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PRESIDENT'S LETTER

Cedar Falls, Iowa
April 1, 1957

Dear Colleagues:

In my first letter to you as State President I want to do two things; first, convey some well deserved thanks for work well done; and second, to state what I believe to be your and my job in our organization.

The first "thank you" goes to Miss Wilma Tallman who has been our State President the past year. She has now taken on the task of heading the membership committee for the coming year. Give her your support!

We all owe a great debt to Mrs. Marguerite Hartley, Editor of our Councilor. The job of gathering and editing the articles and the frustration that goes with it is a tough one, to say the least. Show your appreciation to her by sending your contributions for the Councilor.

To James Hayes, Secretary-Treasurer, and to all of you who have contributed and will continue to do so to the organization, a very sincere thanks.

What is your job and mine in the Social Studies organization?

Of all groups in or out of the field of education the Social Studies teachers must know best the value of organization--and our organization is the State and National Council for the Social Studies. As Social Studies teachers we also must know (because we teach about it) who is the most important member of any organization--it is the individual. Leadership is necessary but there is no success without the individual member.

It is YOU who must see that all new and successful developments in your classroom are shared with your colleagues. (This can best be done through our state organization and the Councilor). It is YOU who must attend meetings throughout the state dealing with social studies in order to take full advantage of opportunity for self-growth in the profession. It is YOU who must keep up with the social studies literature contributed by our colleagues throughout the country. (join the National Council.) And it is YOU who must see that your fellow social studies teachers take advantage of the same opportunities as you. (Get them to join the State and National organizations.)

To be truly professional we must work together and the State and National Councils are set up for that purpose.

Let's exchange ideas in the Councilor, at our meetings, and with our colleagues, for only in that way may we contribute to ourselves and our pupils.

Here's to a successful year for the Council, for you, and for the social Studies.

Sincerely,

Vernon N. Morck
President, ICSS

Jim Hayes, ICSS Secretary-Treasurer, has reported to your editor that the Des Moines Register and Tribune Company, acting through Henry J. Kroeger, Director of Research and the Iowa Poll, has contributed \$25.00 to further the work of the Council.

The Councilor is happy to acknowledge the gift and to express the appreciation of the members to Mr. Kroeger for his personal interest in our organization.



REVISION IN NCSS ORGANIZATION

The following letter from Merrill F. Hartshorn, executive secretary of the National Council for the Social Studies, is included in the Councilor to inform ICSS members of the change in NCSS organization. The newly created House of Delegates will allow for direct participation by affiliated councils, through their representatives to the House, in the determination of NCSS policy. ICSS members are further informed that their organization is affiliated with NCSS and that requirements for Iowa representation in the House of Delegates are being met.

* * * * *

February 1, 1957

Dear Local Council Officer:

The Constitution of the National Council for the Social Studies was amended at the Annual Meeting of the NCSS in Cleveland to provide for the establishment of a House of Delegates. The officers of the NCSS hope that your council will be represented at the first meeting of the House of Delegates in Pittsburgh on November 27, 1957, at the opening of the Annual Meeting of the NCSS. The purpose of the House of Delegates is to provide a way for local, state and regional councils to participate in the shaping of policy and practices of your professional organization. The House of Delegates, made up of representatives

from councils affiliated with the NCSS, will officially advise and consult with the Board of Directors of NCSS.

According to NCSS records your council is affiliated with NCSS. Hence, it is entitled to representation in the House of Delegates if you meet the NCSS membership requirement.

What are the requirements for representation in the House of Delegates for affiliated councils?

1. The president and/or secretary must send a list of members to the Executive Secretary of NCSS by April 1. If you can identify NCSS members on your list, it will simplify the work at headquarters office.
2. Each affiliated council that has 10 NCSS members may name one delegate and an additional delegate for each additional 100 NCSS members.

The House of Delegates was established at the urgent request of local and state social studies councils. If it is to function, local council officers have a responsibility to cooperate by (1) sending the names of local council members to NCSS headquarters office by April 1, 1957, and (2) by naming your representatives to the House of Delegates. The House of Delegates cannot function unless local and state council officers meet this obligation.

For further information on the plan for the House of Delegates, see the "Notes

and News" section of the February 1957 issue of SOCIAL EDUCATION. Be sure to have your membership list sent to the Executive Secretary of NCSS by April 1. You will be notified as to the number of delegates your council is authorized to have in the House of Delegates.

We are sending this letter to both the President and Secretary of your council so as to be certain that council officers are informed.

Cordially yours,

Merrill F. Hartshorn
Executive Secretary

The Social Studies section of the Central District, ISEA, held its annual meeting in Des Moines on April 6. Gerald La Blanc, Junior High School, Newton, Iowa, is the newly elected chairman. Dr. Laing, Head of the Social Science Department, Iowa State Teachers College, spoke to the group in a review of the recent conference on Mid-East affairs held on Teachers College Campus.

NEW APPROACHES TO THE SOCIAL STUDIES

By F. M. Wilhoit

In the crisis-ridden world of today, few subjects are as important as the social studies in preparing our young people for responsible citizenship.

But how can we go about improving instruction in the social studies on the secondary school level? That question I propose to answer in the form of Ten Commandments, to use a biblical metaphor.

COMMANDMENT ONE: Stimulate the student's intellectual curiosity and sense of wonder. Unless these are constantly stimulated, even the brilliant student becomes bored.

COMMANDMENT TWO: Approach the social studies as an art, not as a science. Objectivity is, of course, to be sought in all instruction; but it is perhaps just as important to tickle the student's fancy as to elevate his mind.

COMMANDMENT THREE: Emphasize ideas rather than mere facts. No student is truly educated--no matter how many facts he may have in his head--until he can bat ideas around meaningfully, compare them, analyze them, and exercise sound judgment in choosing between alternative ideas that compete for his allegiance.

COMMANDMENT FOUR: Develop constantly the student's geographical sense. At the very least this will entail constant reference to maps and atlases.

COMMANDMENT FIVE: Imbue the student with a sense of time. Giving the student an orderly chronology of the great events of the past is more significant than having him learn by rote 200 great dates of history.

COMMANDMENT SIX: Stress always the unity of the social studies. The interdisciplinary approach can be as effective on the high school level as on the college level.

COMMANDMENT SEVEN: Stimulate the student's reading in periodicals and collateral works. Such publications as HARPER'S and ATLANTIC are not too advanced for the inquiring student.

COMMANDMENT EIGHT: Help the English teacher improve the student's writing ability and his spelling. This will necessitate the use of at least occasional essay or subjective tests. Too many high school students remain "pen-tied."

COMMANDMENT NINE: Get the student to understand events and personalities rather than to condemn them out of hand. It is more important that the student learn to explain, comprehend, and fully understand the great events of the past than to divide the heroes of history into saints and devils.

COMMANDMENT TEN: Remember always that the purpose of teaching is to liberate the student's mind, not to indoctrinate it with pet prejudices. Every teacher has a message, but the message will get across more effectively to the student if it is not tooted.

Editor's Note: "New Approaches to the Social Sciences" appeared in The Reporter, December, 1956, the Georgia Council for the Social Studies. F. M. Wilhoit is an Assistant Professor at Mercer University, Macon, Georgia.

ECONOMIC EDUCATION WORKSHOP PLANNING

Rollo Keithahn, Mason City Junior College, served as the representative of ICSS on the planning committee responsible for determining the content of the several economic workshops to be held during the summer of 1957. The workshops are sponsored by the Iowa Council on Economic Education. Elsewhere in the Councilor is a blank which may be clipped and sent to Clark Bloom at the University of Iowa by any reader who is interested in having information concerning the workshops.

ECONOMIC EDUCATION--WHAT'S GOING ON?

by
Clark C. Bloom

Just a little over a year ago, I asked a question via an article in the January, 1956, issue of the Iowa Councilor. The question was "Economics -- Should it Find An Important Place In The High School Curriculum?" An affirmative answer was given. Subsequent developments have indicated that many people agree with that answer. I now point to these developments --and then make several offers to members of the Iowa Council for the Social Studies which will allow them access to materials, workshops, and meetings of importance to those interested in economic education.

EVENTS

Workshops on Economic Education.

During the summer of 1956, the Iowa Council on Economic Education, in cooperation with the Fort Dodge Public Schools, held a Workshop in Economic Education for Fort Dodge teachers. For three weeks, about twenty Fort Dodge teachers worked with economists from the University of Iowa, Iowa State College, Cornell College, and the Federal Reserve Bank of Chicago in acquiring "know-how" in economics, and searching for better ways of presenting it in the Fort Dodge schools. This Workshop was highly successful and led to many stimulating developments within the Fort Dodge schools which are reported upon

later. At this point, it is intended only to point out that the success of this Fort Dodge Workshop has stimulated the organization of five Workshops to be held during the summer of 1957.

Workshops on Economic Education will be held this summer in five Iowa cities--in Davenport, Cedar Rapids, Des Moines, Sioux City; and again in Fort Dodge. Each Workshop will last three weeks, will carry 3 semester hours of credit, and will be completed prior to July 4. Workshops are intended primarily for teachers in the five communities named, but are open to teachers in surrounding communities within commuting distance.

Would you like to attend one of these Workshops? If you would, just let me know via the coupon which follows this article and I'll send you full information.

Institutes.

During 1956, the Iowa Council in Economic Education--in cooperation with Luther College and the Fort Dodge Junior College--held one-day meetings for the discussion of the economies of northeast Iowa and of the Fort Dodge area respectively. These meetings were attended by teachers as well as businessmen, farmers, workers, and community leaders generally. Each meeting attracted about 100 persons and was well-received.

Incidentally, background papers on the economies of the two areas were prepared and are available in dittoed form. 1/

This material contains information which should be useful to you. It is available to you upon request. Again, just note your needs on the coupon following this article.

On May 2, 1957, in Creston, Iowa, another of these Institutes will be held. The topic for discussion is "The Economy of Southwest Iowa--Its Past, Present, and Future." The Institute will convene at 4:30 P.M. and adjourn at 9:30 P.M. Speakers and discussion leaders include Mr. Harold Cheadle, Senior Economist of the Federal Reserve Bank of Chicago; Mr. J. B. Lamson, Director, Department of Industry and Agriculture, the Burlington Railroad; and business and university leaders and economists, from over the state of Iowa. Social Studies teachers within fifty miles of Creston are invited to attend. Would you like to come? Indicate on the coupon that you would like to do so and I'll see that you get an invitation. And, again, a background paper will be available -- this time in printed form. Whether or not you attend, you can have a copy upon request. Just indicate your desire on the coupon.

PUBLICATIONS

The past year has seen the publication in Iowa of two items on economic education. The first was a new monograph in the A Primer of Economics series published by the Bureau of Business and Economic Research, State University of Iowa. It was entitled "Measuring the Performance of the Economy." It is written for the teacher and for the high school student and shows

how we can measure the level of our economic performance and provides some facts indicating how well we have done.

The second item published is the Winter, 1957, issue of the Iowa Business Digest. It is devoted exclusively to topics relating to economic education. It contains articles by economists and educators from all over the country. Articles deal with (1) "The Treatment of Economics in High School American History Texts," (2) "What a College Professor Learned from Teaching in a Secondary School," (3) "The High School Teacher of Economics," and many other equally interesting topics.

You can, again, have copies of either of these publications. Please note the coupon at the end of this article.

THE FORT DODGE STORY

The Fort Dodge schools have been active in improving economics work in many ways over the past year. They have done many things beyond holding a Workshop and an Institute within the schools. They have (1) formed teacher committees to reexamine their social studies curriculum from Kindergarten through the Junior College from the point of view of discovering what they are doing to teach economics and to improve its effectiveness, (2) held a two-day Workshop for all elementary teachers at which newly prepared units emphasizing economic content were presented to, and discussed by, the teachers, (3) actually taught these improved units in each classroom at each elementary grade level, and

(4) presented an experimental unit on "community economics" to a Junior College class of prospective teachers. (An outline of this unit on "community economics" is also available upon request.)

The Fort Dodge program is truly stimulating and well-rounded. It can serve as a model for those school systems and teachers who believe that economic education is important and that it can and should be improved. Would you like to get your class, your school, your community started on such a program? The Iowa Council on Economic Education can, and will, help. The national Joint Council on Economic Education is interested and also offers assistance.

OTHER ACTIVITIES

The Iowa Council on Economic Education has been doing many other things only to be mentioned here. It has (1) cooperated with Mason City schools and the Mason City Chamber of Commerce in the organization of an adult "economics discussion" group, (2) organized a meeting of college and university economists, curriculum specialists, and administrators to discuss ways and means for providing better economics training to prospective teachers in our teacher training institutions, (3) organized a group of historians, economists, curriculum specialists, and classroom teachers to attack the problem of getting economic concepts well taught in American history courses, (4) sent its representatives to national meetings over the United States, and (5) helped economic education

activities over the state of Iowa in numerous informal ways.

CONCLUSION

The movement to teach more people more economics more efficiently because economic literacy is a modern imperative is gaining impetus. The Iowa Council on Economic Education is happy--and proud--to be in the vanguard of this movement. It is therefore, a pleasure to make this report to the social studies teachers of the State of Iowa. It is an even greater pleasure to enlist them as active participants in the movement.

OTHER ACTIVITIES

1/ Counties covered in the northeast Iowa background paper included Allamakee, Black Hawk, Bremer, Buchanan, Butler, Chickasaw, Clayton, Delaware, Dubuque, Fayette, Floyd, Grundy, Howard, Mitchell, and Winnesheik. Those covered at Fort Dodge included Boone, Calhoun, Greene, Hamilton, Humboldt, Pocahontas, Webster, and Wright.

To: Professor Clark C. Bloom, Chairman
Iowa Council on Economic Education
Bureau of Business & Economic Research
State University of Iowa
Iowa City, Iowa

Please send me the items checked below:

___ Information on summer Workshop on Economic Education in--(1)___ Davenport, (2)___ Cedar Rapids, (3)___ Des Moines, (4)___ Fort Dodge, (5)___ Sioux City.

___ Invitation to Institute to be held in Creston on May 2, 1957.

___ Background paper(s) on economies of--(1)___ northeast Iowa, (2)___ Fort Dodge area, (3)___ southwest Iowa.

___ Item in A Primer of Economics entitled "Measuring the Performance of the Economy."

___ Winter issue of the Iowa Business Digest devoted exclusively to economic education.

___ Outline of unit on "community economics" developed for use in Fort Dodge.

_____ (Signed)

_____ (Address)

ACTION RESEARCH AND THE SOCIAL STUDIES

The Action Research Committee of the Iowa Chapter of the A. S. C. D. prepared, during the past year, a Guide for Iowa Educators. We are happy to have permission to quote the following two selections from that Guide.

The Guide contains a very useful bibliography of the materials available on the subject of classroom or action research. Persons who are interested may secure a copy of the Guide for ten cents by writing William H. Dreier, Assistant Professor of Education, Iowa State Teachers College, Cedar Falls, Iowa.

--The Editor

COOPERATIVE APPROACH TO THE SOLUTION OF A CURRICULUM PROBLEM IN THE TEACHING OF GEOGRAPHY

by

G. G. Knipfer,
Director of Curriculum
and Secondary Schools,
Sioux City

I. The Problem

Discussion was initiated in 1950 in the elementary and junior high schools concerning the adequacy of our geography pattern of the last 15 years. It was not compatible with those represented by textbook publishers.

We were teaching as follows: grades 5 and 6, the North American Continent and Europe; grade 7, Latin American, Asia, Africa and Australia during the first semester, with world review (the second cycle) in the second semester.

By 1951, sufficient interest was developed to justify an extensive survey and study of the problem of geography patterns. Our philosophy was to present an expanding geography sequence -- starting with the study in the local community, expanding from the home to the community, to the state, to the nation, etc.

Elementary teachers felt that our social studies program was too crowded since both Eastern and Western Hemispheres were taught in geography, United States history, and ancient history in grades 5 and 6. Also, they felt that references for ancient history were not geared to the levels of most sixth-grade children. For some, ancient history was a lark, but for many, many children it was a bug-bear. Besides, there was the precious time element.

Sixth-grade teachers felt and fifth-grade teachers concurred (after serious study) that we should stay with the Western Hemisphere in grades 5 and 6. United States history would then be taught in the fifth and sixth grades and enough of the history of South America to help understand relationships of people and their physical surroundings while teaching the geography.

Elementary teachers recommended that the Western Hemisphere be taught in grades

5 and 6, with the Eastern Hemisphere in junior high school.

II. Survey and Findings

During the school year 1951 - 1952, a survey was made to determine what might be a better scope and sequence for the teaching of geography. This survey included midwestern cities, publishers of geography textbooks, and geography consultants. Twenty cities cooperated in the study and three distinct patterns were revealed. They were as follows:

- A. A majority of the school retained the long-standing pattern in which the first cycle of initial study of the areas of the world is completed by the end of the 6th grade.
- B. A smaller group of schools applied the principle of vertical extension - extending part of the first cycle into the 7th grade. Latin America and some areas of the Eastern Hemisphere were taught in grade 6 with the remaining portion of the Eastern Hemisphere, together with a second cycle - the United States and its world relations, in grade 7.
- C. A still smaller group of schools made a greater vertical extension of geography instruction. This pattern taught the United States and Canada in grade 5, Latin American in grade 6, and the Eastern Hemisphere in grade 7. The second cycle was omitted or taught after grade 7.

Publishers of new editions of textbooks were considerably in disagreement as to which program was best for the teaching of geography.

III. Proposed Solution

Our junior high school teachers of geography felt that it was very important to present the second cycle of geography in the social studies program. This was a review of the geography of the world, teaching implications of geography and a better understanding from the geographical approach of the United States and its world relations. They also felt that this phase of geography instruction should be taught by a teacher trained in the field of geography. It was therefore recommended that the first cycle should be completed by the end of the first semester of the 7th grade, leaving the second semester for the second cycle, since the study of geography beyond grade 7 could hardly be required of pupils. The recommendation was as follows: Type-regions in all parts of the world - grade 4; history and geography of Iowa - grades 4 and 5; geography of the Western Hemisphere and United States possessions - grades 5 and 6; regional geography of the Eastern Hemisphere, related old world backgrounds and world review - grade 7.

IV. Teaching Guide and Basic Texts

Textbooks for the junior high schools were chosen on the basis of a cooperative study. Those adopted were; YOUR WORLD AND MINE, Ginn Publishing Company; THE WORLD ITS LANDS AND PEOPLES, Harcourt Brace.

A Teaching Guide for the 7th-grade program was developed in a teachers' workshop.

V. Evaluation

Junior High school teachers like the new program but they are having considerable difficulty adjusting to the scope, due to limited time.

We try to complete the first cycle during the first 24-weeks in grade 7, using the last 14 weeks for world review.

Our new geography program has been in operation one year. We now expect to re-evaluate it this fall.

* * * * *

CONSTRUCTIVE USE OF TESTS

by

Glennis B. Harper

Junior High Mathematics Teacher

Sheffield, Iowa

Too many tests are given with no thought in mind as to what use should be made of them. Too often our children labor over them for two days only to have the teacher record the ratings on a chart and slip it away in the file to be forgotten.

Tests are only good if the findings are tabulated and some use made of the results.

In our particular case at LuVerne in 1955-56 we used the Stanford Achievement Tests. By calling in an elementary consultant from Iowa State Teachers College we

felt we had the opportunity to benefit by experienced and trained personnel.

We tested early in October. Our discoveries were interesting though disheartening. We were extremely low in Social Studies from grades five through eight. After we had marked each child's mistakes with colored pencil, he was allowed to see his mistakes. He marked his own graph and took it to his parents. This served as the first step towards a parent-teacher conference as it brought a few passive parents to "chat" with the teacher.

Our problem -- what to do about the situation which was before us in black and white? Our errors and the number were tabulated on a chart. There was no mistake. We were doing a poor job.

We discussed the problem together. Our Elementary Consultant and Superintendent sat in on our discussion. We looked first at the materials we were using and the textbooks that were in use. Some of our conclusions were:

1. Textbooks in 7th and 8th grades were completely outmoded and beyond the ability of the average student.
2. There were not enough materials-- or a wide enough range of materials.
3. We were not using continuity in our teaching from grade to grade. There was too much repetition for some and lack of materials for others.

4. We were not united in our thinking as to what should be taught when; that is we were not following a definite course of study.

We attacked this problem hard all year. With the aid of our Superintendent, who was generous with the budget as long as we could justify our requests, we replaced textbooks in certain areas, acquired new materials such as maps, globes, atlases, up to date encyclopedias, etc. To be sure, we didn't get everything we would have liked in each room, but we interchanged materials to a great degree of satisfaction.

The children were taken on several field trips, walking short distances, but going by school bus whenever we went to another town or area.

We tested in April and again, with the aid of our specialist, we tabulated the results. We were not dismayed because every child had not gained in every area. We had made some satisfactory gains; some children had remained at the same level, and a few had dropped.

You say this happens in every grade so what had we learned? Our job now was to try and find out why Johnny gained, why Mary remained seemingly at a standstill, and, too, why Herbert went in exactly the opposite direction in which we were striving.

We had more discussion and most of us concurred on the following:

1. It must be a co-operative attack on any problem--that is all teachers must be in constant touch and work together. No one teacher can be living in a little world all her own.
2. You must have a wide range of materials.
3. Materials must be used interchangeably.
4. Children must attend class if they are to gain knowledge of the subject being studied.
5. There must be continuity in the course of study from year to year. Teachers should keep informed as to what each is doing.

Testing regularly will show in what direction you are going. Ask for special help if you feel you need it--and everyone does. The teachers involved concluded that testing is only good when there is a useful purpose involved.

* * * * *

C. Who will help me?

Help can be secured from a number of sources at the local, state and even national level through the Action Research Committee of the Iowa A. S. C. D. Their names are listed on the cover page of this booklet.

Most colleges which train teachers have instructors in psychology, education and research who are interested and usually willing to assist teachers who wish to study their problems.

There are about 30 members of the American Educational Research Association in Iowa. The committee will be glad to give you their names and you may contact them.

NOTICE OF CHANGE IN NCSS DUES

In order to maintain and expand services to members in the face of rising costs, it is necessary that NCSS membership dues be increased. The new dues rate, effective from March 1, 1957, are as follows:

Subscribing Membership (for teachers whose salaries are \$3600 or less) \$5.00

Subscribing Membership (for teachers whose salaries exceed \$3600) \$7.00

Contributing Membership \$15.00

Student Membership \$2.50

Joint ICSS-NCSS Memberships at \$5.75, \$7.75, or \$15.75, may be mailed at any time to: James E. Hayes
ICSS Secretary-Treasurer
University High School
Iowa City, Iowa

NEW AUDIO-VISUAL MATERIALS

by

Waldemar Gjerde

The new audio-visual materials are increasing in value as teaching materials since they tend to be concentrated on specific topics, problems or units. Producers, in the past, developed materials that covered a wide range of information with the mistaken notion that these materials would have a greater sales market.

The following materials illustrate this tendency to concentrate on a specific area. The materials listed are good and will add much to a social studies class if properly used.

Films

- Medieval Crusades. 27 min., Color or Black and White
- Medieval Guilds. 21 min., Color or Black and White
- Medieval Knights. 22 min., Color or Black and White
- Medieval Manor. 21 min., Color or Black and White

These films have all been produced in France by Encyclopaedia Britannica Films. The information is accurate and costumes are authentic. They are highly recommended

- World War II (Prologue U.S.A.) 28 min., Black and White, Encyclopaedia Britannica Films.

Provides excellent background material when studying World War II.

The Oregon Trail. 25 min., Black and White, Encyclopaedia Britannica Films

A fascinating film showing the problems faced by the pioneers on their journeys across the country.

Coronet Films continues to produce excellent instructional films. The following new films are useful in the social studies area:

Understanding Our Earth: How Its Surface Changes. 11 min., Color or Black & White.

Inventions in America's Growth (1750-1850) 11 min., Color or Black and White.

Where Does Our Food Come From? 11 min., Color or Black and White.

* * * * *

You can now rent the film version of the C.B.S. You Are There series from the Bureau of Audio-Visual Instruction, State University of Iowa, Iowa City. Each film is 28 minutes, and rents for \$3.75. Space will not permit listing all of the titles, but typical of these are The Boston Tea Party, The Death of Socrates and Signing of the Declaration of Independence.

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Filmstrips

Rand-McNally - S.V.E. Geography Filmstrip Series

These filmstrips have been prepared through the cooperation of the Rand-McNally Map Company and the S. V. E. Filmstrip Company. They are excellent filmstrips, combining the use of maps and pictures in a very effective way. They are recommended for intermediate grades and junior high school.

Each series consists of four color strips and sells for \$19.00 from your S. V. E. or Rand-McNally dealer. Series titles are:

1. Your Home in Americas
2. Northeastern United States
3. The South
4. The Middle West
5. The West
6. Canada and the Far North
7. Middle America
8. South America
9. Living in Western and Northern Europe
10. Living in Central and Southern Europe
11. Living in the Balkans, Southern, and Southwestern Asia
12. Living in Eastern and Southeastern Asia
13. Living in Africa
14. Living in Australia and the Pacific Isles
15. Geography of American Peoples
16. Lands and Peoples Overseas

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We recently obtained one of the Earth Curved Relief Maps manufactured and distributed by Philip L. Simon Advertising, Western Saving Fund Building, Broad and

Chestnut Streets, Philadelphia 7, Pennsylvania. These maps are formed of styrene plastic and are produced in various colors. They are 23 inches in diameter and six inches deep. The following seven maps are available: North America, South America, Asia, Africa, Australia, Europe, and a North Polar Projection. Cost is \$9.95 each.

It might be wise to write for descriptive literature before making a purchase.

* * * * *

The Automobile Manufacturing Association, New Center Building, Detroit 2, Michigan, has some very interesting free materials available. Single copies will be sent upon request. Some of the best materials are:

1. Bulletin Board Kit - Automobile
2. Bulletin Board Kit - Truck
3. Map--The World Makes an Automobile
4. Booklet - A Car Travelling People
5. Booklet - What Do You Know About Trucks?



BOOK REVIEW

This Hallowed Ground, By Bruce Catton, Garden City, New York: Doubleday and Company. 1956.

This Hallowed Ground is a story of the Civil War as seen from the Union side. Mr. Catton has done a fine job of translating historical fact into absorbing narrative. The book deals with the entire scope of the war from the months of unrest and hysteria that led to Fort Sumter to the days of hope, tragedy, and persecution that followed Appomattox.

There are several aspects of the book that keep it from being merely another in the long history of stories about the Civil War. First, there is no attempt to be non-partisan--this is not a history of the war--but a story of the Union side. Second there is no attempt to go into great detail about the important battles -- but there is a definite attempt to give their significance and to explain why and how the battles ended as they did. Third, there is a great deal of discussion as to the character and mental makeup of a number of the leaders on both sides--chiefly the military leaders. Catton endeavors to show how these individuals were forced to run military campaigns as they did, because that was the kind of people they were. And fourth, there is a good explanation of the changing character of the war from the

beginning in 1861, where the elimination of slavery was a minor element, to the close in 1865, where it became the major driving force.

To me, the most interesting and also the most controversial parts of the book are the character delineations. It is here that I feel Catton has spared no criticisms and left out none of the details in his paintings of character. It is as if he sat far out in outer space and judged the man and must now quote all the points necessary to vindicate his judgment and omit any which might gainsay it.

As an example of this delineation of character and thereby an over-simplification of the failure of an action, I refer to Bragg in Tennessee in the summer of 1863. I quote the following four sentences which I believe will illustrate my point.

"Early in September the army came out on the north bank of the Tennessee River, considerably west of Chattanooga. The soldiers had to cross the river and then negotiate a high mountain barrier before they could reach their goal, and it is possible that Bragg could have given them a great deal of trouble if he had made a stand there. But Bragg was taken with a spell of bleak pessimism, in the grip of which he seemed unable to do more than think about all the doleful things that were likely to happen to him. Rosecrans got all of his men across and then started east, looking for gaps in the mountain wall."

I would recommend this book to several groups of people. First, to those who have not read much about the Civil War, here is an excellent overall picture from the Northern point of view. Second, for those who enjoy the tales of the Civil War, this one will bring back many memories. And lastly, for those who love adventure and action, it is here in its entirety and its truthfulness.

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OUR CONTRIBUTORS

CLARK C. BLOOM, Chairman, Iowa Council on Economic Education, Bureau of Business and Economic Research, State University of Iowa, is well-known to the readers of the Councilor and his report on "Economic Education--What's Going On?" will be of considerable interest to them.

WALDEMAR GJERDE, Curriculum Laboratory, Iowa State Teachers College, is a regular and valued contributor to the Councilor. New Audio-Visual Materials will furnish an excellent beginning point for planning next autumn's work.

The Councilor is happy to introduce CLIFFORD GULLETTE, Head of the Social Studies Department, Newton Senior High School, with a review of Bruce Catton's This Hallowed Ground.

The appreciation of the Councilor is expressed to the Action Research Committee for its generosity in sharing materials prepared by G. G. KNIPFER, Sioux City, and GLENNISS B. HARPER, Sheffield, and attention is called to the fact that the Guide for Iowa Educators prepared by that committee is available for ten cents from William H. Dreier, Assistant Professor of Education, Iowa State Teachers College.

VERNON MORCK, ICSS President, speaks to the membership for the first time in his Letter. This isn't, however, Mr.

Morck's first appearance in the Councilor. Readers will remember his very stimulating article in the Fall issue.

F. M. WILHOIT, New Approaches to the Social Studies is quoted from The Reporter of the Georgia Council for the Social Studies. His "Ten Commandments" are full of significance to social studies teachers everywhere.