ACCORDING to Professor J. E. Woodbridge of Teachers College, Columbia University, the purpose of history is “to give one perspective so that he may formulate a philosophy of life.” If this is true, then every teacher, and especially every teacher of history, should have had as a prerequisite to teaching a dynamic course in the whole field of world history, including local history.

If there are, as some historians agree, really many histories, one for each important person or thing of the past which cannot be absolutely terminated, then it follows that most of the noteworthy persons and things of the remote past can be related to the corresponding persons or things in the local present. Let me illustrate this statement as it applies to a thing. A history teacher in Philadelphia might arouse the interest of her pupils in the Circus Maximus by this question: “Which is larger, the Circus Maximus or the stadium of the University of Pennsylvania?” The answer and discussion of the size of an amphitheater of the past with a local stadium of the present would give a new meaning to the Circus Maximus.

Recently I visited a school in Monroe county in which I found a good example of the fact that the history of an important person, Abraham Lincoln, has not been absolutely terminated. The teacher I refer to had enriched his history teaching of Abraham Lincoln by using the picture of a girl, now attending a public school, who is a descendant of the family of Abraham Lincoln’s sweetheart, Anne Rutledge.
Pennsylvania has a rich heritage of important historic persons and things. Mr. S. K. Stevens, historian of the Pennsylvania Historical Commission, recently said, "There is no state in the American Union which has a more significant or more outstanding history than Pennsylvania." He pointed out, however, that at the present time, there is no authentic Pennsylvania state history such as New York and several other states have, but that the Pennsylvania Historical Commission is trying to arouse the Pennsylvania Legislature to the importance of compiling an authentic state history as well as preserving such local shrines as, for example, the Ephrata Cloisters.

Just as there is no authentic state history, so in many counties, there is no practicable county history in the classrooms of the public schools. Monroe county has produced a county history, but it is not a practicable reference book for the home, office or classroom. Among other shortcomings, it lacks an index. Mr. Leroy Koehler, instructor of history and social sciences at the East Stroudsburg State Teachers College, has pointed out that if one would search in it for the material concerning the old academies of Monroe county, he could find such material in the chapter entitled, "Reminiscences of My Boyhood."

Until authentic and carefully indexed histories are available, it will be necessary for history teachers to acquaint themselves with the best source materials now in print and hope that the day will not be far distant when authentic and interesting history books will be found, at least, in every library and classroom of our Commonwealth, if not in every home.

Unfortunately, most of the histories in our schools, even though published as Pennsylvania editions, lack much pertinent state, county and municipal history. Very few texts, for example, give sufficient information concerning our state constitution to prepare citizens to vote intelligently on amendments to it. Furthermore, few textbooks for the sixth grade deal sufficiently with the unit, "Pennsylvania, 1789 to the Present Time."

Some of the best available books containing Pennsylvania history dealing with Monroe county are:


The prices and sizes of the last two books are prohibitive for the small school. On the contrary, it would be a great service to have one authentic state history at a reasonable cost. Likewise, it would be well for a committee, representing local historical societies, historians, statesmen and educators, to salvage out of the wealth of local materials the facts that will build readable and interesting local history books.

The following is a sample of such materials in outline form. It is adapted from "Origins of Pennsylvania Counties," a part of "Pennsylvania in History," by Frank W. Melvin, chairman of the Pennsylvania Historical Commission. The parts selected are from the April 1938 number of *Public Education Bulletin* issued by the Pennsylvania Department of Public Instruction, Harrisburg, Pa.

<table>
<thead>
<tr>
<th>County</th>
<th>Formed From Part of</th>
<th>Origin of Name</th>
<th>Historic Highlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>York</td>
<td>President John Adams</td>
<td>National Cemetery</td>
</tr>
<tr>
<td>Allegheny</td>
<td>Westmoreland,</td>
<td>Indian Name—</td>
<td>Stephen Foster</td>
</tr>
<tr>
<td></td>
<td>Washington,</td>
<td>&quot;Allegewi&quot;</td>
<td></td>
</tr>
<tr>
<td>Bedford</td>
<td>Cumberland</td>
<td>Duke of Bedford</td>
<td>Washington's</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Washington's</td>
<td>Headquarters</td>
</tr>
<tr>
<td>Berks</td>
<td>Philadelphia,</td>
<td>Berkshire,</td>
<td>Daniel Boone</td>
</tr>
<tr>
<td></td>
<td>Chester,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lancaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bradford</td>
<td>Luzerne,</td>
<td>William Bradford</td>
<td>French Community</td>
</tr>
<tr>
<td></td>
<td>Lycoming</td>
<td></td>
<td>Settlement</td>
</tr>
<tr>
<td>Bucks</td>
<td>Original County</td>
<td>Buckinghamshire</td>
<td>Pennsburry Manor</td>
</tr>
<tr>
<td>Cambria</td>
<td>Huntingdon,</td>
<td>Cambria</td>
<td>Robert E. Peary</td>
</tr>
<tr>
<td></td>
<td>Somerset,</td>
<td>Township</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bedford</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carbon</td>
<td>Northampton,</td>
<td>Coal Deposits</td>
<td>Fort Allen</td>
</tr>
<tr>
<td></td>
<td>Monroe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinton</td>
<td>Lycoming,</td>
<td>DeWitt Clinton</td>
<td>Indian Capital of</td>
</tr>
<tr>
<td></td>
<td>Centre</td>
<td></td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>Cumberland</td>
<td>Lancaster</td>
<td>Cumberland,</td>
<td>Indian School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>England</td>
<td></td>
</tr>
<tr>
<td>Dauphin</td>
<td>Lancaster</td>
<td>Title of Eldest</td>
<td>State Capital</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Son of French</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>King</td>
<td></td>
</tr>
<tr>
<td>Delaware</td>
<td>Chester</td>
<td>Delaware River</td>
<td>Penn's Landing</td>
</tr>
</tbody>
</table>
The articles which have appeared monthly under the caption "Pennsylvania in History" in the Public Education Bulletin have been eagerly received by public school administrators. Among the articles which principals have welcomed are these: "Pennsylvania Claims Notable Men of Science"; "Pennsylvania Folk Festival"; "Flag Day"; and "Origins of Institutions Seen in Tercentenary."

Another publication, entitled "Pennsylvania Notes," published in mimeographed form by the Pennsylvania Historical Commission has had enlightening articles on Forefather’s Day, Pennsbury, and the like.

What do the history teachers of our public schools think about the teaching of Pennsylvania and local history? Recently a questionnaire was mailed to forty history teachers in Monroe county to disclose the status of Pennsylvania and local history teaching in the county.
All the history teachers of Monroe county indicated that they consider state and local history sufficiently important for consideration as subject-matter to be taught. Eighteen teachers would make provision for teaching state and local history in courses other than history, such as science, geography and civics as recommended by Dr. Robert Brown of Stroudsburg in the January, 1938 number of Pennsylvania History.

Approximately one-half the history teachers of Monroe county marked “yes” to the question, “Do you teach Unit Twelve (Pennsylvania, 1789 to the Present Time) of the Pennsylvania Course of Study in social studies for the sixth grade?” The following are the most common reasons set forth for not teaching “Unit Twelve” in the sixth grade: “Some of the materials outlined have little meaning for sixth grade pupils”; “We do not have such teaching materials.”

The following Pennsylvania and local topics were listed in the questionnaire as samples of what should be taught:

1. Old Mine Road
2. Jacob or Daniel Stroud
3. Daniel Brodhead
4. Walking Purchase
5. Fort Norris, Hamilton or Hundshaw
6. Wyoming Massacre
7. Andrew Gregg Curtin
8. The Making of the Federal Constitution of 1787
9. Pennsylvania Constitution of 1874
10. James Buchanan
11. Richard T. Brodhead
12. A. Mitchell Palmer
13. William Penn
14. George Wolf
15. Pennsylvania Germans
16. Valley Forge
17. Gettysburg
18. Braddock’s Defeat
19. Simon or Donald Cameron
20. First Frame of Government
21. George Croghan or Conrad Weiser
22. George Meade
23. Water Gap House
24. Delaware Indians
25. Indian Place Names
Teachers were asked to check the foregoing units or topics which they had taught during the school year 1937-1938. They were also asked to mark with an "x" all units or topics for which they lacked both the necessary information and the teaching materials.

There were requests for more information and teaching materials for all topics except numbers 13 and 28. A number of requests came voluntarily from teachers for bibliographies of Pennsylvania and local histories.

As recording secretary of the Monroe County Historical Society, I am aware of a wealth of historical source material that the society possesses, which could well be used as part of an authentic local history. Interesting papers are on file which tell about John J. Audubon's travels in the Great Pine Swamp; Joe Jefferson's writing of the play, "Rip Van Winkle"; Henry van Dyke's visit to the Swiftwater House; the founding of Monroe county; old family customs, etc. Superior Court Judge Chester Rhodes once said, "Local history becomes more significant as it becomes linked with the state and the nation." A number of the papers on file deal with local happenings that are closely linked with state and nation. The society library and museum is replete with source materials for a local history.
There are, at least, two reasons why Monroe county teachers do not use the historic materials which the Historical Society has assembled and filed. The first reason is that out of 137 members of the society, there are relatively few teachers who are members or who frequent its archives; the second reason is that much of the material available needs to be edited for classroom use.

The following replicas are some of the local visual education materials made available for the classroom history and social studies teacher by the museum extension projects of the Works Progress Administration of Pennsylvania: Independence Hall (1789-1937—200th Anniversary United States Constitution Celebration); William Penn House; Jennie Wade House; Fort Necessity; Ephrata Cloisters; Daniel Boone’s House; Washington Flour Mill; Log College; Betsy Ross House; Conrad Weiser Homestead. Samples of other enrichment materials include: “Historic Landmarks Map of Pennsylvania,” and “County Seat Map of Pennsylvania.”

The teaching of local history could be greatly enriched if each history teacher would stimulate the older pupils in her school to help gather interesting data about their respective communities relative to old buildings, occupations, Indian lore, old papers, and old customs. Then, if history teachers would periodically share their source materials with historical societies the result would be mutually helpful.

The following is a sample of a local Indian artifact that has been viewed by many people because one person reported his find. The Pennsylvania Archaeologist reports the incident thus:

While hunting for deer in the Pohopoco Mountains of Monroe county last Fall (1931), Mr. M. P. Brong of Brodheadsville stopped for a rest underneath a large overhanging rock, on what is known as Pohopoco Mountain. Observing what he took to be an unusually round stone protruding from the earth well underneath the rockshelter, Mr. Brong decided to investigate. With a stick he pried the stone loose, and to his great surprise it was an Indian jar turned upside down, with its rim in the earth. Prodding around with his stick, after he had removed the jar, Mr. Brong found several pieces of charcoal and many fire cracked stones scattered around the vessel.
An Indian jar, regardless of size, is a transportation problem for a deer hunter. Mr. Brong, however, decided he would take it with him anyway. So, tying a cord around the vessel beneath the rim, he fastened it to his belt, and carried it in that way during the balance of the day. His hunt was successful and a buck deer fell before his rifle. Shouldering his meat and with the Indian jar dangling at his waist, he returned home.

In conclusion, may I recommend that history classes visit the Pennsylvania State Museum at Harrisburg. Such visits may motivate many history units if cooperatively planned by teachers and their students and may result in other educational growths. The State Museum, in the words of Joseph L. Rafter, Director, State Library and Museum, “pushes back the horizon of history” with the aid of approximately 90,000 Indian artifacts. Its objects help to visualize Pennsylvania history from the time of the Dutch, Swedish and English settlements down to the present time.

The foregoing suggestions and comments have been made with the hope that they may help improve the teaching of Pennsylvania history.

**SOCIAL STUDIES, GRADE SIX, IN PIKE COUNTY**

*By Glen L. Tischer*

Milford High School, Milford, Pa.

The educational program of the Pike county schools is typical of the 2,306 fourth class districts throughout Pennsylvania. This is particularly true in that all of the schools belong to that classification. It is possible, then, that the attitude of the sixth grade teachers of Pike county may be of some aid in interpreting the state course of study for grades five and six. With this in mind I have interrogated the teachers concerning their reactions toward the Syllabus. The questionnaire which they answered placed the major emphasis upon Unit Twelve for grade six. This unit is titled, “Pennsylvania, 1789 to the Present Time.”

In support of the program suggested by Mr. Koehler in the January 1938 issue of *Pennsylvania History*, there was unanimous agreement that the teaching of local and state history was an
essential part of the social studies program. There was consider-
able indication that many of the teachers have already begun this or
are preparing to do so during the spring term. At the same time
there were other responses which pointed to the fact that several
teachers do not feel themselves prepared to do more than meet
the essential requirements as far as their textbooks or reference
material covered Pennsylvania history. Apparently, local history
has been left to momentary inspiration or postponed for some
higher grade. At least one answer carried the helpful information
that a teacher was preparing to make an intensive study of Penn-
sylvania history this summer. His intention was to remold his
course around Unit Twelve of the syllabus.

It seems only fair to suggest that the chief reason for a cursory
handling of Pennsylvania history is the lack of preparation. Since
the present teachers have had almost no training in the field, they
are at a loss as to where to begin an independent study of the sub-
ject. A few of them feel that their course is already too crowded
with material to warrant any additional specialization. Obviously,
they are responding to the viewpoint that local history has not the
importance of national history. They substantiate this on the
grounds that their pupils are checked for national and not Penn-
sylvania history when they enter the junior high schools.

This brings us to an unfortunate condition which ought easily
to be remedied. A considerable number of sixth grade teachers
are not using the latest syllabus. In the words of one of them, she
has “given up trying to get one.” The implication here is obvious.
Since the state requires certain standards, and individual teachers,
especially those in rural localities, are not always informed when
there is a new one, either the supervisors or the state department
ought to give notice to the districts when there has been a change
in the course of study.

Not all the teachers consulted agreed that Pennsylvania history
ought to be taught in the sixth grade. Those who objected seemed
to feel that Unit Twelve could best be appreciated in eighth grade.
A possible means of motivation was to be supplied by teaching in
terms of a high school education and the securing of employment
within the state after graduation. This is certainly one means of
motivation and it cannot be used in sixth grade. However, on
such grounds the teaching of all history could easily be delayed
to a higher grade. I only include it as an evidence of opposition to the teaching of Pennsylvania history according to the syllabus.

The same plea came from every teacher. Anxious as he was to teach Pennsylvania history he felt that bibliography, visual material, and of course, personal preparation were all lacking. Before encouraging results are to be expected a way must be found to assist the teachers who must carry the actual teaching problems. Might not one way be to encourage more secondary school teachers to affiliate themselves with the Pennsylvania Historical Association?

It may be of interest to secondary teachers to know that the Department of Public Instruction has already begun a survey of the teaching program in Pennsylvania history. With a state wide program under way it is probable that in the future there will be greater assistance, as well as greater emphasis, for the teacher who finds difficulty in handling this unit of social studies.

If there should be a reorganization of the teaching program in Pennsylvania history it seems that in this locality, at least, it must begin with the sixth grade course of study. As stated above, my chief interest was in the extent of the use and approval of Unit Twelve of the syllabus. The attitude of the teachers here varied from complete approval to casual refusal to teach the unit.

All but one of the twelve teachers felt that the material as prescribed was far above the ability of the sixth grade. Two of the specific objections were particularly the following as stated in the syllabus:

2. To find the part played by Pennsylvania in wars waged by the nation between 1789 and the present time.
3. To learn some of the significant provisions under the law for education in the state.

According to the teachers who followed the specific outline provided, it seems a dubious process to count the dead and wounded on "Little Round Top" in the Battle of Gettysburg. Of course, this is a fraudulent exaggeration, but one has only to read the syllabus to realize that the chief emphasis has been upon the part played by Pennsylvania in war time. Whatever peaceful objections we may have had are completely forgotten.

At a time when the major high school textbooks no longer emphasize details of our battle lines, there can be scant excuse for
such activity in grade six. As a constructive substitute, why not emphasize such economic and social trends for Pennsylvania as the Beards’ book *The Making of American Civilization* does for national history?

Undoubtedly, the children are motivated by warlike tales. However, as a constructive preparation for more advance courses or for productive citizenship, the teachers of Pike county do not feel satisfied with this division of the unit.

As for the division concerning education, the material is beyond the grade level both in detail and interest. Most of the teachers were forced to re-interpret this part in order to include it at all. One young lady remarked that she did not doubt that this material was interesting to the school board but she could not use it for her students.

The usual procedure with Unit Twelve has been to refer to it at suitable points in the other units. Consequently, this has tended to subordinate and often to eliminate the emphasis upon Pennsylvania history as such. In a well-filled course many of the teachers have eliminated it entirely.

Another legitimate criticism is the absence of long-range concepts in this unit. The material is specific and objective fact. This has left the teacher with the problem of interpreting Pennsylvania trends in a haphazard fashion. I venture to suggest on the strength of my previous statements that a large number of public school teachers are unable to do this without a suggestive guide. The present syllabus fails to supply such a guide.

From the indications of this survey, the teaching of Pennsylvania history is neither general nor adequate at present. Although the locality covered is small I suggest that it is sufficiently typical to show that there is much work yet to be done. The present course of studies for grade six does not give adequate assistance. Unit Twelve fails in its emphasis, content and grade level. In the opinion of the teachers of Pike county, it ought to be revised.

**GOUVERNEUR MORRIS, CONSERVATIVE**

*By Philip Wild*


GOUVERNEUR MORRIS could have served as the model for the conservatives at the beginning period of the nation. Educated and raised in an atmosphere of wealth and refinement,
Throughout his life he never left off seeking to preserve and develop the political power and money necessary for the maintenance of that atmosphere.

Of his early years, New York knew him best through her schools and the political awards which she showered upon him. Of his middle years, Philadelphia could tell most, because of the work of the Continental Congress, the financial efforts of Robert Morris, and the Constitutional Convention. France contacted him next, and recognized in him the calculating business man, the social leader, the conspirator, and the United States minister. Ten years of travel introduced him to other European nations as a political observer of keen insight. Finally, New York claimed him again as her own, when Morris no longer found politics to his taste.

Gouverneur Morris displayed an unhappy facility in choosing the losing side. He elected to stand for the abolition of slavery in New York, for General Schuyler in the Schuyler-Gates affair, for the formation of an oligarchy controlled by property men in the Constitutional Convention, for the Federalists, for King Louis XVI of France, and for the belief that the people could not learn to govern themselves.

In 1776, when the majority of the people were intent upon upholding state rights, Morris wanted a strong, central government. He lost popularity in New York by his refusal to espouse the claims of that state to Vermont. An entire reversal of position followed in his support of the Hartford Convention of 1814. He seemed to doubt the usefulness and worthiness of the government which he had labored to create. Professor Whitaker's quotation from the writings of Morris, "I knew as well then (1787) as I do now that all North America must at length be annexed to us—happy, indeed, if the lust of dominion stop there. It would therefore have been perfectly utopian to oppose a paper restriction to the violence of popular sentiment in a popular government," explains the reason for Morris's change of heart toward the strong central government.

Endowed with all that aids a man to achieve much for the common good, namely sterling character, wisdom, worthwhile place and wealth, Morris, on the contrary, chose to use these gifts to advance and strengthen the position of the small group of property men to which he belonged, instead of setting for his goal, the se-
curing of the greatest good for all the people. His narrow conservatism led to his failure to secure political gifts from the people about whom he so often manifested his lack of faith. Lacking political backing, Morris became embittered and adopted positions which have brought rather caustic criticisms to him from historians. But it must be remembered that in public office, his efforts controlled as they were by the more liberal tendencies of his higher officers, produced much of significance for the United States.

BIBLIOGRAPHY


Lodge, H. C., "Gouverneur Morris" in the Atlantic Monthly, April, 1888.
Lodge, H. C., Historical and Political Essays. Boston, 1892.
Sparks, Jared, The Life of Gouverneur Morris, with Selections from His Correspondence and Miscellaneous Papers (3 vols.). Boston, 1832.
Spooner, W. W., Historical Families of America. 1907.