes were larger, its industrial advantages greater, and its founders wiser.

On the other hand, a better acquaintance with one's local environment ties one up with it. Homesickness is an evidence. How many of us have read Scott's alluring description of the Lady of the Lake country without having felt a strong urge to go there! Thus, the teaching of Pennsylvania's history will inevitably make us love our native or adopted state. This adds to the fullness of our enjoyment of life.

5. What units of Pennsylvania history are sufficiently comprehensive, significant, and otherwise suitable for such a course?

Replies:

Public School System; Penal and Welfare Activities; Physical Characteristics; Origin and Development of the Colony; Indian Life; French and Indian War; Revolutionary War; War of 1812; Civil War; Indian Wars; New State Government; Pennsylvania in the New Republic; Rise of Democracy; Economic Development; Social Development; Religious Development; Political Development; Cultural Development; Present Political Problems; Internal Improvement; Place Names; Leaders; Election Laws; Types of People; Political Units; Industries; Agriculture; Railroads; Transportation Systems; Historical Places; Forests. Many of these numerous units have already been articulated in Pennsylvania's new social studies course at the proper grade levels and position with reference to the development of the nation as a whole.

Courses of study in Pennsylvania history for preparing teachers are being given at the present time by Dr. C. M. Sullivan, Lock Haven State Teachers College, Dr. Howard L. Headland, Slippery Rock State Teachers College, and Dr. W. F. Dunaway, Pennsylvania State College. There are, no doubt, other teacher-training institutions offering courses in the field, about which I have not had the opportunity to find out.
6. What books and other materials of instruction are available for a course in Pennsylvania history?

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<th>Author/Editor</th>
<th>Title</th>
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<tr>
<td>W. C. Armour</td>
<td>Lives of the Governors of Pennsylvania</td>
<td>1872</td>
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<tr>
<td>A. S. Bolles</td>
<td>Pennsylvania, Province and State, 1609-1790</td>
<td>2 vols. 1899</td>
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<td>M. G. Brumbaugh, and J. G. Walton</td>
<td>History Stories of Pennsylvania</td>
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<td>Smith Burnham</td>
<td>Short History of Pennsylvania</td>
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<td>W. H. Carpenter and T. S. Arthur</td>
<td>History of Pennsylvania</td>
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<td>H. L. Collins</td>
<td>Pennsylvania the Golden</td>
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<td>W. M. Cornell</td>
<td>The History of Pennsylvania</td>
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<td>C. A. Coulomb</td>
<td>American History for Pennsylvania</td>
<td>2 vols. 1933. Grades 5 and 6</td>
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<td>Sherman Day</td>
<td>Historical Collections of Pennsylvania</td>
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<td>W. H. Dixon</td>
<td>Life of William Penn</td>
<td>1851</td>
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<td>George P. Donehoo (ed.)</td>
<td>Pennsylvania, a History</td>
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<td>W. F. Dunaway</td>
<td>College Text in Preparation</td>
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<td>W. H. Egle</td>
<td>History of the Commonwealth of Pennsylvania</td>
<td>1883</td>
<td>2</td>
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<td>A. H. Espenshade</td>
<td>Pennsylvania Place Names</td>
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<td>J. T. Faris</td>
<td>Old Trails and Roads in Penn's Land</td>
<td>1927</td>
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<td>Barr Ferree</td>
<td>Pennsylvania: a Primer</td>
<td>1904</td>
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<td>S. G. Fisher</td>
<td>Pennsylvania, Colony and Commonwealth</td>
<td>1897</td>
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<td>The True William Penn</td>
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<td>Daily Stories of Pennsylvania</td>
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<td>H. M. Jenkins (ed.)</td>
<td>Pennsylvania Colonial and Federal</td>
<td>3 vols. 1903</td>
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<td>C. P. Keith</td>
<td>Chronicles of Pennsylvania, 1688-1748</td>
<td>2 vols. 1917</td>
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<td>H. E. Keller</td>
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<td>T. B. Klein</td>
<td>The Canals of Pennsylvania and the System of Internal Improvements</td>
<td>1901</td>
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<td>Walter Lefferts</td>
<td>The Settlement and Growth of Pennsylvania</td>
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Orton Lowe, and Jean Reitell, *Pennsylvania, a Story of Our Domain, Our Chronicles, Our Work* (1927)  
A. E. Martin, and H. H. Shenk, *Pennsylvania History Told by Contemporaries* (1925)  
Charles Morris, *History of Pennsylvania* (1913)  
A. C. Myers (ed.), *Narratives of Early Pennsylvania, West New Jersey and Delaware* (1912)  
S. W. Pennypacker, *Pennsylvania the Keystone* (1916)  
S. W. Pennypacker, *Pennsylvania in American History* (1910)  
Isaac Sharpless, *Two Centuries of Pennsylvania History* (1900)  
Isaac Sharpless, *Political Leaders of Provincial Pennsylvania* (1919)  
L. S. Shimmell, *A Short History of Pennsylvania* (1910)  
C. H. Sipe, *Fort Ligonier and Its Times* (1933)  
T. K. Smith, *Commonwealth of Pennsylvania* (1917)  
A. C. Thomas, *A History of Pennsylvania* (1913)  

Besides these texts bearing more or less directly upon the history of Pennsylvania as a unity or as a state, I received from a few of my correspondents copies of rather complete bibliographies, which they had prepared for publication. The most complete of these bibliographies was that prepared by Dr. Arthur C. Bining of the University of Pennsylvania entitled "Selected Bibliography of Secondary Works in Pennsylvania History" and listing in classified order over 500 titles. These texts he has conveniently grouped under the following headings: Agriculture; Bibliography; Capital and Labor; Constitutional; County Histories (Bibliography of Secondary Works in Pennsylvania History) (October, 1933), XIII, 355-371. This bibliography has also been issued as a reprint.
phy for practically every county); Description; Education; Finance; Germans in Pennsylvania; History, Colonial; History, General; Industries; Internal Improvements; Legal; Literary; Manners, Customs and Traditions; Military; Music; Politics and Government; Railroads; Religion; Slavery and Servitude; Social Life.

The value of the bibliography to teachers of Pennsylvania history is inestimable, inasmuch as Dr. Bining has sorted out appropriate books for almost any unit in Pennsylvania history listed previously in this paper.

Dr. W. F. Dunaway of Pennsylvania State College has also prepared an excellent bibliography entitled "A Brief Bibliography of Pennsylvania History for High School Teachers," giving a running account of some 200 texts. These he has described under the following headings: General Histories of Pennsylvania; Local and Sectional History; Descriptive and Miscellaneous Works; Economic History; Cultural History; Religious History; Racial History; Military History; Government and Politics. A brief hint at the import of some of these texts is given.

Dr. C. M. Sullivan, of Lock Haven State Teachers College, has likewise prepared a brief bibliography listing about 100 books. This he has done primarily for his own use in offering a course in Pennsylvania history for teachers in that college. Moreover, many of the books suggested by my correspondents contain bibliographies of their own. In some of them may be found references at the conclusion of each chapter.

* Published in Pennsylvania History (January 1934), I, 38-46.