DOCUMENT RESUME

ED 041 799 | 88 | SO 000 154

TITLE: The Northampton History Project; The Inductive Teaching of U. S. History Through Related Local Contemporary Historical Events and Personalities. Final Report, 1967-68.
INSTITUTION: Northampton Public Schools, Mass.
SPONS AGENCY: Office of Education (DHEW), Washington, D.C.
PUB DATE: 68
NOTE: 43p.

EDRS PRICE: EDRS Price MF-$0.25 HC-$2.25
DESCRIPTORS: Audiovisual Instruction, Community Study, Course Organization, Curriculum Development, Discovery Processes, Dramatic Play, Experimental Curriculum, Film Production, *Grade 8, Grading, *Inductive Methods, *Multimedia Instruction, Problem Solving, Simulation, *Social Studies Units, Student Developed Materials, Student Projects, Teaching Techniques, *United States History
IDENTIFIERS: *Northampton Monopoly

ABSTRACT

The creation of an 8th-grade American history course and the training of teachers for the course are the goals of this project. Primarily a course in national history, it uses local (Northampton, Mass.) events and people as a key to understanding the larger national picture. The course objectives were to enable students to analyze, interpret, and evaluate historical evidence, and to understand the nature of history as a discipline. Emphasized in this report are the development, rationale, activities, and unique teaching techniques for the seven units: The Historiographical Unit, The Founding Generation, The Revolutionary Generation, The Young America Generation, The Gilded Age Generation, The Between the Wars Generation, and The American Dream. Also included are: a general discussion of the problem of teaching national history through local history, an ongoing evaluation of the project, a project chronology (July 1, 1967 to August 3, 1968), a list of participants, and a budget summary. For related documents, see: SO 000 034, report of the second year; and SO 000 153, third and final report. (DJB)

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The Northampton History Project

Final Report 1967-1968

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ED041799

The Northampton History Project

The Inductive Teaching of United States History Through
Related Local Contemporary Historical Events and Personalities

Final Report 1967-1968

Title III ESEA 67-03301
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The work reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare

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Preface

Students in the late 1960's have become dissatisfied with boredom. Youngsters in junior high school are no exception; media, older siblings and the nature of traditional education have created antipathy which seriously weakens the learning process. The future of traditionally taught history as a discipline relevant to modern school curricula seems dubious for just such reasons. James Parsons, Northampton's Federal Project Co-ordinator, conceived of a History Project to interest, involve and strengthen students by non-traditional means. The eighth grade year offers all too often a repetition of the textbook history taught in the last years of grammar school. He sought to change that - profitably.

Professor Donald Sheehan of Smith College, now President of Whitman College in Washington State, suggested the basic generational design. Primary and secondary materials in a variety of media, inductive discovery and deductive learning — all were included in the plan of operation set up during the summer of 1967. We wished to escape the structures and suffocation of survey coverage and teach youngsters the means of finding their own answers. But while a "coverage complusion" may be the base for most history courses, structural anarchy seems little better. Both are extremes. We provided a middle ground: a course structured for flexibility and individual interest, which nevertheless approached national history in sequential fashion.

Primarily a course in national history, the Project uses appropriate local events and people as a basis for understanding the larger picture. The design allows students to compare social, economic and political life during six historic "generations." The local events or people receive a "vignette" treatment if they do not fit the generational chronology and if they provide a solid connective link between one generation and another (e.g., Jonathan Edwards and Northampton's Youth, Caleb Strong and The War of 1812, Northampton in The Civil War, Calvin Coolidge as New England Politican). At year's end we wanted our students to be able to analyze, interpret and evaluate historical evidence and to understand the nature of the discipline called History. Knowing and practicing the historical method, developing mature attitudes about themselves, and their community, state and nation, students might more confidently become autonomous, thinking individuals.

This report sums up both materials and techniques used during the first year of Northampton's History Project. We feel it can be used to build similar courses of study, provided the necessary research into local history has been done. Thus communities interested in applying any or all of the Northampton History Project findings may do so, subject only to their own needs and requirements.

The report begins with a discussion of the philosophy behind our objectives. It then presents narrative descriptions of the methods and materials used successfully - and unsuccessfully - to teach each of the seven major units and vignettes which comprised the course. An evaluation of general failures and shortcomings and a section on projects and proposals for the course follows. Appendixes providing statistical information and data in outline form have been added for easy access.

During the coming year we will expand our efforts to include 185 eighth graders under the supervision of three teachers. Our summer training program prepared new teachers with both materials and classroom experience, a vital function for what is essentially a non-textbook approach to the teaching of national history.

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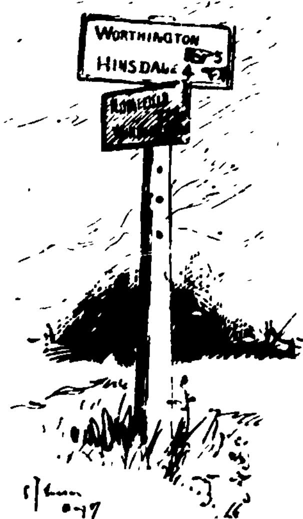
Introduction



THE FRIENDLY GUIDE.

The Northampton local history project has attempted to confront a number of the basic problems associated with the teaching of United States history in the middle grades. The Project has not seized on any single device---such as the use of local history, "inductive" techniques, or devices like microfilmed newspapers. Instead, the Project has attempted to work out a year's course in American history for eighth graders in ways which have been flexible, experimental and (in the old-fashioned sense of the word) empirical.

The most general outcome of the experiment's first year has been a substantial broadening of the concept of "history" as an item in the curriculum. From the outset, the students were encouraged to think of history as something which people called historians **do**---as an active enterprise and not a body of data already collected, fixed and final. "History," then, becomes an encounter between an inquirer and a set of objects conventionally called "documents" or "sources." The Project has steadily made students and teachers alike more conscious of the process of inquiry. At the same time, it has broadened the concept of "document" and "source" to include not only affairs such as textbooks and the Declaration of Independence, but also movies, pictures, family trees prepared by the students themselves, the student's own testimony, and even the student's fantasy inventions. The outcome of this double effort---to promote a consciousness of inquiry and to humanize the notion of a "source"---has been, in the simplest terms, to promote the **doing** of history as the best means of learning history. The idea is an old one, but still honorable.

The words "inquiry" and "documents" have an almost ceremonial ring. They suggest a picture of a man deep in some sort of archive doing research on brittle, yellowed and valuable manuscripts. One of our basic problems was bringing the idea of doing history down to a scale which could be mastered by eighth grade students, to make history less formal, and to make it clear that what is called the "historical method" amounts to nothing more than an elaboration on people's (even children's) ordinary ways of looking at the world. We felt that if we could create a setting in which an eighth-grade student watching a first-run Hollywood movie, or looking briefly at a nineteenth-century newspaper, was just as much an "historian" as the researcher in the archive, then we would have succeeded in bringing history into the curriculum in a fresh and useful way. The students could then think of history as an activity in which they might **engage**, rather than as a set of facts to be gotten out of books and lectures.

The goal of conceptual scaling down provides, we think, the best rationale for the introduction of local history into the United States history course. There have been, in the history of American education, two other principal rationales. In some schools, local history has been taught for essentially pious and patriotic reasons. In others, under more or less "progressive" rationales, it has been taught as a means of making the curriculum answer to what were conceived to be the child's own latent interests. We have had no special patriotic motives,

and we have found (contrary to some of our expectations) that our students do not have an already useful, a priori interest in local matters. Local history, like national or world history, can become interesting to students if it is successfully taught. But local history is not, usually, shrouded in the same stultifying conventions of "significance" and "importance." A thirteen-year-old girl can approach a local leader of the eighteenth century in a familiar, even casual spirit which she cannot bring to a ceremonial figure such as Thomas Jefferson.

The decision to use local history as a means of introducing students to the American past raised, of course, several fundamental questions. First, and perhaps most important, it brought to the surface a problem always present to the teaching of history: the problem of "coverage." In subjects which have a clear "structure", such as chemistry, or mathematics, the problem of coverage is not severe. Students can be taught fundamental concepts through relatively simple operations, and teachers can have a certain amount of confidence that, given the structure of the subject, these fundamental concepts provide a base on which any further experience of the discipline will rest easily. Or, in other subjects like art and literature, the emphasis can lie on depth of understanding or intensity of experience, a context in which coverage never need be an issue. But the question of coverage is strategic to the teaching of history, especially the history of the United States. Exactly so much has happened in the national past, no more and no less, so that there exists a mass of data which simply has to be mastered in some way or other. This data is conventionally considered to be "important" to the life of a citizen—though in practice our citizens seem to know little and understand less about their history. The final and most serious fact is that the subject has no obvious structure, so that there do not seem to be any fundamental methodological concepts which can be taught through simple operations.

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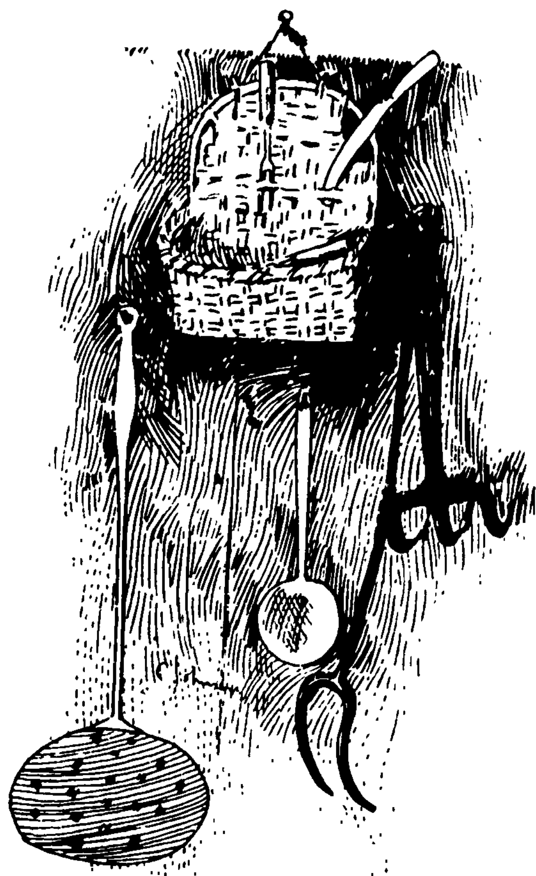

UTENSILS BY FIREPLACE.

The conventional res, .se to these difficulties is to regard history as a subject whose limits are **quantitative**. Taking one arbitrary measure or another (usually the measure provided by a basic textbook), teachers stake out a certain amount of "ground" to be covered and measure their success by the same quantitative standard. We simply made a basic decision to abandon the criterion of coverage. We could not relinquish it altogether, and the hope of getting across a good deal of American history remained with us as a residuum of conscience. But it was not an initial and determining standard of performance.

In the simplest terms, the Project has made a bargain with history: we have attempted to purchase the students' **engagement** at the cost of conventional coverage. But once we were able to think of history as something which the students might **do** rather than as a body of data, the problem of coverage was automatically redefined. Our task became, really, to "cover" the ways in which history can be done, rather than to make certain that each presidential administration received its ritualized share of attention. As an initial principle---indeed, almost as a moral commitment---we assumed that today's students will not respond to the kinds of instruction which have prevailed in most of our history courses. In some ways, the eighth-grade student is now terribly sophisticated. He has access to exciting sources of information and opinion (particularly, of course, television and Hollywood films) which compete with the school for his attention and confidence. Without somehow **engaging** the student, letting him actively **make** some of his own history, the teacher cannot really hope to win the competition. Our students composed their own folk-myth about the founding of Northampton, they played at an ingenious "monopoly" game in which local businesses and "chances" governed play, they watched and criticized Hollywood feature films, they rummaged in local newspapers. As a result, they know nothing, really, about the administrations of Pierce and Arthur, Van Buren and Cleveland. But they do have some active sense of what the enterprise of history is about. They do not know the provisions of the Navigation Acts, but they have discussed the psychological problems of a local Revolutionary leader with a practicing psychoanalyst. Whatever price we have had to pay in conventional coverage has been well worth it.

We have not, however, gone the whole way. We have not taught a **course** in local history. The syllabus was determined by our choice to study selective generations, which were conceived in terms supplied by national history: the Founding Generation, The Revolutionary Generation, Young America, The Gilded Age, and Between the Wars Generation. And, throughout, we have taken concepts from national history as the basis for our examination of local events, concepts such as Puritanism, Manifest Destiny, The Industrial Revolution, and so on. We have, in most cases, been able to look at local history as a **manifestation** of tendencies and events which occurred on a national scale. If we have gone at local history in "inductive" ways, we have also used what might be called "deductions" from national history as as a means of suggesting **interpretations** of the local past---although we have always tried to avoid being caught up in the rhetoric of curriculum reform.

II The Narrative Report By Generations

The Historiographical Unit

The first classroom unit, which took up the month of September, had three purposes. We wanted to give the students at least the beginning of a sense of what history-as-inquiry **is**. We wanted to develop in them an awareness of the fact that even the attempt to simply **record** history---let alone understand it---is confused by error and bias. And we wanted to expose the students briefly to the rudimentary ideas which underly the "historical method." We had no illusions about the students' ability to master the difficult philosophical problems associated with the first of these three goals. And we had no illusions either about their ability to get control of the kinds of technical skills which professional historians bring to their work. But it was essential to our conception of the course that the idea that history is something which men **do** be planted in their minds.

The first of these three purposes, that of making the students conscious of history as a process of inquiry, we attacked through discussions of students, readings of short excerpts from the work of Carl Becker, Frederick Jackson Turner, Thomas Carlyle and Henry Steele Commager. We prompted and coached the students to a glimmering awareness of some of the different modes of interpretation available to historians. Most of all, through a detailed discussion of Becker's "Everyman His Own Historian," we tried to bring home the fact that in some ways history is just a fancy name for an everyday process, that it is merely, in Becker's words, "the memory of things said and done." This allowed the students to think of history as something in which they are engaged at all times, and, we hoped, produced a sense that an item in the curriculum might be somehow continuous with their own lives.

To drive this point home, and to move toward our second goal, we staged a mock trial which involved the students' own biased eyewitness testimony. Without warning, we exposed them to a staged argument between two teachers. We got them to see clearly that their eyewitness "testimony" about the argument was unreliable, and they were able to take the next conceptual step, to see that if so simple an event, watched by so many people, was so difficult to record accurately, then the enormous complexity of history must be shot through with inaccuracy, factual error, and human bias. Ordinary textbooks then took on a different look to the students, who could even afford to be slightly amused by the way the textbooks paraded their version of things as unqualified truth. More important still, the students could see that the textbooks attempted to hide the truth about what written history so largely is: a collection of statements based in the last resort on fallible and biased human memories of "things said and done."

This sort of exercise---familiar in its main outlines to anyone who ever studied historical method---led to a familiar kind of skepticism about written history. At this point, we could profitably introduce the idea that historical method was nothing more than a set of techniques designed to minimize the occurrence of error and the sway of bias. We were able to show students that historians do at least have some methodological rules for distinguishing probable truth from probable

falsehood. We discussed the basic distinction between "primary" and "secondary" sources with the students, familiarizing them with the idea of "document," and we tried to make them see that a library is a collection of potential documents arranged in a sensible and usable way. We also got them to do a bit of their own history, a family tree. And, when the tree was done, we asked them to attempt to "document" their findings.

This first month's work had a laudable goal: to try to get the students to think of themselves as practicing historians engaged in the business of making interpretations critically grounded on sources. But, however laudable the goal, our procedure was probably too formal, too abstract and too time-consuming. We could better have used the time, we concluded, by plunging directly into the Northampton past, and by teaching our "lessons" on the nature of history within the concrete context of our study of the "founding generation."

By the end of September we were ready to move the students into the past. Without any prior research, and based upon whatever they remembered or had heard, students were asked to develop a brief enactment of the founding of Northampton in 1654. Some presented an Indian view, others a woman's interpretation. The slower group (the three pilot classes were ability grouped into advanced, average, and slow categories) came up with a Turnerian approach. Indians, trappers, miners, ministers and settlers appeared, in that order. All skits were videotaped.

What our students had devised, of course, were myths about the origin of their home town - part truth, part make-believe, part western and Puritan stereotypes. Watching the other groups perform on videotape, the youngsters began to pick out the various ingredients that had gone into the creation of **each** skit. They also began to show a noticeable curiosity about how Northampton really came into existence.

We called this little unit "Present to Past Mindedness." All students enjoyed the acting exercise, but we felt in retrospect that the rehearsal time and the camera time might have been better used with the more advanced students. As it was, during the first day of the unit Mr. Martin Sandler, Project member and textbook author for Allyn and Bacon, gave a fine presentation on historical bias and frames of reference. Videotaped, Sandler's lecture and discussion with the advanced group provided an excellent resource for students interested in a one-shot summary of the first unit, and in an introduction to myths and stereotypes (archetypes?) as basic to most folk history.

Perhaps more could have been done in the direction Mr. Sandler's lecture led. It seemed pretty abstract for even our most literate eighth graders, however. Our slower students accomplished a great deal by logically puzzling out the process by which Northampton could have been settled - and then performing it. Only the average group seemed less than willing to enter in. Throughout the year they were the quiet, reticent ones who needed to be drawn out and excited by learning. It seemed to us that perhaps academic grouping involved classroom conduct as one criteria for placement, and such conduct often appeared to be a product of social class behavior.

The Founding Generation

To begin the Founding Generation we split our three classes into study teams with varying responsibilities. The advanced class we grouped at random. However, the other two classes ordinarily arranged themselves into separate groups of boys and girls. We decided to use this natural arrangement as the basis for our initial study groups, at least for the first generation. As a result the average and slower youngsters had a sense of openness and familiarity in their discussions which would have been difficult to achieve in any other way.

The Founding Generation roughly encompassed the period 1607 to 1692, with emphasis on the years 1630 to 1660. Each study group took a small chronological slice and a particular colonial area. We began during the first week in October, and we completed our work on this generation by the last week of November. Using the generation approach we could spend adequate time teaching investigative techniques, and we could reap the benefits of our students' fledgling attempts to find their own answers.

Generally we asked the youngsters to become conversant in important aspects of the founding of Jamestown, Plymouth, Massachusetts Bay and Northampton. Slower students worked primarily on the latter three. Social, political and economic customs were emphasized, in addition to the major problems and issues besetting early colonists.

The advanced groups simply went their own way, with guidance from the teachers and Smith College teaching interns. They utilized the school and public library (200 yards from the school) during class time and held group discussions. At the end of two weeks the teams presented their findings, with the historical method as format. For example, the youngsters investigating the founding of Jamestown told of their information gathering, the limitations of the sources of information they had used most extensively, and finally, outlined their conclusions on the social, economic and political factors which had influenced the settlement **at its inception**. The group working on Massachusetts Bay followed suit.

However, to gauge class alertness those studying Northampton feigned a straight religious interpretation of the factors behind its founding. Since it was based upon two petitions to Massachusetts' General Court in 1653 (all students had copies), such an interpretation

was quickly challenged. Economic and social interest had obviously affected the decision to settle the Northampton site in the Connecticut Valley.

During succeeding weeks study teams on all levels went on to investigate the social, economic and political problems which each colony had to overcome **during its first twenty years of existence.** Late in October Professor R. J. Wilson of Smith College gave a two day lecture-discussion on Puritanism, and the Northampton study groups visted the Cornet Joseph Parsons house, constructed in 1657 and now run as a local museum. Educational films were utilized, as were microfilmed copies of the **Daily Hampshire Gazette** which often published articles on local history during its 180 year existence. On October 30 and 31 sessions on local witch trials coincided most appropriately with Halloween.

We drew the advanced students' work on the Founding Generation to a close with a research paper, but we broadened its purpose. Student papers were to be the means by which classmates could learn about the colonies they had not yet studied. After two weeks of preparation and writing (notes had been taken on note cards from the beginning), students circulated their papers for at least four individual readings. Finally, study teams spent a period answering specific questions from the others on their term papers, in preparation for a comprehensive examination.

With all classes we attempted to escape the major weakness of small unit study groups. So often students become experts in only those areas alloted them. Our constant emphasis centered upon **all** members of **all** groups becoming as expert as possible in their study areas. Consequently, we felt we could use the students as resource people to provide a thorough picture of each colonial area to their classmates. Of course, much more of the research work had to be arranged for our average and below average youngsters. As a result, we limited their investigations to the relationships between the founding of Plymouth, Massachusetts Bay and Northampton. Questioned unobtrusively on their comprehension of document meanings, on research and reading techniques, and on their ability to evaluate and draw conclusions, we have noted increased awareness of the value of reason in solving human problems.

When the average group decided to do a "Time Tunnel" dramatization to present findings on Northampton's early settlement (using videotape equipment), it indicated the kind of creative energies these youngsters have available. Their involvement represented a decided change in their attitude toward classroom behavior.

Totaling twenty-nine students, low ability youngsters made up our largest class. Although we separated these students into two groups, each group studied the same topic simultaneously. They demonstrated a consistent need to have their studies made relevant to their own background. Consequently, the founding of Plymouth and Massachusetts Bay was made the basis for comparison with the settlement of Northampton. Films, records, and local trips have been most effective as teaching media; extensive reading saps all interest because it pre-

sents great difficulties for these students. However, we have carefully gone over selected documents such as the Mayflower Compact, the Old Deluder Satan Act and the Northampton founding petitions. Readings and records on witch trials also were effective.

Our testing of the slower students has often involved a taped reading of the questions as well as a written form. Also, at the inception of the generation study we took a week and taught film criticism using educational films on the early colonies. Accuracy, verbal side-stepping of tough issues such as slavery, costuming and acting were some of the categories to which we alerted these students. They have responded with such vigor that we worry about their reactions in the future if teachers try to shunt off these students with boring or inaccurate film showings.

Our reaction to this first historical generation has been mixed. We were feeling our way, testing methods and devices. Obviously if we stayed too long in one chronological era, student interest flags easily. Our plan now is to use this generation to teach the abstracts of historiography. Although we spotted slow learner difficulty with written materials we did not take it to heart. We continued to search for readings that seemed relevant to their needs.

The Revolutionary Generation

In order to create a bridge to the Revolutionary Generation we decided upon a classic vignette. Professor Wilson, who is currently completing a book on Jonathan Edwards, discussed him from the pulpit of Northampton's First Congregational Church. All classes attended for their last two periods on a grey, early December day. Wilson spoke about Edwards in an old church, on the actual site were Edwards worked for over twenty years (1727-1750). He emphasized two aspects of Edwards' revivalism, its connection to earlier Puritanism, and its attention to changing the behavior of Northampton's young people. The growing secularism, and political emphasis in even such a parochial town as eighteenth century Northampton could be easily deduced from the descriptions of the innocuous pastimes against which Jonathan Edwards had set himself. With preparatory and follow-up readings and discussions, the Edwards vignette led directly from the early colonial era to Enlightenment philosophy and the Revolutionary Generation (1760-1790).

To begin this second generation we presented a broad, event-oriented overview, using lecture-discussions, films and survey readings. We followed that with a sharp biographical, behaviorist analysis of Joseph Hawley, an important Massachusetts political figure during the crucial 1760's and 70's who lived in Northampton. In a fit of "melancholy" Hawley's father had committed suicide after one of Jonathan Edward's sermons. The younger Hawley helped discharge Edwards from his Northampton pastorate and later publicly announced the wrongness of that decision.

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Since Joseph Hawley suffered mental aberrations similar to those of his father, we asked Dr. Paul Seton, a psychiatrist, and father of one of our students, to hold a lecture-discussion on the possible causes behind Hawley's difficulties. As associate of Sam Adams and an independence minded agitator, Hawley's colonial importance cannot be gainsaid. Dr. Seton drew excited inquiry from the students concerning human patterns of behavior and their historical meaning. The discussion was videotaped and presented to the other classes. It was one of the finest sessions we have witnessed.

We set aside the week prior to the December holidays for **Johnny Tremain**, a feature length film produced by Walt Disney. In concert with discussion of the novel from which the film came, students gave us constructive film criticism. They seemed able to personalize the occurrences which led to the Revolution.

The Declaration of Independence occupied us immediately after the holidays. With the help of Professor Fink, we analyzed its causes and effects, and related its ideas to the immediate concerns of students about individual freedom. As a culminating exercise students compared the Bill of Rights with those specific grievances set down earlier by Thomas Jefferson.

Dr. Keith Wilbur, an authority on Revolutionary weapons, allowed Mr. Chester Pierce, the Project audio-visual expert, to videotape his fine collection. The tape concluded with a discussion between Dr. Wilbur and three representative students. Weapon styles brought up the question of technology and of violence. Could Jefferson's Declaration grievances have been cured by means other than armed revolution?

Educational films on the Revolution provided some help, as did the ideas of the war as both a world conflict (Imperialist view) and a Civil War (Constitutionalist view). Certain parallels with the Vietnam struggle were introduced by students on all three levels. When does armed rebellion become necessary? Are there general causes?

Investigation of these questions led us by mid-January into a study of rebellion in the local microcosm. Daniel Shays began his conflict with state authorities in and around Northampton immediately after the Revolutionary War. Did the War produce Shays' Rebellion? Sources of information ranged from library manuscripts to microfilmed copies of the first issues of the **Hampshire Gazette**. **The Gazette** was founded as a forum for the anti-Shays establishment in Western Massachusetts.

Shay's troubles led students on all levels to a consideration of the Articles of Confederation. The slower students especially appreciated the real freedom implicit under the Articles. Shays' financial problems sold them on the need for a more organized governmental structure. However, the average students seemed, by and large, unaffected by Shays' plight. They knew that the Philadelphia convention would produce that familiar document, The Constitution. The urgent questions of the day seemed of little moment to them.

We countered this with a biographical and verbal searching out of opinions. The names of local and national leaders of the day were assigned to study groups. They were asked to find what opinions these leaders had toward the Articles before and after Shays' Rebellion - and how they reacted to the Constitutional Convention. Advanced students were assigned the thirteen states by groups. How did the states split on arguments over the Article and the Constitution?

During their research week all levels were given a lecture on the variety of historical interpretations of the Critical Period. The myriad film materials on the background to the Constitution served as source material for the slower students. They were able to spot the different interpretations in each of the films, as well as make up their own minds about the larger questions of individual motivation.

By the last week of January the advanced students were ready for their own Constitutional Convention, with delegates from all thirteen states. We allowed it two days and then assigned groups to study the function of the three branches of government created in Philadelphia. We should have allowed the student convention to roll along at its own pace; the intended ground could have been covered especially with these highly motivated youngsters.

However, the course transition into a study of the way government works seemed quite natural. The rationale for such a unit was two-fold. First, we felt the Revolutionary Generation provided a dramatic base for a study of governmental forms. Second, a sense of governmental style seemed necessary as a foundation upon which to build historical understanding. But we had no desire to set up a civics curriculum. We wished to provide a sense of the role of local, state and national government, and an improved ability to find answers to questions about the systems of law which impinge upon the actions of Americans.

We devoted the month of February (minus a winter vacation week) to this investigation. All classes went through the process by which a bill becomes a law, using simulation and role playing. Legislative debate concerned gun controls. Three branches of government were involved as our **ersatz** president, in consultation with his cabinet, either signed or vetoed the bill presented him. Then a test case came before an attenuated Supreme Court for judicial review.

Thereafter the advanced and average youngsters chose to divide into study groups in order to investigate local, state and national governments in some depth. The question to be answered was simply, "Why do such governments exist?" Dull filmstrips took on more meaning as they were threaded on microfilm readers for independent viewing. Identification of political words and districts on local maps brought home the geographic and demographic complexities faced by governmental systems. Constitutions, visits from a local judge and legislator to answer questions, pamphlet readings on local and state government, all helped as sources of information.

Group presentations and discussions demonstrated that the students had benefited in terms of understanding. However, on rethinking our motives for including this unit on government, we wonder if we were not slightly guilty of "coverage-itis." Perhaps covertly the feeling that "if we don't do it - who will?" may have controlled our decision. Nevertheless, in the ensuing weeks we often had occasion to refer to governmental systems. For example, the Young America Generation (1830-1860) which followed revolved around the central question, "Why did the Civil War occur?" The function of government in the face of sectional conflict occupied a good deal of our research time.

In order to bridge the chronological gap between the Revolutionary Generation and Young America we decided on another biographical vignette. Caleb Strong, a Northampton aristocrat referred to colloquially as a "River God," had been involved in local and national politics during the first twenty-five years of the nation's existence. He had been a Federalist Senator and then Governor for eleven terms. On the point of retirement he came back to face the challenge of the War of 1812 and helped to organize the Hartford Convention in 1814.

We had here both a life and a life-style with which to confront eighth graders. Understanding Strong's sense of responsibility and his very deep concern over a war he felt to be wrong provided obvious parallels with current political figures. In addition, his political powers as governor were now comprehensible thanks to the unit on governmental systems.

Films and filmstrips on the sectional differences behind the War of 1812, microfilms of local newspaper editorials, a chapter on Caleb Strong by Professor Edwin C. Rozwenc of Amherst in **The Northampton Book**, and a lecture-discussion to draw the strands together gave us our vignette. All classes investigated the question, "Why did Caleb Strong respond to the War of 1812 in the way he did?" Conclusions ranged from Federalist conspiracy to an appreciation of Strong's deep inner convictions. Three advanced students presented the Project Director with a many-colored cloth medallion on which was inscribed "Love is Caleb Strong."

The vignette served many purposes. It allowed the students to see once again the continuity of history - local to national, past to present. It gave them a sense of at least a brief view of the Federalist problems during the Jeffersonian years and it prepared them for the major issues which became so important between 1830 and 1860: Sectionalism and the recourse to armed conflict.

The Young America Generation

We began our Young America Generation with a discussion of the causes of war by the three Smith College intern teachers. Part of our February Winter Vacation meetings (February 19 through February 23) had been devoted to a discussion of curriculum with these young ladies. The central theme of the period 1830 to 1860 seemed in retrospect to be a growing national disunity which led directly to America's bloodiest war. A discussion of the causes of war in American History served as an introduction to the month-long study of Young America.

A topical approach appeared best suited to the objectives we had in mind. The social, political and economic factors which were instrumental in splitting the nation could best be understood in terms of Transportation, Industry and Forms of Labor. An additional consideration involved the wealth of local materials for the period. Northampton had its own canal to New Haven, bypassing the more torturous stretches of the Connecticut River. Failing due to many causes, the canal gave way to the early railroad. Mixed architectural styles, nascent industries, a Utopian society which flourished and died, as well as a station on the underground railroad, seemed to make ante-bellum Northampton a replica of Northern society.

At the same time Northampton citizens were relocating West; Southerners were vacationing at local spas and watering places. Thus Northampton during the thirt years preceeding the Civil War could provide many of the insights which might help modern students comprehend the growing diversity in American society at large.

Advanced students decided that they would either write papers singly or as editorial groups produce newspapers from both Southern and Northern viewpoints, outlining the rationales people in different social roles might have for their position on the disruption of the Union. Their decision followed the two day discussion on the causes of war, directed by the interns. We asked only that their finished product concern the reasons for disunion - especially as reflected by changes in transportation, industry and forms of labor.

Each week advanced students were given two research periods and three resource periods. During the latter lectures, films and readings on the three topic areas were scheduled. The teacher and the teaching interns guided and advised students in their research. Resource materials included numerous slides of Northampton culled from pictorial histories of the day; microfilm readings from **The Hampshire Gazette, The Northampton Book** and films and microfilms viewed as independently as was feasible.

The end results were research papers, and illustrated newspapers spirit duplicated for wider distribution. History as "the memory of things said and done" seemed taken to heart. After four weeks of research, reading and discussion the advanced students had demonstrated an appreciation of the connections between local and sectional history, and between improved transportation and a changing society.

A final discussion during the first week of April concerned the numerous interpretations of Civil War causes. It reaffirmed our students'

understanding that the past can be seen only through the eyes of the present. Matching their own interpretations to those of James Ford Rhodes, Charles A. Beard or J. G. Randall, as well as to the year 1968, proved extraordinarily provocative. Dr. Martin Luther King's assassination occurred on the day ending our investigation of this generation. The Civil War appeared never to have ended.

Our average students chose to pursue their investigations in a somewhat different fashion. During the first two weeks they researched and presented a Northampton town meeting which revolved around the pros and cons of railroads and canals. Westward migration, growth of industry and political considerations all came into play. During the following two weeks they investigated the functions of a variety of social roles in Northampton's new industries. Worker, Utopian entrepreneur, banker and merchant were studied, using microfilmed newspapers, old biographies and standard works of local history.

The last week of March and the first week of April were devoted to differing types of labor in Northampton, and in the nation at large. **The Negro View of America** (AEP-Harvard Social Studies Series) provided good insight into the hopelessness of slave life. As we were finishing the discussion of the differences between the white Northern and Southern views of slavery, the news of Dr. King's assassination added to the violent lessons which history so often teaches.

Our average students were able to see the reason behind sectional strife. The sequential nature of "things said and done" brought home the connections between the social, political and economic forces which motivate men. However, the average students were never really stimulated by their study. Perhaps too much time was spent on this generation; perhaps their maturity and interest levels were not commensurate with the complexities of the period. Whatever the reasons, we were seldom able to enliven this group of young people to the extent we wished.

With the slower students we utitlized audio-visual media as much as possible. Slides of Northampton's buildings and streets moved them in the direction of a discussion on changes in transportation over the last century. Films on canals and railroads were worthwhile, as were descriptions of the mechanics of canal building. Obviously transportation was the key to business success.

During the last three weeks the effect of growing industry on teenagers was traced, after a comparison to work in 1968. Films, photographs, filmstrips and a trip to an older Northampton factory site helped the students put this information together.

These findings, of course, gave the students access to the whole question of forms of labor. What did young people get paid, what work did they do and for how many hours? The answers intrigued these often more practical youngsters. Thereafter they filled out maps of Northampton's Main Street as of 1830, 1860 and 1968. By themselves they discovered the vast changes in businesses and forms of labor which have occurred - and which may have helped in driving the North and South apart even as early as 1860.

Given the names of Northampton entrepreneurs and access to two

or three good sources, our slower students were able to find information for themselves and to answer the questions "who, what and why" far better than they had been able to previously.

Finally, a lecture-discussion by a Smith College senior on the damage slavery does to the human personality allowed these slower students to see in a cross-section of social roles some of the reasons for conflict and diversity in American society.

In this five week study of Young America we had good results with both the advanced and slower students. Only the accomplishments of the average groups fell short of our expectations. Five weeks is no doubt too long a time to spend on a single thirty year period in American History - at least during the eighth grade. However, we did take advantage of a great plethora of interesting local history in order to show national connections and to sharpen historical thinking.

The Gilded Age Generation

The Gilded Age Generation (1870-1900) involved only a short jump chronologically. In order to bridge the gap we decided upon a single day of Civil War sights and sounds. We wished to show that actual war seems most often a confused affair generating feelings which run the gamut of human emotions. As an assignment all classes had read brief excerpts about Northampton's part in the Civil War. They knew how bravely the Hampshire Regiment had marched off to war and how death had riddled its numbers. So as nearly as we could, we showed them what their townsfolk had seen a century before.

We set up three screens in a semi-circle facing the students. On the two outside screens we slowly rolled through two filmstrips of Matthew Brady photographs. The center screen showed two short reels of an educational film on "The War Years." Simultaneously they heard records of Civil War music played on authentic instruments in authentic arrangements. A movie sound track record of nineteenth century battle sounds played in the background. An old Springfield training musket, circa 1863, went from handto hand among the students. All we lacked were gun-powder smells. The horror and confusion, the heroism and stupidity, the sanity and insanity of the Civil War came through. The students felt they had been in the war - it frightened some, made others curious or disillusioned. With that we moved into the Gilded Age.

Although we gave ourselves only two weeks to study the Gilded Age, it brought us our greatest sense of radical departure. We had rented a series of films for the next generation during May, and we were forced to seek ways to accomplish our Gilded Age objectives during the last two weeks of April.

We wanted all our students to see the vast changes precipitated by the Civil War. Social and economic differences appeared to us of paramount importance, political change we left for the Calvin Coolidge vignette which would move us into the Twentieth Century. Secondly, we wished to develop in the students an improved ability to see symbols in fictional literature. Since feature length Hollywood films were to be the informational base for the Between the Wars Generation (1920-1940), we sought to produce a comprehension of the **idea** of symbolism. We felt that these two objectives could be synthesized into an interesting approach provided the Project staff did much of the ground work.

During the Easter week vacation period we developed a game based on Parker Brothers' **Monopoly**. After talking with Mr. George Parker in Salem, Massachusetts, we researched the history of **Monopoly** and found it came largely from the nostalgia of an unemployed Pennsylvania engineer during the early 1930's. His economic premises presupposed invisible government and individual shrewdness in buying and selling. In setting up our own game we created a game-board based on Northampton between 1870 and 1900. Not only did we include authentic properties, but we also added the dimensions of economic catastrophe and social role mobility. Worker, farmer, industrialist, merchant and banker play each game-represented on the board by their appropriate symbols. Landing on a square labeled "Mill River Flood, 1874" thus would mean different things economically for each of the players. Based on the capital assets players may switch symbols; a bankrupt banker becomes a farmer or worker, while a shrewd worker can now and then - with luck - become the banker.

The mechanics of the game came largely from the work of Smith College interns Miss Judy Broudis, Miss Jane Adams and Mrs. Bonnie Hamlin. Ideally students could research and build such a game, given time and direction. We now realize the tremendous possibilities in such activities. **Monopoly** can be especially worthwhile since most students already know the basic rules. Subtle changes in all but the

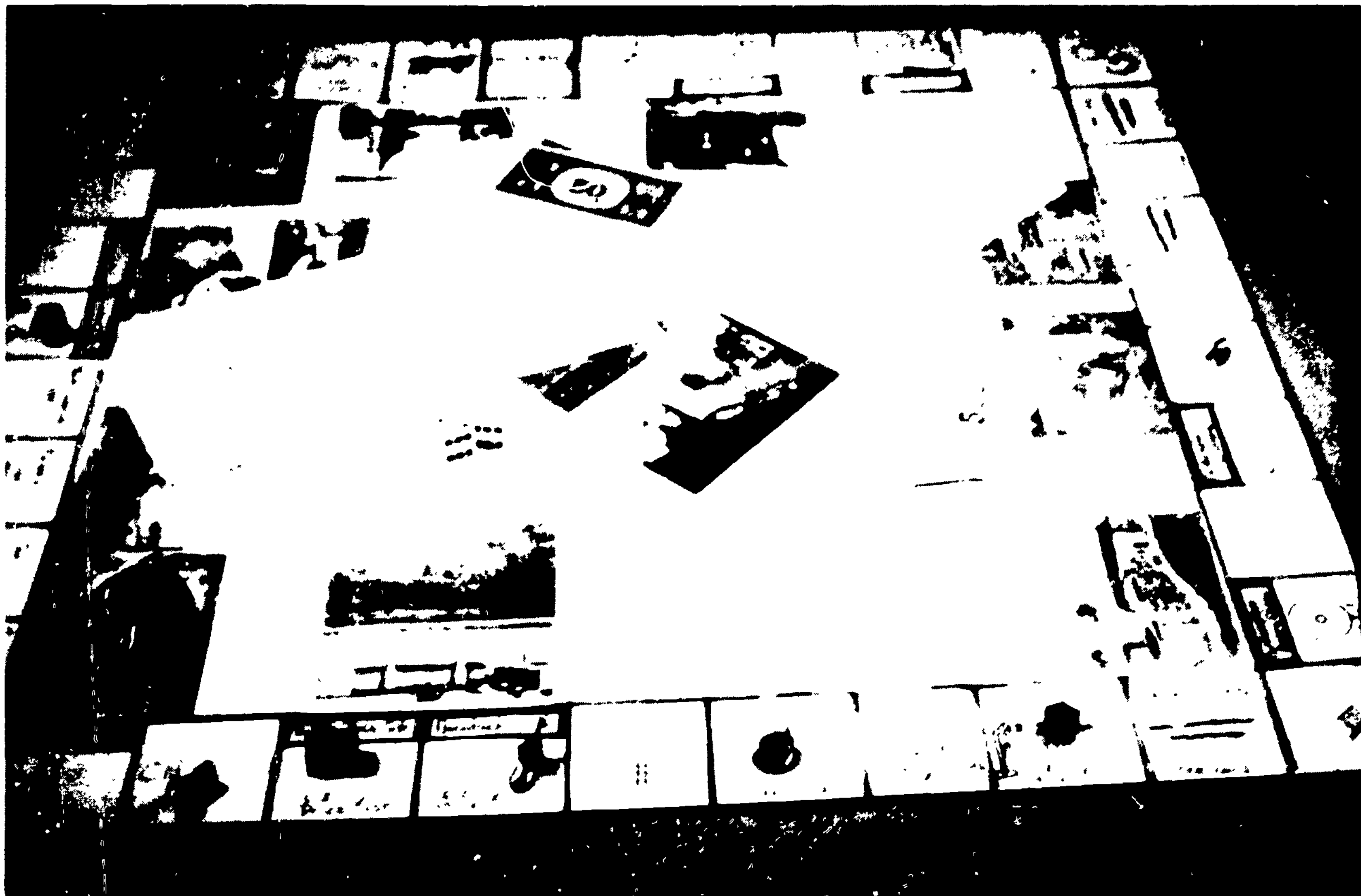
essential structure of the game will not bother students; they can follow the process quite easily.

Another aspect of the Gilded Age Generation we felt somewhat dubious about at first. All class levels were to be exposed to the same materials. There was to be as little difference in presentation as possible. Reading assignments were minimized and **thinking** assignments maximized.

Two days before the vacation, students played traditional **Monopoly**. During the vacation they played the game as much as they could in order to think through the philosophy of the game. What constitutes success? What limits are placed on the actions of the players? What kind of morality prevails? In **Monopoly** do the ends justify the means? What limits does the game place on economic competition?

Returning from vacation students were given short readings on the local scene and slides of the properties-and catastrophes-with which they were about to become involved. The next day they were introduced to "Monopoly in Gilded Age Northampton." All levels took to it with a relish rarely encountered in education. The following Saturday thirty students - a cross-section of all levels-played for three hours in the morning at their own request.

The involvement, the learning and the joy produced by a simple



simulation game came as something of a shock to the Project staff. We had heard and read of such experiments, but the time to teach complex new rules seemed to us both prohibitive and unrewarding. Building on what was already familiar, we succeeded beyond our expectations. Students grasped the relationships between social role and economic behavior; they made connections between business enterprise and economic philosophy; they understood the difference between local paternally run industries and absentee owned factories. Post-Civil War economic and social change became immediately apparent, and working with game role symbols (e.g., tophat for industrialist, shoe for worker and etc.) they were ready for the more subtle symbolism found in fictional art.

Professor Jack Wilson provided us with a fine lecture-discussion of the Horatio Alger stories. Gary Cooper's narration on the superb film documentary, "The Real West," added to the contrast between real and ideal. All our students knew the Alger dream, and all knew the Western ideal. Pictorial reality - especially of the Gilded Age settlement of the Great Plains - gave them pause for thought.

Finally, the Project director made a slide presentation of his article "The Wizard of Oz: A Parable on Populism." Each fâmiliar character in the first Oz tale (circa 1900) may be seen as a symbol for a social role in turn - of - the - century America: Scarecrow as farmer, tin woodman as dehumanized worker, and lion as pacifist politician. All walk a yellow brick road, and Miss Everyman, Dorothy, wears silver shoes. Landing in the East she moves West, for a wizard president, hiding behind papermaché and noise, fools them into believing he has cures for their complaints. All this, and more, may be culled from a simple, familiar folk-tale.

Project students began to see that social and economic change, social roles and national images are a synthesis of how we see ourselves. The Gilded Age allowed our students, in most cases for the first time, to appreciate the values and the dangers of symbol-oriented history. Our single wish was for more time to dwell on the implications of this extraordinary two weeks in April.

The Coolidge Vignette brought us through the Progressive Era and to the outskirts of our own time. An amazingly successful politician, Calvin Coolidge symbolized an abiding American faith in reticence and tight-fisted efficiency. Mr. Lawrence Wikander, Head Librarian at Forbes Library, gave a two day slide presentation on Coolidge, followed by a round-table on the reasons for Coolidge's incredible political success. Was Coolidge a Horatio Alger hero? Was he a Wizard of Oz, providing bromides for real ills? What of the period of reform and war through which he had lived as Northampton's Mayor, state legislator and finally Governor: had it affected his philosophy of government?

By May 6 we were ready to enter the era of Boom and Bust.

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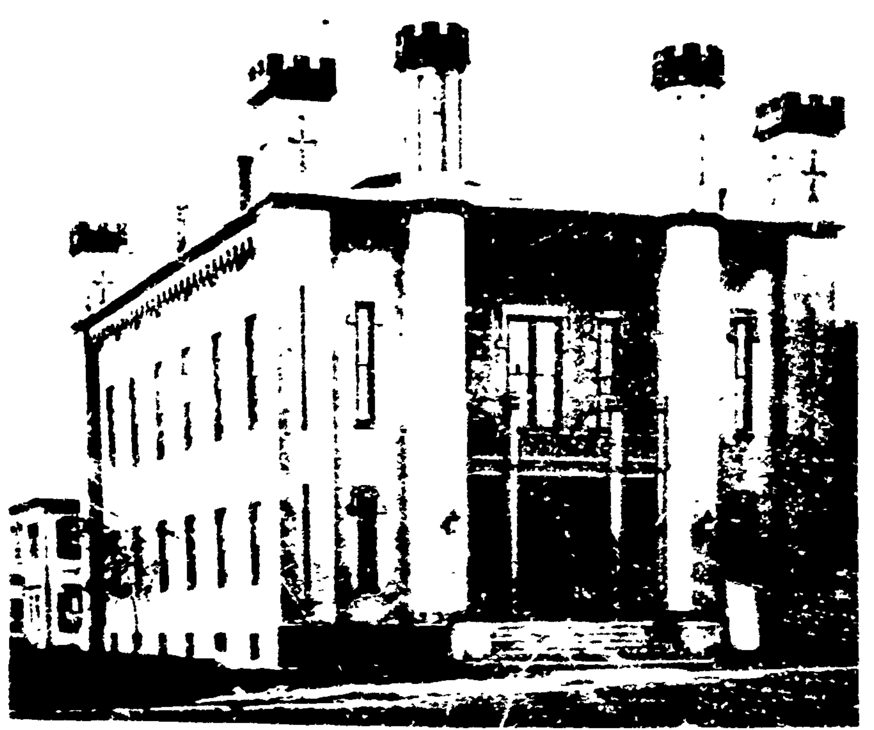


City of Northampton

Above Left: Memorial Hall 1880

Above Right: City Hall 1850

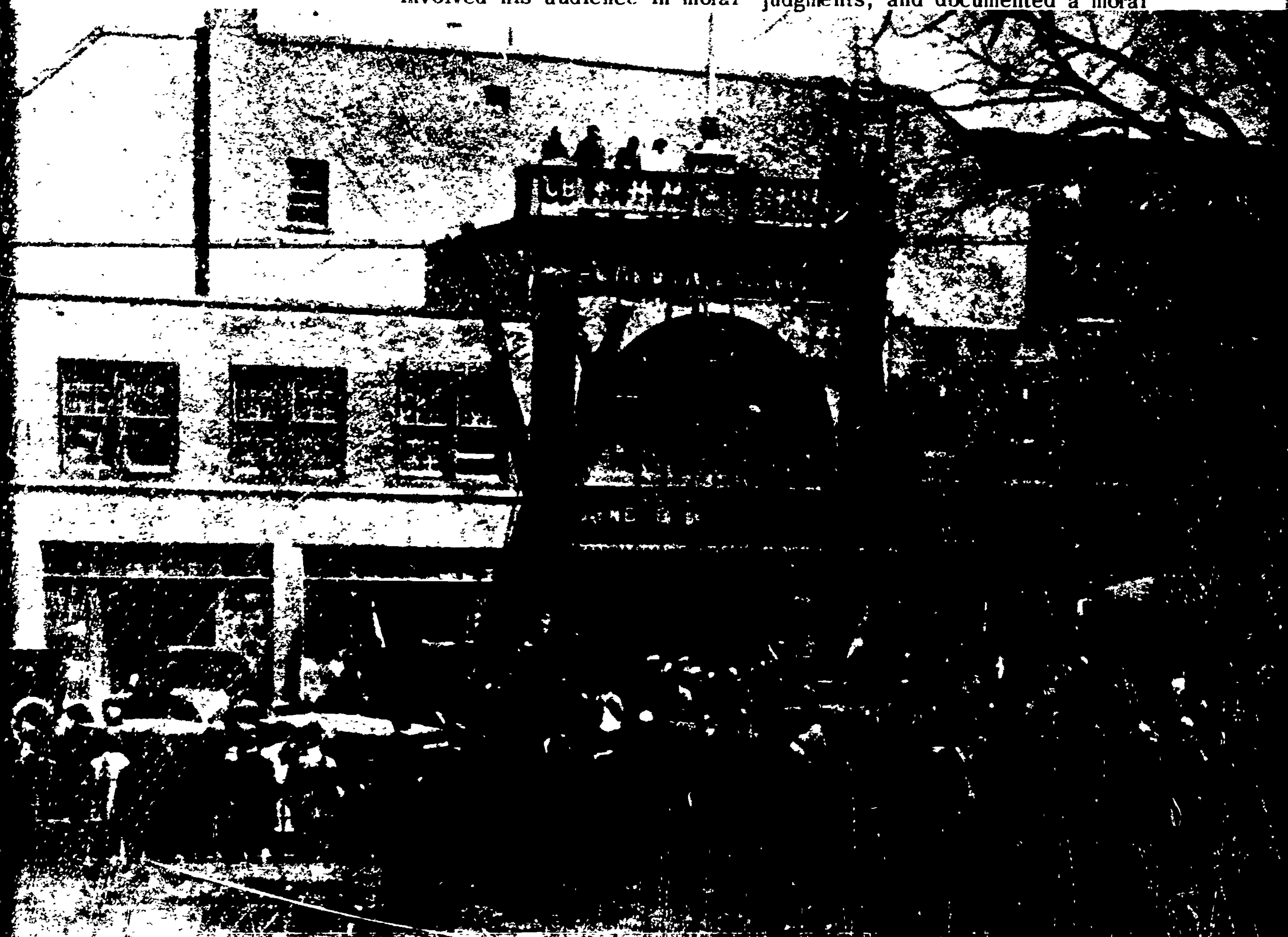
Right: Edwards Church (R) and Northampton High School (L) 1870

Below: Main Street 1860

The Between The War Generation

This generation seemed to us admirably suited to an emphasis on the film as a medium of information. The youngsters we were teaching had never been without television and visual data. Discovering political, social and economic changes, in keeping with our basic design, could occur from a selected viewing of Hollywood films. Of special concern to us was the establishment of contrast within the generation between the 1920's and the 1930's.

Given the students' background, we felt an obligation to get them to think about the medium with which they were most familiar in a rational and objective way. To set them at this initial task we invited Mr. Arthur Bressan, a teacher and film expert, to involve them in a two day sequential discussion about the film. What Mr. Bressan presented included a brief survey of film from 1920 to 1940, but his emphasis lay on the basic nature of film composition: the sequence of images presented an audience. He proved that cutting and splicing create both interest and art. Showing the Odessa Steps scene from Sergei Eisenstein's 1924 Russian epic, **Potemkin**, Mr. Bressan asked the students to count the cuts, or scene changes, in the nine minute film excerpt. Most lost track in the neighborhood of 230. With a single camera and without the benefit of sound, Sergei Eisenstein established character, involved his audience in moral judgments, and documented a moral



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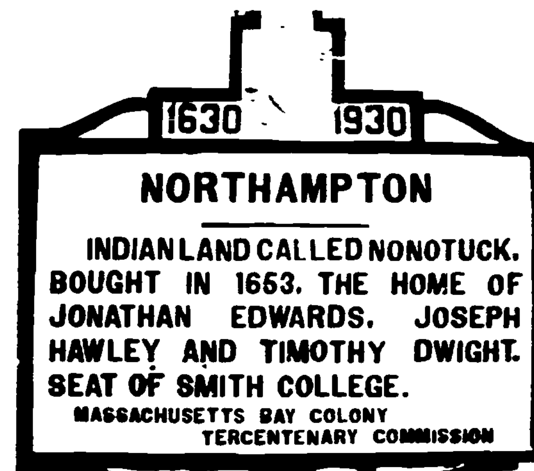
position about the Russian Revolution - all in one nine minute scene.

On the succeeding day Mr. Bressan discussed comedy, sound and the wide variety of tasks necessary to ready a commerical film for distribution. A final short film alerted students to film symbolism and its usages. Thus in two days our students were ready to view full-length films with a deeper understanding of their complexity and their power.



In order to establish political change within the context of a period between wars, we juxtaposed "All Quiet on The Western Front," made in 1928-1929, with "Yankee Doodle Dandy," made in 1941. The first preached a pacifist message with naturalistic scenes of a bloody and fruitless war. Shot largely with silent cameras, both sound-track and acting seem only on a holiday from the silent film studios. However, the latter film,shot eleven years later, appeared thoroughly professional in all particulars. In it joyful patriotism and national symbols accompany George M. Cohan's success - which revolves around American involvement in two world wars.

Students saw one reel a day of "All Quiet," and could come in after school to view the last reel of "Yankee Doodle Dandy," wherein the film connects the two wars quite obviously. We asked: What are the differences in what the films say about war? Why do these differences exist? What methods of the film-makers' art seem to you most effective in making these points in each film? Many students read Remarque's book and brought it into their discussions.

On all three levels student research into encyclopedias, texts and readings helped them see society's reflection in each of these films. But most agreed that the changed attitudes so apparent in "Yankee Doodle" must have had observable causes. Thus we were ready during the third week of May to look at domestic change - in other than the soft glow given it by "Yankee Doodle Dandy."

"The Roaring Twenties" (1938) represents the last of the great gangster films. It presents three young men in World War I and traces their lives through the late thirties. One, because of society's indifference, becomes a small time prohibition rum-runner and hoodlum. Another becomes a big-time mobster in the 1930's. The last, a lawyer, becomes a New Deal district attorney. Montage scenes bring great national events between 1918 and 1938 into the plot-line, and symbols abound. The 1920's, as seen through the eyes of the 1930's, can be fascinating - if distorted.

By way of contrast to the urban scene we finished with a theater showing of one of the most powerful films of our time, "Grapes of Wrath," made in 1940. In it was covered the end of the frontier, the last move West, the ultimate degration of the migrant life and dry descriptions of economic and social change in America.

These films demand thoughtful and searching analysis. Students were presented with a briefing before viewing each film, as well as with a list of questions to be answered by means of the film. We did not explain the plot – we asked questions about character motivation and about the reflection of society intended thereby. Such briefings and questions presupposed a thorough knowledge of the film by teachers and staff. Previewing interesting films two or three times became one of our happiest experiences, however.

During the third week of May we finished with a series of sound filmstrips by Guidance Associates, "The Reckless Years, 1919-1929,"

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and "Franklin Delano Roosevelt: The Years That Changed the Nation." Advanced students did library research in addition to watching and listening to these filmstrips. The purpose was to polish answers to the questions on political, social and economic change which students had received with each film.

As a local resource we introduced the oral history report. How did all the things our students had come across in the period between 1920 and 1940 affect their parents and grandparents? We sent them home to do interviews based on questions created by the students in class. What was the local situation economically during the 1920's and 1930's? What social problems confronted first, second or third generation immigrant families in this area, or wherever they happened to be? What did they remember as distinctive about those two decades? Were local farmers any better or any worse economically in the 1930's than in the 1920's? Other students checked these questions as best they could in our microfilm newspaper files.

The results were interesting – although the students seemed somewhat reticent about probing too deeply into family problems of the past. Once again, however, they found that, "Everyman is an historian."

The last week of May we devoted to a vignette on local poverty. A social worker addressing the combined classes declared that proportionally more people were poor in the 1930's than are poor in the 1960's. But while the yardstick measuring poverty has changed somewhat, consciousness of the selective nature of poverty has increased bitterness ten-fold. War and post-war affluence, television and transistor radios, broadening commercial communication, recognition of social discrimination, have combined to produce a demand for action on the one hand, and a conflict over results on the other. Even in comparatively affluent Western Massachusetts the debate rages.

Students were asked for their solutions after reading and talking with the social worker and with members of their families. The cross-section of answers gave us ready access to our next and last generation.

The American Dream

This brief unit was intended as the one which would knit together the disparate strands of the previous generations. Due to two assassinations and the emotional shock felt by most of our students we simply began to look into the goals of most Americans. It became much more than a review as our discussion topics indicate. "The Revolution and The American Dream" took us into violence as a way of solving problems. "Immigrants, Migrants and the American Dream" brought us to the ideas of social exclusiveness and social mobility. The Guidance Associates sound filmstrip "Liberty Street One Way?" proved of great value. It depicts a white and a black fireman who live different lives because of racial discrimination. The AEP booklets **The Negro View of America** and **The Immigrants' Experience** were of special significance with all classes as well.

Two classes were taken on a fieldtrip to Lincoln, Massachusetts during the first week of June. There they discussed the problems of education and black America, with other students at a junior high school and then stopped to tour the Concord Bridge where the American Revolution began. After a follow-up day, Mr. Sanat Majumder, an Indian and Professor of Biology at Smith College, told of his experiences at Resurrection City in Washington, D.C. Finally, because many students tended to indict the executive branch for many national troubles, we used the Guidance Associates filmstrip, "Woodrow Wilson: Idealism and American Democracy," to show how a President may have the greatest of dreams crushed by political realities.

As an endpiece to their year the advanced students made a television play advocating the use of the historical process. Done on their own time, the brief scenario showed how a few status oriented television commercials could be improved by truth seeking methods. We used it with all classes to tie together the strands of poverty and violence with the idea of American goals. How could rational processes be used to find better solutions to the critical national problems just studied?

Mrs. Frank Gotwals, a mother of one of our students and a fine musician gave us pause for reflection a day before the end of our school year in mid-June. She reviewed each of the generations by means of the music and lyrics of popular songs. Working live before the three classes, Mrs. Gotwals capped a fine year with a memorable presentation.

The last two units, from May to the middle of June, were innovative and interesting. Perhaps we were more taken with the films than were our students. But we have seldom seen students so consistently interested – and so willing to come in after school to complete work, or to view films or filmstrips. Provocative teaching through the use of visual images surely has been neglected in traditional classrooms if our students' responses are any indication.

The key to the Project's success with feature length film may be found in Mr. Bressan's introduction to their use and to the empathy with which most students approach flickering fiction on silver screens. If the films were shortened by professionals, cutting out superfluous plotlines, they would make an even more ideal means of teaching today's youngsters about the past. Of necessity, however, teachers must know the films, and provide both preparation and follow-up periods. Best of all would be to have students make their own films on historical themes. Portable videotape equipment may be the answer.

The American Dream, as we did it, presented us with the problems of time and continuity. While they were interested, students seemed less than satisfied with the somewhat superficial treatment accorded the potent issues with which we assailed them.

If at the end of the Project's first year our students felt they were far better off than at the start, if they worried more and more openly about "what would happen in other history classes," they reflected their teachers' sentiments too. Teacher preparation throughout the school system, and a solid student follow-up program appear essential additions to a successful attempt at curriculum innovation.

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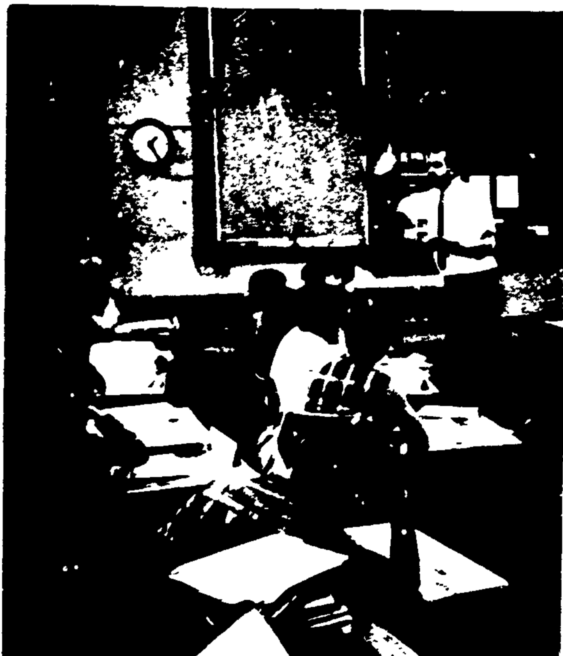
III The Summer Program



During a six-week summer period the Project trained two experienced teachers and two teaching interns in the methods and materials used over the past school year. Acting as a master teacher, Mr. Robert Whitman supervised the activities of teachers, interns and a dozen summer school students.

Historiography, the Gilded Age, and The American Dream were the topics investigated. Attenuated into a week and half unit, Historiography served to introduce disparate summer school students to the purpose and techniques of their six-week study. As planners and supervisors, teachers and interns learned these things as well. Since each class period lasted two hours, learning by doing took on new meaning for all involved.

Moving into the Gilded Age students went through similar investigative procedures as had their predecessors during the regular school year. Local history taught by means of **Monopoly** simulation, led into urban Horatio Alger myths and Populist **Wizard of Oz** symbolism. Problems of industry, westward migration and labor were investigated using slides, films, microfilm readings and excerpts. In addition, a more extensive introduction to the period had to be set up, utilizing the students' background and previous classroom experience. Those who had just finished American History courses taught the others about the situations which had given rise first to the Civil War, and then to the Gilded Age.

The concept of war bridged the gap between the late nineteenth century and consideration of the American Dream. Once again violence and social exclusiveness were contrasted with basic national ideals. Poverty, and some of its causes, came in for considerable debate as well.

The summer program ended with a viewing of the feature film. **Raisin in the Sun**. Its poignant portrayal of a black ghetto family in Chicago summed up the goals and aspirations, and the social and economic obstacles, which are so much a part of American life. Going from Gilded Age agrarian ideas, to modern urban-suburban dreams, summer Project students were forced to see long-term cause and effect relationships. But they did it through their own work, and through media which both fascinated and educated them. [illegible] as the students had learned, so had their teachers.

Arguing procedures, materials and philosophy each day, the teachers by the end of six weeks' time had discovered both the exhilaration and the pitfalls of an inductive approach. Nevertheless, they had become committed to training students in the processes of rationality, and to allowing students the mistakes and successes that only independent study permits. In a word, the Project was **ready** for expansion in the year to come.

III Evaluation Procedures

Objective examinations given the students were primarily concerned with measuring skill development. We asked for basic fact recall only insofar as it affected a particular skill. Our end of generation examinations were varied and some were even fun. We had decided from the beginning that exams and shorter tests were to be part of the learning process, or we would not use them. Consequently, we worked with individual oral exams of ten minutes each; we gave take-home exams, group exams and examinations by debate. For the slower students all written questions were given orally as well. Cartoons, visual questions and answers, as well as all the standard question forms were used.

Our marking policies, because we operated in a traditional school structure, were not out of the ordinary. However, we had no failures since we had a thorough follow-up system for poorer students.

Generally speaking, we utilized formats provided by the thirty-third and the thirty-fifth yearbooks of the National Council for the Social Studies: **Skill Development in Social Studies**, edited by Helen McCracken Carpenter, and **Evaluation in Social Studies**, edited by Harry D. Berg. Also NCSS Bulletin No. 15, **Selected Items for the Testing of Study Skills and Critical Thinking** (Fourth Edition), provided us with guidelines and ideas for our individual tests and exams.

Obviously, with competent teachers, evaluation of student progress constitutes a fundamental part of classroom work. Conferences with individual students and with groups of students took up a good portion of our time. No doubt the ultimate evaluation of our success in the classroom will come from teachers who have Project students in their classes in the years to come.

Evaluation of the Project itself seemed to us quite thorough. Weekly study committee meetings, which often approached the emotional level of group therapy, tempered or added to our enthusiasm as the situation indicated. We found ourselves committed from the beginning to finding practical answers to sometimes abstract educational goals. The conversion of ideas to practical plans for classroom use gave us our most engrossing problems. Evaluating the results usually entailed classroom visits and extended discussion with the Project teacher.

In addition to our study committee sessions monthly conferences with Project Consultants were helpful in evaluating decisions on planning and approach. Work during vacation weeks entailed planning based on evaluation of previously used procedures. For example, we decided on game simulation and extended use of film when we were convinced that these techniques had a good chance of success, based upon past responses.

A formal evaluation occurred twice, once during December, and once during May. The evaluation team, composed of Professor Donald Campbell, Director of Teacher Preparation at Dartmouth College, Professor Richard Whittemore, Chairman of the Social Studies Department at Columbia's Teachers College, and Dean Van R. Halsey, Dean of Admissions at Hampshire College made two observation visits of

two days duration, followed by reports to the Project Director and the Superintendent of Schools.

Finally, we constantly assessed the value of our activities based on student response. At the end of the year students provided us with a very full critique of their year, built around a few general questions which we gave them.

A summation of the negative side of our evaluation results may be found in the next section of this report. These are vital considerations and we include them in order to save others from similar troubles.

V Failures And Shortcomings

The three evaluators agreed on one major point: project members displayed a considerable uncertainty about the extent to which they were prepared to forego **coverage** in order to gain an atmosphere of **inquiry**. No evaluator could have been expected to go further, or point up the fact that this particular uncertainty was a symptom of a more generalized uncertainty which must plague many similar projects. The members of the project, and their advisors, never held a firm set of beliefs on one crucial point: to what extent would they regard their project as an **experiment**? If it were genuinely experimental,in a free-wheeling way it would seek to determine what might happen in a history course under a variety of test situations. On the other hand, if the project were regarded as an attempt to develop a program for an existing school situation, it would be much more conservative, trying only to find ways of "enriching" an existing course of study. The traditional way of teaching American history in the schools exercises a compelling sway over everyone who has been trained in the subject. And, try as we might, it casts its spell over us. We were never really able to escape it, to launch a program which might achieve radical results.

This generalized uncertainty about the very nature of the project bred three other important uncertainties. First, it caused our lack of assurance on the issue of coverage. An experimental stance would have liberated us entirely from any residual sense of obligation to get across a standardized amount of "ground." But our consciousness that we were, in the end, trying to set up a course which might prove useful in the local schools kept us aware of an obligation to measure our success by **comparison** with a more or less standardized American history course. And, obviously, one of the most available standards of comparison was a measure of coverage. The most harmful effect of of this particular uncertainty was its consequences for the "slow" group in the class. We found ourselves committed at first to trying to get across much of the same subject-matter in this group as in the fast group, and thus limited our experimental efforts to trying to find different ways of covering the same sort of territory. Only during the last Generations did we free ourselves to some extent.

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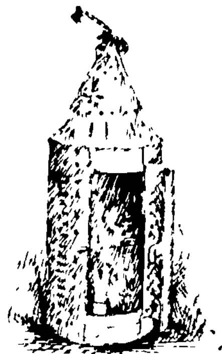
A second uncertainty which followed from our general uncertainty about whether we were engaged in experimentation or in planning was an uncertainty about the relationship of local to national history. It was a simple enough matter to say that we were going to teach national history **through** local history. But we were never really clear about what this meant in terms of daily classroom routine. This uncertainty was intimately related to the uncertainty about coverage. We found ourselves wanting to make sure that all the students, even the "slow" group, understood some of the conventional generalizations about the United States. But did this mean that we had to regard such conventional generalizations as the object of inquiry, subordinating all our work in local history to them? Our use of the idea of "generations" was some help here. The conceptual principles involved in the identification of the generations was essentially national, studying local history under these headings necessarily involved some relationship of local to national events and characters. But **within** each generation we were left with the same nagging question: to what extent did local history become subordinated to a set of received generalizations about the United States? A genuinely experimental attitude would have told us that generalizations about the nation at large ought to count only when they were relevant to an understanding of the local scene, which was after all, the **means** of inquiry. And an experimental faith would have told us that important general conclusions about national history **would** follow from a study of local history. On the other hand, a planning anxiety (which was legitimate, too, in its own way) dictated a concern for fitting local history into a national framework taken for granted in a conventional way.

A third uncertainty, which was caused by our general inability to make a firm choice between experiment and planning psychologies, was the difficulty of evaluation. The easiest way to gain a convenient high ground for evaluation is to have a formalized and systematic set of goals. We did not have them. We were thus liberated from much of the preoccupation with special educational gimmicks which characterizes so much of the so-called "new social studies." But this liberation had a price. Our empirical approach---combined with the conflicting pressure of planning a course for actual operation **versus** experimentation ---has meant that we did not reach the end of our first year with a sure and certain measure of how far we have come, and exactly what we have come toward. We have had, from time to time, a healthy number of those reassuring, if subjective encounters with the students which telegraphed to us the fact that we were on the right track. We have experienced, in the classroom, those moments of frustration and defeat which, in perspective, can only mean to the teacher that he is attempting to do something difficult and subtle. But because of our consistent effort to be flexible and informal, we do not have a set of clear standards against which to measure success and failure. One of the most important tasks confronting us---and any other educational experiment or project---is to define goals with sufficient clarity to give us a clear sense of direction, but, at the same time, to avoid an arid exercise in the mere manipulation of students and teachers toward an artificial and predetermined end.

Projects and Proposals

If any specific technique has been important to our project, it is the technique of passing from local to national history. We have tried wherever possible to study local history in such a way that students begin with local events and problems and then see in these phenomena characteristics of national importance and significance. Northampton is a community which is "rich" in local history. Its citizens played important parts in the colonial experience of Massachusetts and in the Revolution. But the history of every town---even the newest suburb---holds significant events or phenomena which can serve to make the history of the United States a much more intelligible affair. The "local" history of a single neighborhood in, say, the Bronx, contains the richest sorts of possibilities for a study of ethnic, economic and social, or political history---a study which would have important implications for the students on both personal and "national" levels of awareness. In this section, a brief discussion of specific projects for the coming year or years is presented in the hope that teachers in every type of school will recognize them as cues for similar experiments within an already established course.



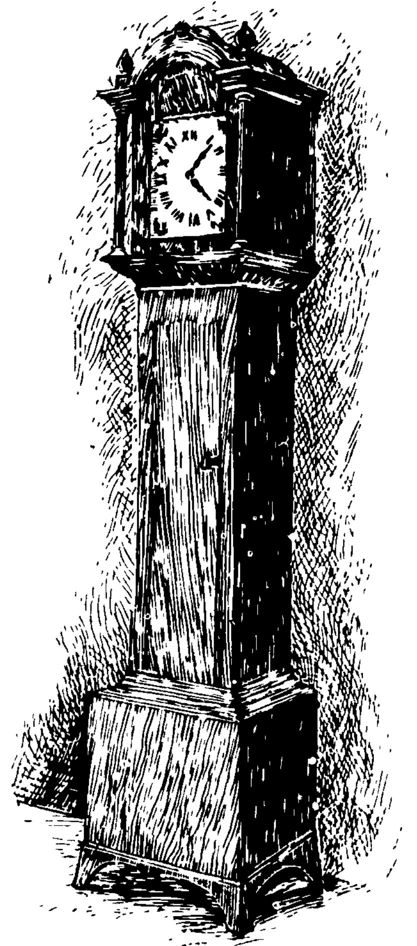
TIN LANTERN.

The history of the colonial period in Northampton is---as it is in most Massachusetts towns---very dense. The settlement and early history of the town tie directly into the more general subject of Puritanism. They provide an opportunity, even at the level of the eighth grade, to teach a considerable amount of religious and social history. During our first regular year, we had the students engage in a very close reading, almost a textual analysis, of documents like the original petitions for grants of land. But a project for study in detail which might bear considerable fruit would be a bit of group research into the career of the town's first minister, Eleazar Mather, who served as the head of the Northampton congregation from 1659 to 1669. Mather is a very fortunate fact of Northampton's early history, for he was a member of the "first family" of Puritan Massachusetts, and he participated in the most important decision to be taken in colonial Massachusetts. In 1662, the ministers of the colony joined in a meeting, or "synod," to consider a most vexing question: should the children of church members be baptized? This question brings the students face to face, in understandable terms, with the central problem of Puritanism. The Puritans insisted that no man or woman should participate in church life unless he or she was actually converted, or had received "grace." This position was one of the strongest bases of the Puritans' complaints against the Church of England, of which **all** Englishmen were nominally members. But what was to happen to the Puritans' "holy commonwealth" if the sons and daughters of the elect grew up to be irreligious? If they were not members of their towns' congregations, then the church would have no direct control over their behavior. In the final third of the 17th century, the founders of Massachusetts faced a cruel choice: should they admit the children of church members to their congregations, even without evidence of "grace," or should they hold a strict theological line? The first way would assure them of an increased measure of social control, the second a proud theological purity.

These are difficult but important issues. They also have a human face very recognizable within the experience of a contemporary eighth

grade student---to whom the problem of social control of young people by their parents and their schools are issues of paramount importance. The problem, as always, is to find ways of bringing weighty issues home to young boys and girls who do not have an adult set of conceptual tools. Through a study of one man's career, and especially his participation in the important Synod of 1662, we hope to bring the problem down to a scale which can be mastered even by our slower students. We hope also to establish a model in this test case of the relationship between local and colonial or national history. Fortunately, for our purposes, Eleazar Mather was a conservative. That is, he resisted any compromises with the young people of the colony, and voted to demand evidence of conversion as a prerequisite to church membership. He and his allies lost their point. The Synod voted to baptize all children of church members, and thus sacrificed theological strictness to longer membership rolls. The students, if they can be brought to "support" their own local minister against the majority of the Puritans, could come away from the subject with a very clear understanding of the nature of the problem and of the way the decision eventually insured the downfall of the Puritans' "city on a hill."

A similar problem of social control, in which the town of Northampton was once more represented by a "loser" occurred during the Revolutionary period. Shays' rebellion had its beginnings in Northampton, but it actually was preceded by an uprising led by an ex-minister named Samuel Cullick Ely.



GRANDFATHER'S CLOCK.

Ely came into Northampton during the spring of 1782 to try to persuade the poor and indebted farmers of the Connecticut Valley to rise against the standing order and to prevent the local courts from deciding cases involving farmers' debts. Scores of armed farmers responded and had to be turned back by the militia. Ely was sentenced to jail, but was liberated by an armed band of farmers. The farmers were tracked down by militia, and after a scuffle, negotiations for Ely's return to jail were begun. Ely, however, ran away during the talks and never returned to Hampshire county. The controversy continued in his absence, and at one point 700 militia with a cannon were drawn up in front of the Northampton jail to turn back about half as many armed farmers.

This episode can be used effectively, we think, to get the students involved in one of the most elusive problems of American history: class conflict and debtor-creditor relations. In the year 1785, the courts of Hampshire county had to try one case at law for every four families in the county, and almost every case was an attempt to collect a debt against some farmer who could not pay. It was this sort of economic conflict which determined the attitudes of men in western Massachusetts toward the federal and state constitutions, and which led, of course, to Shays' rebellion. The Forbes Library contains many records from the period, including a list of the men put in jail and the cause of their sentencing.

The episode has the advantage of being local and dramatic. Like the career of Eleazar Mather, it exposes students to those men who came out second-best. It will teach them something about the precariousness of history. Men like Washington or James Madison have

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an aura of inevitability about them. The study of one local leader, especially of a man who was both radical and defeated, will enliven the students' sense of history with possibilities such as failure and chaos. Against such a background, the controversy over the federal constitution, and the delicate balance of antagonisms which was the United States in the 1780's and 1790's, will be much more relevant to the students.

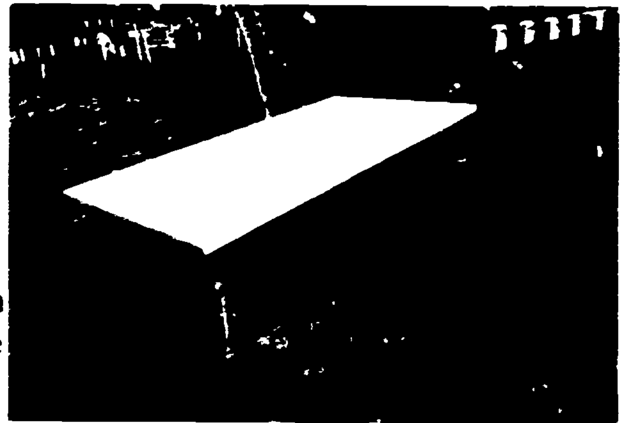
An episode such as the Ely episode also has the virtue of being relevant to contemporary problems concerning "mobs" and "law and order" and "anarchy." The fundamental question about the uprisings of the 1780's was the same as that which surrounds Newark, Watts or Detroit. Must economic "justice" precede law and order, or must men live by the law before they can hope to gain economic justice? We do not feel any need to decide such issues for our students (nor do we think that any teacher needs to preach such moral decisions). But we do think it is important to raise such questions, and if they can be raised within a concrete local context, rather than abstractly, we are convinced that the classroom hours devoted to them will be more fruitful.

GEORGE BANCROFT, HISTORIAN

We plan a very different type of group-research project for the generation which we call "Young America." The historian, diplomat and political leader George Bancroft operated an experimental school in Northampton for ten years, between 1823 and 1833. We plan to involve our students in a detailed study of the experiment, which was known as the "Round Hill School," and was located near the present public junior high school. Our idea is that the study of a school---any local school, any place---will create a responsive atmosphere among the students. The problem will be recognizable, and it will have the most direct sorts of implications for the students' own daily experience. It will also raise important questions about Jacksonian America. The "ferment" of reform which characterized the United States during the period can be studied through this one, local attempt at reform. Bancroft was himself an important politician and friend of politicians, and an attempt to explain why he founded the school will go far toward providing an explanation of the ways in which men were lured into the Jacksonian political camp. The study of the school will be tied, also, to a consideration of an experimental community in nearby Florence, the "Northampton Association of Education and Industry." This community, which was a fair reproduction of the more famous Brook Farm, typified on a local scale the energies and idiosyncrasies of Jacksonian America. Every town east of the Mississippi had a similar, if less spectacular, reform movement---a labor union, an association for the reform of education, a vegetarian society, or some similar forgotten local movement. The study of such organizations can do more for students than an endless amount of repetition of the cliché generalizations about Jacksonian democracy. For towns and cities in the North, these local reform efforts have the added advantage of tying in closely with the origins of the anti-slavery movement, which can also be best studied through its local manifestations.

One of the principal difficulties in teaching the American Civil War in any history course is the problem of maintaining continuity. The war is most often seen as a violent intermission between two periods, rather than as a transition from one to another. We plan to have our

students bridge this transition by studying the history of Company C of the 10th Massachusetts Regiment. This militia company was chartered in 1801. It entered the war, for all practical purposes on April 18, 1861 (an anniversary of the "shot heard 'round the world") at a large public meeting laced with speeches. When the company received marching orders in June, there was another public occasion, a farewell ball. Through an examination of these two events, the public meeting and the ball, we hope to give our students a firm grasp of the human meaning of the war to communities in the North. At the battle of Fair Oaks--part of the Peninsular Campaign---the company broke and ran four times, but was gathered up again each time. It suffered sixteen casualties. There will be no need to follow the company through each of its engagements. A close look at one day's fighting will be quite enough to acquaint the students in a very direct way with the facts of courage, cowardice and death which are necessary to any real understanding of the impact of the war. The 10th Massachusetts was mustered out in Springfield on June 25, 1864. Of the 1,000 men who had been in the regiment three years before, only 220 returned. Company C returned to Northampton on June 26, 1864. There was no celebration, but rather a large public funeral for the company's captain, who had been killed in the Battle of Spotsylvania.



We propose to have the students engage in a task of group research on the careers of some of the members of the company. Through an examination of the pre-war and post-war activities of the men, we think they will gain an awareness of the war as an event **within** the lives of men, men who have occupations before and after. We hope, also, to tie the war closely to the study of the "Gilded Age" by attempting to relate the experiences of Company C to the development of industry. We will examine the problem of supplying just one company, the nature of war industries in Northampton and neighboring towns, and most particularly, we will try to determine whether the returning veterans of Company C tended to take up industrial occupations rather than farming. We will begin this project with a genuine uncertainty about its results, assigning individual soldiers to small teams of students, hoping that the collective results will yield some significant generalizations about the coming of industry to the Connecticut Valley.

The Gilded Age, we think, can be best approached through a study of two types of local facts: a wealthy family and a local manufacturing concern. We plan a history of the Corticelli Silk Company of Florence, a community within the town of Northampton. In 1865, the silk output of Northampton was valued at about $300,000. By 1900, the value of silk products was well over $4,000,000. The company developed a variety of national and international connections, and will illustrate extremely well the nature of the nationalization of enterprise after the Civil War. There are also fairly complete records available concerning the problems of labor in the mills, a key to one of the principal features of social history in the 1880's and 1890's. We will try, at the same time, to study the business career of Frank Newhall Look, a local industrialist and philanthropic benefactor, to enable the students to come to terms with the problem of "robber barons" or "industrial statesmen" in a first-hand and intimate way. For us, Look has the advantage of being responsible for the town's principal recreation park, and thus is a figure of obvious "importance" to the students. Every town of any size has similar industries and local leaders who can be the subjects

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of group inquiry. Their significance as reflections of the national scene is too obvious to spell out in any detail.

As an alternate approach to the Gilded Age, the students (or some of them) may be assigned to the subject of immigration. In 1895, about two thirds of Northampton's citizens were either foreign born or the children of at least one foreign-born parent. This fact, which would be similarly present in almost every American town outside the South, can be approached in a variety of ways. We already have had students experiment with family trees, which can be tied closely to the problem of immigration. We have also had the students "interview" a former mayor, himself an Irish immigrant. These techniques we plan to reinforce with a study of the history of the church of St. Mary of the Assumption, the largest Catholic church in the town. The church was built in 1885, and served primarily for Irish immigrants, who came into Northampton in large numbers after 1840. There is a manuscript history of the church in the local library---indeed almost every parish and congregation in the United States has kept a more or less informal history of its affairs. The study of the church, we think, will give the students a clear insight into the nature and force of immigration and nativist hostility. We also plan to use this topic to carefully introduce the students to doctrinal and liturgical differences between Catholic and Protestant religious groups, a subject about which even ardent churchgoers in our classes are almost completely ignorant. We will bring the study of St. Mary's down into the 1920's, and thus provide an important bridge between two of our generations, the "Gilded Age" and "Between the Wars."

For our last unit, which we have called "The American Dream," we plan a very detailed study of a local Viet Nam protest and near-riot which occurred in 1968. We will have the students study the event through four separate newspaper accounts, paying the usual attention to the documentary problems of reliability, bias and factual discrepancy. In addition, we will have the students interview the primary object of the protest - the head of the local draft board - and some of the leaders of the "demonstration." The conceptual problem involved is the familiar one of individual "freedom" versus social control -- the same problem raised by the study of Eleazar Mather and the Ely riots. Such a study, in Northampton or in any of the hundreds of communities which have experienced similar protests, will lend a texture of reality and even drama to a subject which is too often merely a matter of clichés and pieties.

For the coming years we have in mind two very interesting long-range proposals. First we would like to create a liaison between Northampton and another community in a different section of the country. A student exchange program could then be worked out and a great sharing of experiences — and an understanding of sectional differences - might occur thereby. For example, imagine sending representative students to Greenville, South Carolina for a two week survey of ante-bellum American as seen through a study of local history. A study of the Between the Wars Generation undertaken in a black ghetto school, and centered around neighborhood research, would make for an unforgettable educational experience. Teachers, as well as students, could benefit immeasurably from such an exchange program.

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Finally, consider the educational advantages of having eighth grade students design, write and illustrate a brief local history for fourth grade students — which would then be printed and used throughout the school system. Given a chance, social studies could become not only a vital subject, but one which produces positive feelings of pride, joy and fulfillment. That, it seems, is the kind of radical idea which too often boggles the imagination.

Appendix

A. PROJECT PARTICIPANTS

STUDY COMMITTEE MEMBERS - Responsible for planning and evaluation. Work four hours a week, one Saturday a month and vacations.

Mr. Eugene DeFilippo - Northampton High School History teacher for over a decade. Now Assistant Principal of Northampton High School.

Mr. Martin Sandler - Northampton High School History and English teacher. Eighth grade textbook author for Allyn and Bacon. Now teaching in the Newton School system.

Mr. Larry Roberts - John F. Kennedy Junior High School teacher for five years. Summer 1968, member of Study Committee.

Miss Temple Sullivan - Hawley Junior High School teacher for three years. Replaced Mr. Sandler in April, 1968.

PILOT PROGRAM TEACHER - Full time teacher and member of the study committee.

Mr. Robert Whitman - Eighth year veteran of junior high school history teaching. Also a member of study committee and master teacher for 1968 Summer School session.

PROJECT DIRECTOR - Full time director and member of the study committee.

Dr. Henry Littlefield - High School History teacher and department chairman. Now Assistant Dean of Students at Amherst College. Also a member of study committee.

COLLEGE REPRESENTATIVES AND CONSULTANTS - College Representative works directly with the study committee and is liason with college community. Consultant meets with study committee once a month.

Professor Lawrence Fink - Chairman of the Education Department at Smith College. Long experience in Social Studies teaching. Consultant during the Summers of 1967 and 1968, College Representative during the school year.

Professor Donald Sheehan - A specialist in historiography as well as in American History at Smith College. Now President of Whitman College in Washington State. College Representative during Summer of 1967. Project consultant during the school year.

Mr. Lawrence Wikander - Head Librarian at Northampton's Forbes Library. Authority on Calvin Coolidge. Now Head Librarian at Williams College. Consultant during both Summers and the school year.

AUDIO - VISUAL SPECIALIST - In charge of audio-visual materials and techniques for the Project.

Mr. Chester Pierce - Head of Northampton's Audio-Visual Department. Expert in all phases of multi-media instruction.

EVALUATION TEAM - They make two observation visits of two day duration, followed by reports to the Project Director and the Superintendent of Schools.

Professor Donald Campbell - Director of Teacher Preparation at Dartmouth College.

Professor Richard Whittemore - Chairman of the Social Studies Department at Columbia's Teachers College.

Dean Van R. Halsey - Dean of Admissions at Hampshire College.

PROJECT SECRETARY - Deals with the complex mechanics of putting together instructional materials and maintaining administrative order.

Mrs. Delores Perfito.

Appendix

B. PROJECT CHRONOLOGY - PROCEDURES, VISITORS, TRIPS

1967

July 1 - August 31 - Planning, philosophy, design and approach. Visits to local points of historical interest, and to Springfield Curriculum Project. Visit from Mr. Arnold Lanni, Massachusetts Supervisor of Social Studies Education. Project readied for classroom.

Week of Sept. 6 - School begins, students introduced to course philosophy and procedures. Preliminary testing.

September 11 - Historiography - terms and skills. Family tree assigned.

September 18 - Library skills, family tree assignment documented. Play performed and teacher argument staged - questioning of eyewitness accounts. Source of information discussed.

September 25 - Unit test - preparation, presentation, immediate follow-up. "Present to Past Mindedness" skits prepared on founding of Northhampton, videotaped.

October 2 - Lecture on frames of reference. Skits presented - students questioned as to frames of reference. Real reasons investigated. Film criticism for slower students. Presentation by staff to Northampton Historical Society. Great interest evidenced.

October 9 - Reports on reasons for founding of Northampton. Films on colonial life critiqued - other colonial foundings compared. Group divisions for Founding Generation.

October 16 - Review generational design, methods of research. Students presentation formats. Slower students display "Hardship and Wonders of Early Settlement" with drawing, music, and drama, others begin group research.

October 23 - Professor Jack Wilson on Puritanism - videotaped for all classes. Wilson readings assigned, follow-up discussion. Trip to Northampton's Parsons' House (circ 1657). Guests from Burlington Public Schools and University of Vermont observed procedures: Professor, two administrators and three teachers. Saturday staff trip to first meeting of the Massachusetts Council of the Social Studies at Framingham High School. Presentation on Project made to some forty state teachers.

October 30 - Research and discussion on problems of colonial life. Witch trials - local, sectional and European - discussed. Oral exams begun.

November 6 - Slides on Northampton, Plymouth, Massachusetts Bay and Jamestown. Independent and group research on major issues. Parents night: staff presentation to Project parents.

November 13 - Advanced students' research paper presentations. Average students' "Time Tunnel" video skits. Slower students on Puritan Sabbath. Oral tests given. Professor Ray Ducharme of Columbia Teachers College and Mr. Joe Katz, NDEA Institute Director visited.

November 20 - Thanksgiving debate, Plymouth vs Jamestown. Testing completed.

November 27 - Preparation for Jonathan Edwards Vignette. Videotape student responses to Founding Generation. Research.

December 4 - Jonathan Edwards introduction and First Church presentation by Professor Wilson. Two-day follow-up. Introduction to Revolutionary Generation. Visit by President Thomas Mendenhall of Smith College.

December 11 - Lecture-discussions on overview: Road to Revolution, War Years and Critical Period. Dr. Paul Seton, psychiatrist, videotaped on biographical sketch of Joseph Hawley. Evaluators visit, extensive meetings held.

December 18 - Follow-up on Joseph Hawley. Film preparation, presentation and follow-up for **Johnny Tremain**. Discussion, Patriots vs Loyalists.

December 26 - Vacation staff meetings. December 27-30, American Historical Association Convention in Toronto, all staff attended.

1968

January 2 - Student protest against school devised. Compared with Declaration of Independence, specifically with grievances. Films on Declaration reviewed.

January 8 - Grievances in Declaration matched with actual events. Films on Revolution used all classes as resources. Preparation for School System Mid-Term exam. Mid-Term taken. Follow-up.

January 15 - Question to be answered, "Why did Colonial victory lead to Shays' Rebellion in Northampton area?" Readings, documents and resource people available. Discussion followed. Dr. Wilbur's gun collection videotaped. Violence and revolution as a theme.

January 22 - Advanced students' State Constitutional Convention set up. Terms and names to investigate given average and slower students. Research data made available. Interpretations of Critical Period over past 100 years discussed with all classes.

January 29 - Convention held. Terms and men discussed. Film on Constitution shown. Government roles assigned for mock bill passage. Research into reasons for peculiar structure of national government.

Staff visit to NDEA Directors' Institute at Amherst College.

February 5 - Governmental functions researched and presented by students. Local maps divided into political districts. Local, state and national government research groups set up. Data available, trips to

library made. Governmental filmstrips viewed on microfilm readers. Gun legislation basis of research. Mr. Nick Alter of UMI visited, checking on feasibility of microfilmed periodicals. Staff trip to Massachusetts Council of the Social Studies at Framingham. American Negro Slavery Symposium at Smith College February 9 and 10. Most of staff attended, and Project videotaped the presentations.

February 12 - Advanced class held Congressional debate on Gun bill. Three systems of government investigated by other classes. Local legislator and judge held discussion on branches and systems of government. Videotaped. End of Generation exam. Director gave talk to Northampton Kiwanis Club on History Project using slides showing evolution of local architecture.

February 19 - Vacation Week Study Committee meetings. Setting up Young America Generation and Caleb Strong Vignette. Discussion of interim evaluation reports. Critique of past techniques and materials.

February 26 - End of Generation exam follow-up and critique. Caleb Strong Vignette. "River God" aristocrats, Federalism and War, topics of inquiry. Causes of war discussed by interns and Young America Generation introduced.

March 4 - Slide presentation on ante-bellum Northampton. Discussion of Generation objectives. Research groups set-up and data located. Staff working on Parker Brothers **Monopoly** game revision. Visited by Mrs. Frank Gemm, Granby, Massachusetts high school teacher.

March 11 - Presentation formats discussed. Research papers and newspapers decided on by advanced students. Town meeting on transportation using social roles elected by average class. Film study of transportation chosen by slower group. Advanced class began study of industry. Northampton utopian society explained.

March 18 - Research week with resource presentations by staff. Average and slower groups phased into research on industry. Films on transportation and industry set up for small group viewing. P.T.A. addressed by Project Director.

March 25 - Advanced group moved from consideration of transportation to investigation of types of labor in Northampton and in South. Visit by slower class to Northampton Cutlery Company, still operating in ante-bellum buildings. Readings, filmstrips and local business changes checked. Biographical work done by slower group on local leaders. Director attended New England Association of Historians at U.Mass in Amherst.

April 1 - Papers and newspaper presented and distributed by advanced class. Slavery as life system. Civil War interpretations. Take-home exam explained and presented. Director met with educators at U.Mass. to set up conference on violence and education in May.

April 8 - Civil War Diorama. Multi-media presentation. Introduction to Gilded Age Generation, discussion of goals and approaches. Discussion on Big Business growth. **Monopoly** played.

April 15 - Vacation Week study Committee conferences. **Northampton Monopoly** played. Gary Cooper narrated film documentary, "The Real

West," shown in theater situation to all students. Smith Charities official explained philanthropy to students. **Wizard of Oz** symbolism explained.

April 29 - Professor Wilson on Horatio Alger. Follow-up and discussion. Tests explained - one question due each day for five days. Mr. Wikander slide presentation on Calvin Coolidge. Visit by all classes to Coolidge Room at Library. Follow-up and discussion. Director attended Massachusetts Title III Directors meeting.

May 6 - Introduction to Between The Wars Generation. Goals, objectives and approach discussed. Mr. Arthur Bressan explained film techniques to all classes. "All Quiet on the Western Front" and "Yankee Doodle Dandy" shown, during and after classes. Cross section of students made presentation at Conference on Violence and Education in Deerfield, Massachusetts.

May 13 - Film follow-up and critique. Questions on domestic problems outlined. "Roaring Twenties" shown. Preparation, presentation and follow-up for "Grapes of Wrath." Shown in conjunction with English Department, Director to American Studies Seminar for Matthew Josephson talk. Visit with Mrs. Hazel Kertzburg, curriculum expert at Teachers College. Saturday staff visit to Massachusetts Council of the Social Studies Conference at Westfield State College.

May 20 - Film critiques. Questions on films researched using filmstrips and readings. Immigration problems introduced. Oral history reports researched by students at home. Presentations made. Social worker discussed local poverty then and now as brief vignette. Evaluators observed as part of final report.

May 27 - Poverty follow-up. End of Generation tests taken and explained. American Dream introduced. Mr. Ray Cummings of Westfield school system visited.

June 3 - Revolution and The American Dream, Immigration and the American Dream discussion topics. Trip to Lincoln, Massachusetts for day long exchange of views. Stop at Concord bridge to define beginnings in terms of ends. Trip follow-up. Discussion of Black America.

June 10 - Sanat Majumder described Resurrection City and The American Dream. Filmstrip of Woodrow Wilson's ideals served as connective link with previous Generations. Videotape of Historical Process made, shown and discussed in terms of current problems. Mrs. Gotwals reviewed all Generations through popular music of the day. Final exam explained.

June 17 - Exam week, school ends. Student course evaluation gone over.

June 24 - August 3 - Summer School Program. New teachers learn materials and techniques while working with twelve students. Year's course critiqued and replanned. Film "Raisin in The Sun" used for American Dream unit. Director gave presentation on Project at Worcester Teachers' Workshop. Final report readied.

Proposed Budget Summary/Expenditure Report of Federal Funds

	SALARIES Professional	Non-Professional	Materials and Supplies	Travel	Equipment	Other Expenses	Total Expenditures	Negotiated Budget
Administration	7,866.92	2,384.15	106.23	221.82		799.45	11,378.57	11,487.00
Instruction	35,184.37	2,384.15	9,862.65	642.27		1,500.00	49,573.44	53,101.00
Pupil Transportation Services							243.35	325.00
Capital Outlay (Equipment only)					3,327.14			
TOTAL	43,051.29	4,768.30	9,968.55	864.09	3,327.14	2,542.80	64,522.50	64,913.00
Negotiated Budget	43,806.00	5,168.00	9,413.00	920.00	3,336.00	2,270.00	xxxxxxxx	64,913.00

Final Expenditure Report

Beginning: 7/10/67 **Ending: 8/31/68**

		Part I - Expenditures other than construction	Total
1. Amount authorized for expenditure budget period shown above		$64,913.00	64,913.00
A. Unexpended funds from grant awarded for prior budget period	$64,522.50		
B. Approved grant award for budget period shown above	$64,912.75		
C. Total funds authorized for budget period above (same as item 1, col. 4)	$64,912.75		
2. Expenditures during budget period shown above		$64,522.50	64,522.50
3. Unexpended balance of funds authorized for expenditure during budget period shown above (item 1 minus item 2)		$360.25	360.25

PART IV

	ITEMS	Cumulative Total To Date
1. Grant Awards	$64,913.00	$64,913.00
2. Cash Received	$64,912.75	$64,912.75

NORTHAMPTON SCHOOL COMMITTEE
Northampton, Massachusetts
Honorable Wallace J. Puchalski, Mayor
Mr. Edwin C. Warner, Vice Chairman, Mr. Hiram H. Brownell, Mrs. Dorothea M. Doherty, Mr. Herman O. Hebert, Mr. Stanely J. Krause, Mr. Eugene F. McCarthy, Mr. Alexander W. Milne, Dr. Abel Ross, Mr. Bernard V. Tobin

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