

# IOWA COUNCILOR

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PRESIDENT'S  
✶ ✶ LETTER

Corning High School  
Corning, Iowa  
September 14, 1955

Dear Iowa Council Members:

Welcome to another school year. I hope it will be a successful and fruitful one for you. Probably most of you have had some very enjoyable experiences during the summer and have returned to the classroom full of ideas.

Speaking of new ideas I am sure that everyone will want to attend the Area Meeting of our group at the State Education Convention in Des Moines on November 4th. We have engaged Dr. Homer P. Rainey, former President of the University of Texas, as our main speaker. Dr. Rainey is one of the leading authorities on the Civil Rights problem in the South. He has chosen as his topic "Let's Talk Freedom". I am sure that many of us will leave the session with new ideas for our teaching in social studies classes about the Civil Rights Controversy.

I wish to publicly thank the Des Moines Register and Tribune, and especially Mr. Henry J. Kroeger, for the fifty dollar gift check to the Iowa Council. This money will be used to help defray the costs of publishing the Iowa Councilor.

I should also like to encourage all social studies teachers to enter their students in the High School Contest sponsored by the Iowa Association of the United Nations. You will undoubtedly learn more of

this later through your Councilor.

Personally, I am looking forward to a very pleasant year in the Iowa Council and also in my own new location in southwest Iowa. I'm expecting to see many of you at our luncheon and the Area Meeting in Des Moines.

Cordially,

Duane E. Lodge  
President, ICSS

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NOTICE

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Iowa social studies teachers will gather for the annual luncheon meeting of ICSS at Callanan Junior High School, 31st and Center Streets (Crocker car line) in Des Moines at 12:15 P. M., November 4. Reservations should be made with Cecil Leonard, Saylor School, Euclid and Cambridge Ave., Des Moines, Iowa. The price of the luncheon (\$1.25) must accompany the reservation.

Dr. Homer P. Rainey, former President of the University of Texas, will be the speaker at the Area Meeting to be held at 2:30 P. M. at the same place. His topic will be "Let's Talk Freedom".

DEVELOPING CONCEPTS  
IN THE SOCIAL STUDIES

by

H. Taylor Morse

In H. G. Wells' novel Men Like Gods the magnificent inhabitants of the fourth dimensional world had the ability to communicate their thoughts directly to Mr. Barnstaple and his earthly companions. The simulated language they used for this purpose facilitated rather than impeded the exchange of ideas. Such, alas, is not the case with classroom instruction in our customary three dimensional world, where we cannot give students meaningful social concepts ready made, but must stimulate them through the use of language to construct them for themselves. An understanding of such concepts, however, is basic to effective learning in the social studies.

Types of learnings in the social studies have been variously classified by those fond of categorizing. One useful classification is to consider learnings in four general areas: (1) facts, (2) understandings or basic concepts, (3) skills or abilities (including critical thinking which is receiving increasing emphasis and deservedly so), and (4) attitudes and interests. Ideally, these form a hierarchy of learnings, so that each type is built upon each of the preceding types. In actual practice, however, adults as well as children may form concepts based upon few or incorrect facts, and the tenacity with which some people cling to certain attitudes or convictions may bear an inverse

relationship to the number or correctness of the facts they possess or the adequacy of the concepts they have formed.

Even under the most ideal conditions, there are numerous obstacles in the way of developing concepts in the social studies, a field where relationships are complicated and often subtle, where interpretations are frequently controversial, and where even "facts" are sometimes subject to heated differences of opinion. As Ernest Horn said, almost twenty years ago, in an observation timely for the present and applicable to the future:<sup>1</sup>

"When the concept to be formed is excessively difficult, when the instructional media are inadequate, when the students' experience, interest, ability, and training are limited, or when the time for learning is short, the constructs that the student makes will necessarily be unsatisfactory."

This may seem cold comfort indeed. The marvel is, however, in the face of these limitations, not that instruction in the social studies is so poor, but rather that it accomplishes as much as it does! Somehow each new generation seems to rise to its challenge and take over the affairs of the world in a reasonably satisfactory way, when put to the test of time and circumstance.

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<sup>1</sup>Ernest Horn, Methods of Instruction in the Social Studies N. Y.: Charles Scribner's Sons. 1937. p. 141

In this brief presentation I should like to suggest five premises concerning the development of concepts in the social studies. (If this were a discussion of geometry we might call them axioms.) These items could of course be presented differently, and the list of five could be extended or abbreviated. Good classroom teachers, moreover, have been observing these axioms all the time.

The first of these is that pupils (and adults, too) often have erroneous conceptions rather than no conceptions in the field of social learning. We do not start at any grade level with a tabula rasa, as we might in teaching a foreign language, for example. As Mr. Dooley said many years ago, "It ain't that the public is so ignorant--it's just that they know so many things that ain't so."

Books of "boners" have become favorite reading, though every teacher could compile his or her own from classroom experiences, and stories of the misconceptions formed by children are often amusing indeed. Such, for example, is that of the little boy who went to Sunday School for the first time and, after some questioning from his mother, said that they had sung a song about a funny kind of a bear--a cross-eyed bear at that. Upon further inquiry from a different source, the mother ascertained that the song had been "A Consecrated Cross I'd Bear."

The implication for teaching in the social studies is that we must often check the correctness of the concepts children

have formed. The dictionary is an invaluable though often overlooked aid in this respect and should be used constantly in the social studies as well as in the English class.

A second precaution is that we must take care to start at the point or level of a child's understanding in introducing new learning. This seems obvious, yet children often overestimate their understanding, if indeed they realize or will admit their limitations of knowledge. The little girl who was shopping with her mother for favors for the birthday party, for instance, couldn't answer when her mother tried to get her to tell what the cost would be for all favors at 5 cents each. But when it was turned around to 5 times 11, she responded instantly with the correct answer. She couldn't do it the other way, she told her mother, "Because we haven't had elevens yet." The social studies teacher who is sensitive to the nuances of children's learning will, in a comparable situation, start with fives instead of with elevens.

Textbooks, while invaluable indeed if used properly, are necessarily general and may be so abstract as to lack meaning for pupils. Classroom experiences and other reading materials must be drawn upon to provide reality and meaning to the concepts presented in the textbook.

A third, and perhaps equally obvious, axiom is that concepts must be built up slowly and carefully by repeated experience. There is no short cut by learning to repeat generalizations, however impres-

sive these may sound. This results in mere verbalization, like the illustration given by William James of the pupils in a geography class, none of whom could tell a visitor who asked whether the temperature at the bottom of a very deep hole would be higher or lower than at the surface of the earth. But when cued by the teacher in textbook language, they responded immediately, "The interior of the globe is in a state of igneous fusion."

Repeated and meaningful experiences constitute the warp and woof of social learning. Without these threads a significant pattern will not be woven. Many standardized tests in the social studies compound this error by placing a premium on definitions presented in bookish language. A high score often indicates a good memory rather than the possession of meaningful social learning.

Our fourth premise is that the essential elements of learning and experience must be separated out, stressed, and reinforced. The danger of not doing this is commonly alluded to as not seeing the forest because of the trees. Although life presents us with all aspects of a social problem or situation inextricably interwoven, it is the function of instruction to analyze and identify the major aspects, so that learning may proceed in an orderly manner.

In a series of units on man's use of tools and machinery, conducted in the first grade (at a later grade level it would be called "technology"), Miss Fay Rogers of



Tuttle School in Minneapolis used to stress three reasons why men used machines. These were:

1. They save time.
2. They do a better job.
3. They save human labor.

In a series of ingenious learning experiences Miss Rogers had a pencil sharpened by one pupil using a knife. Afterwards a "control" pupil used the pencil sharpener, the class timing the operation in each case. Again one pupil cut strips of construction paper with a pair of scissors; another used the paper cutter. Another time one pupil delivered a message to the school clerk in the office at the end of a long hall, and brought back a reply. In contrast, the room telephone was used for the same purpose. Each time the reason for using mechanical equipment was carefully noted and stressed: It saved time; it did a better job; it saved human labor.

Pupils' learning in the social studies about our institutions and problems often becomes understandably confused because they try to compass too many involved aspects and intricate relationships. We cannot teach all about the Federal Reserve Banking System in the sixth grade for instance, nor should we try.

A final axiom, constantly observed by superior teachers, is that the remote in time and space, which characterizes the subject of history, should constantly be related to the familiar in our time and in our community. Many customs of the past,

such as barter, have present-day and even immediate parallels in the experience of children. Events of the past, too, often have rather startling contemporary counterparts, as related in the current news. This interweaving of past and present, or remote and near, can serve to vitalize the study of history and at the same time deepen one's understanding of the present.

In an experimental social studies program directed by Professor A. C. Krey of the University of Minnesota a number of years ago, with which I had the privilege of being associated, this idea was constantly employed. In a sixth grade class which was studying ancient history one project involved a study of the agricultural resources of ancient Egypt. Not only did the pupils construct a large map of Egypt to which they could affix samples or symbols of the crops being considered, they also constructed to scale a map of Minnesota, so that they could determine what modern local crops were common to the two areas. It was my conviction at the time that the pupils' learning about Egypt was thus vitalized and more highly motivated. At the same time they were learning some significant facts about their own state and community.

The social studies teacher may well declare that there is not time within the present school program to develop concepts adequately. To do so would require more time. But we cannot change the school calendar; we cannot increase the time allotted to the social studies at the expense of other subjects; we cannot, seemingly,

replace the recurrent cycle plan with a single cycle, which might allow more intensive study of each period or each problem.

But there is something we can do. We could, as it were, do more by attempting to do less. Insofar as it is within the power of the individual teacher to do so, he or she could reduce the number of units and concepts to be covered, providing for more critical selection of those to be studied on the basis of their relative value. More thorough learning may be developed and insights sharpened concerning the portions of the content thus selected and covered if we use more effectively the time that we now have.

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#### NEW ADDRESSES FOR ICSS OFFICERS

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Dean Crawford and George Vuicich, both of the University High staff and active in ICSS are in new positions this fall. Dean will be teaching elementary school social studies methods and will be supervising practice teachers in the Laboratory School at Ball State Teachers College in Muncie, Indiana. George will be teaching social studies in the Laboratory School at Western Michigan State College in Kalamazoo. Leonard Ralston, University High School, will succeed George as ICSS Secretary-Treasurer.

Duane Lodge, ICSS President, has left Parkersburg and is now the principal of the high school at Corning.

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## ANNUAL UNITED NATIONS CONTEST

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Announcement of the annual United Nations Contest for high school students has been received. The contest has a two-fold purpose: to inform young people about the United Nations, and to better equip them for their positions as community leaders and citizens of tomorrow.

Competition will be in the form of a written examination on the United Nations and related problems. Official entry blanks will be mailed to all schools in October and registration for all participating students in a single school is to be made by one teacher. Each participating high school will receive a free kit of study materials from AAUN Headquarters.

The co-operating agencies responsible for this year's contest include the Iowa Association for the United Nations and the American Association for the United Nations. Prizes offered by AAUN include a trip to Europe or \$500 cash as first prize and a trip to Mexico or \$100 cash as second prize. Members and friends of the IAUN have provided \$100 for state prizes: first prize, \$50; second prize, \$30; and third prize, \$20. In addition, it is anticipated that local service clubs and other organizations will provide prizes for winners in local high schools. The three Iowa winners will receive annual memberships in IAUN and will be guests of that organization at its annual meeting in June, 1956.

Donors of Iowa prizes include Earl Hall, Mason City; Nelson Urban, Miss Agnes McDonald, Mrs. E. F. Fox, Mrs. J. W. Tone, and David Kruidenier, all of Des Moines; The Board of World Peace, Iowa-Des Moines Conference of the Methodist Church; and the Iowa Association of United Nations.

The announcement of IAUN concerning the high school contest has been made by the Committee on Formal Education composed of Dr. Sam H. Thompson, Ames, chairman, Kenneth Paige, Ames, and Mrs. John Dwight, Des Moines. Mrs. Dorothy Schramm, Burlington, is president of the IAUN, and Nelson Urban, Des Moines, is the vice-president.

(Council members are urged to enter their students in the United Nations Contest and are asked to notify the Editor so that a list of participating schools may be published later in the year. Editor)



WAKE THE TOWN  
AND  
TELL THE PEOPLE

by

Vernon Morck

Another year of opportunity for us is at hand. An opportunity to do a little more towards building a new citizenry with greater understanding and compassion towards, and a greater faith in, their fellowmen. An opportunity to build better citizens.

Sometimes it scares me as I realize the tremendous power we as social studies teachers have in directing the future course of mankind. More often it scares me as I realize how often we let this opportunity slip through our fingers. For we, who have the most fascinating, intriguing and yes, the most practical area of the whole teaching curriculum, too often limit ourselves to canned illustrations and drab material out of books. Yet all the while the very things we should be studying take place right in front of our noses. They take place in every home, every store, every meeting and every street corner in our town. Even closer, they take place in our very school.

How many of us really take advantage of this wonderful opportunity to build the future citizen? How many of us, who are supposed to be experts, really use all opportunities to give the best guided exper-

iences possible to these young people? How many of us too often use the easy way of assigning pages in books when we could do so much better by bringing the child in personal contact with social problems? How often do we realize that building citizens requires training in actual citizenship - not just reading about it? Examples are useful; but they must be followed by opportunity to practice!

How better could civics and government be taught than through school government or helping in worthwhile community projects? How better could an understanding of other countries be developed than by pen pals or by actually bringing a student from another country to be our guest for a year? How better to develop a child's responsibility than by giving him rights and the responsibilities that go with them? Books must be used but for two reasons: (1) to set up a background, and (2) for further inquiry. Action is the end result.

For what reason are the social studies in the curriculum? To learn only the facts of American history? To learn only location of continents and rivers and states? Do we feel completely satisfied when Mary finally understands the functions of the executive, legislative, and judicial? Or do we realize that this is just the beginning? That these bits of knowledge, although important, are only the tools for the main objective.

We, as social studies teachers, are perhaps more guilty of not seeing the forest for the trees than any other group in the

school building. If we would step back more often from our work and ask "What is my main objective?" we would find too often that we have lost ourselves amid a maze of crossroads that never allow us to arrive at our destination.

The main objective of any social studies course is to develop better citizenship. We go about developing this in different ways in our different courses in the curriculum. In American history we help the student to follow the story of our country - but the prime objective of the course is not that he merely know our history--jails are no doubt full of people who know some American history (not history teachers, of course). The main objective of an American history course is to develop better citizens, through an understanding of our country's story. World history the same - through an understanding of the development of our world civilizations the student should become a better citizen. (Perhaps a better historian too, but it is not as important as the better citizen). And the government and civics courses - the objective is not just how our city, state and nation operates - but better citizenship.

If this, then, is the charge given to the social studies teacher - and I firmly believe that it is - are we taking every opportunity to see that the charge is carried out? Are we using history, government, geography and the rest as tools? Or are we allowing these tools to become the prime objective for a student?

Let's go further into this development



of a good citizen. It cannot start and end in the classroom. Naturally, all teachers must help in this continuous development. BUT CITIZENSHIP IS THE OFFICIAL JOB OF THE SOCIAL STUDIES TEACHER. The rest of the faculty are only there to help. They will help in the same way as we help the athletic coach keep the boys to their training rules, or give the band leader's problem child a bit of friendly advice or encouragement. For we are the citizenship coaches in our schools - the trained experts. The most important and vital job in the school.

What are you doing about it? Are you developing the school council or is an English teacher or the principal doing it? When a drive for some worthy cause is needed does the principal call on you, citizenship coach, to line up the school? When a student is wanted for a short talk on a citizenship problem is it referred to you or to the debate teacher? Are you considered by your school and town as merely a history or geography teacher, or as the citizenship teacher? Does your faculty or your town even recognize what your job is? If you have a foreign student - who made the arrangements, who sponsored her, and who is now advising her? The math teacher?

You have the expert in your school - it is YOU. You have the objective too - it is to build better citizens. See to it in this school year that that objective is reached - not just the steps to the objective. And, Mr. or Mrs. or Miss Citizenship, see to it that you are the recognized authority to which the town and fac-

ulty turn for all things concerned with better citizenship experiences for our tomorrow citizens.

You have the most important job of all. Wake the town and tell the people! Good luck!

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### COMMITTEE APPOINTMENTS, 1955-1956

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Duane Lodge, ICSS President, has announced the following committee appointments:

#### Professional Standards Committee

Vernon Morck, Cedar Falls, Chairman  
Raymond Gewerth, Des Moines  
Russell Bannister, Washington  
Nell White, Ottumwa

#### Membership Committee

Mabel Robbins, Des Moines, Central District  
Barbara Avery, Spencer, North Central District  
Esther Groth, Sioux City, North West District  
Tom Moffitt, Washington, Southeast District  
Barbara Hansen, Council Bluffs, Southwest District

#### Editorial Board

Richard Palmer, Algona  
John D. Bressler, Marathon  
Mary P. Kaiser, Des Moines  
Elva Tucker, Waterloo

Members of ICSS are urged to contact any committee member on matters of interest pertaining to the work of that committee.

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NCSS IN NEW YORK IN 1955

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High-ranking officials of the United Nations will be guests of the National Council for the Social Studies at its 35th annual convention in New York City, November 24-26. Between 1500 and 1800 social studies teachers from all sections of the nation are expected to attend the three-day meeting.

The convention will open on Thanksgiving Day with a reception in the Main Delegates Lounge of the United Nations Building and the first general session will follow in the Trusteeship Council Chamber with members of the Secretariat, Foreign Delegations, and the United States Mission as speakers.

Highlights of the convention will include the following:

Norman Cousins of The Saturday Review on "Foundations of Freedom"

Clyde Eagleton, New York University, on "Issues of UN Charter Revision"

Jacques M. May of the American Geographical Society on "The Relationship Between Geography and Disease"

Robert E. Riegel of Dartmouth College on "The Historian and the American West During the Last Decade"

Raymond Vernon, formerly of the Office of Economic Defense and Trade Policy on "Foreign Trade and Nuclear Warfare"

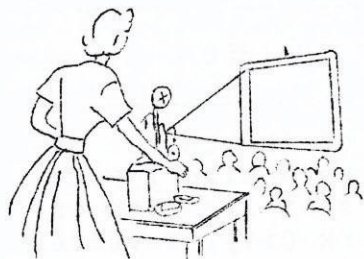
E. Merle Adams, Syracuse University, on "New Viewpoints in Sociology"

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## AUDIO-VISUAL NEWS

by

Waldemar Gjerde



### Human Values

The teaching of moral and spiritual values in our public schools has received a great deal of emphasis this fall. The publication by the State Department of Public Instruction of the bulletin Strengthening Human Values In Our Schools, and the great number of County Institutes held during the early part of this year have both made us realize the importance of these values. If you haven't read the bulletin mentioned, you should do so. It is available in your superintendent's office.

Motion pictures are particularly suited to developing some of the desirable traits listed in this bulletin. The following films might be considered for this purpose. Space will not permit descriptions, but you will find most of them listed in the catalogs of Visual Instruction Service at Iowa State College and the Bureau of Audio-Visual Instruction at the State University of Iowa. (1) Act Your Age, (2) Am I Trustworthy? (3) Are Manners Important? (4) Are You Popular? (5) The Bully, (6) Cheating, (7) Developing Responsibility, (8) Developing Friendships, (9) Developing Self-Reliance, (10) Developing Your Character, (11) Fun of Making Friends, (12) Glen Wakes Up,

(13) Good Sportsmanship, (14) The High Wall, (15) How Honest Are You? (16) How to Say No, (17) Let's Play Fair, (18) Make Your Own Decisions, (19) The Other Fellow's Feelings, (20) Other People's Property, (21) The Outsider, (22) Right or Wrong? (23) Shy Guy, (24) Social Courtesy, (25) Understanding Your Ideals, (26) Ways to Good Habits, (27) What Is Conscience? (28) You and Your Friends.

There are many others, too, that are equally good, but the above list will serve to get you started.

### Tapes for Teaching

It's been mentioned before, but it bears repeating. The new Iowa Tapes for Teaching catalog is now available, and it contains about 2,000 tape programs which can be obtained at very little cost. Do you teach Iowa history? There are sixty-two programs listed in the "Land of the Hawkeye" series. Fifty programs are listed dealing with various phases of history and are designed primarily for junior and senior high school. Thirteen excellent programs are listed dealing with international relations, and thirteen more about human relations. Each tape program will cost you only 50¢. Write to Bureau of Audio-Visual Instruction, State University of Iowa for a free catalog.

### Free Films

I have seen some extremely interesting

and informative free films recently. General Motors Corporation, Film Library, General Motors Building, Detroit 2, Michigan, will send any of the following when they are available: American Harvest, 29 minutes, color, showing America's natural resources, factories, and people; Lest We Forget, 10 minutes, tracing the development of the automobile; Our American Crossroads 23 minutes, a simple story of the American Way of life; The Price of Freedom, 23 minutes, the meaning and priceless value of our freedom and independence.

General Motors Corporation, 840 S. Canal St., Chicago 80, Illinois, has, among others, the following films available: Shining Rails, 20 minutes, color, a story of America's railroad system; Pipeline to the Clouds, 25 minutes, color, explaining the importance of water in an American Community.

Ford Motor Company, Film Library, 20 N. Wacker Drive, Chicago 6, Illinois, has a number of excellent films available. Among these are: The American Cowboy, 30 minutes, color; Men of Gloucester, 22 minutes color; Pueblo Boy, 20 minutes, color; and Southern Highlanders, 21 minutes, color.

### Citizenship Forum

A nation-wide current events discussion program is being inaugurated this fall. It consists of a series of fifteen minute tape recordings by recognized social science teachers. Topics deal with important happenings in the educational, scientific,

industrial, and political worlds. Four issues will be available during the first semester, at a total cost of ten dollars. If you are interested, write to: Ideal Pictures, Inc., 1108 High St., Des Moines, Iowa.

### You Are There Series

Columbia Broadcasting System has entered into an agreement with Young America Films, whereby the films of the You Are There television series will be made available to schools by Young America, 18 East 41st St., New York 17.

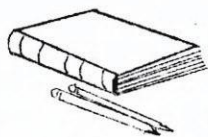
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### NCSS IN NEW YORK IN 1955 (from page 79)

The convention will have an opportunity to visit United Nations sessions and buildings, the Federal Reserve Bank, the New York Stock Exchange, and will be able to enjoy the theater and sight-seeing tours, while in New York City.

Arrangements for this year's meeting are in charge of Helen McCracken Carpenter, State Teachers College, Trenton, New Jersey, NCSS vice-president, as convention chairman.



# BOOK REVIEW

by  
Barbara Avery

ACADEMIC FREEDOM, an Essay in Definition  
by Russell Kirk (Henry Regnery Company,  
1955, \$3.75, 191 pages)

The rising young author of The Conservative Mind, and A Program for Conservation approaches the much discussed and vastly misunderstood idea of academic freedom with greater clarity and precision of definition than any other writer or lecturer known to this reviewer.

Professor Kirk agrees with the multitude of writers, scholars, teachers, and politicians "that academic freedom is gravely threatened in our time", but for different reasons than those commonly expressed. Indeed, in Mr. Kirk's view, the peril stems primarily from the lack of understanding of the true basis of that freedom which can be traced back some twenty-three centuries to Plato's Academy. Contrary to the opinion held by many, that the primary allegiance of the scholar is to the community, Mr. Kirk shows, by pursuing the historical method that, in fact, the scholar and teacher is the servant only of the Truth, not of "the people", and that the scholars of the medieval universities "were free because they agreed on this one thing, if on nothing else, that the fear of God is the beginning of wisdom." In emphasizing his point that the teacher's primary



allegiance is to Truth, rather than to the People; that the scholar should be dedicated to "conserving the intellectual heritage of the ages and to extending the realm of knowledge", Kirk makes an apt quote from Calhoun..."Democracy, as I understand and accept it, requires me to sacrifice myself FOR the masses, not TO them. Who knows not that if you would save the people you must often oppose them?"

In discussing "The Professor in Politics" Kirk criticizes the indoctrinators of both the right and left for their demand for "excessive regulation," and the doctrinaire liberals for "tolerating license." He elaborates by stating that "we must prepare to endure some abuse of academic freedom in order to gain the benefits of intelligent speculation for which the Academy exists....Really the only way to counter the teaching of fallacies is to do a better job of teaching truths." On the other hand he also believes "that academic freedom may properly be restrained, in some degree, by the right of any society to ensure its own preservation...We are not compelled to extend freedom to those who would subvert freedom."

Mr. Kirk also disagrees with the "doctrinaire equalitarians" when "they deny the right of a democratic government to make even the most limited inquiry of them." He admits that "some legislators have behaved discourteously and improperly," but adds that "some professors have treated legislators with contempt and arrogance." In general, we tend to be taken at our own valuation; and if learned men

behave with dignity and moderation, it is probable that even the demagogue may learn civility from them."

On the highly controversial question of oath-taking, Mr. Kirk has this to say: "Oath-taking is anything but the mark of servility....On the contrary, the requirement of oath-taking usually is a mark of mastery....and usually it immediately precedes the bestowal of high trusts and high duties." He does not, however, think oaths should be purely political in character, and prefers a simple declaration that one will support the constitution to a negative rejection of Communist affiliation, and that it should be administered solemnly and formally, and only once, and that when a teacher begins his work at an institution.

Finally, Kirk warns the scholar that academic freedom can also be lost through neglect, indifference, apathy, and lack of apprehension of the true goals of education.

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## NEW PUBLICATIONS

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NCSS announces the appearance of Curriculum Series, Number Nine, The Problems Approach and the Social Studies, with George L. Fersh as editor. A look at the chapter headings of the bulletin will indicate the scope and possible usefulness of the material included: The Theory and Philosophy of the Problems Approach; Method and the Problems Approach; Elementary School and the Problems Approach; Senior High School and the Problems Approach; College and the Problems Approach; Trends in the use of the Problems Approach. The bulletin is available from NCSS headquarters in Washington, D. C. for two dollars.

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The Denoyer-Geppert Company has ready a new pre-service and in-service teaching aid, Toward Better Understanding and Use of Maps, Globes, and Charts, prepared by a group of well-known authors, including George T. Renner who was a recent guest speaker at the ICSS annual meeting.

Each article in the pamphlet deals with a particular phase of map, globe, or chart study, is illustrated, and accompanied by bibliographical material. The use of maps and globes in teaching, the use of slated maps, the use of maps in history teaching, and the use of outline maps are among the subjects covered.

Teachers will find this pamphlet a most helpful aid when teaching those important social studies skills involved in the ability to read and interpret maps, globes, and charts. Copies may be obtained free, by writing Denoyer-Geppert, Chicago, Ill.

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# OUR CONTRIBUTORS

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BARBARA AVERY of the Spencer High School reviews Academic Freedom by Russell Kirk for the readers of the Councilor.

WALDEMAR GJERDE'S article, "Audio-Visual News!", is particularly timely in view of the County Institute theme for 1955. Attention is directed particularly toward the series of films listed as aids in teaching human values.

DUANE LODGE, ICSS President, extends greetings to the members in the President's letter.

VERNON MORCK, Campus School, Iowa State Teachers College, Cedar Falls, issues a challenge to all social studies teachers in "Wake the Town and Tell the People."

The feature article of this issue is from a well-known educator at the University of Minnesota, H. Taylor Morse of the General College. He writes on "Developing Concepts in the Social Studies".

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Your Editor would like to list your name in this column. Address all manuscripts to Marguerite Skilling Hartley, 527 $\frac{1}{2}$  Marshall Street, Boone, Iowa.