IN this short paper I should like to review briefly the past in civic education, examine the present and glimpse if possible, some of the possibilities of the future. The purpose throughout the discussion is to be constructively critical and all comments, regardless of their nature, are so intended.

First, let us view the developments in the field of teacher education during the past decade or two in the nation as a whole, and in our own commonwealth in particular. Teacher education in the United States, in the period mentioned, has been marked by a steady increase in the amount of formal preparation required. Progress in the direction of an expanded curriculum has been notably rapid since 1920. All over the nation there has been a steady transformation of state normal schools into state teachers colleges offering four-year courses culminating in the granting of a bachelor's degree.

This program of expansion has given the teacher training institutions an opportunity to offer general education courses on the collegiate level, in addition to professional training. The long established liberal arts colleges have greatly affected the general education program of the teachers colleges. That is not surprising since those institutions had a much greater store of experience from which to draw. It might be pertinent here to digress long enough to remind ourselves of the fact that the liberal arts colleges do now train and in the past have trained great numbers of

1 Address delivered before the Eleventh Annual History Conference at Pittsburgh, April 27, 1940.
teachers. In 1930-1931 a national survey indicated that almost one-half of the beginning teachers for that academic year had spent the previous year in some institution other than a normal school or teachers college! Therefore, many of the significant questions asked the teacher colleges today might very properly be directed to the colleges of liberal arts as well, especially so far as training for the secondary teaching field is concerned.

Such widespread changes as we have noted would seem to be evidence that educators in the various states in the last two decades have become conscious of the fact that all types of teachers are in need of a broad cultural foundation if they are to contribute their proper share to the training of future citizens. But what of the teachers colleges in Pennsylvania, generally, and of their social studies departments, particularly, you may ask. The answer is this: during the nineteen-twenties Pennsylvania's normal schools changed their names to teachers colleges. With the change in name went a change in the various curricula in the direction of a wider offering of subject matter. Also, most teachers college administrators began a systematic effort to improve the academic quality of their faculties. As a result of their policy, poorly trained candidates for positions on their faculties have found it increasingly difficult to secure appointments.

But what of the offerings in the field of the social studies? Catalogs of the various teachers colleges have an imposing list of courses in the social studies field: American Government, Principles of Economics, Principles of Sociology, History of Civilization, Early European History, Modern European History, History of the United States before 1865, History of the United States since 1865, History of England, History of the Far East, History of Latin America, History of Pennsylvania, Comparative Government, Industrial Relations, Evolution of Social Institutions and Social Problems. A reasonably extensive list we have to admit, but slightly misleading, if it is assumed that all of the courses mentioned are actually organized and offered to the students. They are not, and not all the blame must be placed at the doors of the teachers colleges. Water has difficulty rising above its source; likewise, the scheduling officials in the colleges have difficulty in getting students to take courses which are not required by laws or regulations. In addition, it might be stated that some administrative officials have less inclination than others to
urge broader training in the social studies field, since their own interests lean strongly to the side of educational theory and practice.

Possibly the real cause for some of our difficulties in the social studies field is to be found in the personnel of the committees or boards entrusted with the administration of the school laws. Usually such committees are over-loaded with professional educators; few, if any, reputable historians, economists, sociologists or political scientists are to be found serving on them. Most of the individuals, then, who decide the fate of our young citizenry, are lacking in historical perspective themselves and seem to be blissfully unaware of the fact that totalitarian states the world over are indoctrinating their young people with many poisonous teachings, while the instructors of young Pennsylvanians and future Americans are not required to know anything really fundamental about the history of their democracy.

Certification requirements for the various subject fields are established by the State Council of Education under state law. The requirements for teaching the social studies prior to 1927 were twelve semester hours. Since 1927 they have been raised to eighteen hours. They are divided as follows: nine semester hours in social science, including not less than three semester hours each in sociology, economics and political science. The other nine hours must be in history. It is interesting and almost amusing to note—were it not for the tragic possibilities—that in our Commonwealth a future social studies teacher may, if he so desires, take all of his history training in the field of ancient history, for instance, and still be within the legal requirements for teaching in the secondary schools of Pennsylvania—schools in which at least one-half of the social studies course work is in World History and American History! Lest someone cry, "It is a false premonition of danger," allow us to state that at least one state teachers college official entrusted with preparing student schedules is opposed to requiring a full year of United States History of all students majoring in the social studies; two scheduling officials in two other teachers colleges would neither approve nor disapprove such a requirement; while officials of two other teachers colleges failed to indicate their stand. True enough, eight officials entrusted with advising on student schedules in Pennsylvania teachers colleges did indicate their belief that all future social studies teachers
should be required to have a full year of United States History on the college level. That is a bright ray of hope. But why not make it a requirement and thus eliminate the casual exceptions? It is a fact that despite the low certification requirements maintained by the authorities at Harrisburg, the state teachers colleges have tended in the direction of maintaining high standards. For example: each prospective social studies teacher enrolled in the secondary curriculum in a state teachers college is required to complete at least twenty-four semester hours in the social studies. However, only the following subjects are required within the prescribed list of courses in effect among the state teachers colleges: American Government, History of Civilization, Principles of Economics and Principles of Sociology. Until recently Modern European History and Social and Industrial History of the United States were on that list, but they have been removed by action of the Board of College Presidents.

As for the hundreds of teachers who graduate annually from the teacher training institutions over the commonwealth in fields other than the social studies, very little has been or is being done to give them a sound background in the history of their own democracy. According to present rules, all students who are preparing to teach the academic subjects in the elementary and secondary schools, aside from the social studies majors, are required to take courses in the History of Civilization and Principles of Economics or Principles of Sociology during their first two years in college. Those who specialize in the elementary curriculum are required to take two additional courses in the social studies, namely, American Government and United States History before 1865, during their last four semesters in school. They may elect United States History since 1865, but apparently few do so in the institutions we have observed. The secondary students who specialize in some subject field other than the social studies are required to take American Government sometime during their last two years of specialization. Those students whose training is confined to some specific field, such as Health Education, are required to take the following courses some time during their last six semesters of college work: History of Civilization, American Government, and Principles of Sociology or Principles of Economics.

It is to be noticed that one course in our teacher training re-
requirements is conspicuous for its absence. We refer to Pennsylvania History. Despite the fact that our commonwealth has an illustrious history as rich as any in the nation; despite the fact that we annually turn out hundreds of teachers from our various colleges and universities most of whom, if they teach at all, will do so in Pennsylvania; despite the fact that the state through the Historical Commission, and the national government, through its various public agencies, together are spending tens of thousands of dollars within our borders to restore buildings and sites of great historical interest, our educational authorities have made no rule that our future teachers must take a course in Pennsylvania History as an integral part of their preparation!

Although we are not trained in the law, it is our belief that the present regulations and requirements for certification set up by the educational authorities of our commonwealth are illegal so far at least as the training of elementary teachers is concerned. Let us examine the wording of the law. Section 1607 of the School Laws of Pennsylvania says in part: "In every elementary public and private school established and maintained in this Commonwealth, the following subjects shall be taught, in the English language and from English texts: English, including spelling, reading and writing, arithmetic, geography, the history of the United States and of Pennsylvania, civics, including loyalty to the State and National Government, . . ." The implications in the law seem fairly clear. It may be an inane question, but we should like to know how the elementary teachers in Pennsylvania are to teach the history of the United States and also the History of Pennsylvania when they are not required to take a course in either field, except the History of the United States before 1865! Are they to draw their information and their interpretations from their American History courses taken years before in high school? If perchance they must draw on that source for American History, on what source are they to draw for their knowledge of Pennsylvania History, since most of them never had such a course in high school. In all fairness we should state, at this point, that at least ten of the thirteen deans of instruction in our state teachers colleges favor the idea of requiring a course in Pennsylvania History for all our prospective teachers. Also it is a pleasure to note that eight of the thirteen deans in our teacher training
institutions believe that all future teachers should be required to take a full year college course in United States History regardless of their field of interest.

Now that we have examined the past and the present conditions and requirements governing teacher training in Pennsylvania and have found some palpable weaknesses, which are badly in need of correction, let us turn our eyes to the future and see what it seems to hold.

From the standpoint of American democracy, the best indication of what teacher training institutions will have to face in the future is to be found in "A Tentative Chart Showing the Scope and Sequence of a Social Studies Program." The Department of Public Instruction first made that chart available in May, 1938. The program outlined covers all grades in the public schools from the kindergarten to grade twelve, inclusive. Any history teacher in Pennsylvania who does not possess a copy would do well to procure one from Harrisburg immediately and give it careful study. The reason is this: Under date of April 12, 1940, we had a communication from the Department of Public Instruction to the effect that "there is no intention to repudiate this program or modify it to any material extent." If that statement is to stand, as it was made, then we should like to venture the guess that the task of the ancient Egyptians in trying to make bricks without straw was child's play compared with the task confronting the public school teachers of Pennsylvania in the future. By such a comment we do not mean to infer that the entire chart is bad, because it is not. But in its present form it appears to be largely unteachable, chiefly because our present corps of teachers has not been trained to present such a broad program. If the teachers colleges are to prepare instructors to handle such a program, then some drastic changes in requirements will have to be set up immediately. It is our belief that the program outlined on this chart includes a great many items of value which need to be stressed. However, we believe that the program stops far short of presenting the basic fundamentals which we should teach young Americans and upon which the social studies rest, namely, history. It is much like sitting down to dine at a festal board where all of the courses from soup to dessert are served with the exception of the main course.

It was Socrates who said, "Know thyself." It was President
Monroe who said, "A free, virtuous, and enlightened people must know well the great principles and causes on which their happiness depends." But in Pennsylvania, from many present indications, as well as future implications, we are endeavoring to preserve "popular sovereignty" by having our citizens know as little about its history in our country as possible! The stress at present seems to be on the contemporary picture as found in survey courses in sociology and economics and on the physical structure of our society as found in a survey of American Government. We are of the opinion that the present emphasis on those fields is commendable and that it should be continued. However, we definitely feel that it is a grave mistake not to require the prospective teachers in our Commonwealth to take a full year course in the history of their own country. And we think that it is a much graver mistake to consider for a moment the removal of either World History or American History from the curricula of our public high schools. Good as the non-historical courses in the social studies field are, they do not supply our present and future citizens with the historical perspective which only soundly interpreted history courses can give, and it might not be out of place here to inform some of our educational theorists, that almost nowhere, either in secondary schools or colleges, in Pennsylvania is history still taught as the story of battles and political campaigns. The battles have been mostly left on the battlefield and the political stories have been pretty largely submerged in the profuse interpretations of the social and economic problems of the various periods.

In this brief résumé of conditions confronting Pennsylvania teachers and teacher training institutions in the field of the social studies, we have endeavored to indicate the points of strength as well as the points of weakness. The issue is now before the social studies teachers of the Commonwealth of Pennsylvania. Do we want to preserve the precious heritage of "popular sovereignty" or are we willing to allow it to be cast into the discard?
AWAKENING AN INTEREST IN LOCAL HISTORY

BY JOHN S. CARTWRIGHT
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"WHERE are the places of historic interest in your neighborhood, buddy?" asked the motorist.

"Don't ask me, I live here," came the reply.

When one considers the number of people who live in a coal region who have never been in a coal mine, the number of people who live in New York City who have never visited Grant's Tomb or the Aquarium, one wonders if there are any people living in Washington, D. C. who have never been inside the Capitol.

It would seem that most people are more interested in the planet Pluto or Mars than they are in the section of their own planet where they live. It is generally true that many people know more about certain aspects of the European war than they know about the history or geology of the adjoining township. It appears that in order to awaken an interest in local history, the problem must be attacked from both ends. That is, we must try to get the older folks interested and the younger folks too.

The indifference to local history, geography, geology, etc., probably results from the greatest enemy of all accomplishment—procrastination. Things that are so close that we can see them any time are so close that they surely can't be very important or we'd hear more about them. That's the feeling of many. But apart from indifference, we are doing almost nothing in our schools to create an interest in local history because the teachers themselves have not been trained to appreciate the place of local history in the curriculum or in life. Very few college undergraduate or graduate courses in content or in method ever mention the value of local history in creating interest in general history. I have found only one history teacher in my supervisory experience who has done a research paper on a local historical topic. Changing teacher apathy toward local history must be one of the first steps toward arousing an interest in local history.

Aside from developing teacher interest in local history, there are innumerable other things that can be done in our schools.
Among these the following intracurricular and extracurricular projects seem to be the most practicable:

I. Student preparation of a research paper on his own genealogy. This could be a combined report for sociology, history, and biology.

If we could increase the interest of the older folks in the family reunion and arouse a wholesome love of a good family name, it might stimulate interest in genealogy. And, by so doing, there might be a carry-over from genealogy to other people's genealogies in the historical society.

II. Another method by which interest might be stimulated in local history, which is in line with the Report of the Special Committee of the American Youth Commission on "What the High Schools Ought to Teach," would be to teach a unit of work on local history in a period of time from four to six weeks within the regular curriculum.

Included under this heading are the following:

1. Research paper on the origin of the place names of the locality.
3. Project on the preparation of a historical scrapbook which might bring many interesting papers and articles from hiding that would clarify unsolved problems of local interest. It should be facetious to state that scrapbooks of this sort must be given the best possible care. There must be a certain fashion-of-order in assembling the data for the scrapbook which lends confidence to the project. Otherwise, parents will not permit children to take valued manuscripts, papers, etc. for this purpose.
4. Projects on the repairing of antique furniture will bring many odd knickknacks and old pieces of furniture to light which may later be donated to the historical society. It has been found that the home making department, particularly the vocational home making department, can do a splendid piece of work here in collaboration with the history department which might be expected to do the research. Any articulation of this kind tends to break down the lockertight compartments in our present educational set-up.
5. Research paper or project on old local forts. The research
paper could use the best available references to describe location and importance of the forts, the families who controlled them, and any other data concerning them. If any old wood cuts are available, students gifted with ability in handicraft might make models of local forts after the pattern of the Pennsylvania State Wide Museum Extension Projects.¹

6. The biographies of local heroes and their contributions might be used as a project both in the English department and the history department. With the proper guidance, it would seem that these local men’s lives would be more interesting than those far removed from the pupil’s center of interest such as are now being used in school English departments.

7. The organization of a junior historical society. If the society had a small fee as dues payable to the adult historical society, and if it were notified of a joint meeting by the usual notification, it would help to stimulate interest in local history among the youth.

8. Field trips to historical places of interest. In keeping with the newer philosophy of education, field trips from the school would certainly arouse an interest in local historical sites.

9. Projects on the rise and growth of local institutions, such as our churches, schools, industries, Y. M. C. A., etc. This project must not be construed as tracing the rise of the church or school in general, but rather the rise of a particular church, such as the First Methodist Church of a given town. It may be true that if a child becomes acquainted with the trials and tribulations that people have gone through to perfect the present local institutions, that this would create a respect that cannot be obtained by our present vicarious indoctrination.

10. The collection of Indian relics and artifacts.

11. The preparation of dioramas representative of local historical scenes of interest. The Pennsylvania State Wide Museum Extension Projects have done a splendid piece of work in this field, and the reader is referred to their models.

¹ Distribution Control, Museum Extension Project, Work Projects Administration, 46 North Cameron Street, Harrisburg, Pennsylvania.
12. Research papers on such topics as are of local interest, among which might be local apprenticeship systems, and local canals, or why certain groups such as the Dutch, English, French, or Swedes failed in their colonizing efforts in this area.

13. Radio programs on local stations offer many opportunities for promulgation of interest in local history. Care must be exercised, however, to keep the advertising agencies from utilizing too much of the time and also from cutting in on the program too often because it not only kills the interest of the unseen audience, but it makes it difficult to get people to prepare historical papers or assemble data for a radio program. A bimonthly or monthly "Professor Quiz" program in which the unseen audience, at the close of the radio program, may be given five questions to answer in competing for a prize should stimulate interest.

14. A study of the crafts of colonial settlers similar to those of the Pennsylvania State Wide Museum Projects.

15. Preparation of models of old buildings of local interest, such as grist mills, court houses, first house in the county, etc.

16. Project on the early agricultural equipment. Here models might be made of early equipment, and the agriculture department and history department might be brought closer together. The cradle, the thresher, the reaper, primitive plows, etc., could be used as models. Refer to the Pennsylvania State Wide Museum Projects.

17. School pageant commemorating anniversaries.

18. Decorative historical panels made by the art department with research by the history department.

19. The study of types of homes and costumes in the home making class with the use of slides and models. Here again the home making and history departments might collaborate.

20. Collections of old firearms.

It is not to be expected that any one pupil would attempt all of the projects. Many are listed in the hope that they may suggest some approach or method of departure by which a wide-awake history teacher might stimulate interest in local history.

Not all are destined to write their fame on the nation's scrolls; indeed many have earned recognition working zealously and un-
selfishly for a community which failed to recognize them. In this
day of awarding prizes for the best baby, the best lighted Christ-
mas tree, the radio dog prize, etc., it would at least not be unfitting
or inappropriate for a community to give some recognition yearly
to those who have contributed to its uplift. A permanent com-
mittee carefully chosen, a service club committee, or any variation
of these could make the award at a meeting scheduled for that
purpose. It would be a rare individual indeed who would not
appreciate such an award, and it is a rare community that can't
afford to do it.

Before concluding, there is another agency which might assist
in creating more interest in local history—the press. Newspaper
articles, or a weekly newspaper question box prepared by the his-
torical society officers, under some heading such as “Did You
Know That ———,” might help. Carefully routed motor trips of
twenty-five, fifty, or one hundred miles which pass places of his-
torical interest might be published under the heading, “Trips and
Triplets.” Programs of this kind, sponsored by the historical
society, giving the location of important historical points within a
Sunday afternoon's easy-driving radius might awaken an interest
in young and old folks.

From present attendance at historical meetings it would seem
that any method of arousing a healthy interest in local history will
render a real service. Perhaps some of those mentioned are worth
trying.