

IOWA COUNCILOR

Official Publication
of the
Iowa Council for the Social Studies

Vol. I, No. 3

October, 1950

OFFICERS

President

Martha Wangberg
Thos. Jefferson High School
Council Bluffs

Vice-President

John H. Kilgore
Callanan Jr. High School
Des Moines

Secretary-Treasurer

J. R. Skretting
University High School
Iowa City

TABLE OF CONTENTS

DEPARTMENTS

PRESIDENT'S LETTER	2
THE GRADED READING PROBLEM.....	16
EDITOR'S PAGE	32

ARTICLES

CLASSROOM CONGRESS.....	4
REALIZING EDUCATION'S AIMS.....	7
ISEA-ICSS JOINT MEETING	12
NCSS CONVENTION PLANS.....	20
CONTEMPORARY PROBLEMS PROJECT	24

FEATURES

REVISED CONSTITUTION.....	13
ITEMS OF INTEREST.....	19, 23, 29, 31

J.R. SKRETTING.....EDITOR

J.E. HAYES.....ASSOCIATE EDITOR

Editorial Offices
University High School, Iowa City, Iowa

YOUR PRESIDENT'S LETTER

Thomas Jefferson High School
Council Bluffs, Iowa
October 4, 1950

Dear Iowa Council Members:

At this time the good feeling in returning to work is exceeded only by the memories of the vacation just past. For the first letter of the year, I should like to share with you impressions of my own vacation.

As Stavangerfjord began to move slowly out of the harbor of Oslo, the ship's band struck up the Norwegian national anthem and followed it immediately with the "Star Spangled Banner". The thousands of people who lined the pier stood reverently at attention while both anthems were played. Then the cheering and the waving began. Hats handkerchiefs, paper streamers, flowers, and flags vied in colorful adieus. My Scandinavian journey, the journey I had dreamed about for years, was almost over, but the memory of those delightful lands of the far north would remain with me always.

There had been the glacier-covered mountains, the dashing waterfalls and swift-flowing rivers, and the breath-taking beauty of the Norwegian fjords. There had been the never-to-be-forgotten spectacle of the midnight sun. There had been the deep and silent forests of Sweden and the long stretches of fertile agricultural land. There had been the stir and bustle of the cities contrasted with the quiet industry of the fishing villages and dairy farms. But most of all there had been the ever-friendly and ever-hospitable people of Scandinavia. Everywhere, from the tip of the peninsula to the very heart of Lapland, we had been made welcome because we were from America.

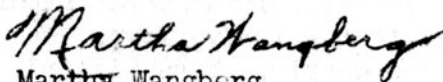
America to the Scandinavians represented some-

thing vast and something great. I soon learned that it was not only our material greatness they admired. It was the greatness of the American ideal -- the democratic way of life. They understood it well, these people. Many of their countrymen, as many in fact, as now resided within their own land, had emigrated to America to help build that ideal. But it had taken firm root in their own soil also and many were the outward evidences.

I recalled many of those evidences now as we moved along the fjord. I thought of the statue of Abraham Lincoln in Frogner Park in Oslo. Inscribed beneath it were the famous words from Gettysburg: "Government of the people, by the people, and for the people shall not perish from the earth." I thought of the statue of Franklin Delano Roosevelt, hewn of Norwegian granite and erected to the memory of a man whom they believed to be a champion of democracy. I remembered the band in Stockholm that had played a medley of American folk tunes outside the king's palace. I recalled the numerous American flags flying so prominently all over Scandinavia; I knew that these people were one with us in the desire that freedom should live and grow.

Now, even as we sailed toward America, the liberties of free people elsewhere were being challenged. Our boys were being called upon to sacrifice their lives that those liberties might be preserved. So much would be expected of American in the days ahead! America was the Citadel of Freedom, and across the sea were thousands of people who had faith in the American way of life and shared the determination that "Government of the people, by the people, and for the people shall not perish from the earth."

Very sincerely yours,



Martha Wangberg
President, ICSS

STUDENTS MOTIVATED IN GOVERNMENT UNIT

CLASSROOM CONGRESS

by

Doris Miller

Most new teachers begin their first year of teaching with the ambition to do the best they can, and generally the desire to do something different. This ambition led me to search my educational training and personal experiences for something to add to the learning experience, as well as the enjoyment of my first American Government classes at Waverly High School, Waverly, Iowa.

My major had been Political Science, and I had gained first hand knowledge of the actual working and physical set-up of Congress from having spent the summer of 1949 in a work-study seminar in Washington, D.C. As my "something different", I decided to organize a model Congress in each of the three sections of the class. Combining my special knowledge with the textbook, Magruder's American Government, I first directed the class in an intensive study of the legislative branch of the national government, for the necessary background.

One of the first problems was to actually get legislation for the Congress to act upon. I secured copies of actual Congressional bills from the office of a Senator; and using these as models for form and language, each student wrote a bill to be submitted to the Congress. In order to be debated well, it was necessary for these bills to be on familiar matters, so each bill pertained to a school matter. They ranged from installing a school lunch program, through curriculum changes,

Doris Miller is a social studies teacher in the high school at Waverly, Iowa. Waverly is a city of 5000 in Bremer county. Miss Miller's article continues the COUNCILOR policy of presenting practical methods material to ICSS members.

to getting rid of the teachers altogether! Some of them were highly amusing, but all conformed to the rigid standard of the Congressional manner.

The three sections of the class each formed a unicameral Congress. The operation and organization of each was most similar to that of the House of Representatives. Where needed for expediency, or because some particular process would be a worthwhile experience, the Congresses adopted a few Senate procedures and rules. Dividing off into political parties was done by a different method in each section. One became the boys versus the girls, another took a Republican and Democratic poll, and the third had two students choose sides. In one class, three of the students wanted to become a "splinter party" and so on the first issue, they split off into a third party. This later proved to be a very valuable and interesting part of the experience of that group.

Each political party then held a party caucus, selected a name for its party, and named a candidate for Speaker of the House, as well as his campaign manager. party leader and party whip were designated, and members were appointed to serve on Congressional committees to select the final half dozen bills that would be submitted to each Congress. Committee membership was apportioned according to party size. Nearly every student was given a special responsibility for the Congress.

Taking their cue from the bills that their party members had written, the candidates and their campaign managers organized a campaign for the Speakership. One of the difficulties here was pointing out the functions of the minority party, so that the members would understand their role and strength in Congress, and not just give up for lack of numbers. They found that there were various means to win their legislative ends, despite lack of winning numerical strength. Thus the position and function of a minority party in a legislature became much clearer to them. After the Speaker of the House took over

the leadership of the Congress, my function became an advisory and record keeping one.

When the committees started sifting bills, it was interesting to note how quickly the "members of Congress" began logrolling and trading votes. In some instances there was a real battle to get some bills to the floor, particularly those concerned with timely matters of school importance. The Congress that had the third splinter party soon found that those three members often held the balance of power, and another term and process became familiar to them.

One thing each of the three Congresses was looking forward to was filibustering, and for this experience they borrowed from the Senate procedural rules. In the boys versus girls group, the boys began a filibuster and immediately the girls wanted to know how they could stop it. Research was called for, and after finding the proper method and transposing the numbers and times involved to their level, the girls were prepared to break the filibuster. What they didn't know was that the bill in question had been passed by the members of Congress then present. To right this wrong the girls managed to push through amendments to the bill.

Each of the Congresses went through at least one filibuster, and it would have been easy for them to dwindle into nothingness in this process. However, the members found that it was better to compromise and meet each other half way, because a filibuster soon became boring

In the matter of recognition of members and amending bills, which was done to quite an extent, the members, and the Speakers especially, learned a great deal about Parliamentary procedure. It became evident to me that before attempting another Congress, it would be wise to have the students study some Parliamentary procedure, instead of stopping to explain this process.

(Continued page 30)

REALIZING EDUCATION'S AIMS
THROUGH SOCIAL STUDIES

by
ETTA L. COSNER

THE BOY WHO DIDN'T STOP GROWING

Seven weeks after school started, Robert entered first grade at Johnson School. His record showed him to be from Fitch, Kentucky and residing, temporarily, at the Juvenile Home.



As Robert was brought into my room that morning, I wondered what could possibly have put such a wizened, sad, little face upon those six year old shoulders. Upon contacting the matron at the Juvenile Home, I learned that Robert had come from the backwoods of Kentucky; that his mother was dead; his father was serving a jail sentence for a heinous crime; his only sister was a patient in a tuberculosis sanitarium; and that, until his father's sentence was completed Robert and his three brothers -- two older and one younger would remain at the home.

From tests administered by the school psychologist plus my own observations during those first few day, I ascertained that Robert, for the present, could not work in even the lowest reading and numbers groups and socially he was going to need experiences in many worthwhile activities. How well he could assist his father in building "stills" and how seccessfully he could defend himself with knives and brass knuckles seemed to have been his main diversions.

Etta L. Cosner is the Co-ordinator of Elementary Instruction in the Davenport Public Schools at Davenport, Iowa. Miss Cosner has gained recognition in this region through her child development work.

My first duty toward Robert was to make him feel very welcome and wanted by all of us in the room. The boys and girls seemed to sense that I considered the new boy something special, so they fell in line and accorded him very wholesome treatment. By this time they had had a lot of experience in sharing and in co-operating. Very often, when an occasion arose wherein the group was to choose someone to carry out a room-duty, some boy or girl would suggest that Robert be allowed the privilege. Robert bloomed under this acceptance by the group and it was not long before he was sharing, unasked, his quite advanced knowledge of frogs and feeling quite important over his being the center of attraction.

Our social studies program included the study of "the Family" among other aspects of the home. Since Robert's cultural background precluded the same interest in it as was evidenced by the rest of the class, all coming from rather average families, I had to develop learning situations adjusted to his interests, needs, and ability. For instance, since he had no mother about whom to talk, I enlisted the co-operation of the matron by asking her to be generous in outward manifestations of love for, and interest in, Robert. I asked her to praise him for his every improvement at school and at the home. Thus, when the other children made crayon illustrations of their mothers, Robert made one of Mrs. ----- and proudly said, "I made a picture of the matron. Will you print 'The Matron' under mine instead of printing 'Mother!'"

In connection with the study of family life, one of our social activities was the learning of proper table setting and the observance of table etiquette. Strange as it may seem, Robert virtually "lapped up" this training and became so interested in absorbing knowledge in this way and through films- "Your Family" to name but one - that he became a veritable apostle at the home. The matron was so enthused over Robert's taking over at the institution, that she called me one day to ask what method was used to bring about such a transformation.

Here was a typical hill-billy of but a few months previous who was now using every available opportunity in which to teach manners, morals, courtesy, and correct language to the other boys and girls at the home.

During the study of the family, the Audio-Visual co-ordinator arranged a bus trip for us to see several homes in various stages of construction. Upon our return from this trip, I discovered that Robert had artistic talent. He made a crayon drawing of the boys and girls looking down into a newly laid foundation. Because it was such an interesting composition, I framed it in oaktag and gave it prominence on a bulletin board. When the art teacher later told him that it would do credit to the average third-grader the same light came into those china-blue eyes as was there the day following the bus trip when I showed the film "Building Houses." The audion-visual room was over-crowded; Robert looked up at me in the semi-darkness and proudly, though bashfully, said, "I shared my seat."

Yes, Robert had learned to share, to co-operate, and to enjoy and appreciate real democratic living; and, now that he has returned to "them thar hill", I can only hope that those seeds sown in him at Johnson school will grow and bear fruit and that those who come in contact with him and eat of the fruit will become as well nurtured as did Robert.

(The above is an experience of Miss Margaret O'Donnell, teacher of first grade, at Johnson School. This illustration is comparable to experiences enjoyed by other Davenport teachers. According to Miss O'Donnell the whole child approach was stimulated if not dominated by her own development in the appreciation of an individual's worth and potential growth through the social studies. The background is this:

A group of Elementary teachers and administrators in the Davenport Public Schools dared to sit down together and work out a pattern of aims in education and a program for realizing the aims. They wanted to formulate those aims

and see them implemented in the classroom.

The aims and plan for implementation were developed in a democratic framework. Within this framework we feel free to submit this article without fear of criticism or restraint. It is hoped the reader will feel free to read and try out any or all the suggestions. Feel free to analyze our government, the society in which it operates. It is through such efforts we are led toward better schools, better teaching, better social studies programs, a more intelligent citizenry and a more potent democracy.

Two committees', the Philosophy and Social Studies thinking were guided and directed by these questions:

1. Why do the schools exist?
2. What are the schools trying to do?
3. How are the schools realizing behavior changes?

DEMOCRACY AS A WAY OF LIFE

The American Public Schools are deeply rooted in our great American heritage, Democracy. The essence of democracy and the aims of the school are the same: to serve and encourage each individual to develop to his full capacity. As a member of our democracy, the individual must check, then, his individual desires with the general good of the society in which he lives. He is permitted to develop his own individuality and to achieve the greatest good for himself, as long as it is not to conflict with the general welfare.

Democracy molded the pattern by which the social group shall organize and assist each individual citizen in achieving his desires. The individual uses society, to achieve his goals and his inalienable rights. These we prefer to call the privileges of the citizen in a democracy. In return for these, the citizen must assume his share of responsibility for the general good of all individuals and for the maintenance of the democratic nature of society. This responsibility implies the willing acceptance of limitations on rights and privileges when such is necessary for the general welfare.

Our American democracy did not spring full-fledged from the pen of Thomas Jefferson and his contemporaries. The principles they gave us are deeply rooted in the Christian philosophy of life. Democracy, like Christianity, is dynamic, possessing a potential for continuous growth and development. Society, the instrument by which democracy is interpreted, produces many conflicting opinions. Few people have accepted democracy in its fullest sense. Acceptance is the degree to which its principles are applied. Differences, oftentimes, are negligible. There is little or no conflict in the interpretation of democratic ideals as seen in the following situations.

In assuming responsibility as a citizen, one is constantly faced with conflicts between the individual rights and social obligations for the promotion of the general welfare. While it means rule for the majority yet it means protection of the minority that they may have the privilege of becoming a majority by peaceful means.

Since democracy is always dynamic, the success of the social endeavor is dependent upon the quality of its citizens. "Good men make a good society." A society that is dependent on the rule of its people must have men who are: critically-minded, dependable, appreciative, co-operative, purposeful, skillful, well-informed, healthy and vocationally competent.

Democracy, often limited to a political and ethical concept, is not enough. It must provide a satisfying way of life or American democracy is endangered. Adjustment is inherent in the democratic way which must function in all phases of life: school, home, and community.

THE PURPOSES OF THE SCHOOL.

We believe that democracy alone provides a sure means of individual and social progress and accepts as its ultimate goal the maximum happiness and development of the individual and society. The maintenance of democracy cannot be taken for granted. At this time this unique

DR. H.E. WILSON TO ATTEND ICSS MEETING

ISEA-ICSS JOINT MEETING

by

John Kilgore

Plans for the annual luncheon and business meeting of the Iowa Council to be held in Des Moines during the ISEA convention are nearly complete. Iowa Council members will meet for lunch Friday, November 3.

The attractive dining room and auditorium of the Moose Home, in the heart of downtown Des Moines, are to be the focal points of the social studies activities on that day. The Iowa Council was enabled to secure this, one of the most desirable of convention city locations, by virtue of its expanding membership and the prestige of the Social Studies Area speaker, Dr. Howard E. Wilson, who is to be the guest of the Council at the luncheon and business meeting.

As the Iowa Council has grown in membership scope of activities, the annual business meeting has necessarily assumed greater importance. The reports of the Executive Board and committee chairmen, the election of officers, consideration of the revised constitution, and discussion of future activities of the Council require thorough consideration by the membership; time has been allotted for a full and interesting meeting.

A few remarks by Dr. Wilson, as past president of the National Council for the Social Studies, in advance of the main address, and incidental music make up the remainder of the program. Upon adjournment of the Council, the Social Studies Area session will convene in the auditorium, second floor, at 2:30 p.m. to hear Dr. Wilson's address: "American Education As A Force in World Affairs".

Members will note that there has been no ad-

(Continued page 23)

ICSS MEMBERS attending the luncheon and business meeting on Friday, November 3, in Des Moines will be presented with the revised constitution which is printed below. This revision is the work of Miss Marguerite Skilling, Boone, Iowa; her committee; and the Executive Committee.

It is suggested that readers compare this with the existing constitution which appeared in the May issue of the IOWA COUNCILOR.

CONSTITUTION
OF THE
IOWA COUNCIL FOR THE SOCIAL STUDIES

Recognizing the value of united effort and believing that our mutual interests in the social studies field can best be promoted by close organization and the cooperation which come with that organization, we desire to form the Iowa Council for the Social Studies.

Article I
Names

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

Article II
Purpose

Section I

The purposes of the Council shall be:

- A. To serve the interests of the National Council for Social Studies in Iowa
- B. To cooperate with all state and local education associations.
- C. To assume leadership in Iowa
 1. In improving the teaching of the Social Studies.
 2. In promoting research in the Social Studies.
 3. In promoting the growth of professionalism among members.

Section II

The purposes of the Council may be achieved by:

- A. By publishing an official organ for the Council to be known as the Iowa Councilor.
- B. By disseminating pertinent social studies information among its members.
- C. By arranging meetings at stated intervals and whenever it is deemed necessary or desirable by the Executive Board.
- D. By encouraging attendance at social studies workshops and participation in in-service training programs.

Article III

All persons engaged in teaching or interested in the teaching of the social studies shall be eligible for membership in the Iowa Council.

Article IV

Dues

The dues for membership shall be fifty cents a year subscribing membership and one dollar a year contribution membership. Dues shall be used to cover all authorized expenses of the Council. They may be raised or lowered at any annual business meeting by a vote of the membership on the recommendation of the secretary-treasurer or the Executive Board. Dues are payable to the secretary-treasurer at any time for a twelve-month period. No member with dues in arrears may vote at any business session.

Article V

Meetings

Section I

The annual business meeting shall be held in conjunction with the annual convention of the Iowa State Education Association, at which time the president's address may be heard and committee reports made.

Section II

Special meetings may be called by the president on order of the Executive Board.

Section III

Twenty members shall constitute a quorum.

Article VI Officers

Section I

The officers of the Iowa Council shall be: a president, a vice president, and a secretary-treasurer, all of whom must be members of the Iowa State Education Association.

Section II

The Executive Board shall consist of the president of the Social Studies section in each district of the Iowa State Education Association, plus the current officers and the immediate past president.

Section III

A nominating committee shall be appointed by the president and shall report a nominee for the office of president and one for the office of vice president at the annual business meeting. Election shall take place at the same meeting and be determined by a simple majority of the members present and voting.

Section IV

The office of the secretary-treasurer shall be permanently located at the University High School, Iowa City, Iowa. The secretary-treasurer shall be nominated by the Head of the Social Studies Department at University High School and shall be approved by the Executive Board.

Section V

All elected officers shall serve a one-year term and be eligible to re-election for a like term.

Section VI

Vacancies, except in the case of the president, shall be filled by the Executive Board.

Article VII Duties of Officers

Section I

The duties of the officers shall be such as usually devolve upon these officers.

Section II

The president shall have general over-sight of the work of the Council, shall preside at all meetings, and shall appoint all committees.

(Continued page 18)

SOCIAL STUDIES TEACHING AIDS

THE GRADED READING PROBLEM

by

Walter A. Lucas

The position of the United States as a world leader has many implications for the social studies curriculum in our schools. The general implication is that the social studies curriculum should be more than ever concerned with world problems. A major problem for the teacher is that of securing current reading materials for use in the classroom. It is sometimes difficult to obtain reading materials, especially materials that do not prove too difficult for the pupil to read.

According to John U. Michaelis, materials issued by the United Nations and its agencies which are available for use in the secondary schools are written on an advanced reading level. Indeed, most of the publications are written on the college level.

A superficial examination of Department of State publications by this writer indicates that they are also difficult for high school pupils to read. The publication listed below should prove of great value in high school social studies classes if provisions for individual differences in the reading ability of the pupils are provided for, and if attention is given to the individual pupil.

A few of the State Department publications which can be used in the social studies class are listed below and should help greatly to enrich the program. The publications listed as free may be obtained from the

Division of Public Liaison

Department of State

Washington 25, D.C.

Publications listed for sale may be obtained from the

Superintendent of Documents
Government Printing Office
Washington 25, D.C.

Strengthening the Forces of Freedom -- contains a number of speeches and statements made by Secretary of State Acheson in May and June, 1950. Pub. 382a, General Foreign Policy Series 28. 57pp. 20¢.

United Nations Action in Korea Under Unified Command. First Report, Pub. 3935; Second Report, Pub. 3955. International Organizations and Conferences Series III. 5¢ each publication.

Korea 1945 to 1948: A Report on Political Developments and Economic Resources with Selected Documents. Pub. 3305, Far Eastern Series 28. 124 pp. 35¢

United States Policy in the Korean Crisis. Pub. 3922, Far Eastern Series 34. xi, 68pp. 25¢.

A Fact Sheet: Atomic Energy and Foreign Policy. Pub. 3921, General Foreign Policy Series 20. 6pp. Free.

Foreign Affairs Highlights. A monthly summary of recent events in the field of foreign relations. Free.

Monthly Information Sheet. A monthly publication containing information on international affairs. Free.

The UNESCO Story. A Resource and Action Booklet of organizations and communities. Pub. 3931, International Organization and Conference Series IV, UNESCO 12. 112 pp. 55¢

The United Nations Today. Contains a summary

(Continues page 19)

CONSTITUTION - from page 15

Section III

The vice president shall serve as the chairman of the Executive Board, be responsible for the programs of the sessions of the Council, and shall serve as president if the president is unable to act.

Section IV

The secretary-treasurer shall keep all records of Council activities, receive dues, pay all bills incurred by the organization, serve as editor of the Iowa Councilor, and act as the distributor of information and materials to the membership.

Section V

The Executive Board shall determine the policies of the Council. The Executive Board shall meet at the time of the annual business meeting, and hold special meetings upon the call of the chairman.

Article VIII

By-Laws

Section I

This organization shall have the power to make any needed by-laws, not in conflict with the constitution, at any business meeting. Proposed by-laws shall be presented to the general membership in printed form at least two weeks before the annual business meeting, at which time the vote is to be taken. The proposed by-laws shall become effective if given the approval of the majority of the members present and voting at that meeting.

Section II

Robert's Rules of Order Revised shall be the parliamentary authority on all matters not covered by this constitution or by the by-laws.

Article IX

Amendments

This constitution may be amended by a majority of the members present and voting at any annual business meeting. The amendment shall be presented in printed form to the general membership at least two weeks before the annual business meeting at which the vote is to be taken.

Article X

Ratification

This constitution shall become effective when ratified according to the provisions of the Constitution of November 4, 1927.

THE GRADED READING PROBLEM - from page 17

a summary of what the United Nations stands for and some of its accomplishments. Foreign Affairs Outline No. 23. Pub. 3929 International Organization and Conference Series III, 52. 4pp. 5¢

Editor's Note: This is the monthly feature by Dr. Walter A. Lucas who is Chairman of the Department of Social Studies at the Campus School, Iowa State Teachers College. The Councilor uses this means to bring its members the most up to date listing of material in the social studies field.

Members will also have an opportunity to obtain packets of free materials in the field at the ISEA convention to be held in Des Moines November 2-4. These packets will be distributed at the ICSS annual meeting (Moose Home, 313 Fourth Street at 12 noon). This method of distribution was made necessary in that the packets would require a prohibitive postal outlay.

W.W. Benson of the University High School has done the work of collecting and preparing this material of ICSS members.

The new Social Studies courses of study are now available from the State Superintendent of Public Instruction.

Write for:

The Development of World Civilization - The World Community, 1950.
American History - Contemporary Problems, 1950.

NCSS MEETING SCHEDULED FOR MINNEAPOLIS

NCSS CONVENTION PLANS

by

Merrill F. Hartshorn

The Thirtieth Annual Meeting of the National Council for the Social Studies will be held in Minneapolis, November 23-25. Headquarters for the convention will be at the Hotel Nicollet which will house the meetings and the educational exhibit. All social studies teachers and administrators are urged to attend. Anyone interested, whether he is a member of the NCSS or not, is welcome at the meetings. There is no registration fee for NCSS members; those not members of the NCSS are asked to pay the one dollar registration fee.

A number of rooms have been reserved at the Hotel Nicollet for those attending the convention. Rates are: single \$4 to \$8; double, \$6.50 to \$10; double (twin beds) \$7 to \$10. Reservations for sleeping rooms should be made directly with the Hotel Nicollet. Write early for your room, stating that you plan to attend the NCSS convention.

Myrtle Roberts, first vice president of the NCSS, Woodrow Wilson High School, Dallas, Texas, is chairman of the Program Committee. Mrs. Leona Winner, Maxfield School St. Paul, Minnesota, is chairman of the Local Arrangements Committee.

A varied program has been planned that offers something of vital interest to teachers at all levels and in each specialized field in the social studies. There will be breaks in the more serious program for entertainment and social periods. Of major interest will be the educational exhibit of books, maps, globes, charts, audio-visual materials, and other teaching aids that will be shown by all the major publishers in the social studies field. This is a unique opportunity to see a complete

showing of all new social studies materials, and is the one chance in the year to see such a complete, specialized exhibit.

The theme of the meeting will be "Training for Democratic Citizenship Through the Social Studies."

Among the topics of General Session speakers are
The Role of the United States in Foreign Affairs
The Marshall Plan: Economic Recovery and World Security
UNESCO in 1950
The Presidential Address
What is New in Audio-Visual Materials in the Social Studies
The Work in Social Studies for the Gifted Child

Section meetings and luncheons will deal with a wide range of topics of vital concern to teachers and administrators at all grade levels. Among the topics to be considered at these meetings are

A Report from the Middle East
Contemporary Affairs in the Classroom
Teaching Critical Thinking
Economic Education in Elementary and Secondary Schools.
Social Studies in the College
Historical and Comparative Approaches to Social Education
State and Local History in the Secondary Schools
Learning What Our Government Is and How It Operates
Pre-Service Education of Social Studies Teachers
The Social Studies Teacher at Work
Curriculum Development in the Social Studies
Improvement of Social Science Instruction in Colleges and Universities
The UNESCO Study of the Treatment of Agencies of International Cooperation in the United States and World History Textbooks

Current Studies in Citizenship Education

Other section meeting will deal with

The Problems of Beginning Teachers

Teaching of Controversial Issues

Social Geographic Problems

Social Studies in the Primary Grades: Methods
and Materials

Social Content in the Kindergarten and Primary
Grades

Social Studies in the Intermediate Grades:
Curriculum Problems

Social Studies in the Intermediate Grades:
Methods and Resources

Social Studies in the Junior High School

Modern Problems in the Senior High School

The Teaching of American History

Problems in the World History Course

Group Dynamics

In-School Civic Experiences

Point Four and Education

Several other organizations will hold joint sessions with the NCSS during the course of the meeting. These include the Minnesota Council for the Social Studies, Iowa Council for the Social Studies, National Council of Geography Teachers, American Political Science Association, Mississippi Valley Historical Association, and the American Library Association. Representatives from these organizations will share their thinking with us as we study common problems and field of mutual interest.

These topics indicate the thorough and extensive coverage being given to current problems in social studies instruction. The speakers and panel discussants have been carefully selected so that all who attend the meeting will receive new ideas, practical suggestions, and inspiration. In the present state of national and world affairs, special responsibilities fall on the shoulders of social studies teachers. We all need to work closely together and share our ideas. This meeting is the one time during the year when social

studies teachers and leaders can meet together, exchange and pool ideas, and strengthen their profession. Every social studies teacher should make plans now to attend this important meeting of his professional association.

Write now for you room reservation at the Hotel Nicollet, Minneapolis 1, Minnesota for November 23-25. You will have a profitable and enjoyable experience. The Local Arrangements Committee is making excellent plans for your visit; so your stay will be a memorable one in many ways.

ISEA-ICSS JOINT MEETING - from page 12

vance in the price of luncheon reservations. As heretofore, the Des Moines Council, as host to the Iowa Council, is handling local details of the forthcoming meeting.

Reservations are to be submitted in advance to
Miss Judith Hill
Kirkwood School
27th and Clark Streets
Des Moines, Iowa

This should be done without delay and in any event before October 30. Money is to be transmitted with the reservation.

If there are social studies persons in your school who are not members of the Iowa Council, you are urged to inform them of this meeting. Facilities for enrolling new members and renewing old memberships will be available at the meeting.

The speaker, Dr. Wilson, has a wide background of educational experience and public service in education fields. Outstanding in his recent public service record is his position as associate director of the Carnegie Endowment for International Peace, service with the State Department, and United Nations work in UNESCO.

RESEARCH FOR THE HIGH SCHOOL STUDENT

CONTEMPORARY PROBLEMS PROJECT

by

James E. Hayes

Often the Contemporary Problems teacher will feel during discussions of the economic phases of our society that students are familiar with "effect"; but seem confused about "causes". This problem is of considerable importance in that ultimately the students must work out their understandings without benefit of classroom instruction.

A rather simple device may be used to add to the understanding of causes. The method also has the desirable effect of providing work in practical research in social studies problems. It can be used to best effect in units II, III, IV of the new course of study for the twelfth grade.

At the beginning of a unit where costs are to be discussed, the teacher may select a group of products which compete for a certain part of the consumer's dollar. For example, food products as a whole rather than specific items, or transportation means, rather than types of automobiles. Then the items may be assigned to students - in the case of transportation: railroads, automobiles, aircraft, and trucks.

Each student, as an outside project, should prepare a report showing the costs involved in bringing his product to the consumer. It could include such items as labor cost, materials cost, taxes, advertising, and profit; in summary, the report should concern the actual utility of the product to the consumer.

On an assigned day, after allowing time for preparation, a panel discussion can be staged where the students can compare their findings with those of the competing products.

A teacher summary of the concepts involved should conclude the project. Future outcomes will depend on how well the class understands using their findings of basic causes to make conclusions of a valid nature.

REALIZING EDUCATION'S AIMS - from page 11
philosophy of ideologies and ideals is at stake. We believe we can serve best by preparing adults and youths for co-operative living, laying new emphasis upon social obligations, and upholding social values.

The school's responsibility is "Education for All Children" -- regardless of race, color, creed, or economic status. Equality of educational opportunity does not mean uniform education for all, but an education adapted to the needs of each individual and of the society in which they live. It is the duty of the school to develop individuals who will continue to extend the principles of democracy, interpreting and reinterpreting, in terms of action, those democratic practices which we cherish. This will result in an intelligent and peaceful balance between individual rights and privileges of public welfare.

Education in Davenport was conceived to be a process of helping individuals to become competent, to maintain and improve democracy in their own lives. To do this we were forced to ask ourselves, "What does democracy really demand of us? What is democracy's real meaning?" To answer these questions adequately we knew individuals had to be thorough in understanding and effective in action. This understanding should come from the organization of the school and the school curriculum.

The greatest responsibility should be placed in the hands of the teacher, the key person in any educational program. He should be given a democratic environment which challenges self-initiative and broadens his concept of democracy, giving him insights and understanding. The student learns democracy through practical experiences. Teachers and students should be encouraged to develop in all fields which become realities through conviction. Such activities create a desire to become a participator in life activities.

Respect should be expressed for each individual. Each child should be treated so he will live the best

possible and be challenged to strive for the best person he can become. To develop the very best that is within a person is education at its best. To do this the teacher must begin with the child wher he is, treating him always as the best person he can become.

The school should provide for individual development in life situations: health (physical and mental), understandings (aesthetic and spiritual), ideals of family life, improved family relations and wise use of leisure. As one lives his behavior gradually changes because of his experiences. Experiences in living together well should be in harmony with the ultimate goals of education.

This plan initiated in Davenport through the Social Studies, the heart of the curriculum. The Social Studies, an integrated course, deals with personal problems which are a part of the persistent problems of life. It cannot carry the full burden of the social education of the child. The task is too great to accomplish in any one year of life or in any one period of the day or in any one of life's settings. All experiences should contribute toward democratic socialization.

IMPLEMENTATION THROUGH THE SOCIAL STUDIES

The primary purpose of education is to develop individuals to achieve the greatest realization of the American ideal. The Social Studies was the channel through which the philosophy of education became a practical pattern of functional living in a democracy. The students learned from the beginning in Kindergarten, through the six grades, the meaning of democratic ideals by the discovery that life is full of problems and we must try to solve them.

Teachers and co-ordinators planned together a guide to use in the selection of the problems common to all children. Those problems became the basic areas of study in the core curriculum. The design for continuous learning experiences was flexible and inclusive, although not restrictive.

A pilot experiment conducted from the Kindergarten through the sixth grade tested the plan. The plan was initiated on these premises;

As we live we gradually change our behavior because of our experiences. The first evidence of this was seen as the child tried to attain some goal. Second, his behavior, with wide variations, remained consistent with his goal. He employed mind, emotions, muscles, and social abilities to help him reach his goal. As the child gained more experiences, he became more familiar with his problems, his activities became focused, therefore less time and energy was spent in reaching his goals.

Every child is a complete personality: physical, mental, social, and spiritual which reacts as a whole. Each child possesses his own pattern and rate of development. His learning experiences should be related to his growth level and each experience should be so interrelated that each learning experience should motivate the next and the next until all experiences become a unit or a mosaic of life. Every experience should be challenging, but simple enough to assure success.

The child must learn early that he lives in a changing world. To live well he must be able to recognize problems and solve them satisfactorily. The teacher's duty, as she guides the child in defining worthwhile purposes, is to keep in mind the ultimate goal of education -- it should always be first in mind, although last in realization. The purposes defined become goals to be achieved. The purposes govern the scope and direction of the activities to be undertaken. The plan of action was developed by the pupils under the careful guidance of the teacher. The plan was necessary for effective learning and was a learning experience in itself. The plan of action indicated the use of functional skills, materials, and methods of work.

Insight is meaningful learning. It is the discovery between purposes and activities. The alert teacher helps the learner to discover these relationships.

Practice should follow understanding to the degree that understanding becomes functional in a given situation.

Democracy is real to the degree it is practiced. Democratic environments were created through an organization based on childrens' needs and interests. Learning was more effective as the children recognized their needs. The activities were organized in relation to democratic principles. The group worked together to formulate the plan and solve the problems. Valuable contributions were made by each group member as he grew in confidence and affection. Privileges and obligations shared by the members were also an essential part of the the democratic atmosphere. As the child was urged to serve the group as well as to share in the privileges of membership the individuals learned to apply the principles of good citizenship.

Group work, with the whole-child approach, is a forward step beyond the unit or textbook plan of teaching. There were opportunities for active participation by the students. This came as the children helped to formulate problems, set up goals to be achieved and selected materials to reach the goals. Individual and group findings were shared with other members of the class. The finest group work was done through the evaluations made of results, processes, and materials.

The whole plan was a gradual growth and developmental process which affected the lives of boys and girls, teachers and administrators in Davenport. All worked together on a common pproblem-- to discover the social needs and to arrange the learning in relation to the maturation level of the child. There was an earnest effort to produce better citizens and make the American Democracy a dynamic and potent way of life.

IN-SERVICE PROGRAM

The philosophy, the Social Studies plan and the pilot experiments provided one of the most fertile fields

for the in-service training of teachers. The diffidence that was evidenced, at first, was replaced gradually by a momentum that carried the whole program along. Co-workers were asking, "How does the whole-child approach differ from the subject matter approach? How can we learn more about it?"

The Social Studies steering and pilot experiment committees worked together to plan a series of eight weekly meetings. Each person, who participated in the pilot experiment was responsible for one meeting. Attendance was voluntary. Emphasis was on the "how" or "The Doing". Interest grew and grew and grew. Changes were obvious throughout the system. The growth on the part of individuals was the yardstick of success. There were evidences of growth on the part of individual boys and girls, individual teachers and yes, administrators. We teach, in vain, the boys and girls unless the teachers and administrators also grow.

Better living together experienced in Davenport is reflected in the words of Lois Fisher's "You and the United Nations"

"You, as an individual, have dignity and worth,

You also have responsibility,

The peace and security of the world depend on
how you think,

What you say, and how you act."

Iowa membership in the National Council for the Social Studies gave the state a rank of sixteenth for the nation. While this figure is for April 1950, recent memberships received by the Iowa Council office indicate the rank has been maintained or advanced.

CLASSROOM CONGRESS - from page 6

Some very good and well prepared speeches in favor of or opposing certain bills were given by the members of Congress during the debates. All the parties soon developed a definite party character and differentness. After being in operation for a period, some of the party members found it quite interesting to vote with the other party, much to the disconcertion of the party whip. To gain further practical experience, each of the methods of taking a vote in the House was used at least once by each Congress.

The time involved for the entire Congress was a two week period. This proved to be sufficient because by the end of that time, the interest was beginning to wane and I did not want the project to become drudgery. One of the shortcomings of the plan was the lack of separate rooms for caucuses and committee meetings. It was difficult to maintain an element of party secrecy, and the process of holding three argumentative committee meetings at once in one room proved to be rather confusing. Another time arrangements should be made to use at least two rooms to better the physical set-up.

A process that was delved into very little was that of lobbying. One of my Congresses tried it to a small extent, but because of its importance, it should receive more emphasis and better treatment another time. The preparation by the students for the Congress proved to be sufficient, except for the lack of training in Parliamentary procedure.

At times during the two week "Congressional session" I wondered if the students were gaining the increased knowledge and understanding for which I had hoped. Then some new indication of the learning process would become evident, and it would be apparent that the students were acquiring new knowledge, and that previously studied terms and procedures were becoming increasingly real to them. I also found that later during the semester I was

able to refer back to their model Congress for illustrations.

The week the Congresses ended, the school paper carried a lead article about the Congresses, why they were held, and what was being done in them. The editorial also concerned the Congress, and in it the student-editor stated that his understanding of the national Congress had increased a great deal. In the gossip column there were some comments about various bills, speeches, and Congressional activities. The students had attached enough importance to their model Congresses to want the rest of the school and community to know about them.

Doubtless other teachers and schools have had model Congresses also. I again planning to develop one in my American Government Classes this year, and hope the class can attend a State legislative session in Des Moines. Many students have already asked for a model Congress. Such enthusiam for a worth while unit can produce valuable educational outcomes.

IOWA COUNCIL BREAKFAST

Plan NOW to attend the Iowa Council breakfast during the National Council meeting -- Nov. 25 in Minneapolis. This national meeting is in easy reach of all Iowa Social Studies teachers.

For reservations write:

Miss Florence Boten
Junior College
Marshalltown, Iowa

RESERVATION LEAFLET INCLUDED IN THIS ISSUE

THE RESPONSIBILITY OF THE PROFESSIONALLY ALERT TEACHER

Today we in social studies are faced with a very interesting situation. For the past half decade the country has been virtually deluged with highly successful "propaganda" backed by our NEA to improve the welfare conditions of the teacher. Now within the past year we have become faced with an acute problem of oversupply in our field. This position should refocus attention on another aspect of the problem—that of proving to the lay public that we are really a profession worthy of good salary and attendant considerations.

It is past the time when our eyes should be simply looking out for our own welfare; the cry should be coming from within the ranks to provide the children and their parents with an ever better quality of education. We must undergird our gained benefits. To do this, it is paramount first that alert teachers join in mutual effort to improve their teaching. Effective mutual concern demands not only the willingness of "joiners", but the positive struggle of willing hands in building a strong organization. We have a potential vehicle in the Iowa Council if we plan it well. We now have 230 members. We have a quarterly to exchange ideas, bring new methods, present new approaches. We need next think of actually meeting together to benefit from group thinking. Up to now we have had a sectional meeting at the annual ISEA meeting. We are now faced with the reality that under the present situation, however, several systems do not go to Des Moines, but go to district meetings, most of which at present have no sectional groups. It would seem well in terms of meeting our responsibility of providing better citizens through social studies to reactivate those social studies sections, have them affiliate with the ICSS, and thus unify colleagues for better teaching. The ICSS has a serious challenge, but it is up to the membership as a whole to realize it and express their interests and desires for cooperation to their elected officers, both ICSS and ISEA.

J.R. Skretting

J. R. Skretting, Editor