

News and Comments

News:

Teachers of pre-collegiate students will want to inquire further about these opportunities: First, the Pennsylvania Council for the Social Studies has organized an exceptional program for the October 10-12, 1991 meeting in Pittsburgh. Special statewide Amtrak fares, a river excursion, and a rich variety of sessions all entice teachers to attend this first Pittsburgh PCSS meeting in a decade. Information may be obtained by contacting Richard Williams, 524 Springdale Drive, Pittsburgh, PA 15235. Phone: (412) 973-7339.

Indiana University of Pennsylvania in cooperation with America's Industrial Heritage Project, the Pennsylvania Historical and Museum Commission, and the Pennsylvania Department of Education will sponsor a Pennsylvania History Teaching Institute July 11-14, 1991. Headquartered at Indiana University of Pennsylvania, the institute will rove about the countryside in studies of Altoona, Johnstown, and Nanty Glo. The focus will be on economic and social history of late nineteenth and early twentieth century Pennsylvania with special attention to class, gender, race, and ethnicity. Participants will have all expenses met through funding provided by institute sponsors. In addition, an honorarium sufficient to cover travel costs may be furnished. Enrollment is limited to twenty-five secondary social studies teachers who deal with Pennsylvania in the course of their teaching assignments. Faculty will include: Emma Lapsansky, Haverford College; Ruth Meyerowitz, State University of New York-Buffalo; Randall Miller, St. Joseph's College and *The Pennsylvania Magazine of History and Biography*; Irwin Marcus, Indiana University of Pennsylvania; and Joe Trotter, Carnegie-Mellon University. Site investigations will be combined with oral history videos and document digging—all directed toward enhancement of teaching Pennsylvania social and economic history. For information, please contact: John W. Lamer, Department of History, Indiana University of Pennsylvania, Indiana, PA 15705. Phone: (412) 357-2285/2284.

The Pennsylvania Department of Education is proposing a series of six regional workshops devoted to celebration of the Columbian quincentennial during 1991-92. Plans are being formulated at this time. For information, please contact: James Wetzler, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333. Phone: (717) 783-1832.

The Middle States Regional Conference on the Social Studies will take place April 2-4, 1992 at the Wilmington Hilton, Claymont, Delaware. This conference gathers presentations from five member states and the District of Columbia, virtually guaranteeing a substantial variety of topics and approaches. Sessions invariably address a host of contemporary social studies education concerns. Further information can be obtained from: Bernard Cohen, 1212 Avenue R, Brooklyn, NY 11229. Phones: (718) 631-7514 or (212) 598-9259 after 5:00 p.m.



A Michigan teacher writes with some enthusiasm about the Annual Monticello-Stratford Hall Summer Seminar for Teachers. While too late to file applications for this year's edition, teachers will want to know that this highly engaging institute is devoted to the topic of leadership in Revolutionary America, that it generally lasts about a month (late June and early July), that it carries six hours of credit through the University of Virginia (where participants are housed on The Lawn for a portion of the program), and that most expenses are met by the sponsors. There is an application process. For information contact: Dr. Daniel P. Jordan, Monticello, P.O. Box 311, Charlottesville, VA 22902.

Teachers and others will be interested to learn that the Hutterian Brethren at Farmington (Fayette County), Pennsylvania have produced a volume of lesson plans and teaching ideas entitled *Mountain Pike*. This unusual and rewarding set of teaching materials can be obtained by contacting: Robert A. Clement, New Meadow Run School, Farmington, PA 15437. Phone: (412) 329-8537. Cost: \$15.00.

Dale E. Landon (Department of History, Indiana University of Pennsylvania) and Ron Juliette have just published *Indiana University of Pennsylvania: Our Homage and Our Love*, a pictorial history of IUP which traces the institution from normal school days of the 1870's to its recent quarter century of university status. Focusing largely—but hardly exclusively—on student life, this visual study is a valuable resource for social and educational historians. For information, contact: The Foundation for IUP, Indiana University of Pennsylvania, 103 Sutton Hall, Indiana, PA 15705-1087. Costs: \$29.95, plus \$1.80 tax, plus \$2.95 for mailing.

It is with great sadness that we learned of the death of William Derrick Barns, Professor Emeritus of History, West Virginia University. Known to many in the Association as our Pennsylvania agent in West Virginia (for years Dr. Barns taught courses in United States-Pennsylvania history at WVU), William Barns regularly attended PHA meetings, always accompanied by his wife, Doretha Clayton Barns. Born April 3, 1917 in Fayette County, Pennsylvania, Barns received the BA and MA from Pennsylvania State University in 1939 and 1940 respectively. His doctorate was completed at West Virginia University in 1947. A visiting professor at Marshall University as well as at McMaster University in Canada, Barns authored "The Granger and Polupist Movements in West Virginia, 1873-1914," "Highlights in West Virginia's Agricultural History 1863-1963," and "The West Virginia State Grange: The First Century, 1873-1973." Recent PHA officers and council will recall that Dr. Barns' instructive essay on the West Virginia Historical Association's history informed our restructuring of PHA's educational and governmental relations committees. Many of us fondly recall Dr. Barns as our *Doktorvater*—an inspiring teacher of pronounced excellence and a deeply caring friend. We will miss Dr. Barns.

The National Center for History in the Schools, a cooperative venture of the University of California at Los Angeles and the National Endowment for the Humanities, now publishes a *Newsletter*. A bi-monthly publication, the March-April 1991 *Newsletter* addresses the issue of

"Lessons from History: Essential Understandings and Historical Perspectives All Students Should Acquire." A precis of NCHS' soon-to-be-released volume on this topic, this essay focuses briefly but incisively on such key questions as: "Why study history? What history should we teach? How should history be presented? What special power does history confer?" Another article describes a long-needed study of the current status of history in the nation's secondary schools, relating research methods used by the survey and the nature and locales of schools sampled. More will be forthcoming as findings are distilled. Also in this issue of the *Newsletter*, descriptions and short samplers are presented from history teaching units developed by HCHS. NCHS produced a fifth grade mini-unit, "William Penn's Peaceable Kingdom," of obvious interest to teachers in Pennsylvania. And, finally, the *Newsletter* announces availability of *Selected Teaching Materials for United States and World History: An Annotated Bibliography*. Compiled by Linda Symcox, this work describes materials meeting these specifications; sound historical content, lively and engaging, primary sources, and contribution to students' historical and cultural literacy. Order forms for what should be a useful volume indeed will appear in the May 1991 *Newsletter*. Place your name on the NCHS mailing list by contacting: Charlotte Crabtree, NCHS, Moore Hall 231, 405 Hilgard Avenue, Los Angeles, CA 90024-1521.

The Central Pennsylvania Consortium (Dickinson, Franklin & Marshall and Gettysburg Colleges), in conjunction with the Lancaster County Historical Society and Wheatland are sponsoring an historical conference on James Buchanan and His Presidency. The Conference, supported in part by a grant from the Pennsylvania Humanities Council, will be held in Lancaster and Carlisle, Pennsylvania on September 20-21, 1991. Scholars scheduled to speak include Sally Cahalan, Kenneth R. Crispell, Don Fehrenbacher, William Gienapp, Michael Holt, Robert Johannsen, Philip S. Klein, William MacKinnon, Robert E. May, David Meerse, Elbert Smith, Kenneth Stampp, and Mark Summers. A staged reading of John Updike's play, *Buchanan Dying*, as well as archival displays, tours, and other events are planned. For more information, contact Dr. David Stameshkin, President's Office, Franklin & Marshall College, P.O. Box 3003, Lancaster, PA 17604 (717-291-3871).

The annual meeting of the Pennsylvania Historical Association will be held Oct. 17-18 in Pittsburgh. A broad ranging program has been constructed. Scholars who will give talks or deliver papers will include Samuel P. Hays, Joel Tarr, Margaret Marsh, and Michael Weber. United States Senator Harris Wofford is scheduled to deliver the keynote address. For further information about the conference, and registration information, contact Prof. Jack Bauman, Dept. of History, California University, California, Pa. 15419; Dr. Robert Crist, 1915 Walnut St., Camp Hill, Pa. 17011; or George Franz, c/o Department of History, Pennsylvania State University's Delaware Campus.

Comments:

Revision of Pennsylvania school curriculum is proceeding. Preliminary working drafts of the Pennsylvania Department of Education's Chapter Five, curriculum regulations, have appeared and are under discussion. The Pennsylvania Council for the School Studies has responded to an early version of these restructured guidelines and proposes to meet again with PDE personnel as the Chapter Five revision process continues. Regarding social studies, PCSS points out that the key concern is that virtually the entire range of social studies conceivably could disappear from the schools, given the shape Chapter Five seems to be taking. Why? It is reported that these requirements no longer will mandate specific clock hours or semesters of study in specified social studies subjects. Rather, student outcomes based upon PDE's twelve goals of quality education will set the curriculum. In other words, school districts will be expected to ensure that students achieve the outcomes described in Chapter Five. Exactly how those outcomes are obtained is to be determined by districts at the local level. The issue of PDE enforcement under the proposed arrangement has yet to emerge for full discussion; however, the "A" word—assessment (statewide testing)—can be heard. PCSS' concern is that history and social studies student learning outcomes, if not carefully stated, perhaps could be achieved via non-social studies content. It is believed that school districts, caught in the ever-tightening budget vice, will scrutinize the Chapter Five student outcomes to free themselves from offering instruction in "non-essential" subjects. If the Chapter Five outcomes can be met without instruction in history and social science, then—so goes the PCSS thinking—these field and teachers might vanish. Coupled with these concerns, of course, is the revision of certification and teacher preparation standards. Who will be permitted to teach to which of the student learning outcomes? Or will the outcomes be so global that subject-based secondary certification requirements will cease to exist as we have known them?

We face both demanding challenges and exciting possibilities as the Chapter Five revision takes shape. Could it be that student learning outcomes will lead to a more integrated, more holistic view of secondary education? Is there a chance that outcome statements tied to knowledge and skills clearly needed to survive will win levels of respectability in the eyes to students and teachers sufficient to enhance the legitimacy of public education, overcoming the ennui and alienation so common among both groups? Is there any hope that, for once, history's contributions to the development of youth can be stated clearly and convincingly? Is this really a time to fall back, relying merely upon legislation to impose history upon youth? The present climate requires candid justification in specific terms of what students should know and be able to do. If we are unable or unwilling to so justify our cherished history discipline, what are we learning about ourselves as historians? Such general goals as citizenship education, cultural literacy, critical thinking skills, and others must be coupled to convincing—even compelling—student outcomes. Perhaps history in the schools will take new forms somewhat unfamiliar to many; however, it doubtless will survive in some way. The question is now one of our collective creativity, our willingness promptly and incisively to explain in exact terms what it is that history can do for kids that other disciplines either cannot do or cannot do as well.

At this writing, we are informed that section 5.202 of the proposed revision of Chapter Five—Student Learning Outcomes—is to be drafted this summer by a committee working under the direction of PDE’s social studies advisor. To date, this altogether central element of the Chapter Five revision has remained without specific provisions. It is explained in the March 28, 1991 draft of the Chapter Five revision that “. . . the State Board will develop student learning outcomes in consultation with teachers, parents, business and community leaders and the Department of Education.” The draft social studies student outcomes, it is said, will be circulated to these and other groups for comment. Now is the time for history and social science academics and educators to take stock, to put forth meaningful, firm, yet reachable student outcomes, and to share these with the persons called upon to draft section 5.202 of the revised Chapter Five.

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Department of Amplification: Reader Jonathan R. Stayer of York has written to clarify Thomas Slaughter’s citation on sources in Lancaster County in Slaughter’s article for our April issue. Stayer points out that Quarter Sessions records for the 18th century may be found in the Lancaster courthouse and its adjacent archives, as well the Lancaster County Historical Society. Slaughter cites only the latter. Stayer also notes that there are more available records on “serious” crimes for the 18th century than Slaughter found. “The Supreme Court justices sat as Court of Oyer and Terminer in the various counties,” Stayer writes, “and the resulting records are in the custody of the Pennsylvania State Archives, Record Group 33. The Oyer and Terminer dockets (2 volumes) include the years 1778 to 1828, and the surviving Lancaster County papers date from 1759 to 1786.” We thank Mr. Stayer for this information.