

# the NETWORKER



## SPECIAL ISSUE: K-12 EDUCATION

*"During the decade of the 1980s, reports citing the failure of education in meeting the needs of students dominated the education press. By the close of the decade the improvement of education had evolved into a highly visible, political issue. One result has been the Bush Administration's National Goals for Education. These goals, and the controversy surrounding them, have become the driving force for rhetoric and reform in the decade of the 1990s. Largely, this is occurring because these "goals" are being institutionalized through the development of "standards" and "assessment" for which the education enterprise will be held accountable."*

Editorial comment, The Young Learner, NCSS Quarterly for Creative Teaching, Sept./Oct. 1992.

### INTRODUCTION

In June 1991, the Western Association of Women Historians established a standing committee on the California K-12 History-Social Science curriculum to inquire into the treatment of women's history in California public schools to work on improving it. Headed by Lyn Reese and myself, the committee is seeking to link women's history scholars with the curriculum reformers and teaching personnel in California schools.

Our first year of efforts realized several goals. As we began to gather information in order to brief our membership, we identified a variety of needs. First, we drafted a background sheet concerning the **1988 Framework for the History-Social Science Curriculum** and laid out a statement of **Aims and Objectives**; these we published in the autumn 1991 and spring 1992 issues of The Networker.

We then established a committee to review the new textbooks. The **Report of the Textbook Committee** (presented at our 1992 conference) is included in this special issue. We also organized a plenary at our 1992 conference: "The New History-Social Science Curriculum for California Schools: Where Are the Women Now?" A **Plenary Summary** is included below. In addition, we have developed a Resource List, identifying groups and pinpointing organizations active in history-social science curriculum matters in California as well as nationally; it is supplemented by a list of groups who publish curriculum resources for women's history in the schools.

During the 1992 meeting, we drew up a list of activities in which WAWH could engage, given our modest resources. First among these was the board's agreement to publish this issue of The Networker, devoted to the K-12 project. We will also publish updates in future issues and will organize and promote further sessions on K-12 at our future meetings. We encourage WAWH members to participate in the meetings of CCSS (California Council for the Social Studies) an organization of teachers, and we will continue networking within the historical profession, as well as with other concerned groups, to let them know of our interest in these history curriculum matters.

The California Framework for the History-Social Science Curriculum is not merely one state's project. It is having a national impact. There are many developments underway, including a program now being orchestrated by the National Center for History in the Schools, in conjunction with the U.S. Department of Education and the National Endowment for the Humanities, to develop an "essentials" approach to U.S. history and sketch out national standards, reinforced by national testing efforts, all in the name of history as education for democracy.

As historians and as citizens, we need to be alert to such developments, both with respect to the political implications of prescribing an overall agenda for the social construction of civic memory at the state or at the national level, and with respect to issues of gender and the place of women within that constructed memory. Women historians, who have done so much to enrich all historical scholarship and teaching at the university level during the last 25 years, have much to contribute to the discussion of such issues. In a historical situation in which the universal democratic entity "man" did not encompass "woman" for so many decades, we need to be very explicit as to whose version of democracy is being promulgated in our schools.

On behalf of WAWH's officers and board, and of the K-12 Committee, I urge all members to read these materials, to ask questions, to get involved at whatever level they choose, and to keep us informed of their activities. Communication works best in both directions, and we believe that WAWH can provide a significant forum for thought and action on these K-12 issues as well as an important link to other concerned groups. Your participation, as well as your letters, comments, and suggestions concerning your involvement, will be vital to our effectiveness.

Karen Offen

PLENARY SESSION, WAWH  
HUNTINGTON LIBRARY  
30 MAY 1992

TITLE: The New History/Social Science Curriculum for California Schools: Where Are the Women Now?

CHAIR: Peggy Boegeman, California Humanities Project

PANELISTS:

Edward Berenson, California History-Social Science Project, UCLA

Donna Cassyd, Commission for Sex Equity, Los Angeles Unified School District

Linda Symcox, National Center for History in the Schools, UCLA

Lyn Reese, Women in the World Curriculum Resources, Berkeley, CA

Tess Henry, Upland Unified School District and California Council for the Social Studies

Karen Offen, Institute for Research on Women and Gender, Stanford University

The purpose of this panel was to inquire into the progress made since 1988 in implementing sex equity in the history/social science curriculum, in the wake of legal provisions for sex equity in the California Code, the new California framework, the appearance of the first new textbooks, and efforts to develop supplemental instructional materials and teacher training institutes.

Panelists will respond to a series of pre-circulated questions, designed by the WAWH K-12 Standing Committee. This will be followed by audience participation in the discussion and by further internal discussion.

The panel was intended both to educate the WAWH membership about new developments in the school (K-12) and to inform those most closely involved in new curricular development for the schools of the scholarly resources available to them for realizing sex equity goals through the membership of the Western Association of Women Historians.

Questions addressed

1. How does the historical framework you are elaborating encompass attention to the representation of women and the analysis of gender? Please give examples. In what ways do you think the framework might be improved?

2. What are the main hindrances or obstacles to implementing gender balance in the history/social science curriculum? What are your organizations/programs doing to surmount such obstacles?

3. What criteria can/should we use to measure sex equity in the history/social science curriculum? At what point would you judge such a curriculum to be satisfactorily gender balanced?

4. How and where can scholars of women's and gender history be most effective in bringing their expertise to bear on the curriculum revision process and on establishing standards, whether on a statewide or national level?

5. How can existing scholarship in women's and gender history be most effectively incorporated into curricula or otherwise be made available to teachers, school districts, county offices, and state organizations? How can we assure that women's history is institutionalized and that sex equity goals will be realized?

SUMMARY OF THE PLENARY SESSION

Following the introduction of the panelists by Peggy Boegeman, Karen Offen opened the panel discussion by sketching the first year of WAWH's efforts (summarized above in the introduction of this issue).

Lyn Reese spoke first, presenting the K-12 committee's report on the new textbooks. She remarked that supplemental materials will provide the best way to introduce more women's history concerns into the curriculum, but that textbooks still provide the main narrative accounts in most classrooms. Teachers generally rely on texts as their main source. The textbooks surveyed were certainly better with respect to women's history than their predecessors; women were increasingly present in topics, as personalities, and in illustrations.

The chief problem identified was that there was no overarching look at gender. In criticisms of some texts, references to women seemed to be inserted haphazardly, and sometimes these made little sense. Women's history was often "tacked on," rather than integrated; little was said about women's economic contributions; "the family" has not yet been treated as a significant historical topic; and some notable personalities were missing, while women of lesser consequence had been included. Reese concluded with six recommendations (see Textbook Evaluation Report below).

The panelists then addressed the five questions.

Question No. 1: Attention to women and to gender in the framework and its elaborations.

Linda Symcox, from the National Center for History in the Schools, UCLA, pointed out that their supplemental units were paying attention to gender; an example was the new unit on William Penn's Peaceful Kingdom. Some units that have been developed to date focused specifically on women's history, as in Women in the American Revolution, which pointed to women's efforts to boycott British goods. She also noted that, in the National Center's role in administering the development of national standards for U.S. history, gender concerns are being emphasized by many of the panelists who have been asked to comment. The National Center has formulated a statement on this issue, which she read. She emphasized that the California framework is definitely influencing the nation, but also that gender concerns are important and are being taken seriously.

Tess Henry, a teacher in the Upland Unified School District and an activist in the CCSS, pointed out to the audience that the current (1988) California framework will soon be coming up for emphasize the need for the inclusion of women. She also noted that the framework increases the amount of world history from

two to three years, which is certainly a positive development. But the current framework for world history does not address certain significant issues, such as women's importance as gatherers, their role in economic and technological development, women's part in slavery, or questions concerning women in the global economy. Sometimes the framework is linguistically fair, but other times it emphasizes femaleness above accomplishments in discussing an individual. Women are frequently mentioned in conjunction with children and minorities, though in the latter case it is never made clear that half of all minorities are female as well. She emphasized that input from concerned historians is necessary for adequate revision in the framework.

Ed Berenson, from the California History-Social Science Project, noted that the concept of gender itself is not incorporated in the framework or in the textbooks. He cited a telling example from a teachers' guide for a kindergarten book, The World I See (published by Houghton-Mifflin), with a story about a farmer and his wife; the wife is doing the same work as the farmer, yet the implications of this truth are not pointed out for the children's benefit. He encouraged those present to help in working on these issues.

#### Question No. 2: Hindrances and obstacles

Donna Cassyd, from the Commission for Sex Equity of the Los Angeles Unified School District, pointed to the important contributions of Roslyn Cooperman (who was present) in focusing on these issues in Los Angeles. She pointed to obstacles to implementing gender balance within the school system itself, noting that risk-takers don't take risks anymore. Los Angeles County Schools adopted the Houghton-Mifflin texts for K-8 only after requiring that supplements be prepared that would emphasize women's history through work with primary sources. She was concerned about bad faith in dealings with this textbook company, which promised a revised edition. It now appears that this revision will be for Texas schools, and California will not be receiving it. She proposed that those concerned should write to Gary Hart and Delaine Easton in Sacramento.

Tess Henry reemphasized the need to change the textbook adoption process itself. She had served on a text review committee, where she cast the last dissenting vote. She remarked that at the time there was a strong lobby from the Muslim community, a strong lobby from the geography community, but no lobby for women's history.

Ed Berenson singled out teacher attitudes as important and as going beyond the curriculum content. He underscored the necessity for teachers to have high expectations of all students, including the girls. He argued that we err in putting so much emphasis on the formal curriculum itself, since other factors have an important effect too.

#### Question No. 3: Criteria and monitoring

Lyn Reese argued that something about women should be incorporated into the presentation of every single topic in some way.

Tess Henry remarked on the importance of classroom visuals and software, and on how these tools should and can be used to insert women's history materials into the K-12 curriculum.

#### Question No. 4: How can scholars be effective...

Ed Berenson pointed to the number of professional development activities for teachers in the schools and remarked that it was very important for university-level people to be involved. He spoke up on behalf of the new textbooks. In particular, however, he mentioned his willingness to stimulate links between women's history scholars and the various workshops.

Donna Cassyd also emphasized getting involved. She pointed out that one important venue for women's history might be in the special programs being developed for training pregnant teenagers. She also insisted on linking scholars to staff development for teachers.

Linda Symcox mentioned that scholars could be helpful in the development of supplemental units for the National Center. They are anticipating units that focus on Women in the Western Movement and Women in the French Revolution.

#### Question No. 5: How to incorporate existing scholarship

Tess Henry said it will be incorporated only "when people know it exists." She hopes that academic historians can make more noise, making input into framework modifications and into other new (or revised) texts.

With publicity about the new work in mind, she invited historians to organize panels for conferences of CCSS, which will meet in San Francisco, March 11-13, 1993, and for the 1994 meeting of the National Council of the Social Studies. She also suggested that we lobby the PTAs, the school boards, and the local press on these issues, and to vote for women candidates. She expressed her concern that "people who don't know their history can be controlled."

During the ensuing discussion, a number of concerns were expressed and interesting points made, concerning:

1. Problems in state testing, especially draft assessment tests; superficiality of treatment of women's history themes (e.g., Seneca Falls Declaration of Sentiments); standardized CAP tests, given to monitor achievement at certain grade levels, may be redesigned toward a performance orientation if Gary Hart's legislation to that effect passes.

2. National standards and its politics; concerns about the issue of designing and developing national standards and how women's history might fare in this arena.

3. Current funding problems in education.

4. Backlash or lack of interest.

5. Demonstrations as a means of teaching about women's work (e.g., carding and spinning wool).

6. Too much emphasis on textbooks per se; need to broaden the discussion and think more deeply about what teaching is really all about.

**TEXTBOOK EVALUATION REPORT**  
**Western Association of Women Historians**  
**May, 1992**

**Overview:**

Social studies textbooks are important in the classroom. The vast majority of teachers use them as basic tools. Students regard them with undeserved awe--as well as dislike--ascribing to them the values of objectivity and truth. Supplementary materials, even when more interesting, are often considered subjective and emotional by both teachers and students.

In recognition of this reality, members of the WAWH Standing Committee of K-12 Education in the Fall/Winter of 1991/92 undertook a project to review textbooks to ascertain the extent of inclusion of women and gendered issues. This survey was informal and limited in scope. It covered texts received from selected publishers. The intent was *not* to critique individual texts or publishing companies. Rather, it was to raise the consciousness of the reviewers, and subsequently of the WAWH members, so that future projects may lead to the influencing of publishers as they develop or revise their texts.

This report is the result of the survey and indicates several options the WAWH might support in the future. The form the reviewers used, as well as fuller comments by the reviewers and the specific texts they cite, are available on request.

**Texts reviewed:**

US and World History textbooks in current use were reviewed. Most textbooks reviewed were at the Middle School/Junior High level: *A Message of Ancient Days, Across the Centuries, A More Perfect Union*, and *Oh California*, Houghton Mifflin; *Exploring Our World, Past and Present*, D. C. Heath; *The Pageant of World History*, and *World History: Patterns of Civilization*, Prentice Hall; *Places and People in World History*, Delos; *California History, A Study of Our State*, and *America the People and the Dream*, Scott Foresman; *American Odyssey: US in 20th Century*, MacMillan; *USA: The Unfolding Story*, Amsco; *The Story of America, Beginnings to 1914*, Holt Rinehart; *The Challenge of Freedom*, Glencoe McGraw; *The Americans: A History*, McDougal, Littell.

**Summary of Findings:**

In general, the reviewers indicated surprise at the amount of attention given to women in the texts compared to what they remembered. One, who had conducted a recent textbook study, even noted improvement in the inclusion of women in two U.S. history texts since 1986. Another felt that the book she reviewed was better than what she used in her classes.

**Positive reactions:**

1) These one or two texts where an effort had been made to integrate women and gender issues into the narrative were given high marks. For example, in discussing the American Revolution, Scott Foresman's 8th grade text, *America*, "places women within the middle of the conflict, allowing students to perceive that women's participation was direct and central. Women's boycotts are discussed as an integral part of colonial resistance."

2) Those texts which covered a limited time period were able to be more extensive in coverage and more sophisticated in their treatment of issues. Examples: *The Story of America to 1914* (Holt, Rinehart, 8th grade) has seven pages on women and reform and *American Odyssey; US in the 20th Century*, (Glencoe/Macmillan, High School), has a "thorough coverage of women's involvement in politics and public" movements. It also "deals well with the invention of new feminine ideals, asks provocative questions about images of women (Example: one activity asks students to compare "I Love Lucy" to "Murphy Brown"), explains differences between the members of NOW and 'radical feminists,' and so forth.

3) In today's texts, sexist language does not seem to be a problem, and

4) illustrations of women are certainly more plentiful. "There is an excellent assortment of illustrations on women in both traditional and unconventional roles. There is a map revealing the regional patterns of enacting women suffrage." On occasion some reviewers found that the captions provided good context for the picture or allowed the illustration to demonstrate an important aspect of women's history. Example: Full pages of illustrations on work on the colonial farm in *Oh California*, Houghton Mifflin's 4th grade text, bring attention to the fact that "men and women filled clearly defined roles." The narrative has students noting pictures of women cooking meals in iron pots, churning butter, information on how long various tasks took, etc. Men are shown in the barn, butchering, etc.

**Concerns:** In spite of these improvements, major concerns were voiced by our reviewers:

1) Many reviewers noted the complete absence of gender analysis. Without gender included as a primary distinction in historical experience, the facts describing women's experiences often made little sense. The reviewers echoed Tetreault's concern that when the context of gender is not inserted into the main narrative, students see women's experiences as an aberration and thus not "important" history. Without this framework, as one reviewer noted, "the role and status of women make no sense." Another commented, "Of what use is knowledge of a fact like 'the empress had her own house where men were not allowed to enter,' without an understanding of the culture which produced it?" "The text has to begin with a definition of historical categories, gender being one, and make an overall statement about women in the family and women's work and have each period reiterate the constants." "The book needs an analytical look at beliefs and values as they pertain to women. For example: Aristotelian beliefs that women are passive, potentially evil, incapable of reason is not mentioned. Information about women is simply dropped in with no discussion of such beliefs." "The chapters contain no discussion of sex-roles in either ritual or secular activities." "Illustration and primary sources relating to women are not put in gender context." "Gender as an issue is barely touched upon, especially when contrasted with race." "I believe that part of the difficulty in presenting women's issues for this age group is that the publishers are afraid to confront the issue of sexuality. Class and race are better done."

2) Most publishers still do not adequately integrate information on women into the text. Women's history thus too

often remains a separate rather than integral part of the narrative. "Houghton Mifflin's *A More Perfect Union* features women numerously, but it is done in a manner that maintains a marginal and separate status of women. It sectionalizes each historical category....By placing women's history in a separate section at the end of the chapter, their participation in, for example, the American Revolution is defined as marginal and separate." "There is much on women in this book, especially on Medieval Europe and the French Revolution, but there is little attempt to integrate these materials into the master narrative." Sometimes the text was weak in offering opportunities to work with the information presented. "The chapter included information on women's rights, but does not provide reference to it again, nor offer evaluation statements on the review at the end of the chapter."

3) A third major problem was the limited acknowledgement of women's economic contributions. Some texts completely ignored women's work. "Women's domestic work is ignored; their religious work ignored; women are not given their due in factory, farm or reform work." "The significance of labor market changes, women's paid employment, institution building, participation in reform employment...needs serious attention in a 90s text that this book does not have." "Women performed work in all societies, but you would never know it from this text." "There is an absence of recognition of women's labor as a basic ingredient of the American scene. The underall attitude neglects the importance of women's contributions on the work that holds a society together."

4) Some reviewers felt that the texts needed to mention the family as an historical phenomenon, as "an institution that is quite responsive to economic and cultural change. To ignore the family is to misunderstand the way societies change over time. Also it makes it much harder to introduce women systematically into the narrative." While the texts that did a good job balancing social, economic and political history were lauded, those weak in social perspective were faulted. "The main reason this text does not include women is that it behaves as if social history has not happened....It has become apparent to me that these texts have to be supervised by SOCIAL HISTORIANS."

5) Omission of women in key areas was a category our reviewers were requested to respond to. Reviewers felt individual women or topics on women appeared haphazardly, and that the omission of facts without a full explanation sometimes resulted in distortions. World History texts slighted women to a *much* larger degree than did U.S. history texts.

Omitted topics listed by reviewers are too numerous to report. These are sample quotes: "In the Greek games and drama there is no mention of the fact that women and girls could not participate; the drawing of the Athenian homes looks too bright and spacious; the text does not make it clear that only men had the right to vote; social rank in the Roman Empire does not discuss women nor include them as participants in the section, 'A Roman Dinner Party,'" etc. "There is no discussion of witch hunts and trials, although the text says that Joan of Arc was burned as a witch. There is no mention nor illustrations of women in the Mongol, Ottoman, Mughal, Congo, Songhai and Babylonian empires." "There is no mention of women in Islam." "Kings and queens are mentioned generically with no comment on the rarity of ruling queens." "There is a mention of

women in mines and factories, but nothing on women's suffrage." "The omission of the great suffrage struggle is the most serious fault."

Sometimes the omission of a full explanation led to a distortion of the facts. Examples: A narrative from *Challenge of Freedom*, Glencoe/McGraw text mentions that women failed to become active in the AFL, but ignores the reality of women's double load of family and work responsibilities and the union's conscious denial of women as members. In a World History text, students are asked to comment on questions about slavery under a picture of Queen Nzinga sitting on her slave. There is no information as context for the picture nor additional information on her role resisting Portuguese conquest."

In American history, women's roles had greater coverage. The roles of Indian women and those female heroines honored by Native Americans are ignored. Other examples: "Women's lives and activities during the Early Republic period are never described. The focus is only on first ladies. Anne Hutchinson is not mentioned." "No mention of women's activities as basic to populism, progressivism and the New Deal. Also women are not in World War II. There is a disproportional inclusion of actresses and pop performers."

6) While all the texts mention certain personalities, some reviewers noted the haphazardness of their inclusion. Inconsequential women also appeared, often at the expense of more significant historical figures. "Stalin's daughter, Svetlana Alliyeva, rates a box insertion, but Betty Friedan is not mentioned." "A letter from Anna Judah is included to illustrate her husband's obsession with building the railroad, but there is nothing from the fascinating letters of 'Dame Shirley.'" Sometimes our reviewers were simply curious about who was in and who was out. "Alice Paul is mentioned in a box insert, and Elizabeth Gurley Flynn, Mother Jones and Mother Cabrini are included. But Dorothy Day, Frances Willard and the Women's Temperance Movement are not to be found." "On the family of Greek Gods the goddesses Artemis, Demeter, even Aphrodite were omitted. Athena was marginalized to a picture caption which alluded to her connection to war and wisdom, but omits her province in crafts and technology." "Women who fit a conservative, masculine agenda of heroism and sacrifice themselves for others are there, for example Dorothea Dix. Feminists are still out—no mention of Susan B. Anthony, Elizabeth Cady Stanton, Seneca Falls or the 19th Amendment."

7) Although the depictions of women were improved, too often women appear only as decorations. At other times there is an overemphasis on makeup and clothing. For example, Houghton Mifflin's *Message of Ancient Days* displays a full page illustration of a Nubian Princess which features her appearance and dress. In contrast the picture depicting Cro Magnon life is of a male, a "tool maker" who "although the sewing of his pants is attributed to his aunt, gets credit for carving the needle." Too many pictures provide little or no context: "a bronze statue of a woman with no explanation; a picture of a Chinese woman with a question but no information, etc." Sometimes the lack of women in an illustration is glaring. "In the illustration of the Roman house we learn where father sits, 'where he can see all the action.' Mother is not mentioned, nor is the female quarter which existed in most well-to-do houses."

## Recommendations

The K-12 Committee recognizes that many publishers of current texts have included women more often in illustrations, topics covered, and primary source references than previously. As the report suggests, however, much of the new scholarship on women has been ignored and women's contribution marginalized. Based on the findings of this report, we suggest the following courses of action. Publishers do respond to pressure, while they interpret silence from a group as acceptance of their product.

WAWH might:

- 1) Interact with and educate publishers to ensure that:
  - Gender as a fundamental historical category is included in every textbook. Including this basic question provides historical integrity and enriches the narrative.
  - Information on women be carefully integrated into the text in a manner that makes women a part of and a force in history rather than separate and subordinate. Examples illustrating optimal integration could be provided.
  - The full range of women's activities, notably their economic contributions, and the family as an important historical phenomenon, be more fully presented.
  - Attention is brought to areas where women have exercised power, i.e. within same-sex settings, and when women acting collectively have affected decision-making. There is a need to show women's experiences on their own terms, not just as a reaction to dominant male-defined structures and decisions.
  - Illustrations, quotations, and stories featuring women are significant and appropriate within the context of the main narrative. This avoids the decorative and marginalized treatment of women in history.
- 2) Create a list of women's history scholars to be presented to publishers for use as consultants in areas of expertise.
- 3) Participate in presentations at historical associations and teacher conferences to discuss the integration of women's history into textbooks, national and state history standards, and the general curriculum.
- 4) Establish a list of the most significant women's history "essentials"—historical events, topics, personalities, and analysis questions—to be included in texts, history standards, and state and national test questions.
- 5) Support the need for supplementals on aspects of women's history to ensure that important topics get covered in more depth and that teachers are not completely dependent on the textbook.
- 6) Distribute this report to historical associations and to teacher associations.

### FUNDAMENTALS

#### Necessary for the Inclusion of Women's History in Middle and Secondary Classes

On the national level, the U.S. Department of Education has sanctioned a movement to establish content standards for the teaching of history in the schools. The goal is to have standards in place by 1994, from which a national assessment of what

students know in history can begin. A number of groups interested in promoting history have created their own lists of essentials to be included in such a standards document. Panels of distinguished historians in fields such as African history have been assembled for their input. To our knowledge, no similar representation from women's history scholars has been sought. Some of the draft history standards documents produced by national groups reveal this lack of consultation with experts in the field of women's history. Before the debate over what items should be included in a fundamentals list is completely closed, the K-12 Education Committee of WAWH feels it essential to create our own list of fundamentals in American and World women's history.

As part of her textbook review, Sondra Herman included a list of topics in women's history appropriate for students ages 11, 12, and 13. We include it as a sample of the kind of list needed:

1. Native American family economy and child-rearing
2. African American extended kin in the Chesapeake region, early period
3. Plantation life: what black and white women did
4. Puritan family and their beliefs about men and women
5. Anne Hutchinson
6. Quaker schools for girls and boys
7. Women and boycotting British goods
8. Abigail Adams: "Remember the Ladies"
9. Republican motherhood
10. Girls in the early textile mills
11. Victorian home, manners, child-rearing
12. Women in temperance and evangelical churches
13. Women abolitionists by name: Lucretia Mott, Marie Chapman, Angelina "Weld"
14. Declaration of Rights and Sentiments, 1848
15. Harriet Tubman; Harriet Beecher Stowe; Sojourner Truth
16. Sanitary Commission, Clara Barton
17. 14th and 15th Amendments in relation to women's suffrage
18. Westering women; experience, diaries
19. Women in Populist movement
20. Immigrant Women
21. Settlement house movement: Jane Addams, Florence Kelley, reforms
22. Women going to college in increasing numbers
23. Prominent professional women: Elizabeth Blackwell, Belva Lockwood.
24. Suffrage leaders and movement: Susan B. Anthony, Carrie Chapman Catt, Alice Paul
25. Importance of 19th Amendment
26. Divisions over ERA
27. Women writers: Willa Cather, Edna St. Vincent Millay
28. Women in the movies: Garbo, Bette Davis Katherine Hepburn.
29. Birth-control movement: Margaret Sanger, changing sexuality
30. Heroines of the 1930s: Amelia Earhart, Dorothy Thompson
31. Eleanor Roosevelt: her circle and achievements.
32. Rosie the Riveter: women in factories and armed service
33. Working mothers in 1950s and 1960s
34. Betty Friedan and formation of NOW
35. Women in civil rights movement: Ella Baker, etc.
36. Women in antiwar and student protest movements

37. The feminist movements, consciousness-raising
38. ERA: why defeated.
39. Abortion: what was it like before Roe v. Wade
40. Roe v. Wade, 19973
41. Anti-feminists
42. Problem of teen-aged pregnancy; single mothers
43. Professional women of achievement today—various ethnic groups and segments of economy.

We invite you to add to or amend this list or create a list according to your own expertise. Keep in mind the age level of the students when you select your topics. Also the information should be linked as closely as possible to topics teachers are required to teach. Send your list to Lyn Reese, 1030 Spruce Street, Berkeley, CA 94707 or call (510) 524-0304, so that we can begin to compile a suggested list for women's history. Please list your suggestions under the following headings: Narrative themes; People; Events; Suggested Primary Resources.

### RESOURCE LIST

#### WAWH Committee on Women's History and Gender in the History Curriculum

#### ORGANIZATIONS THAT PROMOTE THE TEACHING OF WOMEN'S HISTORY (partial list)

**AAUW Educational Foundation**  
1111 Sixteenth Street N.W., Washington, D.C. 20036.  
Project on sex equity in the curriculum. Eleanor Roosevelt Fund for Teachers.

*Publications: Shortchanging Girls, Shortchanging America*, Educational Initiative Poll, 1990.  
*How Schools Shortchange Women: AAUW Report*, 1992.

**A.A.U.W. California Equity Task Force**  
909 12th Street, Suite 114, Sacramento, CA 95814  
Contact: Alicia Hetman, (916) 673-0668  
There are numerous Educational Equity taskforces throughout the state. Call the California office for the chair in your area.

**The Berkshire Conference of Women Historians**  
Contacts: Judith Walkowitz, Johns Hopkins University, pres.  
Marilyn Williams, Secretary, Pace University, NY, NY 10038.

**California Council for the Social Studies (CCSS)**  
Contact: Shirley Mead-Mazetta  
1255 Vista Grande, Millbrae, CA, 94030  
Holds annual state conference in March, this year in San Francisco.

Active Gender/Social Justice Committee: Co-chairs: Tess Henry, Los Angeles and Wendell Brooks, Berkeley  
*Publications: Social Studies Review*. Special Issue, "Women, Gender and the California Framework." vol. 29, no. 1 (Fall 1989). Guest edited by Laurien Alexandre and Jane Bernard-Powers, and *Sunburst* (Newsletter).

**Educational Development Center**  
55 Chapel Street, Suite 200, Newton, MA 02160.  
(800) 225-3088.  
Publishes products developed under Women's Educational Equity Act. Some history.

**California Commission on the Status of Women**  
State of California  
1303 J Street, Suite 400, Sacramento, CA 95814

**Coalition for Western Women's History**  
c/o History Department  
Washington State University, Pullman, WA 99164  
Contact: Sue Armitage

**Committee on Women of the Southern Historical Association**  
Glenda Riley, History  
University of Northern Iowa, Cedar Falls, IA 50614

**Los Angeles Unified School District Commission for Sex Equity**  
Contact: Donna Cassyd  
450 No. Grand Ave. H-256, Los Angeles, CA 90012  
Interested in offering workshops for teachers.

**National Council for Research on Women**  
Sara Delano Roosevelt Memorial House  
47-49 East 65th Street, New York, NY, 10021.  
Received \$100,000 grant from Ford Foundation for "Reclaiming Diversity in the Curriculum."  
Publishes quarterly newsletter.

**National Council for the Social Studies**  
3501 Newark St., N.W., Washington, D.C. 20016  
Sex Equity Committee: Chair: Marsha Humbert, 6217 Rosecommon, Norcross, GA, 30092  
*Committee Publication: Signet*: National network of teachers committed to equity and Women's History instruction.

**National SEED (Seeking Educational Equity and Diversity) Project**  
Center for Research on Women  
Wellesley College, Wellesley, MA 02181  
Peggy McIntosh & Emily Style, Co-Directors  
Has created a network in 35 states. Teachers are trained as facilitators and they established interdisciplinary seminars for teachers in their district. Teachers become aware of materials and pedagogy to make the curricula more inclusive. Numerous networks exist in California.

**The National Women's History Project**  
7738 Bell Road, Windsor, CA, 95492.  
Contact: Molly McGregor: (707) 838-6000  
Curriculum resources for grades K-12. Extensive catalog. Predominantly US History. Conducts annual teacher's institute, gives workshops.  
*Publication: Network News*. Membership in Women's History Network available.

**Teaching Equity**  
331 El Camino Real, Vallejo, CA 94590  
Contact: Barbara St. John  
*Newsletter: Teaching Equity*. Lesson plan on infusing equity into the curriculum

**Upper Midwest Women's History Center (Women in World Area Studies)**  
630 Walker Street, St. Louis Park, MN, 55416

Contact: Susan Gross. (612) 925-3632  
Units on women in South Asia, Africa, Latin America, Japan, Greece, Rome, Middle Ages, Renaissance. Units and workshop on women in development. Catalog. Secondary level.

**Women in the World - Curriculum Resource Project.** 1030 Spruce St., Berkeley, CA 94707

Contact: Lyn Reese (510) 524-0304

Curriculum, workshops

*Publications: I'm On My Way Running: Women Speak on Coming of Age*, Avon Press. pb book.

*Spindle Stories*: 8 middle school units on women covering: 16th century Africa, feudal Japan, Ottoman Empire, Ancient Egypt, Classical Athens, Pompey, Renaissance Florence, Anglo-Saxon England.

*Women in the World: History Resources for the Secondary Students*, Avon Press, 1987.

**ORGANIZATIONS THAT PROMOTE THE TEACHING OF HISTORY (Partial List)**

**CALIFORNIA**

**California Council for the Humanities**

312 Sutter Street, Suite 601, San Francisco, CA 94108  
(415) 391-1474

Some California History Projects

**California Council for the Promotion of History**

California History Center

21250 Stevens Creek Boulevard, Cupertino, CA 95014

Contact: Jim Williams (418) 864-8964

California History/ Public History

*Publication: Newsletter: History Action.*

**Clio Project**

Graduate School of Education, U.C. Berkeley

Berkeley, CA 94720

Contact: Matt Downey. (510) 642-4793

Workshops and Institutes on topics on American and World History; research projects on 3rd and 4th graders development of historical understanding.

**National History Day Project**

Constitutional Rights Foundation

601 S. Kingsley Dr., Los Angeles, CA, 90005

Tom Kawahara, Manager (213) 487-5590

History competition judged in areas of papers, media, displays and performance. County, state and national competitions held from winter through spring. A number of students enter projects relating to women's history. Judges are solicited yearly. 1993 contest theme: "The Key to Understanding Communication in History."

**History/Social Science Unit**

California State Department of Education

721 Capitol Mall, Sacramento, CA 95814

Contact: Diane Brooks, Manager

*Publications: The California History/Social Science Framework*, 1988; curriculum units for grade specific historical topics.

**California History/Social Science Project**

UCLA, Gayley Center, Suite 304,

405 Hilgard Avenue, Los Angeles, CA 90024

Contact: Edward Berenson, Executive Director.

Funded by State of California under SB 1882. Develop teacher leadership; hold summer regional institutes for teachers.

*History Project Sites:*

SFSU: Joseph Illick director

UC San Diego: Robert Ritchie, director

CA State Polytechnical/Pomona/Riverside: Joseph Tiffany & David Levering, directors.

UC Davis: Roland Marchand, director

Humboldt State/Sonoma State/Dominican College: Joe Leeper, director

*Newsletter: The Primary Source*

**NATIONAL**

**Association of Black Women Historians**

Contact: Janice Sumler-Lewis

716 Ridgeway Drive, Clarkston, GA 30021

**American Historical Association**

Teaching Division: Robert Blackey

Assistant Director on Women and Minorities: Noralee Frankel

Committee on Women Historians: Joan Jensen

*Publication: The AHA's Task Force Report on the 1994 U.S. History Assessment*, 1992

**National Assessment of Educational Progress (NAEP)**

Funded by Congress. Project on U.S. Department of Education's National Center for Education Statistics. For over 20 years has collected information on student achievement in all disciplines. In 1994 plans to assess what students in grades 4,8, and 12 know and can do in U.S. history.

*Publication: Framework for the 1994 NAEP U.S. History Assessment*, 1991.

**The National Center for History in the Schools**

University of California, Los Angeles

Moore Hall 231, 405 Hilgard Avenue, Los Angeles, CA 90024

A cooperative UCLA/NEH program. New \$1.6 million grant from NEH

*Publications: Lessons from History: Essential Understanding and Historical Perspectives Students Should Acquire*. Jan., 1992.

Curriculum units, including *Women in the America Revolution and Women in the Middle Ages*.

**National Coordinating Committee for the Promotion of History**

400 A Street, S.E., Washington, DC, 20003

Page Putnam Miller, Director (202)544-2422

**National Council for History Education**

26915 Westwood Road, suite B2, Westlake, OH, 44145

Chair: Kenneth T. Jackson, Dept. History, Columbia University

K-12 & University level. Participates in National History Standards Project, conducts in-service educational workshops, history academies, speakers bureau.

**Publications: Newsletter: History Matters!**  
*Building a History Curriculum: Guidelines for Teaching History in Schools*, 1988 Report available through AHA.  
*Historical Literacy*, ed. Paul Gagnon, Macmillan, 1989.

#### **National Council on Education Standards and Testing**

(Congressional Committee established June 1991, chaired by Roy Romer, governor of Colorado, and Carroll Campbell, Jr., governor of South Carolina)

**Publications: *Raising Standards for American Education***, Report to Congress, the US Dept. of Education, and Governors, 1992.

#### **The National Endowment for the Humanities**

Old Post Office Building

1100 Pennsylvania Avenue, N.W., Washington, D.C. 20506

Lynne Cheney, Chair

**Publications: *American Memory: A Report on the Humanities in the Nation's Public Schools***. 1987. *National Tests: What Other Countries Expect Their Students to Know*. 1991.

#### **National History Education Network**

Established by the AHA and OAH. National offices in Nashville TN, as an advocacy center and clearinghouse for information relative to history education.

### **RECENT DEVELOPMENTS**

Copies of an earlier edition of this newsletter, prepared by Susan Wladaver-Morgan, have been distributed at conferences of history and social science educators across the country, and to government representatives at the state and federal levels.

The California Framework for History-Social Science is due for revisions. Send your suggested revisions to Glen Thomas, State Department of Education, 560 J Street, Suite 290, POB 944272, Sacramento CA 94244-2720; FAX (916) -327-6887; phone (916) 445-2731.

WAWH is participating at the National AAUW Conference, entitled "Taking the Lead: Balancing the Educational Equation," at Mills College, October 23-25, 1992. Some of the workshops include:

Expanding the Focus of What We Teach: Multicultural Women's History for K-6 Classrooms," Molly Murphy MacGregor, National Women's History Project.

"Gender Equity for K-12 History and Social Studies," Lyn Reese, Women in the World Curriculum Resource Project, Berkeley, and Virginia Koss and Patricia Strohm, Stone Ridge County Day School of the Sacred Heart.

"The 'Girl Question in Education': Issues in Vocational Education for Young Women in the Nineties," Jane Bernard Powers, San Francisco State University.

WAWH also participated at the International Federation of University Women Conference, at Stanford University in August 1992. Karen Offen spoke on "International Developments in Women's History" to an IFUW workshop on women's studies. This may lead to some local as well as regional and international networking with AAUW groups and individuals interested in women's history in the schools.

### **POLITICIZATION OF THE PROMOTION OF HISTORY**

Last spring, Catherine Cornbleth, professor at State University of New York at Buffalo and Gloria Ladson-Billings, professor of Education at the University of Wisconsin-Madison delivered papers at the American Education Research Association bringing attention to the attempted control of curriculum by scholars and educators committed to the preservation of the traditionalist canon. This canon still does not sufficiently include recent scholarship in multicultural and women's history. In their papers Cornbleth and Ladson-Billings raise the issues of what is the canon, who controls it, who benefits from this control and why. In the process of her research, Cornbleth found a network of individuals, organizations, and funding agencies supporting history education. "A relatively small group of people has created a seemingly well orchestrated and funded network that has been quite successful thus far in establishing itself as the definers and defenders of legitimate history and appropriate curriculum knowledge, especially in California and Washington, DC."

Dexter Waugh and Larry Hatfield of the San Francisco Examiner, as part of their series on the controversy surrounding the process of textbook selection in California, have also addressed the issue of the creation of national standards and its control by conservative politicians, educators, scholars, and foundations. "Parallel networks derive their support from essentially the same places. Support and money flow in both directions in this self-sustaining loop." The article reports that "The curriculum they produce ostensibly celebrates diversity and multiple viewpoints in the teaching of history - but diversity is subordinated to the notion of an overarching, common American identity." Waugh concludes that "The curriculum debate affects nearly everyone because it is about exactly what every student should learn between kindergarten and high school in math, language arts, history and social science."

### **ESTABLISHING A CONSULTANT NETWORK**

Alison Lingo, Barbara Loomis, and Peggy Renner are in the process of creating a list of members willing to serve as consultants in their speciality for publishers of history textbooks and materials. Barbara has recruited three WAWH members who are willing to do this: for US history, Mary Selstiner and Nancy Unger; for Latin American and Western Civ., Julyan Peard. Alison is reorganizing the membership directory so that members names can be accessed according to their expertise. If you wish to be added to the WAWH Consultant list, please contact Alison Lingo (510) 524-6511.

### **MATERIALS AVAILABLE FROM K-12 COMMITTEE**

We have a number of items that provide a much fuller presentation of some of the ideas we have raised in this issue. We have insightful articles dealing with the debate over the concept of diversity and multiculturalism in history, as well as frameworks, often in draft form, from organizations that have created history standards. Of particular relevance is: 1) Catherine Cornbleth's research, "Controlling Curriculum Knowledge," 2) an article by Gloria Ladson-Billings, "The Multicultural

K-12 Education Committee  
1030 Spruce St.  
Berkeley CA 94707



Mission: Unity and Diversity," 3) the Dexter Waugh newspaper article, "Rightist Groups Pushing School Reforms," 4) "Lessons from History: Essential Understanding and Historical Perspectives Students Should Acquire," Nation History Center, 5) "Framework for the 1994 NAEP U.S. History Assessment, 6) Report of the AHA Task Force on the 1994 History Assessment," and 7) a series of articles in "History Workshop," a British journal published by feminist historians about the debate in the UK in 1990 when they were in the process of setting their own national standards. A reading of the British articles offers a perspective on the similarity between their issues and ours and could form the basis for a workshop discussion on defining the content of history education.

In addition, several documents mentioned in this issue are available to those who wish to go into these matters in greater depth; only limited space has prevented them from appearing in these pages. These include the 1988 Framework for the History-Social Science Curriculum and a WAWH statement of Aims and Objectives, which were published in the autumn 1991 and spring 1992 issues of The Networker; the form designed for the textbook review panel and a compilation of their responses (Appendixes 1 and 2); Appendix B, of Combleth's article, consisting of addresses of groups within the history-teaching network; and a complete list of the 23 members of the K-12 Committee, with their addresses and phone numbers.

These materials are available from the K-12 Education Committee, 1030 Spruce St., Berkeley, CA 94707; (510) 524-0304; or from Karen Offen, 450 Raymundo Drive, Woodside, CA 94062; (415) 851-1908.

#### WHAT YOU CAN DO

It is clearly in the interest of women historians and historians of women to increase public awareness of the exciting contributions that we have made and to insure that this new knowledge is integrated at all levels of education. We can work toward this goal in many ways—informing ourselves about the problems, pressuring public officials, networking with educators from all backgrounds and settings, and sharing ideas with each other too. Some of us may already be bringing this scholarship into the schools in many different ways. This newsletter can provide a forum to offer techniques and ideas that we have developed and to share our experiences of what works and why. Therefore, please feel free to submit your responses to this special issue of The Networker or articles detailing your experiences. The issue of history education in the schools lends itself especially well to the kind of networking we are capable of doing. Just send your comments, letters, articles, or whatever, to The Networker, c/o Susan Wladaver-Morgan, 2513 NE Skidmore St., Portland OR 97211.