

IOWA COUNCILOR

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YOUR PRESIDENT'S LETTER

Boone Junior College
Boone, Iowa
May 7, 1952

Dear fellow Councilors,

The spring season presents two problems for every social studies teacher. First, the work of the year must be evaluated and the progress made noted. Second, plans must be made and materials gathered for the coming year.

As to the first, please forget, for a time, that the last three chapters in the text may not be covered, and that many students have evidently forgotten some of the carefully taught and traditional event and date relationships. Consider, instead, whether or not you, as a social studies teacher, can truthfully answer "yes" to:

1. Have my students developed habits of accuracy, promptness, industry, and co-operation?
2. Have my pupils become more respectful, tolerant and appreciative of the contributions of other races and peoples?
3. Do my pupils display more initiative, alertness, and independence of thinking, than when they came to me?
4. Do they display increased power of observation and a greater ability to be critical, but fairminded, in their thinking?
5. Do the students show a growing world-mindedness in their approach to the various problems up for discussion?

If you as a teacher, are able to pass yourself and your pupils on these points, then, indeed, it has been a good year--whether or not the last seventy-five

pages are completed.

But, whatever the accomplishments of the present year, preparation for the coming term is all-important. If it is to be truly a successful one, it is important to go beyond ordering a new text, selecting appropriate films, and refurbishing course outlines. The purpose of that part of the planning will be defeated unless the teacher acquires a new attitude or a different viewpoint on at least some portions of the work. Carrying over the old attitudes and views will serve to stifle growth and stand in the way of progress. Every teacher should consciously plan to use a part of the long vacation to freshen his approach to his work. This doesn't necessarily mean an arduous summer school session. A workshop, the convention of a professional organization, a planned trip to visit an unfamiliar section of the country, a summer job in business or industry, or a careful reading of the educational volume which gathered dust during the busy days of the past year, any of these activities will furnish fresh stimulation and enthusiasm for the new year. Do make that a "must" on your summer program and come back refreshed and able to give more than ever before to your students, your school, your community, and your Council.

Happy Holidays,

Marguerite Skilling

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CHANGE OF ADDRESS

ICSS members who will have a new address beginning in the fall of the year are requested to inform the secretary's office. This is necessary so that the Councilor and other council mail will reach you promptly. Please notify today.

SUGGESTIONS FOR KINDERGARTEN

A UNITED NATIONS UNIT

by

Kathleen O'Neill

All Kindergarten experience contributes to social studies. Through dramatizing home experiences, excursions, exhibits, stories, pictures, sharing experiences, and visitors from the community, the child's interests in home, school, and the community are sharpened.

He starts by observation and understanding of life in his immediate surroundings. He learns that all the girls and boys in his class, regardless of race, religion, or Daddy's job, have needs in common. All need homes, clothing, and food. The important contribution made by the work done by all members of the child's family is emphasized. They become acquainted with mailmen, firemen, policemen, grocers, service-station attendants, and other community helpers as friends.

Units of work developed in upper-grade social studies are not recommended for Kindergarten. Short periods of interest are used which have simple concepts and first hand experience.

Development of social attitudes and consciousness of acceptable social behavior may be considered part of the social studies in Kindergarten. Foundations are laid in the Kindergarten for understanding of intergroup relations, for there is evidence that a child has no inborn prejudices but develops them through his association with older children and adults who bear prejudices. Through activities which help the child to understand and practice desirable social behavior the beginning of intergroup relations is initiated.

OBJECTIVES

1. To re-enforce, interpret and extend the experiences of children.
2. To aid in the development of a questioning attitude and intelligent curiosity.
3. To interpret the relationship of the child and the children of the world.
4. To show that there is interdependence among people. (Help them see something of the relationship between themselves and the apparently remote persons and places involved in world affairs.)
5. To develop a friendly feeling and understanding among all the children of the world.
6. To help children become world minded citizens.
7. To develop the realization that children all over the world have the same basic needs and fundamental interests.
8. To enrich the child's vocabulary.
9. To help the children to learn cooperation with others.
10. To build up values for those things that are really important for us to have.
11. To improve the quality of group thinking.
12. To increase the ability of children to share experiences with others.
13. To help the children become less concerned about themselves and more conscious of others.
14. To develop and appreciation for books, pictures, games and music.

POSSIBLE APPROACHES

1. Hang a few pictures of adults and children from different countries in the reading corner.
2. Place story books on the reading table containing stories of children in other lands.
3. Tell them the story about the Kindergarten connected with the United Nations' School. Talk about the things that are the same in that school

A TEACHING UNIT

TEACHING WORK-STUDY SKILLS

by

George Vuicich

The first year teacher, determined and eager, resolved to solve each teaching situation, is seldom disappointed by not having challenging problems to undertake. I was no exception. As is true of most beginning teachers, I was unaware of the special needs of the students; but with typical novice enthusiasm, I looked for weaknesses, and found them. The area which showed the greatest need for instruction in both the seventh and eighth grades was that of work-study skills. The results of the 1951 Iowa Test of Basic Skills confirmed this observation; they showed that both grades were weak in the work-study skills area. The results further revealed that in many instances students who ranked low in the work-study skills did not rank low in the other basic skills.

The author also found that the area of basic study skills was a subject frequently discussed at teachers' meetings and conventions. Many complained that their students were weak in "some of the study skills areas", but when asked what, if anything, was being done, it was discovered that few teachers had any "formal unit" to cover this area. Some remarked that it was "brought into the daily lesson whenever possible." Perhaps the seat of the problem lies here, for unless there is a formal unit, any of the basic work-study skills are neglected.

This unit, thus, was an attempt to make a formal unit on some of the aspects of work-study skills. The unit was begun during the ensuing year (1951) and was completed in the summer; it was taught during the first six weeks of the 1951-1952 school year. Devised to

run six weeks the unit actually continued through seven.

One of the first problems was to determine which of the work-study skills should be studied. Because subject matter had to be taught during the semester, covering all the work-study skills would consume too much time. It was finally decided, on the basis of greatest need, to cover the following areas: judging facts, using common references, reading and understanding maps, and reading and understanding graphs. Though the ITES have no section on judging facts, it was felt that such instruction should also be included in the unit. All too frequently in discussions of current affairs the students confused fact with opinion.

Each section was initiated by a pre-test. The purpose of each test was to determine the parts of the above areas needing the most stress, and, when compared with the final tests, to determine the effectiveness of the unit.

The films, "How to Judge Facts", "Find the Information", "Maps are Fun", and "Global Concepts in Maps" succeeded the pre-tests in three of the sections. A discussion then followed. Teaching materials in multiple copies were not available at the time this unit was being taught. However, since that time, the administration has been very cooperative and multiple copies of source materials in several of the areas have been obtained.

Due to the limited nature of this paper only two of the sections will be discussed; first, use of references, and second, map reading. They are used as examples because of the more important role they played in the unit.

Realizing the vast number of references available, the writer picked the five which he felt would be most

useful to the students. The five chosen were: an atlas, a civics text, Who's Who in America, The World Almanac, and the Reader's Guide to Periodical Literature.

The word 'reference' was first defined and made a part of the vocabulary of the students. Each reference book was closely examined by every student. Two copies of the Reader's Guide and Who's Who were obtained, one from the high school library and the other from the city library. Following the familiarization period, the students worked out exercises calculated to bring in to play the skill required to use and understand the various references. An example of the exercises is:

"If you needed information on General Douglas MacArthur, to which source would you go and what information would you find?"

This relatively simple exercise was geared for the slower students. Other exercises were more difficult, but all called upon the student to know: (1) which reference he needed; (2) how to use that reference; and (3) what kind of information that reference contained.

In this section, the final test was a duplication of the pre-test. The scoring was also the same. Because the pre-test had been given two weeks earlier, any possible recall of the test items was negligible. The test and scoring, then, were identical. On this basis, the results were compared. The average score of all five classes (three seventh and two eighth) increased from 16.5 to 19.7. The highest increase of a class average was from 16.6 to 20.4. The least increase in a class average was from 17.6 to 19.9. A closer examination of the individual scores pointed out that the greatest gain was made by students with average and below average scores. There was little or no gain realized by students with very low and very

high scores, indicating perhaps a weakness in the unit in that it was geared more for the "average" student. In this respect, a plan has been embarked upon to further develop the unit so as to include more exercises for these two "extreme" groups. This same result appeared in the other sections as well.

The most complete section of the unit was that of reading and understanding maps. Here, the pre-test was especially revealing in that it showed the need for an elementary approach in this section. Many students in the pre-test missed such items as: "a globe may be classed as a map"; "what is the result of the earth's rotation"; and "the earth rotates from west to east". Longitudes and latitudes were also thoroughly confusing to many. A substantial number didn't know the purpose of longitudes and latitudes. Not one student could clearly explain why we have four seasons, which, according to Dr. Renner and others, should be acquired by the student in the fifth and sixth grades.

The discussion in this section was based on five problems:

- a. What is a map?
- b. What is the purpose of a map?
- c. What is needed to understand and read a map?
- d. What are some of the different kinds of maps?
- c. What is the earth's role in the universe?

Of these five problems, the third one made up a major portion of the section. Here the purpose and significance of the scale and legend were determined. Perhaps the most difficult concept to get across was the purpose and use of longitudes and latitudes. That lines running in a north-south direction measure distances east and west confused many. Even the old stand-by trick of using streets as an example, failed. To further clarify this problem, a yard stick and ruler

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CURRENT EVENTS AND THE NEWSPAPER

THE PROGRAM OF INFORMATION ON WORLD AFFAIRS

by

Henry J. Kroeger

To a group as discerning and informed as the membership of the Iowa Council for the Social Studies, it is likely that the comments which follow will be more or less obvious.

Despite this realized danger, the writer could not muster sufficient restraint to decline the invitation to attempt a contribution to this issue of the Iowa Councilor.

The Program of Information on World Affairs was first presented in Iowa in the year 1947. This is the fifth year it has been a service offered by The Des Moines Register. The writer has endeavored to set out here some of the reasons why a newspaper would incur the expense and labor of sponsoring such a project.

Launching a program of this nature has its roots in a fundamental principle adhered to by practically all modern newspapers. This principle was well stated recently by Irwin D. Canham, Editor of the Christian Science Monitor in a recent address at the State University of Iowa. Mr. Canham said, "The public has a basic right to be informed. Only as it is correctly informed can it preserve all its liberties and maintain a dynamic and free community."

Modern newspapers are continually aware of this responsibility, endeavor objectively and aggressively to progress in the direction of meeting the "basic right" of the public to be informed. The Program of Information on World Affairs offered in Iowa during the last five years is a step in this direction. Through the weekly quizzes, the reading public is

minded readers, to the many who are desirous of improving their knowledge of the world in which they live.

The quizzes as published in the newspapers for the public are important, justify the effort and the space. However, they are perhaps over-shadowed by the utility of the material in the program to the teaching profession itself.

That is why, from the beginning, every effort has been made to assure the material being acceptable to the educational profession. The program material was originally prepared under the immediate direction of Doctor Edgar B. Wesley, Former Director of Social Studies, University High School, and Professor of Education, University of Minnesota. At present, all material is being edited by Doctor J. Edward Gerald, Professor of Journalism, University of Minnesota and now Director, Program of Information on World Affairs.

The keynote of the program as directed by Doctor Gerald is recency. This is, of course, in keeping with the tempo of our times. In preparing both the current events and topic questions, Doctor Gerald and his associates are abreast of current trends in our news media, magazines, radio, TV and newspapers.

This has two demonstrable advantages. First and most obvious is the broad general appeal of news itself. This is indicated not merely by the interest in newspapers, but by the established ratings of radio news broadcasts, the circulation of news magazines and more recently the popularity of certain TV news features.

The second advantage is, of course, the increased class room appeal. Any teaching device "cashing in" on the mass interest in news gains a freshness which is a distinct advantage, a stimulant to effective teaching.

ICSS SPONSORS MEETING

INSTITUTE ON CURRENT AFFAIRS

Mason City was recently the scene of the first Iowa Council for the Social Studies one day institute for social studies teachers. The Mason City institute concerned the teaching of current events and was considered a test by the council to determine planning procedures for similiar meetings. The ultimate purposes of this effort by your council can be stated in a three part list. 1. to be of greater service to ICSS members; 2. To aid local councils in their work; and 3. to encourage new members to consider the merits of professional organization to further effective teaching in the social studies.

As has been implied, the Iowa Council acted as co-sponsor with the Mason City Council for the Social Studies. In addition, the Superintendent of school, Cerro Gordo county made financial contribu to offset expense. Thus it can be seen that the I Iowa Council acted to aid local groups. This idea was carried further to take advantage of local resources. For example all the speakers on the program came either from Mason City or the surrounding area. Moreover the theme of the institute was made with the availability of speakers and resource people in mind. A digest of the program will reveal how this idea operated and may suggest to other councils a method for planning.

MORNING SESSION: 10:00 a.m., April 26, 1952
Mason City High School Building

Address: AS I SEE EUROPE

Mr. Earl Hall, Editor

Mason City Gloge-Gazettee

Discussion Period

LUNCHEON: Cerro Gordo Hotel

Address: METHODS AND MATERIALS IN TEACHING CURRENT AFFAIRS

Dr. Winston W. Benson

Assistant Professor of Political Science
Mankato State Teachers College

AFTERNOON SESSIONS: Cerro Gordo Hotel

Elementary Section: EUROPE AND ITS GEOGRAPHY

Discussion leader: Bernice Helf

Iowa State Teachers College

Resource Person: Mary Jane Elliot

Iowa State Teachers College

Secondary Section: EUROPE IN CURRENT AFFAIRS

Discussion Leader: Corinne Harper

Iowa State Teachers College

Resource Person: Winston W. Benson

Mankato State Teachers College

As can be seen from the program outline, the central theme of Europe in current events was maintained throughout the day. In this way discussion was built up from the keynote speech and related directly to classroom teaching problems. While attendance was not high, the meeting was successful from this point; but most successful as indicated by the manner in which participants entered into the discussion periods and secondary sections.

AS I SEE EUROPE by Earl Hall was an account of Mr. Hall's recent trip through seven European countries. This trip was made with some twenty other newspaper and radio journalists as part of a government plan to further public information in world affairs. To Mr. Hall the trip revealed essentials weaknesses in the communist control of parts of Europe. Mr. Hall noted that philosophical aspects of communism were becoming repugnant to many Europeans as a result of their contact with communist practice. None-

SOCIAL STUDIES AIDS

RECENT FILM ISSUES

Our Stand In Korea, issued by the government films department, United World films, 1445 Park Ave. New York 29, N.Y. The film shows events leading up to our action in Korea as well as action during the police action. The activities of several nations are recorded as they work with in the framework of the United Nations.

Songs of Friendship, issued by the Anti Defamation League, 212 Fifth Ave, New York, N. Y. This ten minute film is designed for the elementary level of instruction. It uses animated cartoons presenting basic concepts of democracy. Music throughout is by Irving Caesar. The songs are those easily thought to children.

Factories, Mines, and Waterways (Earth and Its People Series) United World films, 1445 Park Ave. New York 29, N.Y. This film shows how industrial centers grow up around sources of natural materials or transportation (waterways). Teachers may secure information about this series the the distributor. A booklet explains each of the films and acts as a teaching aid, Geography is well handled in this series.

Children of Holland issued by the Encyclopaedia Britannica films co. , 1150 Wilmetter Ave. Wilmette, Ill. This film shows the boys and girls of Holland in their natural home, school, and work life. Customs and Holidays of the people are illustrated. The narration makes references to dutch customs which have survived in American culture.

SOCIAL STUDIES AIDS.

The State Univerisyt of Iowa and Iowa State Teachers College both announce the publication of a new and revised film catalog. They will be published sometime during the summer and will be sent to those requesting them before the start of the school year. A small charge is made by both institutions for this material.

Maps and How To Understand Them issued by the Consolidated Vultee Aircraft Corporation has been revised since its first release in 1943. The new booklet is very useful for graphic explanation of "air age geography." Teachers can use it in beginning students in their work of reading several projection methods.

How Steel Is Made issued by the Inland Steel Company. Copies of this are free and may be had in quantity by writing the Inland Steel Co. In addition the company will send monthly activity sheets during the school year. This booklet is very well done and is filled with illustrations.

Steel From Mine To You issued by the American Iron and Steel Institute, 350 Fifth Avenue, New York 10, New York. A good discussion of the progress in steel work in this country.

Hazards of Retailing issued by the Twentieth Century Fund, 330 West Fort-second Street, New York, N. Y. Basic economics for the beginning of the small business. Very useful in the Modern Problems class.

NEWS
FROM THE LOCAL COUNCILS

COUNCIL FLUFFS:

Mr. Erich Andlauer, of Baden, Germany, who visited American schools under the auspices of the State Department last fall, addressed the social studies teachers of Council Bluffs at their fall meeting. He made especial note of his observation that students here are permitted greater use of their own initiative.

The winter meeting of the Council Bluffs Council for the Social Studies heard Mr. George Marling, student at the University of Omaha, discuss his work with the United Nations Economic and Social Council in Geneva, Switzerland, last summer. He was one of the few students in the United States selected for this opportunity.

Miss Martha Wangbery, social studies instructor at Thomas Jefferson High School, was a member of the panel group which discussed "How Firm is the Foundation of Mobilization in Our Public Schools" at the Morningside College Educational Conference this spring. Her specific topic was "Is There Subversive Content in Our Social Studies Textbooks?"

Barbara Hansen

MASON CITY:

The Mason City Council for the Social Studies met for its first meeting of the current year in October. It was decided that the program for the year should consist of two additional meetings. The group decided that our goals for the year should serve two purposes. First, to specifically acquaint ourselves with the total social studies program in our school system. Secondly, to gain further information on the Civil Defense Program Committees were appointed to carry out the plans.

A survey was presented at our second meeting of the year, which in graphic form gave us the picture of what was actually being done in social studies

from the 4th grade through the 12th. The following information was included in the survey---name of basic text, supplementary materials commonly used, subject matter and areas studied, and geographic terms stressed. Other information was included as the situation varied from one grade level to another.

At our last meeting of the year, we will elect officers for the coming year and complete our program plans.

Our group consists of fourteen members. The officers for the current year are:

President	Leonard McGuire
Vice-President	Dale Foster
Secy.-Treas.	Wilma Tallman

Wilma Tallman

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INSTITUTE ON CURRENT AFFAIRS (from page 41)

the-less Mr. Hall pointed out the great military build-up of the communist countries. Thus he made the point that United States foreign policy work toward building strong allies. "It will not be cheap, but it must be done."

METHODS AND MATERIALS IN TEACHING CURRENT AFFAIRS
by Winston Benson was an excellent discussion of the importance and need for a systematic handling of current events at every level of the school's program. Dr. Benson illustrated the vital part that current events instruction plays in the school's aim in citizenship education.

An important aspect of the speech was Dr. Benson's review of commercial materials which can be used to implement the current events program. He presented a rating of reading difficulty which placed news magazines such as Time, Nation, Newsweek, U. S. News and Business Report, etc. within the range of senior high school classes.

encouraged to acquire the basic working knowledge essential to informed citizenship. (It should be noted that the Des Moines Register is merely one of several newspapers in the United States, offering this same program.)

Granting that helping the public to become better informed is in the public service, it should be also noted that any newspaper is not completely unselfish in such an effort. To whatever extent a program such as this contributes to public understanding, the better it is for that newspaper. Better informed readers facilitate the task of responsible journalism.

There is an old adage which goes something like this... "We tend to like what we know." It is not too difficult to see that as people are encouraged to know about vital subjects such as world affairs, they will read more of the newspaper material presented.

Any effort on the part of a newspaper to better inform its public must be two-pronged. First and most obviously, it is obligated to supply complete news coverage, objective commentary and authentic background information. Elaboration on this phase has no place here. Suffice to say that American journalists are constantly striving to progress along this line.

The other branch of the two-pronged approach to improve public understanding is direct contribution of one sort or another. The Register's Program of Information On World Affairs is definitely in the category of a direct contribution.

The program was conceived and offered as a learning device, not as an entertainment quiz. From its nature, such a program is not expected to match the highest peak of mass popularity of various newspaper features. It does appeal to many serious-

Readers of this publication might be interested in knowing how many Iowa educators use this material as provided by the Des Moines Register. A total of 1,913 receive the tests each week. Of this number, 1,213 are teachers in smaller rural schools. For such teachers with small classes in high school grades, it would seem that the material would have great value.

These comments would be incomplete without reference to the Guide. This is a regular part of the Register's Program of Information on World Affairs. It is also prepared by Doctor Gerald. Intended primarily for the guidance of the teacher, several schools have obtained individual copies for all students in their classes. This is an interesting development, and the requests for extra copies were all voluntary on the part of these schools.

TEACHING WORK-STUDY SKILLS -- from page 37

were used. The scales on these were etched out to show the student that to measure distances in one direction one needed lines running in the opposite direction. The room thermometer was also used as an example. Both proved successful.

Another problem which developed, though not as great as the one already mentioned, was trying to clearly explain the tilt, rotation, and revolution of the earth as well as their effects. Many "saw the light" when the idea occurred to me to darken the room, and, by using a pen light and a globe (tilted $23 \frac{1}{3}$ degrees) show the visible effects of the tilt, rotation, and revolution of the earth. Though this was partially successful, it left much to be desired.

As in the other sections, when the results of

the post-test and pre-test were compared, an improvement was shown.

If a comparison of the 1951 and 1952 ITES is permissible, the over-all unit was successful, for the percentile ranking of Washington Junior High School in the work-study skills section of this year's test showed a substantial gain over last year's ranking. However, unless the material covered is used throughout the school year, it will soon be forgotten and the skill involved, lost. Ideally, then, a program of teaching basic skills on a graded and integrated basis should be established for an entire school system.

Throughout the construction and teaching of this unit, I had to rely almost entirely on methods and materials which I discovered on my own initiative. I could recall little help from my formal training. That teachers at meetings and conventions so frequently want suggestions for the teaching of basic skills indicates that this is true of others as well. What is needed, it seems to me, is more formal training in basic skills instruction in our teacher-training institutions. Such instruction would help alleviate this problem. The teaching of these skills is important enough to warrant special consideration by teacher-training institutions. What is fundamentally important is not that the student remembers the innumerable facts of subject-matter fields, but rather that he knows where to get and how to use such facts when needed.

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BUSINESS MANAGER APPOINTED

President Skilling announces the appointment of Mr. A. E. Sents to the position of business manager for the Iowa Councilor. This appointment has been made necessary to complete arrangements for printing the Councilor. Mr. Sents is a social studies teacher in Red Oak, Iowa.

PRIZE WINNERS

UNITED NATIONS CONTEST

George A. Ojemann and Robert M. Rehder of University High School, Iowa City were winners of the first and second prizes in the United Nations contest sponsored by the Iowa Council for the Social Studies. This is the local division of the National contest which is sponsored by the American Association for the United Nations. Miss Shriley Howe, Thomas Jefferson High School, Council Bluffs received third prize. Awards which were made possible by the Des Moines Register and Tribune and the Iowa Council for the Social Studies were as follows:

FIRST: George A. Ojemann, \$30.00

SECOND: Robert M. Rehder, \$ 20.00

THIRD: Shirley Howe, \$10.00

Prizes going to the teachers of the first two students were divided between Mr. J. R. Skretting and Mr. Dean Crawford of the University High School, Iowa City.

The Iowa prize winning entries resulted from a nationwide examination for high school students held March 27 of this year. After the March 27th examination, the Iowa entries were forwarded to the New York office of the American Association for the United Nations. Mrs. Dana Converse Backus headed the national judging committee. High ranking papers were returned to an Iowa committee for selection for the state's winners.

Winners in the state contest may also win a national prize. However the results of the national contest have not yet been announced.

as they are in their school.

4. An interesting approach could also be made through dolls from different countries but they might get the concept that people from these lands dress in holiday costumes all the time.

CONTENT AND ACTIVITIES

Ask the children to choose a book from the library table that they would like to have read. Discuss what the children look like in the story-- what they are wearing--homes--etc. Question the children about some of the things the children did in the story that they like to do.

Talk about one of the pictures in the story corner in the same manner. Continue with the stories and pictures for several days.

Tell the children a story about boys and girls in other countries attending school. Discuss what they think these children like to do in school. Discuss whether they think all children like to play, sing and dance.

Introduce a song the children would sing in some other country if there are any children in the class who have come from another country.

Introduce a game the children like to play in some other land. For example: This last year there was a boy in our Kindergarten who was born in Australia so a favorite game of Australian boys was introduced. The same thing could be done with folk dances.

Five year olds take great delight in learning how to say "good morning"--"good night"--"thank you" in different languages. Tell a story that would end with the idea that children every-

where must learn to be courteous.

Discuss why children in some countries are not as fortunate as we are. Try to bring about the idea that we should help them. Talk about what we could send them that would be useful. Pack a box together. This could be taken care of through the Junior Red Cross.

Talk about the United Nations' School. Make plans together for visiting the school. Discuss why the children of that school are in this country.

It is always fun for the children to plan a program. They can choose the song, poems, and dances they like best. They always enjoy working out a story in rhymes. Plan to work a story something like "The Garden We Planted Together" with the children. They can plan to invite the rest of the school to their program and their Classroom Mothers.

The children can make scenery of original drawings or paintings.

Try to put across a concept of the United Nations by asking the children how they settle their disputes in Kindergarten. Isn't it better to talk over things than to hit and hurt each other? People in countries all over the world decided it was better to get together to try to settle their disputes peacefully instead of fighting a war. All these people from different countries who want to do this meet at the United Nations.

THINGS TO DO BESIDES THOSE ALREADY MENTIONED

1. Collect pictures of children from other countries.
2. Invite someone's mother or father to tell

the class about a country that is a member of the United Nations.

3. Dress dolls in holiday costumes of other lands.
4. Make simple costumes for dramatic play.
5. Use film strips, movies and slides.

Education in peace and world friendship can proceed only as fast as the child's social development will permit. Mere rote learning will not help to create a constructive attitude toward world friendship.

LEARNINGS OR CONCEPTS

1. We live in a big world.
2. The United States of America is our country or nation.
3. People live in other lands. They are our friends.
4. We enjoy sharing our good things with those in other lands who are less fortunate.
5. People dress, eat, and live as they do because of the climate and the conditions in their country. We would do the same thing if we lived where they do.
6. When we really know other people we like them.
7. Some children's parents work at the United Nations.
 - a. Some are from our country.
 - b. Some are from countries all over the world.
8. Their job is to try to keep peace all over the world.

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Editor's Note: Miss O'Neill's article is reprinted from the Citizenship Journal published by the New York State Council for the Social Studies. We are grateful to Miss O'Neill for permission to use this article.

BOOK REVIEWS

AMERICA IN THE WORLD by Marion Lansing, W. I. Chase, and Allan Nevins will appeal to teachers of the junior high school years who teach a social studies course rather than separate courses in history, geography, etc. The book through its text clearly maintains the importance of geography in the making of history. This approach is needed in secondary texts. It is unfortunate that with this splendid beginning that maps and graphs for graphic illustration of geographic ideas are so lacking. The book must be used with a very good atlas or map collection for effective junior high work.

As can be guessed the treatment is thematic rather than chronological and tends to follow political history rather too closely. This is said in spite of the fact that many chapter titles make a claim to discuss the role of advancing industrial societies in some parts of the world.

Considering the Iowa courses of study, it is difficult to place this book for grade level as a basic text. It is certain that it would not be suitable for the American history course in Iowa junior high schools. However, teachers may find it the answer to the problem of finding reading at this level which promotes the idea of interdependence of nations and people. Perhaps this might be strongly encouraged so that students might be better prepared for such suggestions in current events discussions or in the Problems course which stresses foreign affairs.

One more point is of interest to junior high school teachers. The planning of the book provides for suggested reading, activities and study problems in a very satisfactory manner. Some students may feel that the illustrations lack sparkle and interest.

J. B. Hayes

BOOK REVIEWS

THE UNITED STATES AND WORLD AFFAIRS by Lilian T. Mowrer and Howard H. Cummings (Happer & Bros. - McGraw Hill, 1952, \$3.48) offers a new and needed approach to the twelfth grade American Problems course. It treats several traditional "American problems" such as immigration, natural resources, keeping the peace, and labor in their proper world perspective. In so doing, the authors perform a signal service to the American Problems course.

The book begins with an excellent orientation in geography for the students, although once orientated, students are not supplied with as many maps throughout the book as might be expected to maintain a strong geography thread. Economists, anthropologists, and political scientists will be happy with the allotment of space to their fields, but perhaps sociologists will feel a bit neglected. With the continual problem of too much to teach in too little time that may not be a significant fault, however.

The presentation of the field of international relations is heavy on the descriptive. The organization is more a modified diplomatic history approach than an international politics approach. Counterbalancing these factors, and extremely refreshing to say the least, is a very practical and scholarly approach to America's place in the world scene over the past sixty year period -- devoid of the fairyland approach to international affairs so prevalent in most high school texts.

The text is well worth a problem's course teacher's serious consideration. Although perhaps on the difficult side, the text's extremely authoritative nature is invaluable as a resource tool. The great amount of "meat" within its 435 pages perhaps has force out some pictures, maps, diagrams, summaries,

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and activities for slower students that might have otherwise been included. But for the alert teacher interested in using the testbook as basic reading and a point of departure rather than as a crutch, those omissions are not too serious drawbacks and can be remedied in each individual classroom.

J. R. Skretting

YOU AND YOUR COMMUNITY by L. J. O'Roark (Heath and Company, 1950) is a civics text which contains material for six units in a study of community government. These units deal with the functions of a community, organization of government, taxation, production and consumption of goods, and economic problems of a community.

The reading material for each of the topics is designed to give the student a background for the study of his own community. This background reading is presented in a conventional manner. The feature of the text is the suggestions given for committee or individual assignments by which the pupils are given responsibility for bringing in firsthand information about their community. Included are question for group discussion so that generalizations may be drawn for the pupils' information about the community.

The publishers indicate that the book is useful for the junior high school years. However, as a single text it must probably be limited to the seventh grade. Teachers would find it very useful for slow students in higher grade levels because the suggested activities would serve as a guide for handling abilities below the class norm.

Blanche Charlson

And Now Good-bye

During the past three years I have enjoyed the co-operation of a great number of you in my duo responsibilities as Secretary-Treasurer of the Iowa Council and Editor of its official organ, the Iowa Councilor. To you I have a deep sense of gratitude. The Presidents, Vice-Presidents, Executive Board members, and Committee Chairman have especially given me a great deal of stimulation and assistance in my "labour of love". To the Associate Editor, Mr. James E. Hayes, I owe a tremendous debt of appreciation for his work, not only in helping on the Councilor, but also in giving me so freely of his time to discuss Council problems. And in particular I also want to extend my appreciation to Dr. John Haefner, University High School, whose rich experiences in Iowa Council and National Council work over the past 15 years has served as a continual source of inspiration in helping to make the Council a valuable contribution to improving social studies teaching in Iowa.

With the close of this school year, I will be leaving Iowa to join the faculty of the School of Education of the University of North Carolina in Chapel Hill. I only hope that I can find among the social studies teachers of that state as willing hands as I have found here to help promote social studies education. Since Mr. Hayes is also resigning as Associate Editor at the end of this school year, the fall will find new leadership in both of these offices. May you as Iowa Council members continue to give of your time and efforts. Only by all professionally minded social studies teachers in Iowa working and thinking together can mutual problems be met and conquered. This is your organization. The Secretary-Treasurer and Editors are simply your "office staff", available to help in your needs. Please continue to make your needs known to the officers and then share in helping to solve your mutual teaching problems.

Most sincerely,

-56- *J. R. Skretting*