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OF IOWA

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EDITOR

J. R. Skretting
University High School
Iowa City

ASSOCIATE EDITOR

W. W. Benson
University High School
Iowa City

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Council Bluffs

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YOUR PRESIDENT'S LETTER:

Thomas Jefferson High School
Council Bluffs, Iowa
January 6, 1950

Greetings to the Social Studies Teachers of Iowa--

A happy New Year to every one of you!

The holiday rush is over. The last gifts have been opened, and the tinsel has been put away. Let's sit down and chat for a few moments. Of course, you know what I want to talk about. Naturally, it's the Iowa Council for the Social Studies.

This last fall our Council embarked upon a new venture, one which we hope will lead to a greatly expanded and more effective organization. Through the adoption of an amendment to our Constitution, we now have a permanent Secretary-Treasurer. Mr. Skretting, whom you elected to that position, has entered upon his duties with a great deal of enthusiasm and has evinced an interest in a long-range planning program which should really put our Iowa Council on the map. One of his duties is to edit our bulletin. I think you'll agree after reading this first issue that he has gone "all out" to make it worth your while. Now it's up to the rest of us to help him continue.

First of all, we'll have to get behind a membership drive with each one of us serving as a recruiting committee. I'll admit it was a bit disheartening to learn that our membership has actually decreased in the last years and at present stands at only 57. We need many times that number if we are going to do an effective piece of work. Now, if you've just neglected sending in your fifty cents for membership dues, won't you do so as soon as you finish reading this bulletin? Then, having recruited your own membership, won't you get busy among your friends in the social studies field? Local councils can help in this membership drive, too. Let's have those half dollars rolling in!

But your money isn't all we need. It's true that

the greater the membership, the greater will be the financial support for this bulletin and for other activities, which, as an expanding organization, we should undertake. We'd like your ideas too! What about the brain storm you had a few weeks ago which might benefit all of us? Perhaps you have some axes to grind. Well, let's have them! Send us your proposals for improving our Council. Your officers are wide open to suggestion. How can we best serve you? Would you like more meetings than just the one in connection with the ISEA Convention? Would you like some sectional meetings? Would you be willing to help arrange for them? What special projects would you like to see the Council undertake? How can the services of the ICSS be brought right into the classroom? Your ideas are needed!!

Then as we work together to strengthen our state organization, let's also strive to make it a strong link in our National Council. Incidentally, we had more Iowa members in the NCSS last year than in our state organization, though neither reached momentous figures. I'm sure that those of you who belong to the National Council are agreed that four dollars in dues to that organization are well spent. The yearbooks alone are worth infinitely more than that. (World history teachers—you'll surely want to see the last one!) Besides the yearbook, you get a year's subscription to the professional magazine, Social Education.

Are you beginning to think that this is becoming a rather long one-way conversation? (You are urged to talk back, you know!) Well, just this final word. As teachers of the social studies we do carry a heavy responsibility. What we teach and how we teach in the classroom will determine to a large extent the competence with which our youth will face their civic, national, and world responsibilities. I know that it is the sincere desire of all of us that our ICSS may be of greater assistance to every social studies teacher in meeting that responsibility.

Yours for an ever-growing and more effective Iowa Council,

Martha Wangberg
Martha Wangberg
President, ICSS

EDITOR'S PAGE

January 7, 1950

I M P O R T A N T !!

Fellow Teachers---

Here it is---my first attempt at a COUNCILOR. Won't you take a few minutes to drop me a note and tell me what you think of it. This is your bulletin! What different would you like in it? More news about fellow teachers or local council work? Please send it to me. Aids? Send in articles about projects your classes are doing. The deadline for the next issue---(MAY)--is APRIL 5, 1950. Send something in.

This is a complementary issue to many teachers. If you are one of those, please read the COUNCILOR and return the enclosed membership blank. We'd like your name on our membership list. Three COUNCILORS are issued per year. In addition, plans are underway to get many free pamphlets in quantity. Then periodically MEMBERS ONLY will be sent a packet of single copies of various new pamphlets which are coming out and will be an aid in your classroom. ALL THIS PLUS OUR MEETINGS FOR ONLY 50¢ PER YEAR!!! If any school (particularly the elementary level) wishes to join as a school, we enroll institutions, so have your principal send in 50¢ for your building and have this material available to all your faculty.

Let's keep the National Council in mind, too. One reason we should try to become more active this year is because the NCSS will meet in Minneapolis Nov. 23-25, 1950! A large delegation should not only be interested in going up, but also might take part in the work if called upon. Incidentally, it will interest you that last Thanksgiving in Baltimore, Dr. John H. Haefner of University High was elected to the Board of Directors of the National Council. That's another feather for Iowa. Perhaps 1950 is destined to be a big year for Iowa Social Studies all around. Let's hope so. I'm willing to make it so. Are you? Write your officers to say "YES".

NEWS ON STATE COURSE OF STUDY IN SOCIAL STUDIES

This is the latest word from the State Department of Public Instruction in Des Moines about the new Iowa State Course of Study:

Grades 9 and 10--Two year combined course in World History and Geography

This is at the printers and should be ready for distribution by February 1, 1950.

Grades 11 and 12--American history (11) and Modern Problems (12)

This has just gone to the printers, and galley proofs are beginning to come out. This volume will not possibly be ready for distribution until after March 1, 1950.

According to plans, one copy of each of the above volumes will be sent out automatically to every school superintendent in the state. Upon request to the State Department of Public Instruction enough additional copies will be sent to each school to enable each teacher of social studies to have an individual copy, however. Remember, all it takes is a request to get your own copies.

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HI-Y YOUTH AND GOVERNMENT ANNOUNCEMENT

Just a little advanced notice on a dynamic new program in Iowa. Final arrangements are being completed by the Area YMCA to begin Hi-Y Youth and Government. This program will bring some 160 Iowa Hi-Y youth from 75 clubs throughout the state to Des Moines on Feb. 18 for a Pre-legislative Training Conference with state officials and Y leaders and then again to Des Moines on Apr. 21-22 when boy senators and representatives will actually "take over" the Legislative Chambers of the State Capitol to debate original model legislation and elect their officers.

If there is a Hi-Y in your community, contact the advisor and president. It's an opportunity to correlate real experiences with your social studies classes. Full publicity will be released by the YMCA later this month.

GROWTH THROUGH GROUP WORK IN GRADE SIX

Alice Reidel

Irving Elementary School, Waterloo

One of the aims in our elementary social studies is to promote the development of individuals capable of taking an effective place in a democratic society. In order to achieve such development, tolerant attitudes, appreciation of the worth and rights of others, critical and objective thinking, and effective work and study skills must make their contribution.

The chief investigation in the intermediate social studies field is into the apparent successes and failures of group living throughout the world, when viewed with some historical perspective and with understanding of the geographical conditions under which people live. Certain areas of living which represent major phases of human activity must be considered. Development of ideas and understandings in these areas is dependent upon the age and maturity of pupils at different grade levels.

Certainly, the methods used in the social studies classes should contribute to pupils' growth in understanding others. This is best accomplished through pupil-pupil relationships which are inherent in group work. Tolerance, appreciation and respect for the abilities of others, critical evaluation, and the skills needed in finding and selecting pertinent information through teacher-pupil planning are developed as children work together under guidance. Group work at any elementary grade level presents difficulties. By the time children have reached the sixth grade, we are concerned with achieving a greater degree of pupil

(Ed. Note: This interesting article was submitted by MISS EVELYN PETERSON, Director of Elementary Education in Waterloo. MISS REIDEL, who teaches the social studies for grades four, five, and six at the Irving School, writes of her own experiences in meeting a problem that is common to all classroom teachers.)

independence. The problems which are evident in group work at that grade level must be foreseen and met by the teacher-adviser if real growth is made. Setting up the study problem as a basis for group work is vital to the kind of work the child will do. The introduction through the use of a film, an object, a current event, a story, or the visit of some person in the community will do much to arouse genuine interest and lead to worthwhile questions. Children must learn to recognize questions which will help to solve a problem. That is to say, for example, that the "why" question calls for a reason as over against the "what" or "yes-no" question. Main questions must be chosen in the organization of the list and others subordinated properly. As this is done, the vacant spots become evident and further questions will round out the outline.

When the outline for study has been organized, critical study of it will indicate whether some phases are significant enough to warrant the time required by a small committee to investigate the problem or whether it can best be handled by the class as a whole. When the pupils break up into small committees they theoretically have the opportunity to choose groups and topics. In practice, the choice of topics for every pupil is not always possible nor can everyone work in a group with class leaders or best friends. Children can be helped to feel the importance of less colorful topics in rounding out the study of a problem. The technique of drawing topics by chance may be used if there is too great lack of cooperation at first.

When the search for information begins, the physical set-up of the room enters the picture. It is helpful if seats can be grouped so that committees may confer quietly. Materials of many kinds, such as the World Almanac, yearbooks, encyclopedia, atlases, data for climatic charts, current materials, and books for wide reading should be easily accessible. Use of a file of current materials cultivates the habit of bringing information up-to-date. Publication dates become important and the pupil grows more discriminating about them in the selection

of reference books.

Availability of materials will be of little value unless children have acquired skills needed in using them. Short index drills involving (1) selection of a key word from a question or topic, (2) the use of a cross reference, and (3) judgment in selection of the best page reference when several are given, may be used. In using statistical data, children need to be taught to round off numbers and to approximate them. Adequate use of maps and charts necessitates class drills in the use of legends, keys, and scales. Putting a desired bit of information to correct use, once it has been found, becomes a problem for elementary pupils. Unless definite training is given in taking notes properly, much study time is wasted in copying long word-for-word statements from references. It is worthwhile to spend class time making short outlines of selections from a common text to give training in choosing main ideas and subordinating others properly.

Once the information is found, the pooling of ideas in a small group and the planning of an adequate report to the class requires cooperative effort. A group needs to have a common understanding of its goals. A goal sheet for the use of the group may point up the planning. This sheet for the use of all should represent the cooperative effort of the teacher and pupils and may include such items as (1) planning a good introduction (2) planning an interesting way to present the report (3) finding all the information needed to complete the topic (4) organizing the material so that it is easy for an audience to follow and to remember (5) bringing in some interesting articles or good pictures to illustrate the topic (6) making charts or diagrams to make points clear (7) planning to use the map, if needed and (8) planning so that everyone contributes to the preparation and presentation of the report. Ideas from all members must be heard and considered. Final decisions should be by democratic majority. It takes much

practice in democratic living for some children to accept a majority decision, especially when it affects some pet idea of their own, but constant practice can bring improved ability to work cooperatively with others. In their zeal to have everyone be a contributing member, children will also learn to help draw out the timid and less capable members.

The actual presentation before the class gives training in good discussion skills. Emphasis on the use of such phrases as "adding to what Mary has just said--", "Agreeing with John's idea--", or "I would like to ask this question--" gives continuity to the discussion. It also leads to more careful listening and lessens repetition. Disagreement with a statement or correction of a flagrant error becomes more courteous when stated, "I'm sorry that I cannot agree with Jane's statement because--"; or "Dan, I believe you have misstated your reference". Discussants also need to use illustrative materials at the proper time to illustrate a point and should explain a chart or diagram, not merely show it. Finally, the group should plan a summary of main points. This may assume the conventional form or at the ingenuity of the group become a quick-answer quiz, a newscast, or a question and answer game.

Evaluation of such a report by the class requires critical thinking and the practice of courtesy and tact in giving and receiving criticism. If pupils can remember to point out good features of a discussion first, they will much more readily accept adverse criticism. Those who offer criticism should be prepared to give a suggestion for overcoming the fault. Having a goal sheet in the hands of the audience during a discussion will usually help to avoid trite criticism or comment. Such sheets should emphasize (1) organization (2) expression and good English (3) proper use of notes (4) adherence to the point (5) use of illustrative materials, and (6) courtesy to other members of the group and to the audience. The teacher may use such a sheet as a checking device while observing group work in its various stages.

(Continued on page 15)

REPORT OF A PANEL ON HUMAN BEHAVIOR
Presented at the Administrator's Conference
SUI, Nov. 29-30, 1949

Can children be taught to understand why other people, as well as themselves, behave as they do? This certainly is an intriguing problem--and a vitally important one. For several years the University High School in Iowa City has experimented with a new approach to this problem in its social studies classes. The material used is in mimeographed form and is prepared by Dr. Ralph H. Ojemann of the Child Welfare Station of the State University of Iowa.

FIRST SPEAKER, MR. W. W. BENSON, INSTRUCTOR AND CRITIC TEACHER IN SEVENTH GRADE SCIENCE-SOCIAL STUDIES CORE COURSE, UNIVERSITY HIGH SCHOOL:

The particular part of the program to be considered here is that taught in the 7th grade. The first section of this consists of a unit called Understanding Behavior. This unit can be presented in from 12 to 15 hours. It emphasizes the following:

1. There is a cause for everything--including behavior.
2. There are two general approaches to a study of behavior:
 - a. Surface approach--superficial but customary.
 - b. Causal approach--calls for an analysis of the underlying causes of the behavior.
3. Our behavior results from motivating forces which include:
 - a. Physical needs
 - b. Need for recognition
 - c. Need for affection
 - d. Need for security
 - e. Need for new experience

(Ed. Note: This report covers a part of a panel on the topic of "Human Behavior" chaired by DR. JOHN H. HAEFNER, University High School, at this Conference. Only those talks which are directly pertinent to the social studies are reported.) -10-

After the causal approach is used to determine the motivating forces, investigation is made to learn of the methods used for satisfying these motives. It is found the methods arise out of a student's past experiences and environment. Primary among the influences are the family relationships, playmates, reading, school, community, church, and movies.

This unit provides a basis for examining behavior and intelligently looking for the causes. The idea emphasized is that behavior cannot be effectively changed unless the causes of this behavior are changed.

With the basic information on behavior presented early in the year, the causal approach to all subject matter taught throughout the year can be utilized. The idea is to show that all human behavior is caused and that to understand or change this behavior we must be aware of the causes. To date, systematic integration of this approach is provided for in three phases of the study: local government, communication, and safety.

For example, in the usual treatment of traffic safety in textbooks, there is just a tabulation of frequency of accidents, ages of drivers involved, time of day of accidents, fatalities resulting, and the like. Then may follow a discussion of the traffic laws, methods of enforcement, growth of the highway patrol and improvements in methods of apprehending offenders. There may be a discussion on the training of drivers, and a recognition that skill in driving is one factor in the prevention of accidents.

But seldom is there recognition and discussion of the motivating forces and methods that underlie behavior leading to accidents; why a normally sane individual, a skilled driver, may become obsessed with a desire for reckless speeding, stunting and other forms of undesirable behavior behind the wheel.

What causes those strange--yet common--behaviors? Using the dynamic approach--diving below the surface, the pupils begin to look for the causes which make the undesirable driver act the way he does. Once the pupil

recognizes in himself, as well as others, what will cause such undesirable behavior, he is better equipped to deal with it.

The student reaction to this effort to better understand behavior is good. They are intensely interested and often surprisingly acute in diagnosing causes. They must be discouraged from drawing premature conclusions, but with proper precautions this study of behavior can be highly worthwhile.

SECOND SPEAKER, MR. J. R. SKRETTING, INSTRUCTOR AND CRITIC TEACHER IN NINTH GRADE WORLD HISTORY AND GEOGRAPHY, UNIVERSITY HIGH SCHOOL:

The purpose of integrating Dr. Ojemann's material on human behavior at the ninth grade level is to give the student further experience in learning to look at all of man's activities from the causal approach rather than just from the surface approach.

Our ninth grade curriculum at University High is different from that in most schools. It follows the new 9th Grade Iowa Course of Study exactly and has for the last year and a half in order to test that course in action. The first unit is an overview of all of man's history from 4300 B.C. to the present. A time line is established in those twelve weeks. The succeeding units deal with man's search for a satisfying religion, a system of government, expression through the fine arts, work-life, and use of his natural resources. It is these topical units that this approach is used to best advantage. In government, for example, we no longer are just interested in what the Roman or Greek governments were like, but how well they satisfied man's basic needs and where did they fall short. For example, in Rome, was the desire for security successfully met at the expense of the desire for self-recognition?

Here the Ojemann approach is taught from the completely integrated point of view--most successfully

through course worksheets, special topics, and guided discussion. The aim in real life for the application of this material is to have the causal approach come as second nature. This cannot be accomplished by going at it simply as "another way of viewing history". Experimentation found that this material was most beneficial taught in connection with government, economics, and religion. It was more strained in language, arts, and natural resources.

I also used the material on the senior level in my Problems course. Here it was extremely valuable in such units as personality development and in the topics of getting along on a date, courtship problems, and meeting marriage successfully. It does a great deal to enable the student to find a way to understand not only why he acts as he does, but also what causes the girl friend or the boy friend, wife, or child to act as they do in given situations. The material also met with some success in the problem of big government (feeling of importance vs. security) and in a discussion of propaganda and public opinion and how it appeals to the public.

One problem in integrating this material is that to date there is not enough material available and some that is is still flimsey. Also, there is no text correctly written to correlate directly. We are attempting to meet this by preparing a workbook. Third, the average chronological approach does not provide as successful a basis of integration as does the topical approach. Fourth, there is a danger of over-simplification without adequate stress being given to the problem of alternative solutions to basic drives discovered. Fifth, the integrated approach is more difficult for the below average student than the separated approach in seventh grade. Despite these constructive criticisms, the program is fundamentally sound and offers history teachers a dynamic approach to an old course. Time will see great strides ahead.

THIRD SPEAKER, MRS. DOROTHY M. MIRICK, SECONDARY SCHOOL ASSISTANT TO DR. OJEMANN, SUI, CHILD WELFARE RESEARCH STATION:

To test the effectiveness of the prepared social studies materials and the integration of this dynamic

ELEMENTARY AND SECONDARY PROGRAMS CAN BE ENRICHED
BY HISTORICAL SOCIETY MATERIALS

William J. Petersen, Supt.

The State Historical Society of Iowa offers a very worthwhile program to the schools of the state that will help the classroom teacher to localize the social studies program on all levels.

During the past year several issues of the booklet, THE PALIMPSEST, have been published which ought to be in every school library: "Herbert Hoover," August 1948; "The Freedom Train," September 1948; "Presidents in Iowa," October 1948; "Lincoln and Iowa," August 1949; and "Iowa Government in Action," October 1949. The last named has been requested in large quantities by many superintendents at the institutional member price of only 8¢--the regular price is 10¢ per copy. The school editions of "The Freedom Train," "Lincoln and Iowa" and "Iowa Government in Action" are all available to you in very attractive special reprint editions including several pictures not in the regular edition. Probably the last mentioned little booklet of forty pages is the best thing of its kind that can be found in print explaining modern Iowa government as it works today. An introductory packet of all the above reprints goes out free with each new institutional membership.

In 1942 all members of the Society received along with their regular subscription "A Reference Guide to Iowa History" which indexes materials on all aspects of Iowa history. Check around in your community to see if you can't find a copy. You will find it of value every week in your class preparations. Let us

(Ed. Note: Any teacher wishing more information about the State Historical Society, its services, or how to join--address you letter of inquiry directly to William J. Petersen, Superintendent, The State Historical Society of Iowa, Iowa City, Iowa.)

look at a few topics that are included.

For example, if you are interested in a unit on Indians in Iowa there are nine pages with over 250 references given. Another five pages with over 150 citations are included on Iowa pioneers. Transportation occupies eight pages; Iowa history, eight; religion in Iowa, seven; and social and economic problems, nine. The Reference Guide is a gold mine. Although it is now out of print, a revision will be available late in 1950.

If your school is not an institutional member, only three dollars (\$3.00) will enroll it and make it eligible to receive the monthly PALIMPSEST, the quarterly, and at least one book yearly. Please address any questions you may have about how the Society may aid your work to the Superintendent in Iowa City. A strong correlation of Iowa history and culture on all levels—elementary, world history, American history, Problems, and Government will vitalize your year's work.

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GROUP WORK IN GRADE SIX (CON'T)

Following this up by individual conference or written comment helps the pupil to gain better perspective of his own work and behavior in a democratic group.

The final worth of group work cannot be tested objectively. The skills and basic understandings can and should be tested. However, many of the values gained by the pupils are somewhat intangible. They are evident only as one observes the growth of acceptable behavior patterns and the carry-over of desirable attitudes and practices into the social studies and other group activities of the school programs.

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SUI HISTORY CONFERENCE ON MAR. 3rd AND 4th

Friday and Saturday, Mar. 3-4, is scheduled the 28th Annual History Conference at SUI in Iowa City. The Saturday morning session will be especially geared to high school teachers. Save those dates. Further details later.

THE SOVIET SYSTEM OF MIND CONTROL

George S. Counts
Teachers College
Columbia University

The Soviet leaders boast every hour of the day about their "grandiose achievements" in economy, government, culture, foreign affairs, war, and revolution. Often their claims in these fields are dubious, to say the least. Yet they have to their credit one truly staggering "achievement" about which they say nothing—their all-embracing system of mind control.

This system is the product of genius. It is the most comprehensive thing of its kind in history, surpassing immeasurably its predecessor under the tsar. Also it is much more fully perfected than its rival, imitator, and teacher under Mussolini and Hitler. Employing all of the resources of science, of mechanical invention, of medicine and psychology, it is able to attain power and reach heights which dwarf the efforts of earlier despotisms.

The Soviet system embraces all of the organized processes and agencies for the molding of the minds of both young and old—organizations of every description, of children and youth, of industrial workers, collective farmers, technicians, and intellectuals—the school, the press, the radio, the moving picture, and the circus—literature, music, painting, and science. All of these processes and agencies

(Ed. Note: This is a press summary of DR. GEORGE S. COUNTS' address at the First General Session of the National Council for the Social Studies 29th Annual Meeting in Baltimore, Nov. 24-26, 1949. It is based on materials contained in THE COUNTRY OF THE BLIND, The Soviet System of Mind Control by George S. Counts and Nucia Lodge, just published by the Houghton Mifflin Company. It is felt this speech will help provide background for the news discussions.)

are forged into one mighty instrument to serve the purposes, domestic and foreign, of the Soviet dictatorship.

The governing principle of the system was once stated with blunt clarity by Stalin himself. "Education," he said to H. G. Wells, "is a weapon whose effect depends on who holds it in his hands and at whom it is aimed." This principle has been applied literally to the entire cultural apparatus. Every cultural institution is regarded as a weapon and every member of the intellectual class as a soldier in "a most ferocious struggle between two systems, between two world outlooks, between two conceptions of the future of mankind (which) has been, is being, and will be waged in the world."

This vast system is directed by the All-Union Communist Party of five million members. But the American citizen should never make the mistake of thinking of this strange organization as resembling in the slightest a political party in a democratic state. It is in fact a political army, with its high command, its officers, and its common soldiers. Goals, strategy, and tactics are formulated by the high command, the Central Committee and the Politburo. Obedience alone is required of the officers and soldiers. To enforce its will the high command has under its immediate direction the political police numbering more than half a million and a network of punitive institutions holding in thrall probably ten million men and women.

When the high command changes its policy the aim of the battery of cultural weapons is redirected and brought to bear on the enemy or enemies indicated. The way in which this is done was revealed fully following the close of the war.

For reasons that cannot be developed here the Soviet leaders decided early in 1945 to launch a powerful ideological attack on the West and particularly on America. The opening gun was fired in a speech by Stalin on February 9, 1946. This was followed on August 14 by a resolution of the Central Committee of the Party which was directed at literary writers and journals. In the course

of the next two years similar resolutions were issued in the fields of the drama, the cinema, music, science, and humor. Known collectively in the Soviet Union as the "resolutions on ideology," they all carried two emphases--the glorification of everything Soviet and the denunciation of everything "Western or bourgeois."

The response to a resolution of the Central Committee has now become completely stereotyped. An All-Union meeting of the intellectuals immediately involved is called within a few days. The meeting is opened with a speech by a high Party member who interprets the resolution in the bluntest language, in the language now made familiar in the West by the speeches of Molotov and Vishinsky. Thereafter those responsible directly or indirectly for the "dreadful" state of affairs defined in the resolution eagerly confess their sins, accept their punishments, and promise to mend their ways. Then a resolution is passed unanimously accepting without qualification the censure of the Party and proposing measures to correct the evils set forth. Finally a letter is addressed to Stalin in language that can be duplicated only in religious ceremonial. As "our dear father and teacher" he is saluted with "flaming greetings", thanked for his "loving care", and is assured of the absolute loyalty of everybody involved. The letter closes with "long live our powerful socialist Motherland", "long live the Party of Lenin and Stalin, the inspirer and organizer of our victories, "long live the greatest scholar of our epoch", the "coryphaeus of progressive science," or some other equally extravagant and worshipful designation, "Comrade Stalin."

This whole process is then repeated in each of the Union Republics and in cities throughout the land. Also groups of intellectuals, not directly involved in the resolution but seeing the handwriting on the wall, meet, pass their resolutions, and send their letters to Stalin.

Needless to say, when the Central Committee of the Party speaks, its pronouncements receive not the slightest word of public criticism throughout the length and breadth of the Soviet Union. There are no critical editorials in the press, no mass protests, no picketing of Party headquarters, no challenges from voluntary organizations. To be sure, the press sometimes publishes columns of "responses from the people." But every one of those communications supports, often in hysterical tones, the position of the Central Committee. The individual attacked by the Party, whether writer, artist, scholar, or scientist, must feel terribly lonely and forsaken. It is little wonder that only the most courageous refuse to "bow down to the ground" before the dictatorship.

Perhaps the most astonishing fact about this Soviet system of mind control is its power beyond the borders of the Soviet Union. Peculiarly astonishing is the fact that some "liberals" in the free world still look to Moscow for leadership in the establishment of peace, freedom, and justice on the earth.

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REPORT OF A PANEL ON HUMAN BEHAVIOR (CON'T)

approach in different public school set-ups, teachers from Tipton and Cedar Rapids introduced the Ojemann plan at various levels in their social studies curricula. Tipton was chosen to obtain student reactions from a consolidated school with many rural students, while the Cedar Rapids' schools were selected in order to obtain student reactions from an industrial metropolitan area. Fundamental units in understanding behavior were given to all students before integration in actual social studies courses were attempted.

The plan was introduced at Tipton and Cedar Rapids in February, 1949, with several teachers participating who had expressed an interest in experimenting with this approach in their classes. The work was gradually expanded until at present the dynamic approach to behavior is integrated at numerous levels. (Continued p. 20)

REPORT OF A PANEL ON HUMAN BEHAVIOR (CON'T)

In seventh grade social studies classes where geography is being emphasized, the students consider the personality and makeup of a certain country's people, how they live, whether they feel secure and have a fair chance to use their abilities, as well as the country's location on a map, size, and population, and its main imports and exports. Their goal is to establish better world relationships through understanding.

In eighth grade American history instead of looking at history merely as a series of changing events, the students begin to look into the effects these historical events had on man. They learn to probe beneath the surface and look for the causes of the historical events and whether or not these causes were related to man's efforts to satisfy his basic motivations.

In ninth grade integration in civics or social studies follows much the same course as the work done by Mr. Benson in community civics. Integration in tenth grade world history is similar to Mr. Skretting's discussion in the preceding paragraphs.

Where government is taught in the twelfth grade, this approach is integrated quite readily. The students not only study the forms of government, the functions, the divisions of government, etc., but why we have government, why it is organized as it is, and whether or not it satisfies man's basic motivations.

During the summer of 1949 several of the teachers from Tipton and Cedar Rapids attended the Workshop on Education in Human Relations and Mental Health at the State University of Iowa to obtain a background and understanding of the dynamic approach and to enable them to work out a project which they could use in class.

Plans have been set up to hold another two-week Workshop on Education in Human Relations and Mental Health from June 19-30, 1950, at SUI for all those who are interested in becoming acquainted with Dr. Ojemann's plan. There will be opportunity to work on individual projects.