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A Dutch view on Social Studies Education in the USA

1. Introduction

In the Netherlands little is known of the development of history-teaching in American secondary schools. Apart from some information on the 'inquiry-method' in the social studies, developed some 15 years ago by Prof. Edwin Fenton (Carnegie-Mellon University, Pittsburgh) and others a lot of information on education we got here had a general character. Among the new theories which came to us in the last 10 till 15 years were ideas of Bloom, Bruner and Tyler. That these ideas were also important for the teaching of history you can see in the handbook for history-teaching Geschiedenis op school in theorie en praktijk (History-teaching in theory and practice), Groningen 1976¹ en 1977².

Yet, theorizing on the teaching of history in the Netherlands was often based on German ideas. Later on some influence of British, more pragmatic efforts to renew the teaching of history was felt and on international conferences contacts with for instance Scandinavian colleagues proved to be fruitful. Alas, American colleagues have not appeared on these conferences up to now.

My personal interest in American theories and practices relating the teaching of history (social studies) arose after seeing some American projects - most of them concerned with the 'inquiry-method' - and after reading a comprehensive study on these projects of the German scholar Christoph Wulf, Das sozial-wissenschaftliche Curriculum (The Social Science Curriculum), München 1973.

I was mostly interested in the way history was connected with other subjects dealing with man and society. For in the Netherlands, some 10 years ago, a tendency arose to combine separate subjects like history and geography into one social subject, called 'sociale wereldoriëntatie' (global social - orientation). The question arose how to deal with this new movement. I got the idea the American social studies-projects might be good examples for a renewal of the curriculum in relation with

- new educational (curriculum-, pedagogical-, psychological-) theories;
- developments in the social sciences;
- the social function of the school, and
- a new view on the place of history in it.

My interest in the relation of history to other subjects resulted in a dissertation, Geschiedenis: een vak apart? (History: a distinct subject?), Meppel 1981, in which I compared origins and results of the efforts to combine history with other social and human subjects in the German Federal Republic, Great Britain and the Netherlands. I did not write about developments in this field in the USA. I had the impression that in doing so my book would become too expensive.

After finishing my thesis I applied for a Fulbright-Hays-grant to study the above mentioned developments in the U.S.A.

The other aims of this trip were: to study

- new developments in the teaching of history (social studies);
- new approaches in teacher training, especially for students in history or social studies;
- new scientific developments in history, especially in relation to the social sciences and the possibilities to transfer them to secondary education.

I was very glad that the Netherlands America Commission for Educational Exchange in Amsterdam offered me the grant one day before my promotion. I could not expect to receive a more valuable present! The study-trip took place from March 10th till May 8th. 1982.

2. Experiences in the academic and professional field

2.1. Teacher-training

As a teacher-trainer I had of course great interest in the organization of the American teacher-training, especially in the Social Studies. I visited the institutes of Binghamton (N-Y), Bloomington (Ind.), Boston (Mass.), Boulder (Co.), Bridgewater (Mass.), Chicago (Ills.), Columbia (N-Y), East-Lansing (Mich.), Harvard (Mass.), Los Angeles, UCLA (Ca.), Pittsburgh, 2x (Pa.), Providence (R.I.), Rutgers (N.J.), San Francisco, St.Un. (Ca.), Stanford (Ca.), Syracuse (N.Y.).

Most of these institutes are universities that offer opportunities to graduate in education (M.A., Ph.D., M.Ed., Ph.Ed.). The colleges I visited were much smaller; they only offer undergraduate studies (B.A., B.Ed.). I got the impression that they had much in common with our N.L.O.'s (New Teacher Training Colleges). Teacher-training at the American universities is given in Schools of Education, comparable with the P.D.I.'s (Pedagogical Didactical Institutes) at some of our universities. One of the negative aspects of this organization is that the training as a teacher and the studies of the student at the university are disconnected. In my opinion teacher-training should be done in close relationship with the academic subject. On the other hand there is a greater chance that colleagues will cooperate in Schools of Education than in the system at Dutch universities: that educational specialists are members of the staff, e.g. of the history department, the English department, etc. Perhaps such an organization has more opportunities for research too, especially at those universities which have great emphasis on graduate studies, like at the outstanding universities (Columbia, Harvard, Rutgers, Stanford, Pittsburgh, Bloomington), but also at minor universities as at Syracuse (N-Y) and others

in that state. In a meeting of teacher-trainers in the social studies in the State of New-York, held in Rochester I was impressed by the interesting proposals for dissertations, made by graduate students of universities in that state. Also impressive was the list of more than 50 dissertations on social studies-education since 1953 at Stanford, mostly under the direction of Professor Richard Gross. Even if one realises that American dissertations often have lesser scientific pretentions than Dutch dissertations: it remains an interesting phenomenon.

I heard during my trip a lot of criticism on American (primary and secondary) education. One of the reasons might be the limited scientific education of the students in their main and minor subjects. The other reason might be the low salaries of the teachers in which there is little difference between elementary and high-school-teachers. It seems to me that in doing so there is little incentive for teachers to obtain a higher degree. The Dutch Minister of Education who - inspired by the American practice? - is planning a similar system in the Netherlands, should know what the consequences of such a system could be. The 'level'-problem seems to me a vicious circle: if the level of high-school-students is - as Americans say - so low how could the level of the universities and colleges become higher? One of the possibilities to increase the intellectual level in higher education might be the general introduction of achievement- and aptitude-tests (see par. 2.3.).

One of the weak points in the American teacher-training in the social studies is that this training is more a matter of width than depth. The students are prepared for too many subjects: History (U.S.-History, European History, World History) in most cases and a choice of Geography, Civics/Constitution (Political Science?), Sociology, Economics, Psychology, Anthropology. The scientific education of these subjects - as a major or a minor subject - is sometimes rather restricted. For a minor subject one semester course is often sufficient to get a qualification as a teacher, even in secondary education. That seems to me a too narrow basis. The wide range of the 'social studies' has a negative effect on the teacher-training: there is not much room for a study-in-depth for the teaching of any of the distinct subjects. The result is that most of the courses are stressing the general aspects of these subjects. The emphasis therefore is on 'methods' rather than on content. The different aspects of history e.g. (social, economic, local, family, women's history, etc.) and their significance for the teaching of history in most cases don't have much room in the programs. Also problems of historical understanding (objectivity/subjectivity, continuity/change, the role of persons and structures, etc.) are, it seems to me, more or less neglected.

On the other hand: the emphasis on 'methods' offers many possibilities to prepare the students well for their future job. Some of the 'methods-courses' gave me stimulating ideas. Most interesting was a course, developed by Dr. John Mallan at Syracuse (N-Y), who activated his students in an important way by doing restricted observations, mainly on the behaviour of pupils and teachers. What impressed me that he (and others) asked his students to produce many written assignments, which are the basis - like the observations - of the sessions.

Yet the American teachers criticize the training of teachers - as so do the Dutch by the way - saying that it is too theoretical. It seems to me that there is a gap between teacher-trainers who are often more progressive towards education than many teachers, who tend to be more conservative. Yet, as Professor Cornbleth of Pittsburgh told me, the gap does not only exist between the university and the school, but also between universitary theory and universitary practice. Teacher-training colleges and Schools of Education - she said - should learn more about university research on school-practice and make use of it in the 'field Experiences' and 'internships' of the students.

Another thing that impressed me was the hesitation among teacher-trainers to deal with contemporary social and political problems and 'hot' issues. One tends to 'neutrality' or conformation. This tendency has of course to do with the influence of parents in the schools and with the official guidelines. Teachers and teacher-trainers tend to become more prudent in this point as a result of the pressure of the so-called 'moral majority' (see par. 2.3.).

A difference between Dutch and American teacher-training institutes is that in the U.S.A. there are no distinct institutions for primary and secondary education. An advantage is that teachers in primary education are getting a broader (university) background-knowledge and have possibilities for specialization and that the unity of education may be promoted by one type of teacher-training. On the other hand: Dutch institutions may give more attention to the special character of primary and secondary schools.

Finally: there is an alarming decrease in the number of students who want to be trained as teachers. During the last 10 years there have been a fall - according to some of the teacher-trainers I met - of 50-75%. This is not the case in the Netherlands at the moment. Probably it has to do with the low rate of salaries and the high rate of unemployment in educational jobs. This might have of course a bad influence on the position of the staff, engaged in teacher-training: the untenured have a great chance of losing their jobs. As in the near future in the Netherlands there will be the same rate of unemployment and the entrance of students to the university teacher-training will be restricted.

it seems wise to think, as the Americans do, about new job-possibilities for those who study history. Interesting ideas in this respect are offered by those who are introducing 'public history' at the universities (see par. 2.4.).

2.2. Curriculum-development

As stated in the introduction, one of the major aims of my visit was to study the state of curriculum-development in the social studies. In 1958, after the 'Sputnik-shock' a movement arose in the U.S.A. to renew the curriculum of primary and secondary education to get a better education and - in the long run - better scientific results so that the Americans could compete with the Russians. This movement got a strong moral and financial support from the federal government.

In the sixties therefore arose the 'new social studies movement', with many projects, mainly developed at the universities. These projects had - in general - characteristics as mentioned in the introduction of this report. The authors despised the old textbooks with so many 'dates and names' and chose, instead of 'root-learning' for 'inquiry-learning'. Moreover there should be a close connection with the academic disciplines. Under the influence of Jerome Bruner, most of the curriculum-developers believed that 'the structure of the disciplines' should be the core of the curriculum for the social studies. The majority of the projects had a 'multi-media-approach', containing a teacher's handbook, texts, pictures, slides, maps, etc. The teacher's handbooks mostly gave explicit and detailed information how to deal with these materials in the classroom. Yet, the bulk of these projects proved to be no success in the schools. A very interesting question for me was: how could that happen? Therefore I planned a lot of time in my itinerary for interviews with several present and past leaders of the 'new social studies' and authors of projects in that field. Among them were: John Gibson (project on Citizenship), Richard Brown and Edmund Traverso (Amherst Project), Edwin Fenton (Holt S.S. Curriculum Project), Linda Rosenzweig and Peter Stearns (Project on Social History), James Becker (Global Education), Howard Mehlinger and John Patrick (Civics, Constitution), Irving Morrisett and Mary-Jane Turner (SPAN-project), Matthew Downey (Local History), Norman Wallen/Jack Fraenkel (Taba Curriculum Development Project), Richard Gross (Sociological Resources for the S.S.), Charles Quigley (Law in a Free Society) and many others.

Moreover I spoke with some people who, by their function, could tell me more about the present and past situation of the social studies. The most important people in this respect were:

- Hazel Hertzberg, Prof. of Education, Columbia University, N-Y.

- Stanley Bolster, Prof. of Education, Harvard, Cambridge (Mass.).
 - Albie Burke, Editor of 'The History Teacher', Long Beach, Ca.
 - Daniel Roselle, Editor of 'Social Education', Washington D.C.
 - David Ruchman, Director of the Chicago Metro History Fair.
 - Joyce Buchholz, Director Social Services Program, San Francisco.
 - Samuel Gammon, Executive Director of the American Historical Ass., Washington D.C.
 - Ruth Long, Ass. Director for Supervision and Curr. Development, Alexandria, Va.
 - Myron Marty, Deputy Director, Division of Ed. Programs, National Endowment of the Humanities, Washington D.C.
 - Stephen Botein, Author of 'Experiments in History Teaching', E. Lansing, Mich.
- They all made me understand a lot more about the situation of the social studies.

Another profitable source of information was the 13th Northeast Conference on the Social Studies in Boston, which gave me a survey of what is going on in the education of the social studies in the U.S.A. to-day. I was very happy to be there and to meet so many people. I am especially grateful to Mr. William Spratt, the President of the conference, who invited me to the conference and gave me - with his wife - so much hospitality. The time in Boston was among the best in the U.S.A.

After this conference I went to a short conference at Iona College in New Rochelle (N-Y), sponsored by the American Historical Association. This conference was the opposite of that in Boston: long readings on - potential - schoolpractices without enough scope, to do something with these ideas. Therefore I left the conference at an earlier stage than I had planned before.

Apart from studying various 'new' and recent projects, I studied (at Rutgers, Bloomington, E. Lansing and Boulder) many old and new textbooks and materials to get an idea what renewals in the social studies had been realised.

Although I will write on my findings in a more detailed way in articles in 'Social Education' (US) and 'Kleio' (Netherlands), I can give some short impressions on curriculum-development in the U.S.A. here.

1. Many s.s.-projects, issued between 1965 and 1975, are abandoned by the schools as being not 'workable' or not interesting enough. More traditional textbooks are retaking their place. This has to do with the 'back-to-the-basics'-movement which stresses 'fundamental' knowledge and skills (the 'three R's': reading, (w)riting, (a)rithmetics). On the other hand the interviews and some articles gave me a good understanding of the shortcomings of these projects from which curriculum-developers in our country might learn a lot.

2. There is a tendency to develop curricula by county- and cityboards of education, with the help of teachers who are working together with supervisors and curriculum-specialists in the summervacations (in which teachers have no salaries). The advantage of it may be that these curricula are closer to the teachers of the schooldistrict. Those who were involved learned a lot in the process and can pass on their findings more easily to their colleagues.
3. Some particular institutions as the John F. Kennedy Library at Boston, the Anti-Defamation League (Holocaust-materials), the American Bar Association, the National Archives at Washington and even corporations like the U.S. Steel Corporation are taking part in the curriculum-development. Also some museums, like the Old Sturbridge Museum (Mass.), make very useful materials for schools.
4. More interest is shown - as was apparant during the Boston-conference - in small-scale projects, that are directly applicable in the schools, than for projects that are broadly set up. Moreover it seemed to me that teachers are more interested in skills and techniques that might raise some motivation among pupils than for a radical renewal of the curriculum.
Remarkable is the introduction of computers in the field of social studies. In Boston a whole day was dedicated to it.
5. There is a growing interest in new aspects of history: local history, family history, economic and social history and perhaps women's history. Also 'moral education' or 'values clarification' is gaining ground, although Kohlberg's contribution in this field is controversial.
Important for local and family history - also for the history of cultural minorities - is the introduction of the 'Metro History Project' in Chicago. This is a kind of competition among older pupils: they write essays about their own background and history. The success is enormous.
Concerning social history the Project on Social History should be mentioned, developed in Pittsburgh by the well-known historian Peter Stearns and the gifted educationalist Linda Rosenzweig. This cooperation resulted in some very interesting material on the 'History of the Family', the History of Crime and Law enforcement, the History of Health and Medecine, the History of Work and Leisure. This project is one of the most promising I saw.
Projects on World History and Global Studies, made in New-York City (City Board) and Bloomington were also interesting.
6. In many states a lot of attention is paid to the actual position and history of minorities: Blacks, American Indians, Chicano's, Vietnamese, Chinese, Japanese and other coloured people, but also to the different background

of the whites: the Irish, Germans, Lithuanians, Italians, etc. In Chicago they showed me many curriculum-materials, especially made for several of these ethnic groups living in Chicago. Perhaps this might be exemplary for the treatment of our cultural minorities in education.

7. New developments at the universities and at well-known institutions like the U.S. Development Center at Bloomington (Ind.) and the U.S. Education Consortium at Boulder (Co.) are handicapped by the cutting of federal and state money, owing to the economic recession and the federal policy. The prospects of many colleagues towards curriculum-development in the U.S.A. was far from optimistic.
8. I got the impression that those who are responsible for curriculum-development are more interested in the Senior Highschool than in the Junior. Is that because it is more difficult to make adequate materials for those who are 12-15 years old than for the older ones?
9. Material for the s.s. are usually developed for different subjects (History, Geography, Civics, etc.) and rarely on an integrative or cooperative basis, and than it is mostly on the elementary level.
10. Good work is done by national institutions like the National Endowment for the Humanities, which sponsors - without having commercial or political interests - curriculum-development throughout the country (perhaps a model for the Netherlands?). Other institutions, like the Association for Supervision and Curriculum Development play a valuable part too, but are more general in character.

For the evaluation of materials and for contact with its members the National Council for the Social Studies - with its periodical 'Social Education' is of course very stimulating. The American Historical Association and (probably) the Organization of American Historians don't play any role in the curriculum-development in the field of history. Yet these organizations are playing an important part in the annual 'History Day', for which pupils are stimulated - in a competitive way - to make a piece of work concerning a special theme, this year 'Trade and Industry in History': a very good initiative!

11. Trends in American education - at least in the social studies - are rapidly changing. It is astonishing how little remained from the big efforts of the so-called 'New-Social Studies Movement' in such a short time. On the other hand: what a long way the teaching of history had to go from 'WASP' (White, Anglo-Saxon, Protestant) and male-domination towards this interest in other cultural groups and in 'the other half of the nation'. In this respect the book of Francis Fitzgerald, America Revised, New-York 1979, is

very interesting - at least for a foreigner -.

2.3. School-practice

For the study of curriculum-development it is, of course, not enough to visit Schools of Education and Curriculum Development Centers, but one should also visit school-classes. I was very glad therefore that my program-officer and the local coordinators organized some schoolvisits for me. These took place in two schools in Montgomery-county (Maryland), two schools in the Boston Area (Whitman-Hanson Highschool and Brockton Highschool), in Providence (RI), in Bloomington (2x) and in Chicago.

The relaxed atmosphere in these schools and the - general spoken - enthusiastic and orderly way the pupils behaved in these schools impressed me most. Pupils spoke in a friendly and frank way with their teachers, who sometimes behaved like entertainers. Yet I should be careful in giving my opinion: I only saw schools in the more or less well-to-do areas or suburbs. I saw nothing of the well-known problems in inner-city schools and in schools with children of extreme different backgrounds.

Moreover I had the advantage seeing a fair amount of bright pupils in Senior High Schools placed in so-called 'Advanced Placement Classes', which gave them some advantage at the university. Of course this situation may facilitate teaching enormously.

About my experiences in the lessons: Sometimes I had the idea being back to my old schoolpractice, some 20 years ago, hearing a teacher talking in detail on Bismarck's policy, carefully following the textbook. I asked her: why should American schoolboys learn so much on Bismarck? The answer sounded well: to learn something about the relationship between the rise of National-Socialism and the Second World War with the Prussian/German history of the 19th century. Alas: she did not make this relationship clear. It was the well-known survey of battles and diplomacy. Examining the textbooks you can see the same dates and facts but in general there is little reflection on the relationship of history with the recent or present situation.

Most of the lessons I saw, were as teacher-centered as the lessons I often see in the Netherlands. The practice of 'team-teaching', which proved to be a success in a school at Providence (R.I.) was new to me: two teachers who, relieving each other in a very harmonious way, taught an 11th class on some sociological issues and concepts.

Also new were subjects like anthropology and sociology in the Senior High School and the importance of law-education, taught by acting a role-play of a law-suit. The seriousness with which the pupils played and had prepared their role was

impressive.

The influence of Boards of Education (and therefore of parents) on teaching is much greater than in the Netherlands, although in our country there are proportionally more private schools than in the U.S.A. This proves to be an advantage on the one hand: parents feel more responsible for the school. But there is also a big disadvantage: parents tend to prescribe the teachers what and how to teach or not to teach. One of the teachers of whose lesson I attended on the situation in El Salvador, wondered if he dealt 'objectively' enough with that item for some parents might blame him - he said - if his teaching might contain ideas that were dangerous in their opinions...

An other fact that struck me was the power of the superintendents, curriculum-coordinators and supervisors in public schools. They are visiting these schools very regularly, reporting on the teachers behaviour and giving them instructions what and how to teach. Untenured teachers might be dismissed when their behaviour is unsatisfactory. I saw one coordinator who - on request of the schooldirector - even took over the lessons of a less capable but experienced and tenured teacher for some weeks, to give him an example of how to teach. I suppose this influence might be fruitful, especially if these coordinators are in fact specialists in their own discipline (as the inspectors in Belgium and England, not in the Netherlands) and - which might be even more important - people who are willing to renew the curriculum. In this way the modernization of schoolpractice might go on more rapidly and successfully.

In par. 2.2. I mentioned the criticism I heard on the intellectual standard of American education. In the schools I visited I hardly noticed this low standard. As I only saw 'better' schools or classes the difference with the Netherlands in this respect was not great. Moreover, there is a growing tendency to a nation-wide testing-system (achievement- and aptitude-tests), mostly issued by outstanding universities, to be sure of getting eligible candidates. It seems to me that since final written examinations have been introduced for the subject of history in the Dutch Highschools this year, these tests are worthwhile studying. I did not learn to what extent these tests are made for different intellectual standards.

By the way: it astonished me that in these uniform highschools the problem of differentiation did not seem to exist. In our efforts to set up a more uniform type of school in the Netherlands we are highly interested in this problem. It seems to me that the American highschool - at least the senior highschool - is more or less a federation of different schooltypes and -levels. I heard of the gradations 'regular', 'scholar', 'advanced'-placement in this respect, although not knowing if these gradations are used nation-wide. I got the

impression that these gradations don't exist in the junior highschools. That explains the complaints on the low level of this part of the highschool which is the result of keeping pupils of all kinds of intellectual level together. But if there is no sufficient differentiation this might be disastrous for the brighter pupils: then the lowest level prevails.

In the Whitman-Hanson Highschool (Mass.) I was happy to give some lessons to Advanced Placement classes in history on the teaching of history in the Netherlands and on the German occupation of our country with the prosecution of the Jews. The latter lesson could form a part of a series on 'Holocaust' that was given there at the moment. As I could tell about my own experience in the war (I was at an elementary school at that time; my parents hid two Jews in our home) it seemed interesting to them to hear an eye- and earwitness. The pupils were indeed very interested and asked me a lot of questions. I hope in doing so I contributed a little bit to a better understanding of the evil of fascism and national-socialism.

One of the most striking experiences I had, was what I learned about the activities of the - so-called - 'Moral Majority'. The dean of the School of Education in Bloomington, Dr. Howard Mehlinger, invited me to a conference at Indianapolis (Ind.) on 'Public Schools and the First Amendment', that he presided. So I could learn something about the narrow views of these 'fundamentalists', who started a crusade against - what they call - 'secular humanists'. As some of these fundamentalists had success with their fight for 'creationism' against 'evolutionism' in some states and even managed to 'clean up' some school-libraries from 'dangerous' books, it seemed to me that indeed intellectual freedom and independence in schools is threatened by these people. Fortunately there is great opposition to their ideas.

As I said before about teacher-training and curriculum-development: many good initiatives are suffering from decreased funds and cuts in their budgets, for example the 'Teacher's Centers', founded in 1979 and financed by the federal government. The centers established in some schooldistricts, were set up to develop and renew curriculum-materials and programs, to give an in-service-training, individual help and advice to teachers. Now this year the federal money will stop and most of the centers will have a close down. A possibility to rescue such centers might be to ask jobless teachers to run them. But at least some money should be furnished to pay for the office, materials, telephone, etc. In Pittsburgh they hoped to get support from the teacher's trade union.

The teaching of history is a very important part of the s.s.-education in schools. Among this U.S.-history is most important. It is remarkable that

courses on U.S.-, European- and Worldhistory are in different books, whereas there are many links between those 'histories'. When one deals with the background of World War II in a U.S. history-course one should include European History between the two world wars. After dealing with the Russian Revolution and Communism in a course on European History the teacher announced he would continue with Chinese Communism, in a sense very understandable, but astonishing to some pupils... The lesson on communism made me understand the antipathy among the pupils against that ideology. The teacher did not much to put the glorification of 'the American way of life' in perspective, in my opinion an opportunity missed.

'Social Studies' proved to be a combination of subjects in school. I never saw some integration or cooperation between the different subjects. It seems that U.S. educational practice has little to teach to us in this respect.

For the Advanced Placement Classes there is - because of a broad choice of subjects - an opportunity to study one subject profoundly. One can choose history, economics and geography (as in our schools), but also anthropology, political science, sociology and psychology. Then pupils can become acquainted with the academic level and contents of these social sciences. I got the impression that in these courses the difference between those subjects and the academic disciplines is not as big as between a Dutch subject like 'maatschappijleer' (knowledge of society) and the discipline of sociology. On the other hand there is a big gap in most cases between history as a school-subject and as a discipline, even in the 'Advanced Placement'-classes. The school-subject tends to give a traditional survey of the past in a narrative way. In many textbooks used in schools - except those of the 'inquiry-method' - you don't find a more structural, inductive method, in which dealing with sources, concepts and theories is more important than 'the story'. Perhaps the 'Advanced Placement Tests' may influence schools to deal with history at a more (pre-)academic level.

2.4. Other developments

One of my aims was also to study new developments in history as a discipline. Although I had some profitable talks with historians as Prof. Peter Gran (Philadelphia), Prof. Emmanuel Wallerstein (Binghamton), Prof. Peter Stearns (Pittsburgh), Prof. Matthew Downey (Boulder) and Prof. Theodore Karamanski (Chicago), I did not have enough time to make a thorough study of new trends in history as a discipline. I got the impression that the same trends, already mentioned in par. 2.3., concerning history as a part of the social studies, are of interest in the academic discipline: social history, industrial history,

women's history, history of cultural minorities, etc., and that comparative history is also important. Many of these trends are to be seen in the Netherlands too; perhaps they may have been better developed in some aspects in the U.S.A. (e.g. women's history). As already stated, the academic discipline and the schoolsubject has seldom been connected. Only people like Stearns and Downey have tried to do so. The American Historical Association is making some efforts in organizing regional conferences, which I mentioned above. The Organization of American Historians seems to be more active in this respect. It is a pity that I did not have any contact with that organization. Interesting are the activities at Long Beach (Ca.), where a group of scholars and teachers is editing 'The History Teacher', which is trying to bridge the gap between the academic discipline and schoolpractice.

For our Dutch situation it seems important to give attention to 'Public History', a branch of history that tries to link up history and the public use of it: in industry, federal-, state- and local government, museums, army, journalism, in preserving historic sites, etc. In a time where the great majority of students in history cannot obtain a job as a teacher, it seems important to find new opportunities for historians. At some universities in the U.S.A. the history departments therefore created new sections, mostly called 'public history' (in Pittsburgh: applied history), with a special program. These historians founded a National Council on Public History in 1980 and a quarterly journal 'The Public Historian'. Moreover they organized national conferences. Dr. Theodore Karamanski of Loyola University, Chicago, who told me this, is one of the enthusiastic leaders of this movement. I will try to make contacts between Dutch historians who are interested in it and American 'public historians'

2.5. Own contributions

During my visit to the office of the National Association for the Social Studies, the editor of Social Education, Dr. Daniel Roselle, asked me to write an article for his periodical about my experiences with s.s.-education in the U.S.A. I accepted the invitation with pleasure. Parts of this report will be used for it.

The editor of 'The History Teacher', at Long Beach (Ca.), Dr. Albie Burke asked me to write an article in that magazine about the teaching of history in the Netherlands. I agreed to it, seeing it as a means for a better international understanding.

I mentioned earlier the lessons I gave at the Whitman-Hanson Highschool on request of Mr. William Spratt, the coordinator for S.S. in that school. In his function as president of the 13th Northeastern Conference on the S.S. at

Boston, he asked me also to deliver a speech there. I chose for 'Contemporary History: Problems and Possibilities', in a special session. An interesting discussion followed after the speech.

I suppose that such contributions are important. Perhaps grantees should be asked what their special interests and abilities are, in order to organize sessions at universities and schools about these items. My contributions were more limited than necessary, because - with the exception of the speech mentioned, I had not prepared anything. Of course I told, on request, a lot about Dutch practice in teacher-training and curriculum-development. Moreover I could draw attention to the International Society for History Didactics, founded in 1980. People were quite interested in that organization. Members of the U.S.A. will be very welcome.

3. Useful educational ideas and practices (for the Netherlands) and perhaps (for other countries)

As I have already mentioned these points extensively in par. 2 I will only give a recapitulation in this paragraph.

- a. Research on s.s.-education is still limited in the Netherlands, whereas in the U.S.A. at some universities a lot of work has been done. It seems very important to me that this knowledge will be opened up to Dutch researchers in this field. More publicity should be given to the ERIC-datasystem which contains most of the information. Is there any connection with it in the Netherlands?
- b. In view of the restricted opportunity for students in history to find a job in education, it seems important for them to choose - even more than before - a second subject in the social science. Moreover it will broaden their view on history.
- c. For better opportunities for a job in the future it seems valuable to add 'public history' to the academic curriculum.
- d. For a good effect on teacher-training it seems important to do more with written assignments and observations as a basis of lectures in the 'methods-courses'.
- e. The analysis of the failure of many 'New S.S.'-projects should be carefully studied by curriculum-developers in order to anticipate such failures in Dutch undertakings.
- f. It should be advisable to create a 'market' for new educational ideas on the teaching of history, comparable with the Boston conference, although on a smaller scale.
- g. New trends in S.S.-curriculum-developments as social history, family history, local history, global studies, history of cultural minorities

- should be carefully studied.
- h. Curriculum-development in the Netherlands should not only take place at the S.L.O. (Foundation for Curriculum Development), at universities and through publishers, but also - on a small scale - in schooldistricts (here: e.g. in the local branches of the V.G.N., the Union of History-Teachers in the Netherlands), under guidance of an educationalist. Perhaps jobless teachers might be asked to work full-time for it.
 - j. In the Netherlands efforts should be made to stimulate private or school-initiatives in curriculum-development by founding an institute like the "National Endowment for the Humanities".
 - k. Interest in history among pupils might be stimulated by the introduction in the Netherlands of a 'History Day'. To stimulate local history it seems advisable to set up a 'Metro History Fair' like in Chicago.
 - l. The introduction of supervisors or inspectors as specialists in the various subjects or fields of knowledge in the schools might be advisable, but only if these supervisors are real renovators.
 - m. Considering the newly introduced final written examinations in history it might be useful to study official American tests on history extensively.
 - n. In Dutch V.W.O. (pre-academic secondary education) it seems advisable to introduce, like in the U.S.A., pre-academic courses in the social studies, like sociology, political science, anthropology, psychology. It is a strange thing that for future students in the social sciences there is up to now no possibility of getting some introduction in these sciences in secondary education.

Conclusion

An article like this can give no more than an incomplete picture of encounters and impressions. For more substantial information the reader is referred to books and articles mentioned in: K. Pellens, S. Quandt, H. Süßmuth, Internationale Bibliographie Didaktik der Geschichte, which will appear shortly in Paderborn (see the announcement in Informations-Mitteilungen-Communications, Heft 1 1983, p. 34). Hans Süßmuth, who visited the USA on several occasions, was responsible for the part on this country of that book. For the time being, the reader is referred to the short bibliography at the end of this article.

In an article in the Dutch periodical Kleio I have formulated some recommendations for the teaching of history in the Netherlands, based on American experiences. In view of the international character of this magazine these recommendations cannot be repeated here. But I believe everyone can draw his own conclusions, when comparing the situation with respect to the teaching of history in his own country with that in the United States.

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