

IOWA COUNCILOR

Official Publication

of the

Iowa Council for the Social Studies

Vol. V, No. 1

January, 1954

TABLE OF CONTENTS

PRESIDENT'S LETTER	2
OBSERVATION ON LIFE IN AN INDUSTRIAL CITY IN ENGLAND	4
WORKSHOP IN PUBLIC AFFAIRS	10
FROM HAMMERFEST TO DECATUR: A FOURTH-GRADE PROJECT	11
THE INDUSTRIAL COUNCIL	16
THE VOICES OF THE PAST ARE LOST?	17
BOOK REVIEW	23
RECENT NCSS PUBLICATIONS	26
OUR CONTRIBUTORS	28

OFFICERS

President

Ruth Moeller
Thomas Jefferson
Council Bluffs

Vice-President

Duane E. Lodge
High School
Parkersburg

Secretary-Treasurer

George Vuicich
University High School
Iowa City

Editor

Marguerite Skilling
Boone High School
Boone

Business Manager

Martha Wangberg
Thos. Jefferson H.S.
Council Bluffs

PRESIDENT'S LETTER

Thomas Jefferson High School
Council Bluffs, Iowa
January 8, 1954

Dear Iowa Council Members:

As we commence another year in the reorganized Iowa Council for the Social Studies, we can look back upon a year of achievement, due, in a large measure, to the many willing hands among our membership who have shared in the task with us. May I express the sincere appreciation of your former president, Mr. G. Arthur Luther, and his officers to all who have participated in the Council's work. To the members of the Executive Board, who attended the executive meetings at their own expense; to the district chairmen who planned excellent programs for the district meetings; to Dr. John Haefner, immediate past president of the National Council for the Social Studies, who has encouraged our every endeavor; to Miss Marguerite Skilling, who edited the Iowa Councilor; to local presidents who directed council activities; to all who contributed of their time and talent in furnishing material for our bulletin; and to every member who gave his moral and financial support. We are most grateful.

Several worthwhile projects were developed by your Council in addition to issuing the official publication. The workshop for social studies teachers held in March on the campus of Drake University was particularly outstanding.

Your Executive Board, in anticipating a new year of even greater endeavor and

achievement, expect to continue the pattern of regional conferences in the hope that social studies teachers may have an opportunity to grow better acquainted and to share views concerning the problems and accomplishments in their particular fields.

Since from both an organizational and functional viewpoint, strength in membership is vital to the accomplishment of the objectives of our group, tentative plans have also been laid for promoting an "all-out" membership drive. A study of teacher certification, a system for establishing student memberships in the Iowa Council, and investigation concerning the printing of the Iowa Councilor in a more compact form comprise the initial steps taken by the executive committee.

Be assured that your state organization stands ready to serve you in the coming year. We shall welcome all suggestions, and voluntary contributions in the form of material and services will be most gratefully received.

Most sincerely,

Ruth L. Moeller

ATTENTION!

The amendments to the Constitution of ICSS which were presented to the membership in the April and October Councilors were adopted at the annual business meeting in November. According to the provisions of the amendments, the present officers, newly-elected in November, 1953, will serve until March 1, 1955. At that time they will be succeeded by those elected in November, 1954.

OBSERVATIONS ON LIFE IN AN
INDUSTRIAL CITY IN ENGLAND
by Ruth Gordon

Last year I had the good fortune to be an exchange teacher in England. My assignment was Sheffield, a large industrial city, 165 miles north of London. Over five hundred thousand people live in this city, where cutlery of world renown is manufactured and many ingots of steel are poured from England's largest steel mills. The heart of this city is located where the River Sheaf and the Don meet. Surrounding the many factories in this small valley, and on the hills around, are row after row of two-story, red brick houses attached one to another. Each opens into the street and has a cement court in the back, where a coal shed stands. Many of these houses have been standing since the Industrial Revolution, and so are very old and dark. All are heated by open fireplaces. These fires are most cheerful and keep your feet very warm but at the same time your back is freezing! Since only enough coal is allotted for one fireplace per house per day, halls and bedrooms and bathrooms are always chilly. Heavy drapes are drawn over windows and doors to keep out drafts.

The main room in the house is very cozy. It usually contains the fireplace, a sofa, and a big square table on which tea, the evening meal, is served. Before the fireplace is a half circle rug with chairs placed around the half circle. Here the family sits in the evening; mother crocheting or knitting, father reading or making hooked rugs and the children doing school work or reading comics or other magazines.

,

The fireplace not only gives heat to the room but provides fire for the cooking of the family meals. To the right side in the fireplace is the open fire, above it is a small warming oven, and the entire left half is closed in with thick iron doors to form the oven for baking. Some folks have a water tank behind the open flame to provide hot water for the bathroom. On the ceiling above the mantle is a rack for drying clothes. This is raised and lowered by means of a rope pulley. The room behind the main room is called the scullery. This is the place where the mother prepares the food. Here is to be found the deep sink, wooden drain board, kettles hanging on the walls and a door opening to the pantry where the food is kept. They do not have refrigerators or ice boxes. I saw only one refrigerator in a home and that where the father was an architect of department stores. Since their homes are nearly always two story buildings, the bedrooms are upstairs. They do not have basements.

On the edge of the city are a few single houses, with a narrow bit of lawn and flowers in front and a long narrow garden in the back. Here the family raises apple and plum trees, gooseberries as big as small plums and black currants. There is, also, the usual kitchen garden of greens, such as cabbage, lettuce, and brussel sprouts. There is a small glass house where tomatoes are raised because it is too cool to raise them in the ground. Corn, squash, sweet potatoes, pumpkins, and melons are not raised and are completely unknown to the people. You may be sure that we Iowans missed our corn! One night I popped some for the neighbor children. They examined the can, felt the kernels, leaned their ears to the

pan better to hear the popping sound, and were awed, when I raised the lid, to see that the pan was filled to the top with white fluffy kernels just like the picture on the can! A Hallowe'en jack o'lantern was just as difficult to describe to them!

Tea, of course, is the national drink. It is very delicious and is always mixed with milk. Meat, eggs, cheese, bacon, candy, tea, sugar, canned fruit, and dried fruits were all rationed when I was there. However, in late spring and summer some of these items were freed. Mutton was very plentiful; much of it coming from New Zealand and Australia. There is a wide variety of fish available. In fact "fish and chip" shops were open for several hours each evening where one could buy a handful of what we call "potato chips" and some white crusty fish! Hares were regularly served. They were advertised from Australia though the country abounded in them. A little boiled ham was to be had from Denmark. Beef was rarely served.

Breakfast is always a heavy meal with oatmeal followed by fried tomatoes, or liver, or a kippered herring, or some baked beans on toast, and, of course, a cup of tea.

Dinner, the noon meal, is the big meal of the day. This practice began in the war years and has continued. This meal usually consists of boiled potatoes, meat or fish, a vegetable (usually cabbage or brussel sprouts), and a pudding. Steamed bread puddings are a favorite as is treacle pie. It is a syrup-like mixture spread over pie crust. Jello and trifles are also frequently served. The evening meal was called tea. Here one had some lettuce with a little tomato, a slice of cold meat, bread and butter, and a little cake or jam tart for sweet. Accompanied, of course, by a good cup of tea.

The housewife in England is always busy. Because of the lack of refrigeration, she must shop for food daily. The shops are small and highly specialized. A pork butcher sells only pork; a fish market has only fish. The housewife goes to one shop for butter and eggs and cheese, and to another for bread. She goes to the green grocer for fresh fruits and vegetables, and for flowers for her table. At each of these places she will queue in line as other housewives are doing their shopping at the same time! When she returns home, she must cook her meat or kidney pie immediately in order to preserve it. She buys fresh vegetables in preference to canned ones. Frozen foods are just coming out and are very few and expensive. Most English housewives wash the family laundry by hand in the kitchen sink. One of my friends had just gotten a machine and described it by saying, "you soak your clothes first, then push and pull four or five times." She was referring to the hand-operated kind. Very small electric machines are now being shown in store windows. If the British housewife has a sewing machine, it will probably be the kind where you turn the wheel by hand. One can see these machines in the shop windows with the treddle kind and a few small electric ones. The housewife must bring in buckets of coal from the coal shed to keep the fire going. Every two weeks she must let the fire go out and with a long-handle brush get the soot out of the fire place as far up as she can reach. She must arrange for the chimney sweep to come at least three times a year. Always she is knitting; socks, sweaters, vests for the whole family. But in spite of the many tasks she has each day, she is a most cheerful and uncomplaining person.

because the climate is so cool all year round, much wool is worn. One of our school staff told me she had only two cotton dresses and she saved them for holidays at the seashore. The girls' dress is similar to that of American girls but the boys wear short pants and grey half stockings until they are thirteen or fourteen years of age. Everyone has a rain "mac" and "Wellington" rubber boots that came up to midcalf. These were worn both in the house and out of doors and take the place of overshoes.

The school I was assigned to was located in a factory area where we could hear the whirr of the machines in the cutlery work and see, from our windows, a cluster of giant smoke stacks where coal was turned into gas. The school was called a primary school with children from ages five to seven. The five-year olds came all day and were taught reading, writing, and simple sums. In this building, there were four classrooms arranged around a center hall. Each morning after the bell had rung, all the children gathered in the large hall for prayers and hymns. Then they went back to the class rooms for a Bible story. When it was time for reading, the children got out their reading books and read aloud. The teacher sat at the desk and heard each child read individually. Arithmetic was difficult for me because the English money system is based on the twelves rather than on the tens. Thus 15 is not 15 but 1 and 3 (1 shilling and 3 pence). Adding, subtracting, multiplying, and dividing in twelves involve extra operations in solving money problems. All other problems not involving money are solved in the tens system. Physical training classes were held in the big main hall, as were wireless lessons in dancing, music apprec-

iation, and literature. The broadcasts were under the direction of the B.B.C. and were excellent. Materials were sent the schools before the broadcast so that it was possible to give background to the children. Across the cement court was a junior school for children of the seven to eleven age group. In the other direction was a senior school for those from eleven to fifteen years of age. These age groups, each in a separate school, form the general pattern of education in England. Boys and girls may go to separate schools or be in the same school but are in separate rooms.

Children in England take an examination at age eleven. If they succeed, they are placed in a grammar school. Here they follow an academic course of study until they reach sixteen. This training prepares them for entering college. If a child fails the exams, he is sent to the senior school. If this school is in a modern building, it offers many vocational courses. Boys actually learn to use a forge, make small garden tools, etc. If it is an old school, the program offered will be a continuation of the junior school or a general course. These children remain at the school until their fifteenth birthday. Then they leave and are placed in positions as apprentices in factories or clerks in shops, etc.

Class size is large in England. Sixty is the maximum. Books are few and thin with few or no illustrations. This is because paper is very short and very expensive. Small exercise books are provided by the national government for doing writing and arithmetic lessons. Each child has a little slate board and chalk with which to draw and write. In the junior school we noticed that history and geography were taught for a half an hour for

one period a week. There seemed to be a lack of material on the United States geography and history. In one very large superior grammar school only three books on America were found in the library and one of these was entitled, Reminiscences of a Poet in the Rockies. As exchange teachers, we all hope that this situation will change. More exchange of books, ideas, and research must take place. We all felt that there is much we can learn from this country with its long history and traditions and much they can learn from the technological and industrial achievements in our country.

WORKSHOP IN PUBLIC AFFAIRS

Syracuse University is planning a new kind of workshop for the summer of 1954. Titled a Workshop in Public Affairs, it will be a six weeks program of observation and study of government inaction in Albany, New York City, and Washington, representing state, city, and national levels of government. Workshop organization will allow for first-hand contacts with public officials (city, state, National, and United Nations), for study of the work of special agencies of government, and for the opportunity to do special research. Attendance at the workshop carries six graduate credits for the full session. Attendance for two or four weeks carries two or four credits. All inquiries for information concerning the Workshop should be addressed to:

Professor Phillip Bradley
106 Maxwell Hall
Syracuse University
Syracuse 10, New York

FROM HAMMERFEST TO DECATUR:
A FOURTH-GRADE PROJECT
by Virginia Schoby

As a result of my economic workshop experience I have been alert to opportunities to develop economic understanding. With the study of Norway came the opportunity to tie in Norwegian whaling and whale oil with corn and soy bean oil in our own community, Decatur, Illinois, and the oil palm of the Congo, the coconut oil and copra of the Philippines, and the olive oil of Greece.

The children read in their texts that "The People of Hammerfest, Norway, have few ways of making a living except by fishing. The summers in this northland are too short and too cool for farming. Hammerfest is on an island which the Norwegians call "Whale Island." This is a good name for it because many of the men who live in Hammerfest fish for whales. For many years, men have caught whales in the ocean north of Norway.

The Whaling Industry

What is whale oil good for? It is used in soap, face creams, glycerine, paint; tanning, fine lubricants for machinery, and for tempering steel. At Norwegian stations the best meat is eaten fresh, then they strip off the blubber; and cut up the carcass which is converted into oil and fertilizer. Field's Landing, Humboldt Bay, six miles south of Eureka, California, is the only whaling station in the United States. It hunts forty miles west in the Pacific. The children learn that whaling has moved largely to the Pacific and to the cold waters of the Antarctic.

The point we make here is that when a natural resource is used up in one place we have to look for it in another place or find a substitute.

Some facts which appealed to the boys and girls were that a whale is equal to 37 elephants in weight; the heart weighs 1000 pounds; the stomach is big enough to hold a dozen men; a whale eats five tons of sea-food a day; the Blue Whales, which are the largest, may weight 150 tons and can go as fast as 25 miles per hour.

The discovery of petroleum gave a knockout blow to whaling. Recently, however, interest has been revived. The renewed interest in whale oil has come about as a result of chemical research. Since the war, British factory ships have gone out in search of whales, whose oil, converted into margarine, helps to bolster England's critically small supply of edible fat. In 1946, a Norwegian captain opened a factory to render blubber and process the greasy meat prized by mink ranchers for the gloss it gives to the animal fur.

Whales don't have much chance when science is applied to hunting them down. An article in the Wall Street Journal of December 1, 1952, which made this point intrigued the children when they read it on our bulletin board. "Scaring whales with supersonic signals is the latest gimmick of British and Norwegian whalers," the article stated. "They say it causes the giant mammals to dash in straight lines, making it easier for harpooners to follow them once they're spotted. Manufacturers of the gadget can't explain why a supersonic scare should send a spouter off on a straight path. They say it just does!"

When we began to consider oils in the world trade in general the picture enlarged itself and we began to think in

terms of oil in other parts of the world. Bringing all these oils to a central processing place and market involves ships, transportation, and world trade.

A common denominator in oils in the experience of fourth graders is soap. The children wanted to know how soap is made and what it is made from. To answer that we had to, once again, go to the four corners of the earth. That led us into Greece, which produces olive oil; into the Philippines, which send us coconut oil and copra; and into the Congo, where the oil palm grows.

One of the factors that develops world trade is differences in climate. People who live in different climatic regions produce different products. Those who produce a surplus of products usually send them into the channels of trade. When asked to tell what the word surplus meant one boy said it was what you had left over and you put it away to use later or to sell. He cited as an example the Army War Surplus store.

The children were interested in the fact that it is sometimes good business for people to export practically every thing they produce and find a substitute for their own needs. The farmer in our own county may sell all his butter fat and buy margarine for his own table. The Congo people use palm oil derived from the outside cover of the fruit at almost every meal. They cook food in it and dip bread in it. Lacking capital, people of the Congo must export the hard palm kernel because they do not have the machinery for extraction. Furthermore, in those marginal areas which do not attract capital, the production remains primitive--largely a gathering from wild trees. Where capital is available, the production of palm oil is a large scale industry, plantation farming.

In order to be useful, goods must have an appropriate form, must be available at the proper time and place, and come into the possession of the person who is to use it. Hence the importance of transportation. The carrying of goods from where they are produced to where they can be used creates jobs for other people. People live at transfer points to operate warehouses and to shift goods from one form of transportation to another.

We developed the concept of specialization by making a comparison between building a new home in the Congo and building one in our own economy.

Because people are willing to work in the hot tropics, it is possible for us to have cheap soap which is a luxury item in most parts of the world. The children noted that we were always asked to include one bar of soap in each Junior Red Cross box we packed. In our culture, soap is a necessity from both the esthetic and the health point of view. The high productivity of our people is attributable in part to the high standards of our health.

During our study we had brought in soap wrappers and advertisements. On a trip to a nearby store we noticed such soaps as toilet soaps, shampoos, laundry soaps, soap powders, and shaving soaps, and the new development which is fast becoming the rival of soap powders--detergents. Children mentioned animal soap which they used for their pets, but which was not on sale at that particular store. We wondered why we found only two soaps which told the kind of oil used in it--coconut oil in both cases. The store manager said the companies didn't want to give away their formulas. So competition came into the picture. We asked why soap companies were willing to buy oils which had to be transported across

the ocean. They are cheaper and there are not enough animal fats from the meat packing industry. At present the government is taking the fats for glycerine.

As the culminating activity we made soap on a small scale in our own room using lye, water, and grease drippings. The children noticed we did not use corn or soybean oil, a product Decatur exports by the tankcar load, because most of it finds its way into edible products which command a higher price.

However, our local companies do sell some soapstock. Children in the class whose fathers were employed in the soybean and corn milling industry asked their parents about the places where they worked. Decatur now has five soybean mills. The Staley Company which pioneered the bean processing industry in our country has the largest soybean plant in the world. It takes about 100,000 railroad cars a year to bring in the beans, and ship out the oil, feed meal, and other products. Soybean meal, which is used mainly for livestock feeding, and oil are the principal manufactured products of the soybean. The oil, a vegetable oil, is used for shortenings and oleomargarines. The children remembered that last year when they visited the potato chip factory, they were told the potatoes are cooked in corn oil because they stay fresh longer on the shelves. Here was a chance to show what happens when human labor is added to a raw material. Consider a bushel of potatoes. What is the cost of one bushel of potatoes? What is the cost of one bushel of potatoes as potato chips?

The children have learned to watch for signs, as they drive in the country with their parents, of ways in which people make their living. In our midwest, the corn and bean fields have taken on new meanings.

THE INDUSTRIAL COUNCIL

The Industrial Council is a non-profit organization which has been established to enable teachers and industrialists to meet twice yearly in a two-day session devoted to a study of the economic and social aspects of American industry and their meaning for the national and international scene. Rennselaer Polytechnic Institute, Troy, New York, is responsible for planning the program and furnishes the plant facilities for each session. In 1952-1953, the chemical and oil industries sponsored conferences. In October, 1953, the electrical industry acted as host to approximately one hundred business executives and five hundred social studies teachers representing every state in the United States. Six Iowa schools were represented: Muscatine, Clinton, Sioux City, Des Moines, Boone, and Grinnell College.

Editor's Note: The entire conference sponsored by the electrical industry was very well planned, very efficiently managed, and the program was both most enjoyable and profitable in furnishing a broader base of understanding between industry and education.

THE VOICES OF THE PAST ARE LOST?
by Robert Paulson

With each passing day our hold on the historical past is slipping away. We remember but faintly the aunt, grandfather, or friend who, when very young, settled our communities, taught in our schools, or fought in one of our wars. They were the pioneers, the last of the hardy group that wrested our prairies from the wilderness and gave us the nation we have today. While we cherish such memories and read their exploits with more than a passive interest, people younger than ourselves, and without our faint personal memories, may find these same exploits rather drab and dull. How can today's well-fed, well-clothed children know, understand, or appreciate the hardships and suffering of our pioneers? How can great-grandfather ever be anything but the tall, dignified old gentleman of their childhood? How can they picture him as being a boy filled with boyhood dreams similar to their own, coming to this country as a young man seeking a future in a new world, a world far different from the old one into which he was born?

Our nation has been built upon a foundation of immigrant stock. With each new wave of immigration, new customs, ideas and habits have entered our national life to enrich it with the best the world has to offer. We should know and pass on to the young an appreciation of these contributions.

Today as we look out of our windows and watch the thousands of automobiles hurrying by on strips of endless concrete, or look aloft to view an airplane speeding

across the sky, it is difficult to realize that less than one hundred years ago this same area was barren of products of human handiwork; nothing but the tall prairie grasses and roving buffalo were to be found. This was the home of the Indian, for the white man had only begun to penetrate the area. Fifty years ago, within a period many can remember, this land was still rather primitive; in fact it was not until the late twenties that Iowa had developed a road system. What progress we have seen! But nothing compared to the changes lived through by our parents, grandparents--these older people who can tie the beginnings of Iowa to the present day. They have a valuable story; one that can make the teaching of the social studies more realistic, alive, and thrilling. This is the link with the past that should be preserved.

While a great deal has been accomplished on a national level with historical recordings of prominent people and events,* all too little has been undertaken on the local level. There are several reasons for this: First of all, the national recordings are of people who were politically and socially prominent during their lifetime. The events recorded were of outstanding occasions that had a wide amount of interest. Secondly, because of the national prominence of the people and events, it has been commercially profitable to accumulate and make these recordings available. Just the opposite prevails on the local level; most of the pion-

*Cavalcade of U. S. Presidents (RCA Corporation, Camden, J.J.) Then Came War, 1939 (Tribune Production, 40 E. 49th st., New York, N.Y.) This the UN (World Book Co., Younkers On the Hudson, N.Y.) Those Historic Years (U.S. Recording Co., Washington D.C.)

eers still living were not socially prominent, and furthermore, any story they had to tell would be of only local interest. However, it is for these reasons that we should make an effort to preserve their stories. The very fact that these elderly people lived the lives of average citizens of this country in pioneer days provides us with a considerable source of much valuable information not available elsewhere.

For instance, listening to an elderly gentleman relate how he came to this part of the country, his early experiences, his memory and impressions of the changes that have taken place, will provide an eleventh or twelfth grade social studies class with a more intimate feeling with their pioneering past. Through such interviews these students would be better able to appreciate the sacrifices and hardships of the past generation and in turn be better able to cherish the ideals for which this country stands. Such interviews would certainly make history more meaningful than merely reading the same material from textbooks. Also, in the association with people older than themselves, the students may observe in these pioneers a sense of sturdiness of character and it might develop within the student a desire to serve in order to make his own life more meaningful.

The sources for such interviews are limitless, depending upon what phase of life one wishes to investigate. While the civil war veterans have passed away their sons and daughters are still living and can provide much in the way of interesting information about that period of our national history. Pioneers who came to Iowa by wagon train still live. Men who operated the early stage coaches, the early railroads and steamboats are still to be found

in the local communities. Spanish War, World War I and II, as well as Korean veterans are numerous. Refugees from the war-torn countries are new additions to our community and their experiences certainly make the current events class more interesting and vital.

The subject of interviews need not be limited to individuals who have lived through times of violence, an effort should be made to present a panoramic view of American life of the past. Such a glimpse into the past might be made to include the experience of an elderly school teacher describing the early schools of his community; a doctor telling of early medical training and practice; an early businessman might describe the methods employed in business; and the farming methods and way of live of the bygone days might be obtained from a pioneer farmer. These are but a few sources to be found in the local community.

This link with the past can be preserved by using one of our newest teaching tools, the magnetic tape-recorder. Through the use of tape, teachers are presented with another method of improving their teaching technique, one that stimulates student interest and attracts their attention. Because of the simplicity of operation and ease of editing, this machine is being used extensively in the commercial as well as educational field. This along with its realistic recording of the human voice makes it the ideal machine for such a project.

A teacher desiring to make his social studies more interesting and meaningful and who might like to contribute valuable material to a historical library, should plan to produce such a tape. Since this should be a class project the students

might select a period to investigate, one which might be associated with possible local material. Finding the individual or individuals to provide the information desired might take a little investigation. However, within the average class a wide knowledge of the community is represented and the students should provide several names. Ministers, postmasters or local historians might be contacted in compiling lists of persons to interview.

After the individual has been selected, work should be started on preparing questions to be asked. Interviewing is an art and is highly dependent upon knowledge of the subject. Consequently, the students must obtain as much information as possible about the period or subject so that the questions asked may be meaningful. Questions that are intelligently prepared will uncover information that the interviewee might otherwise forget to mention. This presents the teacher with an opportunity to assign research material. Students should be encouraged to seek out early histories of the state, country, or city, and from these, along with texts, develop a list of questions.

While the entire class should work on preparing the question list, only two or three students should do the actual interviewing. Two students should ask questions and one should operate the recorder. A warm-up period always precedes the actual recording. During this time the students and the person being interviewed review the questions and tend to become accustomed to the presence of a microphone in the room. On a pre-arranged signal the student operating the recorder may start the machine. In order to prevent the distractions often caused by the presence of a recorder in the room, it may be advisable to place the

machine to one side of the room, or better still, in another room.

After completing the interview, the third phase, that of class evaluation and editing, commences. Here, the entire class listens to the recording in order to determine how the questions were answered. Also, it should be a period of evaluation to determine the accuracy of the answers in the light of historical fact. This discrimination of fact from fiction is especially important since many stories have a tendency to grow with age. Editing of the tape in order to delete the unsuitable material is highly recommended and, while it is a rather tiresome task, the results are highly profitable. With careful editing the tape becomes an accurate historical commentary on the particular period studied.

No, the voices of any community need not be lost, if an effort on the part of the local social studies classes is made to preserve them. One or two tapes produced each year soon grow into a valuable historical library, a library of voices of the past that assumes greater importance with each passing year.*

*Information on the preservation of tapes may be obtained from Audio Record, January, 1953. Vol. 9, No. 1

CONGRATULATIONS

The members of ICSS desire to extend the heartiest of congratulations to John Haefner, retiring president of the National Council for the Social Studies, on a most successful presidential year. Attention is called to The Civic Leader, January 4, 1954, "Highlights of the NCSS Convention", in which Lewis Paul Tood writes of Dr. Haefner's address at the business meeting.

BOOK REVIEW

MAN'S WAY FROM CAVE TO SKYSCRAPER by

Ralph and Adelin Linton

Reviewed by Robert Hawthorne

"Man, biologically considered...is the most formidable of all the beasts of prey, and, indeed, the only one that preys systematically on its own species."--Memories & Studies.

Ralph and Adelin Linton have written an exceptionally good book in which they give the layman an intelligent look at the part the anthropologist plays in tracing man's way down through the centuries. The story of man's beginning is an interesting one. Man has traveled many roads during the centuries in which he changed from cave man to a builder of skyscrapers and airplanes. These various roads are informatively presented and the reasons they were taken are shown.

They do a marvelous job of explaining away man's differences and showing his similarities. They point out that it is now the belief of science that man had a single origin and has evolved into the various racial stocks: Caucasian, Negroid, and Mongoloid. These three racial stocks probably came about as the first man's descendants went about over the face of the earth. Those going into the colder northern climes developed the lighter skins while those going into the warmer southern climes developed the darker skins. These physical differences have nothing to do with the mental capacities and abilities of peoples of the world. Everything known today points to the fact that there are no more differences between races of people

than between the different people within a race. In fact: "Everything that we know at present indicates that the importance of race does not lie in the matter of racial differences but in the social discrimination and prejudices for which race has become a symbol."

The Lintons have divided the progress of man into four divisions which they call the four great mutations. Culturally speaking all men started as wandering nomads. The first of the mutations gave man control of his environment with the use of tools and fire. The second was the planting of crops and the domestication of animals. These developments caused man to change from a nomad to a settled family man. These two mutations started at the beginning of history long before written records and continued until man built machines and harnessed heat as a source of power. This was the third great mutation, to which we are not as yet completely adjusted. The fourth and last was the releasing of energy from the atom. The changes this will bring about are impossible to comprehend. Many things happened between the second and third mutations, cities were built, empires rose and fell, culture was enriched, there were explorations, wars, and crusades; but the mass of the people continued to till their fields and herd their flocks as they had always done.

The Lintons have devoted a great deal of space to explaining the civilized centers of the world and how they differ from ours and, more important, why they differ. By showing how Islam and India developed they explained why the Indian civilizations have gone so far along the religious and philosophical line and at the same time turned their backs on technical achievement and

progress. Another center of civilization that will have a part in the world of tomorrow is China. History has shown that China goes through a period of chaos about every eight hundred years and at the end of each period she emerges stronger and better than ever. When she emerges this time, with a stable government, the addition of modern science and technology to her ancient civilization will allow her to stand in the front rank of world powers.

The Ancient American civilizations which the Spanish destroyed have much in common with the Old World civilizations. The Incas even surpassed the Old World in technical skills and industry. The American civilizations have left little imprint on world history but the descendants of the people who created them are certain to play an important part in the future of Latin America.

The culmination of the Linton's research in anthropology seems to be; "If anthropology proves any one thing it is that all races have a common origin and have very much the same potentialities. Each race has made its contribution in the past and the help of all is needed to build the future."

IOWANS GET TOGETHER

At 7:30 A.M., November 27, the annual Breakfast got underway in the Statler Hotel. NCSS 1953 Convention headquarters in Buffalo, John Haefner, Mabel Snedaker, and Marguerite Skilling, with nine "former Iowans and friends of Iowans" met to renew old friendships. The program consisted of good food, good fellowship and good conversation, topped with good wishes for a bigger and better Iowa breakfast in 1954.

RECENT NATIONAL COUNCIL PUBLICATIONS

Social Studies in the Senior High School Programs for Grades Ten, Eleven, and Twelve. Eunice Johns, Editor. 1953. \$2.

The authors of this bulletin have presented the results of their study of social studies curriculums and practices in five parts. Part One presents a survey of the status of social studies in secondary schools today. Part Two stresses factors that need to be considered in planning the social studies curriculum in secondary schools in order to meet the needs of the student and of the society of which he is a member. Part Three describes social studies programs in six widely-separated senior high schools. Part Four points out ways in which present programs might be improved to better meet these needs. Part Five is a very useful annotated bibliography of materials available to the teacher or administrator interested in curriculum improvement and revision.

Social Studies in the College: Programs for the First Two Years. William G. Tyrell, Editor. 1953. \$2.00

The eighth volume in the NCSS Curriculum series is devoted to social studies at the thirteenth and fourteenth grade level, both in junior college and in the four year college.

The presentation of the authors' findings regarding social studies teaching and curriculum making at this level is divided into four parts. The titles for each part are self-explanatory and suggestive of the topics considered therein. They are as follows:

- Part One-The special needs of young Adults and the Implications of these needs for the College Social Studies.
- Part Two-College Social Studies Programs. This chapter contains descriptions of, and comments on, the social studies programs of eighteen schools and colleges, widely diversified as to geographical area and type of school represented.
- Part Three-Special Problems in the Introductory Social Studies. It is emphasized here that the work of the thirteenth and fourteenth grades must be related to the elementary schools programs in order to provide sequence of content and continuous progress in the development of skills, attitudes, and abilities.
- Part Four-Conclusions and Recommendations--for the future of College Social Studies.

Note: It is hoped that, by indicating the outline of material presented in each of the two new curriculum bulletins, social studies teachers and curriculum makers may be directed to helpful reading on individual problems.

OUR CONTRIBUTORS

RUTH A. GORDON makes a first hand report of her experiences as an exchange teacher in England. Miss Gordon has again returned to her duties in the Council Bluffs schools.

The January Book Review comes from a student reader of the Councilor, ROBERT HAWTHORNE, Boone Junior College. ICSS members will recall the recommendation of Man's Way from Cave to Skyscraper at the social studies area meeting in November. Bob attended that meeting and, as a result of the interest aroused in the topic, contributed the review.

RUTH MOELLER, Thomas Jefferson High School, Council Bluffs, Iowa, ICSS president, greets the readers of the Councilor for the first time in the President's Letter. The President's Letter is a regular feature of the Councilor.

ROBERT PAULSON is a specialist in Audio-Visual Education in the Curriculum Laboratory, Iowa State Teacher's College, Cedar Falls, Iowa.

VIRGINIA SCHOBY, fourth grade teacher in Garfield school, Decatur, Illinois, contributes a review of a fourth grade project emphasizing economic education. Miss Schoby presented her project at a University of Mississippi Workshop on Economic Education during the summer of 1953.