

IOWA COUNCILOR

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YOUR PRESIDENT'S LETTER:

Thomas Jefferson High School
Council Bluffs, Iowa
May 10, 1950

Dear Iowa Council Members:

As you pick up this issue of the IOWA COUNCILOR, you are all at the end of the school year. You are thinking in terms of measuring and evaluating achievements. You are planning, even now, for next year's work, and the year beyond, and the one beyond that. Perhaps we should pause for a little measuring, evaluating, and planning with regard to the ICSS. We have reached the half-way mark in our first year of partial reorganization. Just where do we stand now, and where do we go from here?

We can be reasonably pleased over several accomplishments. Our publication is well launched and an Editorial Board has been set up to assist in its direction. Our Secretary-Treasurer's office is functioning effectively in our behalf. A meeting in connection with the recent History Conference in Iowa City brought together an interested group of Iowa Council members for profitable discussion and a business session. At that meeting a committee to revise our constitution was authorized.

One of our greatest causes for encouragement is in the fact that our membership has more than trebled since November and now stands at an all-time high. A state-wide Membership Committee will, it is hoped, be able to push the figure much higher. Growth in numbers, however, may be deceptive if such growth is not activated by a strong desire to advance the goals of the organization.

The Iowa Council has a long way to go before it can measure achievement with that of some of the

councils in other states. There are, however, some reasonable goals which could be attainable in the not too distant future.

In the matter of organizing local councils, which your Executive Board set up as a major project, there is much to be done. Local councils furnish the best means of appraising and meeting local needs, and should also serve as a source of strength within the state and national organizations. We need to heartily encourage their formation. Where numbers do not warrant a local organization, county or regional councils may be the answer.

The whole area of public relations offers a challenge both locally and on the state level. Are we doing enough to acquaint our communities with the overall aims of the social studies program? Are we locally and within our state organization building a reservoir of good will and good faith in our objectives? Do we see to it that our classrooms are laboratories where the democratic way of life is not only studied, but where it actually functions, as well? Are we able to convince the public that it is just as necessary to equip the social science laboratory as it is to equip the science laboratory, the manual training workshop, the athletic program; that qualifications and professional preparation are as essential in selecting a social studies teacher as in selecting a home economics teacher or a dramatics coach?

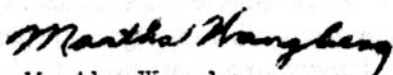
That leads to another matter. Recent figures have come out purporting to show that Iowa teachers are not as well qualified as those of many other states. In the over-all picture those figures must include social studies teachers also. Should not our organization be doing something to encourage better preparation of social studies teachers in the future? As a professional organization can we insist upon anything less than a professionally prepared and competent teacher in every social studies classroom? A survey of certification and specific recommendations to the State Department have been suggested as

(Continued p. 4)

a possible project for the ICSS. Sponsorship of regional workshops and conferences would seem a logical outgrowth of an intensified interest in the in-service training of our members.

These are but a few matters that might serve to implement our thinking about our future program. The strength of our organization will be in proportion to our professional aggressiveness. To those of you who have volunteered to serve on the committees and to those who have taken time to write letters and offer comments and suggestions, a hearty thank you. Keep the suggestions coming! We have, I believe, taken a step or two in the right direction, but, as Thomas Huxley once said, "The rung of a ladder was never meant to rest upon, but only to hold man's foot long enough to enable him to put the other somewhat higher."

Very sincerely yours,



Martha Wangberg
President, ICSS

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NEWS ON PUBLICATIONS OF THE
STATE DEPARTMENT OF PUBLIC INSTRUCTION

Atomic Energy Unit

Final preparation of an atomic energy unit has been completed. This is part of the Iowa Plan for Teaching Atomic Energy. The unit should be available to all teachers by mid-summer. This excellent unit is filled with suggested lesson plans for a 15 day unit, ideas for activities, detailed content materials, and an extensive bibliography of readings and visual aids and will combine to furnish an invaluable aid in teaching about atomic energy from the science and social studies point of views.

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TEACHING VITALIZED WORLD HISTORY

Glenn E. Thomas
Wellman High School

In our ninth grade social studies curriculum in Wellman High School the past year we have experimented with the new Iowa Course of Study. The program was inaugurated in our school because it seemed to fit in closely with our philosophy of the social studies. We are not sure that it has been as successful as it might have been, but we feel that it shows promise and with some polishing here and there on our part the program will become a permanent fixture in our curriculum.

We feel that the study of history should be a means of taking inventory. Just as any businessman takes inventory periodically to determine where he is, so should we take inventory to find out where we are. We need to know too what has happened to society so that we can plan where we want to go in the future. It seemed to us that the Iowa Course of Study offered a plan which would fit in most nearly with our present desires and community and school needs, so we tried it. Following are some observations on that trial:

There were thirty-four pupils in the ninth grade class. Eleven of them came to us out of eighth grade in

(Ed. Note: MR. GLENN E. THOMAS is principal and teacher of social studies in grades 9 through 12 at Wellman High School, Wellman, Iowa. Wellman is a town of 1200 in Washington County with a high school enrollment of 100. This is the first in a series of articles to be run in the IOWA COUNCILOR dealing with practical experience in operating the new State Course of Study. If any teacher is interested in further details on this, it is suggested that they might write to Mr. Thomas directly with their questions.

rural schools and the rest of them came through our own grade school. The rural pupils had had no background in world history which was previous to Columbian times. The town pupils had taken general world history in sixth grade. The following ninth grade units were presented to make up the year's work:

I. Geographical Setting of the World's History

We spent about two weeks on this phase of the study. During this period we discussed maps and the various projections. Emphasis was on man and his environment. Time was spent in making maps and in learning to read them accurately.

II. Old World Backgrounds (Egypt, Greece, Rome)

About five weeks was devoted to this unit. The emphasis again was placed on the role of geography in the development of civilization. This proved to be a good unit in which to establish concepts of time. It might be suggested that most pupils have some difficulty in orienting themselves to time concepts, so effort spent getting that across is time well spent.

III. The World Reorganizes

We spent about four weeks in this area. The purpose of making a break in units after the downfall of Rome was twofold; first, by comparing life before the downfall and life during the Middle Ages it did seem that the pupils would become more aware of the extent of change; and secondly, a separate unit on the Middle Ages seemed to provide a good opportunity to give the pupils a chance to express themselves in projects and reports. This is a very colorful period of history for young people and they seemed to enjoy working with individual projects and reports.

IV. Man's Search for a Method of Living Together

Five weeks. I'm afraid that the major emphasis in this unit was on the development of democracy at the expense of other types of governments. I justify that, however, on the grounds that we need to teach democracy to our pupils or we are likely not to continue to have it.

V. Man's Search for Religion

Five weeks. The emphasis here was on the contributions of the various religions to the well-being of man. Again, perhaps the Christian religion was given undue emphasis. One difficulty encountered in this unit was in the difficulty of the vocabulary used in the text material--e. g. names of some of the Oriental religious leaders. That seemed to scare some of the pupils out before they got started on their readings. One other difficulty that most of us have to face is the fact that a unit of this type is almost foreign to American school pupils. The teacher should be well read on the subject before attempting this one. Frankly, this unit and the one following were the most difficult for me.

VI. Man Has Time for Recreation and Creative Art

Again, the teacher needs to know what he is doing. A great deal of enthusiasm is needed because most young people are "cold" to the great masters. I tried to stir up some interest by letting the pupils do a little designing and creative work in art, but am afraid that it wasn't too successful. I got temporarily discouraged at this point.

VII. Education--A Necessity for All Civilizations

A good spot on which to capitalize upon the values of education for all and give students an understanding of the "whys" and "wherefores" of their own educational experiences.

VIII. The World's Resources

The emphasis in the unit was upon the quest for resources and the results of national and international competition. Again an excellent place to stress geography.

We used two basic texts for the course, both of which were written on a topical approach. We also had a full set of one other reference which we used when it could be used to advantage. We had a problem (as do many small high schools) of providing texts suitable for this type of approach to the study of world history. We did not want to have all of the pupils purchase the same text, so we had some of them purchase one and some of them purchase another.

(Continued page 14)

THE SOCIAL PROCESS APPROACH TO
THE TEACHING OF HISTORY

Earl S. Johnson
University of Chicago

In addressing the teaching of history as well as the writing of it (excluding, of course, all quiz-kid and antiquarian conceptions) we face the problem of "which facts?", which is but one side of the shield, the obverse of which is "which frame of reference?". These are combined in the problem of "the history of what?". The nature of past human affairs is such that thousands of events happened simultaneously. Such an immensity and totality cannot, of course, be dealt with.

We reject the "fact approach". The facts of history do not exist by themselves any more than the lives of historical persons do. They are both parts and products of processes and acquire meaning only when seen in the context of these processes. It is in terms of this reasoning that I shall undertake to make a case for the social process to the teaching of history.

Before I deal with my problem in its own terms I should like to treat it in terms of two analogies. The first is the analogy of a stream, the second the analogy of a rope.

I have an affinity for the phrase "the stream of history", for time not only flies but flows.

(Ed. Note: This is a cutting of DR. EARL S. JOHNSON'S address given at the Saturday morning session of the S.U.I. History Conference, March 4, 1950. Dr. Johnson is Associate Professor of the Social Sciences at the University of Chicago where he teaches the methods course in social science. It is hoped this provocative article will set classroom teachers to reevaluating their approach.)

The stream of history is broad and deep. Moreover it contains several currents, if not also eddies although I am not clear as to what they symbolize. And so, without sanction of the science of rivers, I permit myself to believe that the stream and its several currents can be reduced to smaller constituents, namely drops. I am, you see, working backwards. I begin with the larger order the stream, I move next to the smaller and constituent orders of currents and end with what I take to be the unit or original element. Similarly, or as far as the analogy will permit, the stream of time is the total social process, the currents are the sub or component social processes, and the drops of water are the events.

I now leave the analogy of the stream for a more appropriate one, the rope. Here I shall reverse the order just taken and begin with the unit thing to be ordered. I begin with the hempen fibers which symbolize single events. These are woven or related into strands, the sub or component social processes, and these, in turn, are woven or twisted to constitute the larger ordering, the rope itself.

But the rope analogy will, I trust, serve me beyond this point. Longitudinally the rope, the total social process, and its strands which are the sub social processes, symbolize change. This is change in the way men have, thru time, fabricated goods, divided their labor, bought and sold, reared their children, buried their dead, worshipped their gods, decided on what was "the good", sought to bring it to pass and the myriad of acts, individual and collective, which together form the fabric of any culture. In short, change in the way in which the processes common to man everywhere have worked.

And now we may, with equal significance, look at the rope cross-sectionally. We look at each end and find the same strands or processes. Next we cut thru it in several places and find the same strands or processes. The similarity of these cross-sectional views symbolizes permanence. This perma-

nence is the fact that history reveals, whenever and wherever viewed, a pattern of common and ever-present processes. Always the same and always different. Always a pattern of the same processes but always patterned as the conditioning factors of individual cultures impose different designs.

We have identified, in these two analogies, the two complimentary and apparently paradoxical concepts with which history must deal: change and permanence, or changing permanence. We have also identified the social process approach.

The social process approach takes as its units of historical study not nations or periods but societies. But it does not take them as wholes. It takes them in terms of the processes by which they became wholes. In this view, it is concerned quite as much with the processes by which societies or cultures were produced as it is with their nature as products. Our concern is with the social processes as the means by which societies or cultures, as products, came to be as they are. These processes are to be discovered, as Teggart has observed, only thru examination of what happened in the past. The teaching of history has, too often, taken too much as given: my concern is with how it became. To Ranke's insistence on "wie es eigentlich gewesen" (how it actually was) I should like to add, rather than substitute, "wie es eigentlich geworden", (how it actually became).

The task of history as one of the social studies, is to give the student knowledge and understanding of how his, or any other social order, came to be, and hence, in large measure, of what it now is.

This conception of history assigns inquiry to it. But high school history has almost lost sight of inquiry and has become instead chiefly a narrative.

We need not choose one or the other - inquiry or narrative. We must, as I see it, show how the processes worked to give us the thing about which the narrative could be written. We must find a place for historical method in high school history or drag it in by the heels as "propaganda analysis".

I take the view, whether popular or not, that history is a science. I understand that the basic interest of science is in knowing the relations which exist between things: in the case of history these are men's acts which are events with a time and place locus. The implication in all scientific inquiry is that things "work", or "act" or "become", or "change" with a regularity sufficient to permit their working, acting, becoming or changing being described. These regular or customary modes of working are the social processes. (My dependence on Teggart for this argument is patent to all who know his two chief works, Processes of History and Theory of History.)

How many of these processes there are depends on the definitiveness with which one wishes to make his inquiries about the emergence and shaping of any society or culture. Those which Leon C. Marshall has selected and treated in his provocative but quite generally ignored book, Curriculum Making in the Social Studies: The Social Process Approach are highly appropriate. By his own admission they are "frankly opportunistic" and were chosen "to serve a new point of view and a methodology which, with a minimum of disruption and revolutionary change, can be used in connection with present-day materials and school organization". He lists the following: (1) the process of adjustment with the external physical world, (2) the process of the distribution of the population, (3) the process of biological continuance and conservation, (4) the process of guiding human motivation and aspiration, (5) the process of developing and operating the agencies of social organization, (6) the process of cultural continuation and change, and (7) the process

of personality moulding. Two of these he further subdivides but I shall not take time to report them. The appropriateness of these processes or any other selection would lie in the fact that knowledge of their working and of their cultural products would provide a comprehensive and useful acquaintance with any culture or any epoch within any culture.

The several social processes require, like the currents in the stream and the strands in the rope of my analogies, to be related.

In the teaching of high school history I would be concerned to deal with the several social processes along two axes: continuity and unity. Continuity I would trace between such poles as rural-urban; police state-service state; parochialism-nationalism; nationalism-internationalism; status-contract; the rule of one - the rule of many, and many more which readily suggest themselves as developmental constructs. But I would be quite as much concerned to deal with the several social processes in terms of the unity among them. To study them as separate is necessary but to study them as related is equally necessary. Studied separately they give us the threads of social development. change. Together they give us the cultural fabrics which their inter-workings bring about - permanence.

Thru the social process approach I should hope that the student might come to view human affairs as neither changeless nor as only capriciously changing. I should hope that he would get a conception of a moving equilibrium: always the same processes at work but at work in different ways. I should hope that thru the social process approach he might also come to value equally and appreciate the interdependence of the scientific and the humanistic.

I would find in this method of teaching, the natural soil out of which valid generalizations would grow. To those who may object to history's concern with gen-

eralizing, I would remind them that the students are generalizing and for that reason, if for no other, we ought to see that they do it properly which is within the proper bounds. The emancipation of man from incidents and things of the moment, comes thru the power to generalize.

To the charge that the social process approach would de-humanize and de-vitalize the teaching of history I must enter my vigorous protest. It would, as I understand it, do quite the contrary. It would make it dynamic and moving; otherwise the social process approach would have no meaning. It would give the student not only the cultural results but the long and doubtful struggles that produced the results.

And now, at the risk of anti-climax, I should like to speak briefly about the problem of "the transfer of training" under this conception of the teaching of history. Whether the task of teaching which we undertake is one of historical or contemporary study we are eternally confronted with the problem of the transfer or application of training - I like the term learning much better because it suggests that our students are men rather than monkeys.

It would be silly to argue that the past and the present are the same and that the study of the past would ipso facto be equivalent to the study of the present. The past is past, and cannot be brought back - at least in the form of its events. But, paradoxically, it can be brought back. It can be brought back, as my former argument holds, by making it so real that it can, through imagination be participated in. It can, in short, be reconstructed in terms which have a general relevance to the present. It can do this thru emphasis on processes which are timeless rather than on events which are timed. As Sir Fred Clark has advised us, "for children, history is concerned with no past that is not a living past /and/ insofar as it is living it must be penetrated by the heats and passions and prejudices of the present". Such a past is not only plausible but possible. -13-

TEACHING VITALIZED WORLD HISTORY (CON'T)

The idea was to have the pupils lend and/or borrow the other. This didn't work out too well because of the fact that pupils were reluctant to lend their own books. Perhaps if the rental plan existed on this level, we would have more success. It is rather difficult to make the pupils see that they should lend and borrow each others books. If the school owned them, we could make it mandatory. We were handicapped also by the fact that we don't have the financial backing that some larger schools might have for supplementary materials. However, there is a good deal of free and/or inexpensive materials available if the teacher will look around for it.

I found that the most successful device for pupils at this level and in this particular school is the study guide sheet or worksheet. It seemed to give the pupils short range goals which they could reach without too much difficulty. In using this device, however, one wants to be sure that supervised study can be made available to the pupils. Then too, such a device like most other devices can become tiresome to both the teacher and the pupils. A good teacher needs to be ever sensitive to the reactions of the pupils. It is often difficult for ninth grade pupils to study unless they are constantly being guided.

SOME CONCLUSIONS AND COMMENTS ABOUT THE COURSE OF STUDY

The major areas of study as outlined in the State Course of Study are all-inclusive, it seems to me. What other phases of social life might we need to study in order to have a full understanding of man's history? The course arrangement is certainly flexible and expandable. It is rather easy to add units or to take away any units if they prove nonessential. The course has real meaning for pupils. It seems the students felt it more meaningful to study history topically at this level than to approach it from a purely chronological angle. Then, the arrangement provides a chance to create pupil interest which is very important to favorable social studies attitudes throughout the rest of high school. -11-

SOME BIBLIOGRAPHIES OF SOCIAL STUDIES TEACHING AIDS

Walter A. Lucas

A vast amount of free and inexpensive teaching materials is available for the use of social studies teachers and of classes. It is sometimes difficult for social studies teachers to know exactly where to apply for these teaching materials. Below are listed some bibliographies of teaching aids that may help the social studies teacher at both the ELEMENTARY and SECONDARY levels to discover more aids that will make social studies instruction more meaningful. In some cases there is much duplication, but each bibliography has been selected because it offers some sources not offered elsewhere. This list, by no means complete, is restricted because of space limitations.

Curriculum Bulletin No. 57, July 1, 1949, A Bibliography of Bibliographies of Instructional Aids to Learning prepared by Elizabeth Findly and Hazel E. Mills. Distributed by the University Cooperative Store, Eugene, Oregon. 47 pp. Price is 50¢.

Elementary Teachers Guide to Free Curriculum Materials, Sixth Annual Edition, August, 1949. 340 pp. Available from Educator's Progress Service, Box 497, Randolph, Wis. \$4.50.

Business-Sponsored Educational Materials, 1949. 68 pp. Available from Committee on Consumer Relations in Advertising, Inc., 420 Lexington Avenue, New York, N.Y. \$1.50.

Sources of Secondary School Social Studies Materials (Revised Edition), prepared by Eleanor Merritt, 17 mimeo. pp. available from Curriculum Laboratory, Iowa State Teachers College, Cedar Falls, Iowa. 25¢.

Free and Inexpensive Learning Materials, 1948, 175 pp. Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee. 25¢.

(Ed. Note: DR. WALTER A. LUCAS is Chairman of the Dept. of Social Studies, Campus School, Iowa State Teachers College. While getting his Ed. D. from Univ. of Colorado he was active in the Colorado Council publication. This section will become a regular feature of the IOWA COUNCILOR. -15-

NEWS ON THE DES MOINES COUNCIL

Although many states have several local councils, to our knowledge, the Des Moines Council for the Social Studies is the only active local in Iowa. The present officers are: Merle Wilson, President; John H. Kilgore, 1st Vice-President; Einar Tuomi, 2nd Vice-President; Lorraine McFadden, Secretary; and Stella Olson, Treasurer. The ever increasing membership in the Des Moines Council now stands at 140, making the social studies council one of the most active of the subject matter councils in the city. Meetings are held five times a year and each is aimed at presenting the members with some important challenge. The Des Moines Council at present claims 39 members in the Iowa Council.

One of the most dynamic meetings this year was when a former lieutenant in the Polish underground--Janusz Zawodny--spoke on "Education for Leadership or Perish" at the January dinner meeting. Zawodny, at present a student at the State University of Iowa, charged the members present to make the young American student aware that history has made him a leader of western culture. Zawodny stated that the average American youth today is "only a cheerleader" on the sidelines and that it is necessary for history teachers to make vital to their pupils that the situation at present in the world is one of danger for all believing in Christian democracy and western culture. Terming American youth "light-hearted and irresponsible in a world of agony and revolution", Zawodny pleaded that school and home combine to shoulder the responsibility of "providing the proper background for world leadership".

This meeting, well attended as are the others, had just under 100 members present.

(Ed. Note: Any group in the state wishing to get further facts on local council work to start one of their own, write John H. Kilgore, Callanan Jr. High School, Des Moines.)

IOWA COUNCIL FOR THE SOCIAL STUDIES

Minutes for March 3, 1950

At 1:15, Saturday, March 3, 1950, President Martha Wangberg called to order a small group of social studies teachers in attendance at the SUI History Conference. The meeting was held in the North Conference Room of the Iowa Memorial Union, and seventeen members were in attendance.

The first report was one on membership. Secretary J. R. Skretting reported 142 members in the Iowa Council and about \$25.00 worth of bills outstanding with a balance of \$97.27 in the treasury. He explained that several waves of information had been sent out to members and prospective members during the past two months. There were a total of 600 sample copies of the IOWA COUNCILOR distributed. A free distribution list is being planned for the May issue though it will be limited to about 175.

The second report was on the fall meeting for 1950. Vice-President John H. Kilgore reported that he had met with the heads of the several divisions of the ISEA and Mr. Don Foster to discuss plans for the November meeting. At this time it was learned that plans are in the offing to hold Friday afternoon sessions by areas instead of by departments. How this would affect us was described as follows: The Iowa Council would continue to hold its own luncheon meeting and have a speaker if it so chose. The speaker, however, would be completely at the expense of the Iowa Council. Then at 2:30 there would be a session for all teachers in the general area of social studies to be held at the Moose Home on 4th between Locust & Walnut. This session would have a speaker furnished by the ISEA and would bring together the ICSS, the Iowa Council of Geography Teachers, and any other social studies teachers. The ISEA would thus be in a position where it would financially be able to supply thirteen top-notch area speakers. Mr. Kilgore then asked all present to furnish suggestions as to possible speakers.

The third report was by President Martha Wangberg on committee appointments. She announced the appointment of Dr. Walter Lucas (Cedar Falls), Supt. Kent King (Boxholm), and Mr. C. C. Hansen (Red Oak) to the Editorial Board of

the IOWA COUNCILOR. She also announced the following appointments to the Membership Committee: Mr. Charles Bentz (Carpenter), Mr. Richard Brown (Monticello), Miss Emma Trenk (Dubuque), Mr. Ben Whittington (Cedar Rapids), Miss Gertrude Proehl (Clinton), Miss Alice Riter (Mason City), Mr. C. W. Engelland (Ames), Mr. Clarence Griep (Battle Creek), Mr. Harold Jepson, (Corning), Mrs. Mildred Bogle (Sibley), and Mr. Donald Sunde (Denison).

Three items of new business were brought up. The first was whether or not the luncheon in November should be limited to Iowa Council for the Social Studies members. There was a feeling that this would give us a closer group with which to work at that time and would encourage membership--especially among those who wanted a "place to eat lunch" in Des Moines. After a discussion pro and con, the problem was turned over to the Executive Board for decision on a motion by Fred L. Jones, Iowa City High School. Seconded by John H. Haefner, U. High, and passed.

The second item of business was relative to setting up a committee to revise the Constitution of the Council which dates back to Nov. 4, 1927. It was thought with a new and growing membership and plan of activities a constitution should be set up that would set a forward pace. Wilma Tallman of Mason City moved the Executive Board appoint such a committee and it present its findings at the November meeting at Des Moines. Seconded by W. W. Benson of Iowa City and passed.

The third item was relative to a possible Iowa Council for the Social Studies breakfast to be held in Minneapolis the morning of Nov. 24 at the 30th Annual Meeting of the National Council. The idea had been suggested by past president Florence Boten and was heartily received. Although no formal action was taken at the time, the concensus of opinion was that plans should be made for such an affair.

In conclusion, Dr. John H. Haefner, Associate Professor of Social Studies Education of the State

University of Iowa addressed the group briefly on the topic, "The Future of the Iowa Council". In his inspiring talk he suggested the possibility of dispensing free materials through the membership, of using active members in their local areas to conduct demonstrations and give talks to groups who desired speakers, of working on a program to make younger teachers feel more at home their first year out, of raising teaching standards in Iowa, and of publicizing the revised course of study with aids for implementing it.

The meeting was adjourned at 2:35.

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ROSTER OF IOWA COUNCIL COMMITTEES APPOINTED

Executive Committee

- *John H. Kilgore, Des Moines
- Martha Wangberg, Council Bluffs
- J. R. Skretting, Iowa City

Constitution Revision

- *Marguerite Skilling, Boone
- G. Arthur Luther, Red Oak
- Garnet Welsh, Council Bluffs

Membership Committee

- Charles Bentz, Jr., Carpenter
- Mildred Bogle, Sibley
- Richard Brown, Monticello
- C. W. Engelland, Ames
- Clarence Griep, Battle Creek
- Harold Jepson, Corning
- Gertrude Proehl, Clinton

* Chairman of Committee oOo

Editorial Board

- *Walter Lucas, Cedar Falls,
- C. C. Hansen, Red Oak
- Kent H. King, Boxholm
- J. R. Skretting, Iowa City

Professional Standards

- *John H. Haefner, Iowa City
- Nell White, Ottumwa
- Elva Tucker, Waterloo
- Wendell Lawhead, Des Moines
- Donald L. Hoth, Dundee

Membership Committee (Con't)

- Alice Riter, Mason City
- Donald Sunde, Denison
- Emma Trenk, Dubuque
- Ben Whittington, Cedar Rapids

CHANGE OF ADDRESS !!

If you move or change your address before next September, please be sure to send your new address to Mr. J. R. Skretting, Secretary-Treasurer, so that your October COUNCILOR will arrive on schedule at your new address.

MEMBERS: This Constitution will be revised in November. Read it over carefully and send any suggestions you may have for revising it to the chairman of the revision committee: MISS MARGUERITE SKILLING, BOONE HIGH SCHOOL, BOONE, IOWA. The proposed revision will be in the October issue of the IOWA COUNCILOR for comparison.

IOWA COUNCIL FOR THE SOCIAL STUDIES CONSTITUTION

Recognizing the value of united effort and believing that our mutual interests in the social studies can best be conserved by closer organization, we desire to band ourselves together in this the Iowa Council for the Social Studies.

ARTICLE I: NAME

The name of this organization shall be the Iowa Council for the Social Studies.

ARTICLE II: OBJECT

The object of this society shall be to promote research and to study the problems involved in the teaching of the social studies.

ARTICLE III: MEMBERS

All persons engaged in teaching or in research in the related fields of History, Government, Economics, Sociology and Geography in the State of Iowa shall be eligible to membership in this society.

ARTICLE IV: DUES

The dues for membership shall be 50¢ a year, to cover the cost of paper and postage for the necessary correspondence and keeping of records. Dues are payable at the time of the annual meeting and the same must be paid before a member is eligible to vote at the business session.

ARTICLE V: MEETINGS

The time of meeting shall conform to that of the Iowa State Teachers Association. There shall be three regular sessions: (1) the Social Science Section Meeting on the afternoon of the first day of the Teachers Convention; (2) the Social Science ROUND TABLE on the afternoon of the second day; and (3) the

Dinner (or luncheon) meeting, at which time the President's address shall be given and regular business transacted.

ARTICLE VI: OFFICERS

Section 1: The officers of this society shall be: a President, a permanent Secretary-Treasurer, and the Chairman of the executive committee. The members of this committee, besides the Chairman, shall consist of one representative of each of the five departments constituting the Social Studies, together with the other two officers of the society, the President and the Secretary-Treasurer.

Section 2: The nominating committee shall be appointed by President at the Section meeting, and it shall report the nominees for office at the business meeting.

ARTICLE VII: DUTIES OF OFFICERS

The duties of the officers shall be the same as is customary in similar societies. In particular, the President shall have general oversight of the work of the society and shall preside at the meeting of the Social Science Section. The Chairman of the Executive Committee shall preside at the dinner (or luncheon) meeting and at the Round Table session, and furthermore, shall be responsible for the programs of the sessions of the Society. The Executive Committee shall have power to determine the policy of the society, through correspondence with the Chairman, and upon his call shall convene in at least one meeting during the Teachers Convention.

ARTICLE VIII: WHEN EFFECTIVE

This Constitution, which is a revised duplicate of the older original Constitution, adopted in 1914 and now missing, shall go into effect upon its adoption at the business session of the luncheon meeting, Friday, Nov. 4, 1927.

ARTICLE IX: BY-LAWS

This society shall have power to make any needful by-laws at any regular meeting, provided that they are not in conflict with this Constitution.

ARTICLE X: AMENDMENTS

This Constitution may be altered or amended by a majority vote of the members present at any regular Round Table

May 15, 1950

Fellow Teacher--

THE COUNCILOR: The Iowa Council's second COUNCILOR is in your hands. I wish to encourage the members to send in suggestions for future issues--especially if they are willing to write an article. In each of the next four issues there will be a practical article on the new State Course of Study. (As you know, 9-10 is now available and 11-12 will be out in a few months.) WILL YOU CONTACT ME IF YOU HAVE EXPERIMENTED WITH IT IN GRADES 10 OR 12 THIS YEAR OR LAST OR KNOW SOMEONE WHO HAS? The October issue deadline is Sept. 15!!

MEMBERSHIP INCREASE: As of Jan. 1, there were 57 members of the ICSS. Today that number has reached 186--an increase of 129, making the record membership since the Council began in 1914. The old record was 162 in 1941. Satisfying as our present number is, let us not be too contented. We still have a goal of 300 members! Get a fellow teacher in your community to join! Let's have everyone help increase membership.

LOOKING TOWARD NEXT FALL: The October issue of the IOWA COUNCILOR will contain a long article concerned with elementary education, one on vitalizing the senior American Government course, and one dealing with the adult education challenge for social studies teachers, along with the regular features. In November we have the ICSS meeting at the Moose Home in Des Moines the 3rd and the National Council meeting in Minneapolis (with an ICSS breakfast the 24 Nov.). Put those dates down now in your engagement book!

Finally, let your officers and committee chairmen hear from you. In OUR organization we want YOUR ideas. How can the COUNCILOR be improved? How can we be of more service? What are your suggestions on rewriting the Constitution to make it more adequate? These are but a few of the ways YOU can help YOUR organization. Send us your ideas now.

Sincerely yours,

J. R. Skretting

J. R. Skretting, Editor