

UNITED STATES AND PENNSYLVANIA HISTORY FOR TEACHERS: THE RESULTS OF A SURVEY

BY J. CUTLER ANDREWS*



LAST December, just before classes at our college were terminated for the Christmas holidays, I sent out a questionnaire, formulated in conjunction with our Office of Evaluation Services, to seventy-two Pennsylvania colleges and universities. The questionnaire was for the purpose of eliciting information about the course in United States and Pennsylvania History offered by most colleges in this state to meet the state requirement for a teaching certificate. Something more than idle curiosity on my part was involved. In the process of reëvaluating the content of my own course in United States and Pennsylvania History, I thought it might be helpful to compare what we were doing at Pennsylvania College for Women with what was being done at the other Pennsylvania institutions of higher learning.

The response to my questionnaire was even more satisfying than I had expected. My original request for information, addressed to History Department chairmen, and a follow-up letter a few weeks later netted a total of fifty-eight replies, almost exactly eighty per cent of the number of questionnaires originally sent out. A very large number of the institutions replying took considerable pains to supply informing data. And no less than three persons replying to the questionnaire, all of them members of our Association, expressed interest in my presenting a report of my findings

*Dr. J. Cutler Andrews is the author of *Pittsburgh's Post-Gazette*, "*The First Newspaper West of the Alleghenies*" (Boston, 1936) and *The North Reports the Civil War* (forthcoming). He has taught United States and Pennsylvania History continuously since 1947 at Pennsylvania College for Women, where he is Professor of History and Chairman of the Department of History. The present paper was read at the Annual Meeting of the Pennsylvania Historical Association, October 23, 1954.

at the next annual meeting of the Association. The fact that one of these three men was the program chairman for this meeting may throw some light on the reason why I am here today to fill this spot on the program.

It might be well, before entering upon the results of the survey, for me to review briefly the circumstances under which the United States and Pennsylvania history requirement for teachers was set up. Following an analysis of some 319 questionnaires distributed in 1942 among county and district superintendents, presidents of colleges and universities, and others interested in the field of teacher training, the Pennsylvania State Council of Education met on December 4 of that year. At this meeting the Council decided that, after September 1, 1943, all applicants for permanent teaching certificates in Pennsylvania must have completed a basic course in the History of the United States and Pennsylvania. It was further stipulated that by September 1, 1944, all applicants for certificates, *either provisional or permanent*, must have completed such a course. It may be of interest to note that the regulation did not indicate the number of semester hours to be allotted to the above course, nor did it specify content otherwise than by saying that this should be a basic course in the field set forth in the requirement. Course content in general and the amount of time to be allocated to the course were left to the discretion of the various institutions in which the course was to be offered.

To some instructors, including your speaker of this morning, the phraseology of the Council's regulation, as far as it related to "the history of the United States *and* Pennsylvania," proved mildly confusing. The confusion arose not simply from the problem of how the history of state and nation were to be treated in relationship to each other in the same course. There was the further humorous implication, which, I am sure, the Council never intended, that in some mysterious way Pennsylvania had managed to leave the Union without provoking a Civil War and was now on a plane of sovereign equality with the government of the other forty-seven states!

What factors had contributed to the decision of the State Council of Education to introduce this requirement? To some extent, no doubt, the decision was a product of the World War II atmosphere. In 1942 patriotic, civic, and educational groups were expressing

lively interest in promoting a better understanding of the history of our nation.¹ In the Pennsylvania state platform of one of the two major parties that year was a plank calling for the enactment of legislation requiring the teaching of American history and the principles of the American form of government in all schools, colleges, and universities of the commonwealth.² Nonetheless the decision of the State Council to require a course in United States and Pennsylvania history for teachers does not appear to have been the result of pressure from any Pennsylvania organizations, political or otherwise. To quote from a letter of recent date from a man who has been prominently identified with the State Department of Public Instruction for a number of years:

I think it was the general conclusion of professional leaders and many lay people that it seemed reasonable to suggest that everyone who took part in the education of children in the public schools should have some background of the history of the United States and of Pennsylvania. This feeling grew out of the fact that the purpose of the American Public Schools is primarily to perpetuate the American Way of Life and to do this intelligently, it seemed logical that all teachers, irrespective of their fields or activities, should know something of the historical background out of which the present developed. Pennsylvania was one of the first States to write such a regulation in its certification pattern.³

Perhaps also the Council was taking cognizance of the fact that, although "the history of the United States and of Pennsylvania" was a required subject in every elementary public and private school in Pennsylvania, the teachers who taught this subject were not required to have any college preparation in this field other than a course in the history of the United States before 1865.

¹ R. W. Cordier, "American History in Schools," *Pennsylvania School Journal* (October, 1943), pp. 43, 58. See also S. E. Slick, "The Social Studies in Pennsylvania: A Challenge," *Pennsylvania History* (October, 1940), pp. 257-263.

² *Pennsylvania School Journal* (October, 1942), p. 44.

³ From a letter to the writer from Henry Klonower, Director of Teacher Education and Certification, dated September 13, 1954. For data on the current history requirements for teachers in other states, see R. C. Woellner and M. A. Wood, *Requirements for Certification of Teachers, Counselors, Librarians, and Administrators for Elementary Schools, Secondary Schools, Junior Colleges*, eighteenth edition (Chicago, 1954).

So much for the background of the United States and Pennsylvania history requirement. Now for the results of my survey.

The recipients of the questionnaire which I sent out were requested to give answers to the following twelve questions:

1. Do you offer a course in United States and Pennsylvania History to satisfy the state requirement for a teaching certificate?

2. Is this course the same course that you offer as a survey course in United States History for other (non-teacher) students?

3. What is the general scope and subject matter of your course in United States and Pennsylvania History?

4. How is the class mainly taught (i.e., by lecture or by class discussion)?

5. What textbook do you use in your course in United States and Pennsylvania History?

6. What type of collateral reading do you assign in this course?

7. Do you ask your students to write a term paper or one or more short reports based on outside reading?

8. Are visual materials other than maps (films, slides, illustrations, etc.) used to any great extent?

9. Are field trips to historic museums or sites utilized?

10. Do you use any method of presenting this course which you feel is unusual?

11. Do you believe that any changes are advisable in your present course in United States and Pennsylvania History?

12. Are you interested in having the results of this survey sent to you after they have been collated?

Only three of the fifty-eight colleges replying to the questionnaire—Bryn Mawr, the Wyomissing Polytechnic Institute, and Dropsie College for Hebrew and Cognate Learning in Philadelphia—indicated that they did not have such a course in their curriculum. Of the fifty-five schools signifying that they did offer such a course, thirty replied that this was the same course as the survey in United States history provided for other non-teacher students; thirteen replied that it was not the same; and one institution, a large university, stated that sometimes it was and sometimes it wasn't, depending on which members of their staff taught the course. The eleven teachers colleges replying to the questionnaire were omitted from this tabulation, since they do not have any non-teacher students.

In answer to the question, "What is the general scope and subject matter of your course in United States and Pennsylvania History?" thirty-one colleges signified that they met the certification requirement with a two-semester six hour course in United States History in which Pennsylvania history was emphasized. Twelve colleges offered the same type of course as the above for *one* rather than for *two* semesters. Ten colleges offered some other kind of course to meet the requirement, the difference in most cases being in the amount of credits offered, the time span covered, and the way in which the treatment of the areas of national and state history were balanced. Dickinson College, for example, gives a one-semester three-hour course in United States History from 1789 to the present, followed by a one-semester three-hour course in the History of Pennsylvania. Duquesne University offers a two-semester four-hour course in United States History in which Pennsylvania history is emphasized. At Gettysburg College, the first semester and one-third of the second semester is devoted to a survey of United States history. The remaining two-thirds of the second semester surveys the field of Pennsylvania history. The course gives four hours credit for United States history and two credits for Pennsylvania history. History majors at Gettysburg have to take six hours of United States history and two hours of Pennsylvania history in order to qualify to teach. In most of the teachers colleges the standard course pattern seems to be substantially the same as that of the other colleges covered in the survey, i.e., a two-semester six-hour course in United States History in which the Pennsylvania theme is emphasized. One instructor, however, from a teachers college where such a course is given made the comment:

... in my opinion, this is not satisfactory. In our teacher training schools there should be, *at least*, a two-hour course in Pennsylvania History. Why the Department of Instruction appears to be remiss in this matter I'll never know. I have been fighting for proper emphasis for at least 12 or 13 years vs. the same opposition!

As to how the course is mainly taught, a combination of lecture and class discussion seems to be the most popular method. Twenty-one schools indicated, however, that they used the lecture method

exclusively. Both the University of Pennsylvania and Westminster College make use of two hours lecture and one hour quiz and discussion each week. At State Teachers College, Mansfield, Pennsylvania, which utilizes a combination of lecture and class discussion, the course is mainly taught, one gathers, by panels and the use of something called "group dynamics."

No less than fourteen different textbooks, coupled in some instances with a collection of documents, are utilized at the fifty-five colleges offering this course. John D. Hicks' *Federal Union and American Nation* has a good lead over its competitors, with Morison and Commager running second. Dunaway's *History of Pennsylvania* serves as the textbook in five schools. In three institutions the course appears to be taught without the aid of a textbook.

Evidently there is considerable variety in the type and amount of collateral reading assigned to students in this course in the various institutions covered in the survey. The typical formula is some combination of readings in general books on United States history, Pennsylvania history, United States biography, Pennsylvania biography, and documentary material. About one-third of the institutions replying to this question make use of documents and other printed primary source material, with several institutions—the University of Pennsylvania, Allegheny College, and Cedar Crest among them—limiting their collateral-reading to that category of material. Members of this Association may be interested to learn that a limited use is made of scholarly journals in the Pennsylvania history field, among them our own quarterly journal, *PENNSYLVANIA HISTORY*, which three institutions mentioned as being used for outside reading in their United States and Pennsylvania History course.

The answers to question 7 were about evenly divided, with slightly more instructors assigning short reports than term papers. Whereas ten instructors indicated that they used both, fourteen made use of neither. There was no indication what these term papers were about other than the statement appearing in the questionnaire returned by Rosemont College to the effect that a paper on "Education in Pennsylvania" was required of all students. In four institutions, students are called upon to give oral rather than written reports.

From the data furnished in answer to the next question it appears that visual materials other than maps are not utilized to any great extent in this course. Only ten of the fifty-five schools offering the United States and Pennsylvania History course are making use of such visual materials, five of the ten being state teachers colleges. One institution gave "lack of time" as its reason for not availing itself of visual materials. Said another, "Few suitable ones are available." Still a third limitation was suggested by the answer (to the question what materials were used), "Films—when funds are available."

In twenty-one instances, roughly forty per cent of the total number, the replies to question No. 9 made clear that field trips to historic museums or sites were being utilized to a limited degree. Twenty-eight instructors indicated that they made no use of field trips for this course. On six questionnaires this question was not answered. Again the time element appeared to be an adverse factor in relation to such trips. Lycoming College, whose students visit Gettysburg once each year, is the only school replying to the questionnaire that goes outside its immediate locality for an historical field trip.

Of particular interest to me were the answers to the question, "Do you use any method of presenting this course which you feel is unusual?" No less than sixteen instructors gave affirmative replies, ranging all the way from the somewhat cryptic notation, "make it interesting and keep it full of interest," to the other end of a wide spread of topics including the unit method of teaching, the use of map tests, critical thought questions to help students evaluate history, panel discussions, oral reports, and close integration of United States and Pennsylvania History. At Lebanon Valley College a pamphlet entitled, "Suggestions for the Study of History," has been prepared for distribution to each student. At Carnegie Tech the instructor in charge of the course says:

I have attempted to develop an acquaintance with basic library materials such as: the *Book Review Digest*, the *Dictionary of American Biography*, the *Directory of American Scholars*, *Who's Who*, and the various guides and bibliographies. This was accomplished by definite assignments accomplished on 3 x 5 cards.

Still another instructor commented:

The only thing that might be unusual is the insistence of the Dept. that students present their reading reports according to a standard, correct form, giving full information re. books (publisher, place, dates) with proper indentations as in biblio. form. Practice throughout the semester helps to make perfect in this respect.

At Clarion State Teachers College the need and significance of the United Nations is stressed in the twentieth-century portion of the course. "We have made," the instructor goes on to say, "with a bus load of students each time . . . seven (7) trips to New York to see and hear the United Nations organization in action. I believe we hold a state record in this type of project."

Roughly twenty-five per cent of the instructors who answered this questionnaire signified that they were satisfied with their course as it stands. At least a half dozen different types of changes were deemed advisable by the other seventy-five per cent. In two institutions some interest was evinced in the introduction of the problem method. In still another institution where the problem method is currently used, the instructor was considering the abandonment of problem materials, interesting though he found them to be, "because of the vast amount of material to be covered if United States and Pennsylvania history are taught in one semester." In general there seemed to be the feeling that the amount of time allotted to this course was insufficient to treat both United States and Pennsylvania history adequately. In some quarters there was a disposition to question the advisability of combining the two. One man doubted that state history as such had any great significance, "especially after 1789," and still another made the bald statement, "I believe the narrow specialization in Pennsylvania is misleading and a form of provincialism undesirable in modern college education." At the opposite pole from this last opinion was the statement made by an instructor at one of the teachers colleges, "It is the feeling of several of us that we should revive the separate one-semester course in Pennsylvania History." Other changes which were stressed as being desirable were: 1. shifting the course from the junior year to an earlier spot in the college curriculum; 2. modifying the lecture approach to permit more

discussion of underlying themes and ideas; 3. more extensive use of documents, films, field trips, and the like; 4. attempts to integrate Pennsylvania history more successfully with United States history. Dr. Ferguson of the University of Pittsburgh was of the opinion that the course should be entitled "Pennsylvania in the History of the United States."

Of all the questions asked in the survey the broadest area of agreement was reached on the last question, "Are you interested in having the results of this survey . . . sent to you after they have been collated?" Of the fifty-five answers to this question received from institutions offering this course exactly fifty-two were in the affirmative.

In conclusion I should like to venture a few ideas of my own with respect to United States and Pennsylvania history for teachers. In the first place, is there need to reëvaluate the state requirement? As it now stands, the State Department of Public Instruction requires only two credit hours of history for certification, and as to the content of those two hours the only limitation is that they shall add up to a basic course in American history. This was further defined, only a little more than a year ago, by the Assistant Director of Teacher Education and Certification in the following terms:

It is not necessary that a teacher complete a separate course in the History of Pennsylvania. We assume that a course in American History will give some attention to the contributions of Pennsylvania. We wish to note that the completion of a course in Pennsylvania History alone does not fully meet the requirement of a basic course in the History of the United States.⁴

If this two-hour minimum requirement represented the maximum amount of time allotted to this course in common practice, then I would say that by all means the number of credit hours required by the state should be increased to somewhere between three and six hours. Perhaps this Association should go on record as supporting such an increase anyway, for I should not be very much surprised to find that lack of precise information as to what the

⁴ From a letter addressed to Mr. Harry M. Tinkcom of Temple University from Stanley A. Wengert, dated July 7, 1953.

state requires is in many instances explanatory of the fact that a great many schools still set aside three to six hours for the completion of this requirement. And as knowledge of how little the state demands along this line becomes more widely known, two-hour courses tailored to meet this modest requirement may be expected to become more common.

Furthermore, should the lack of interest on the part of the Department of Public Instruction in stressing the importance of Pennsylvania history for teachers be a matter of concern to this Association? Apparently a sizable portion of the instructors answering this questionnaire think so, and I am inclined to concur. It is true that most of our prospective teachers have had a course in Pennsylvania history at the elementary school or ninth grade level, but no one could seriously argue that such a course by itself would give adequate training in the field of Pennsylvania history for some one who is expected to teach it to public school children.

This leads me to a second (perhaps more accurately described as a third) conclusion. If it is still important that Pennsylvania history be emphasized in this course, there would appear to be a need for a new kind of textbook integrating United States and Pennsylvania history somewhat as John B. Rae and Thomas Mahoney attempt to do with respect to United States and World History in their textbook, *The United States in World History*. To judge from the results of the questionnaire I sent out, there also appears to be a demand for a new college text in the Pennsylvania history field, something brief and readable to supplement the standard United States history text.

I should like also to cast my vote along with those who expressed a desire for a more extensive use of films, recordings, slides, and other visual materials which tend to enrich course content. I am using roughly a dozen films in my United States and Pennsylvania History course this year, most of them drawn from our own film library at Pennsylvania College for Women. Sample titles, in case you are interested, are: "The Age of Exploration and Discovery"; "Eighteenth Century Life in Colonial Williamsburg"; "Driven Westward," a condensation of an excellent Hollywood film portraying the migration of the Mormons to Utah in the 1840's; and "War Comes to America," which is something more than an excellent film relating to World War II.

Within the limits of fifty-five minutes this last presents, under Frank Capra's expert direction, a documentary history of the United States in which nearly every important historical document receives attention.

The chief lack in film materials for this course is in the field of Pennsylvania history. To the best of my knowledge, there is—and I regret to say this—no good film on the history of this commonwealth available for classroom use. One of the state government agencies in Harrisburg has a film entitled "Historic Philadelphia," produced under the aegis of the Breyer Ice Cream Company, which I showed to my class last year. The idea back of the film is a good one, but unfortunately the film devotes much greater attention to, and does a better job of describing, the techniques of ice cream making than the historic sites and the historic past of the city of William Penn, David Rittenhouse, and Benjamin Franklin.

We were told at the last meeting of this Association that it would cost no less than twenty thousand dollars to produce a good film on Historic Pennsylvania of thirty-minute, or perhaps it was twenty-minute, length. This may very well be an accurate figure based, I assume, on estimates supplied by commercial firms which are interested in making a profit. It seems to me, however, that this figure might be reduced considerably by enlisting the services of some of the amateur photographers among our members, in particular those who go in for movie photography as a hobby. It seems to me also that the fifty-odd schools offering the United States and Pennsylvania History course in this state might be willing to underwrite, at say, from one hundred to two hundred dollars apiece, a large part of the cost of making such a film. Perhaps the Pennsylvania Historical and Museum Commission might be willing to help out, and conceivably some Ford Foundation money might be obtained, in view of the possibilities of such a film for educational television use. It would please me no little to see some member of this Association propose a resolution requesting our new President to appoint a committee to explore the ways and means of producing such a film. In fact, I would be willing, even happy, to serve on such a committee.

Should not, as suggested in the survey, a greater use of field trips be made in this course? I know full well the objections and

the difficulties which this suggestion will evoke, revolving around the problems of time and expense. On the other hand, Pennsylvania literally abounds in historic sites distributed in such way as to be accessible to almost all of our colleges, historic sites which help to give our students a richer understanding of our state and national history. My own students have already visited, earlier this fall, the restoration of Fort Necessity at Uniontown and the site of Braddock's grave nearby. Next spring we plan to visit Old Economy at Ambridge. We use student and school cars for these trips, and if carefully planned in advance they do not necessarily involve an expenditure of class time.

Apart from the matter of field trips, may I express the conviction that when the projected *Dictionary of Pennsylvania Biography* and the projected large-scale history of our commonwealth are completed, whether in the near future or some years hence, the Pennsylvania materials for this course will be immeasurably enriched.

In a sense the questionnaire I sent out last December has afforded only a partial view of the training of teachers in the field of United States and Pennsylvania history. A second questionnaire of somewhat different type circulated among the prospective teachers taking this course in the various colleges might have afforded some new angles, as well as some additional points of view. I am convinced, however, on the basis of the information brought to light by this survey that, however varied the interpretation of this requirement and however varied the methods used to implement it, good teaching is being done in this area. I am also convinced that the potentialities for good teaching in this field are illimitable, if an adequate amount of time and materials are afforded, and that the responsibilities for acquainting our public school teachers with the richer meanings of United States and Pennsylvania history on the college level constitute one of the greatest challenges that we as teachers face.

THE TWENTY-THIRD ANNUAL MEETING OF THE PENNSYLVANIA HISTORICAL ASSOCIATION

BY ROBERT K. MURRAY, *Secretary*



THE twenty-third annual meeting of the Pennsylvania Historical Association opened with a luncheon on Friday, October 22, 1954, in the Dining Hall Annex, Indiana State Teachers College, Indiana, Pa. Following an excellent meal at which seventy members and guests were present, Mr. Gilbert Parnell, President of the Historical and Genealogical Society of Indiana County, welcomed the Association on behalf of his organization and then introduced Dr. Willis Pratt, President of the Indiana State Teachers College,



FRONT OF NEW LEONARD HALL
State Teachers College, Indiana, Pa.

who, in turn, graciously extended to the Association the hospitality and facilities of that institution. Dr. William A. Russ, Jr., President of the Association, acknowledged these kind words of welcome, and remarked that this was the first time the annual meeting of the Association had been sponsored by a state teachers college. Speaking on behalf of the whole Association, Dr. Russ added the hope that the present occasion would serve as a prelude to further such invitations and coöperation.

The principal speaker at the luncheon session was Dr. Whitfield J. Bell, Jr., formerly of Dickinson College and now Assistant Editor of the Papers of Benjamin Franklin, who spoke on the subject, "Franklin Papers Relative to Pennsylvania." Dr. Bell surveyed the history and organization of the Franklin Papers project to date, and described the tremendous work involved in tracking down Franklin's personal papers, manuscripts, and private correspondence. The speaker indicated there are perhaps thirty thousand Franklin pieces extant, the bulk of which will be collected and compiled by the editorial staff over the next ten to fifteen years. Of this number thirteen thousand pieces are already in the hands of the American Philosophical Society in Philadelphia, while another three thousand are on deposit in the Library of Congress.

The Friday afternoon session convened at 2:30 o'clock in the Keith School Demonstration Room. Dr. Alfred P. James, Professor Emeritus of the Department of History, University of Pittsburgh, presided as chairman and introduced the two program speakers. The first was Dr. William Toth, Professor of History, Franklin and Marshall College; the second was Dr. Dwight Guthrie, Professor of Religion, Grove City College.

In his paper, "The Ministry in the Evangelical and Reformed Church of Early Pennsylvania," Dr. Toth evaluated the success of this ministry by concentrating on the personalities and activities of a selected number of Evangelical and Reformed ministers in early Pennsylvania. After exploding the twin myths that such men were ministerial vagabonds whose morals were lax and that they operated under the handicap of poor church organization, the speaker asserted that their success and that of their church was truly remarkable by the close of the eighteenth century.

Dr. Guthrie reached a similar conclusion with respect to the

Presbyterian Church and its ministry. In his paper, "The Ministry in the Presbyterian Church of Early Western Pennsylvania," Dr. Guthrie traced the activities of the Scotch-Irish ministry in western Pennsylvania from its meager beginnings at Fort Pitt, through its frontier missionary endeavors, to final resident ministerial status. Of particular importance to this growth were the efforts of such early ministers as McMillan, Dodd, and Smith, who made the western frontier ring with their denunciations of the Devil and their exhortations to the brethren to shun the pitfalls of sin.

At 4:15 o'clock the Friday afternoon session adjourned to the Reception Lounge of John Sutton Hall, where an informal tea and coffee hour was held.



FRONT OF JOHN SUTTON HALL

on the campus of the State Teachers College at Indiana, Pa.

The Annual Dinner meeting of the Association convened at 6:30 o'clock at the Indiana Country Club. The ninety-six persons in attendance were privileged to hear Dr. Walter C. Langsam, President of Gettysburg College, speak on the subject, "The Political Aftermath of Modern War." Dr. Langsam, who is an authority in the field of Modern Europe, showed how "disagreements and rival-

ries among the larger victorious powers" after the First World War prepared the way for another major conflict. The speaker then proceeded to analyze the situation following World War II, showing that upon humanity's skill in handling the "new host of confusions, contradictions, and conflicts" which the Second World War left us as a legacy, depends peace or a Third World War.

On Saturday morning the convention reassembled at 9 o'clock in the Fisher Auditorium for the annual business meeting. The following action was taken: Dr. Philip S. Klein was elected president, to serve from 1954 to 1957; Dr. James A. Barnes was elected vice-president, to serve from 1954 to 1957; Mr. Ross Pier Wright was reelected treasurer, to serve from 1954 to 1957; Dr. Robert K. Murray was reelected secretary, to serve from 1954 to 1957; Messrs. Melville Boyer, Homer Rosenberger, Richard Williams, 2nd, and Stanton Belfour were elected to the Council to serve from 1954 to 1957; Mr. Wallace F. Workmaster was elected to the Council to fill the unexpired term of Dr. Klein to 1956. The Treasurer reported on the financial status of the Association, and the Secretary reported on the membership, which this past year has reached the 1,300 mark. The Special Publications Committee reported that the Miller pamphlet on oil was in print and on sale and that the Bining manuscript on iron and steel and the Billinger manuscript on coal were now in the printer's hands. Dr. Wallace reported for the magazine, announcing that Dr. Russell J. Ferguson had replaced Dr. J. Cutler Andrews as Book Review Editor. Dr. James reported resolutions of thanks to our hosts, to the program and local arrangement committees, and to the various speakers who had made the convention a success. Finally, it was agreed to accept the invitation of Lafayette College to hold the annual meeting of the Association at Easton in 1955. The precise date for this meeting was to be set by the Council.

The Saturday morning session followed the business meeting. Dr. Ralph E. Heiges, Dean of Instruction at the Indiana State Teachers College, acted as chairman and introduced Dr. J. Cutler Andrews, Professor of History, Pennsylvania College for Women, who delivered a paper entitled "United States and Pennsylvania History for Teachers." This paper was based on fifty-eight replies to a questionnaire sent to some seventy-two Pennsylvania colleges and universities concerning the manner in which they ful-

filled for prospective teachers the state certification requirement of a course in United States and Pennsylvania History. Of the fifty-eight institutions which replied, thirty said the same course in American history offered to general students was also given to prospective teachers as fulfillment of the above requirement. Thirteen answered that they offered a separate course for this purpose. Further, the majority indicated that such a course, or courses, included six or more semester credits of work; only twelve institutions required three credits or less. Among the fifty-eight institutions which replied, more than fourteen different textbooks are used, with most colleges requiring collateral readings in addition to the text. Only a very limited use was being made of audio-visual aids.

In conclusion, Dr. Andrews made three main suggestions: 1. There is need to reexamine the state requirement with respect to United States and Pennsylvania history for certification. 2. The lack of emphasis on Pennsylvania history which the survey showed should somehow be reversed. 3. There is need of a better textbook for this course, as well as of more audio-visual aids.

Three discussants then stepped forward to analyze Dr. Cutler's conclusions. The first was Dr. Philip Klein, Chairman, Department of History, Pennsylvania State University, who claimed that any attempt to weld United States history and Pennsylvania history into the same course was illogical; that it represented unsound history because distortion would inevitably result; and that it was unsound pedagogically because of the lack of time: coverage would be too spotty to do justice to the material, and student confusion would follow.

The second discussant was Mr. Melville Boyer, Head of the Social Studies Department of the Allentown High School and part-time Lecturer in History at Cedar Crest College, who differed with Dr. Klein's observations. On the basis of his own experience, Mr. Boyer maintained that it was possible to teach United States history and Pennsylvania history together in the same course by inter-relating the one with the other. Collateral readings could be used, contended Mr. Boyer, which served the dual purpose of shedding light on both Pennsylvania history and American history (e.g., the *Pennsylvania Lives* series). Mr. Boyer claimed that this did not result in "too much in the pot," and that

it was not damaging to instructor, student, or subject matter to mix up the various ingredients. The speaker concluded that we have a "selling" job to do in local history, and that it can best be done within the national framework of history.

The last discussant, Dr. Abram Foster, Millersville State Teachers College, took a middle position. He expressed the belief that the name of the course designed to satisfy the teacher certification requirement in United States and Pennsylvania History ought to be standardized in all the state's educational institutions and that some agreement should be reached on the minimum number of semester hours required. He also suggested that a better text should be found than those currently used in this course. But, while admitting that the disadvantages of the course as now taught by most institutions offset the advantages, he believed Pennsylvania and American history could be handled adequately and simultaneously in the same course.

The last session of the twenty-third annual meeting began at 12:30 p.m. with a luncheon in the College Dining Hall Annex. Presiding was Dr. John Oliver, Professor Emeritus and former Chairman of the Department of History, University of Pittsburgh, and presently Chairman of the Pittsburgh Point Park Commission. After a splendid lunch, he introduced Mr. Stanton Belfour, Executive Director of the Pittsburgh Foundation and a member of the Point Park Commission, who spoke on the topic, "A Decade of Bi-Centennials in the History of Western Pennsylvania." Mr. Belfour gave a brief survey of the historical eras in western Pennsylvania, concentrating on those events which will be celebrated in the Pittsburgh area during the decade of the 1950's. The high point of these celebrations will be the bi-centennial celebration commemorating the capture of Ft. Duquesne by General Forbes in 1758.

The speaker then described the work being done by the Point Park Commission to give Pittsburgh a "front yard." Nothing will be placed in this park at the confluence of the Monongahela and Allegheny Rivers which does not pre-date 1800. Two bastions of old Fort Pitt are being restored. One will serve as a museum for artifacts and house a full model of the original fort.

Mr. Belfour concluded his remarks by pointing out that such restoration projects and celebrations of important local historical

events long passed does something to the people of any area or city. They seem to take more pride in their local heritage, their nation, and themselves. They acquire a certain *esprit de corps*. And history suddenly becomes meaningful for them. If for no other reasons than these, the restoration and maintenance of local shrines is extremely important.

The session adjourned after a few brief closing remarks by Dr. Oliver, and members and guests departed in the brilliant sunlight of a mild and beautiful Saturday afternoon.

Thus ended the twenty-third annual meeting of the Pennsylvania Historical Association.