

IOWA COUNCILOR

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YOUR PRESIDENT'S LETTER

Boone, Iowa
October 1, 1952

Dear Fellow Councilors:

For some weeks I've been thinking about my fall greeting to you. Of late I've been struck anew with a common remark of teachers which appears to me to be of sufficient significance to be given attention in this letter.

This is the time of the fall drive for membership in professional organizations, the NEA, ISEA, NCSS, ICSS, to mention those closest to our interests as social studies teachers. Dues range from around ten dollars to the lone dollar which will put you on ICSS rolls. Admittedly, the total represents a considerable item when considered in connection with the average teacher's September budget. Certainly that teacher has a right, indeed a duty, to ask, "What will I get for my Money?" And yet it is precisely that question which is causing me concern.

It would seem that we, as social studies teachers, should be among the first to exercise the powers of critical thinking and carefully considered judgments. Are we so doing when we immediately ask what does the organization have to give? Shouldn't we, instead, put first considerations first, and each person ask himself, "What can I give to the group?"

It is with the answer to this major question and especially as it applies to NCSS and ICSS, that I would like to deal. You can give your membership dues and, with

an always hungry budget, they are important. Too, the amount of monies expended can only equal the amount of monies taken in. So many services will be added or eliminated as membership lists increase or decrease. It is not my intention to minimize that point.

Of greater importance--you can give your services. Nothing can so affect the strength and value of an organization as the actual amount of real participation engaged in by the membership. Don't mail your dues and offer your services. Write that article; prepare that teaching unit; make that suggestion for improving the Councilor; ask that a committee be set up to study your particular problem or interest (Offer to lead that committee;) get together a group of social studies people in your vicinity, exchange ideas, and send them in. You have at least three possible outlets--the Councilor, Social Education, and the NCSS News Letter. Attend as many gatherings of social studies Teachers as you can--local, district (and let's have an active district organization in each ISEA district), state, and national. Take a co-worker with you. Give your best to the group and your return on your investment will be a hundred-fold, both individually and to the Council.

Will you do this? Check your membership in ICSS and NCSS. Don't let either expire. Then will you undertake to participate in one activity of your Council or help to set up a new activity for the Council? Let us know what your particular interests are. Let us hear from you.

Meantime, I shall look forward to meeting you at the annual state meeting in Des Moines on Nov. 7, and shall hope to see many of you at the Iowa breakfast held in conjunction with the NCSS convention in Dallas on November 28.

My best wishes to each one for a successful and happy 1952--1953.

Sincerely, Marguerite Skilling

BARGAINS IN LOCAL HISTORY

by

Robert A. Rutland

Most folks would agree that anything which cost \$3.00 in 1908 and still costs only \$3.00 in 1952 is a bargain, not to mention the miracles that seem involved in these days of high prices. But membership in the State Historical Society of Iowa is \$3.00 today, just as it has been for the past 44 years. The real miracle is that in the face of rising costs, the Society has continued to turn out a number of top-quality publications for its membership without raising the annual dues.

Iowa educators have long been aware of the service of the Society. Through its publications program the Society has helped acquaint interested Iowans with their heritage. School teachers have found The Palimpsest, the popular history monthly, and the quarterly Iowa Journal of History invaluable aids in civics, history, English, and speech classes. One junior college teacher found The Palimpsest ranked third among twenty leading American magazines with her students. Many a term paper was written with more enthusiasm after the student perused the Society's publications. Libraries which maintain an "Iowa Shelf" for students and the general reading public say these two magazines are the backbone of their collection of Iowana.

During October another milestone in the Society's publication program will be recorded with the release of Dr. William J. Petersen's Iowa History Reference Guide. This work covers Iowa history from the earliest time to the present, under some 300 topics ranging from geology and climate to religion, education, and biography. As a bibliographical aid it should be available for every high school social science teacher, as well as in every Iowa public school library.

Recognizing the value of reaching young people in the classrooms, the Society has emphasized the use of The Palimpsest as a study aid. Among the issues which had particular appeal for students were "Presidents in Iowa," October, 1948; "Lincoln in Iowa," August, 1949; and "Streamliners in Iowa," June, 1951. The current issue, "Iowa and the Presidential Election of 1912," should be one of the most popular numbers in recent years because of the timely appeal. In her article, Dr. Mildred Throne, tells how the Republican party divided its allegiance between William Howard Taft and Theodore Roosevelt and paved the way for Woodrow Wilson's election. A handy chart showing Iowa's vote in all presidential contests since 1848 is included in the illustrated issue.

An encouraging number of city and county school systems have become institutional members of the Society and thereby became eligible for the sixteen annual magazine issues, plus the book dividend which is sent to all members without additional cost. As a bonus dividend for those who will make immediate application for membership, the Society is now offering the choice of two works which will enrich every school library. Either Jacob A. Swisher's Iowa In Times of War or Benjamin F. Shambaugh's The Constitutions of Iowa will be sent to those schools which apply for institutional memberships by writing the Superintendent, State Historical Society, Iowa City. In addition, back issues of The Palimpsest or Iowa Journal of History will be sent to school libraries at a nominal cost to help complete sets where gaps may now exist.

Besides the publications program, the Society has been serving Iowans in other ways. The annual excursions on the Rob Roy III on the Mississippi River have become memorable events, attended by many teachers and superintendents. Educators doing research in Iowa history know that the Society's collection of newspapers is one of the most complete in the state, and the Society Library is open to all Iowans who seek information about the Iowa past. -5-

In its ninety-five years of existence the Society has been constantly seeking ways of improving its value as an agency of service to the people of Iowa. Iowa school teachers and educators can assist that program immeasurably by using the Society's materials in their classwork exercises, and at the same time render a distinct service to their pupils by increasing their appreciation of their home state's institutions and history.

GETTING OUT THE VOTE

BY

Mrs. Wayne Rugeburg

From an attempted survey of "Get Out the Vote" activities conducted in Iowa schools this fall, it would seem many social studies departments are placing emphasis in activities designed to foster student and adult interest in the coming election.

Sixty per cent of the returns indicate that the schools in question are definitely planning activities based on the election. The most popular activity was conducted on a family unit basis with each student assuming responsibility for urging the adult members of his family to register and actually vote. As part of this project the student was asked to see that service personnel in his family receive absentee ballots.

Only a few schools reported planning a direct community activity designated to increase the number of people at the polls. Civic, social and industrial groups which are sponsoring intensive programs to increase the number of voting citizens, may have influenced teachers to seek other methods to awaken student and community interest in the election process. Such direct community activity sponsored by a group was based on a combination of the following points:

- (1) Door to door calls to remind adults to register.
- (2) Preparing and placing posters concerning registration and voting.
- (3) Arranging transportation to the polls.

- (4) Offering "baby sitter" services while adults vote.
- (5) Asking each adult they meet on election day, "Have you voted?"

These activities are being sponsored by social studies classes on a variety of grade levels including junior high.

Student councils, student, and instructor committees are cooperating in producing a mock nomination, campaign, and election in many schools. The program may begin through political caucuses, rallies, and conventions for the purpose of formulating platforms and nominating candidates. The "political campaign" is to be highlighted by public attendance at panel discussions, speeches and debates. These forms of activity offer excellent opportunity for student study and discussion of local issues which will be presented to the voters. The actual election day is the culminating activity. Ballots are printed corresponding to the actual ballot to be used. A few schools have been successful in obtaining a promise of the use of a voting machine if the school election is held when it would not interfere with community elections. This experience with the machine will present a long remembered experience for the student.

It seems difficult to ascertain the extent to which these various activities may aid in getting out the vote in our communities. All schools contacted felt that the various "Get Out the Vote" and election activities sponsored by their groups provided worthwhile learning experience for the students involved.

PARTY PLATFORMS OF 1952

by

Leonard C. McGuire

Author's note: Any and all interpretations and opinion expressed herein are the personal observations of the author and do not necessarily coincide with any official policy of the Councilor, its editor, or any part of its organization. An attempt was made to approach the subject objectively, but obviously politics in a presidential election year cannot be discussed without being somewhat influenced by one's personal beliefs and prejudices.

The party platform is a document which is supposed to represent the beliefs, principles and promises of the party. These are stated, theoretically, so that the voter may make his choice on this basis. In actual practice the party platform has become almost a meaningless, compromising document designed to satisfy, in some respect, every one but offend no one. Also, more than two-thirds of the voters, according to the Gallup Poll, pay no attention to party platforms. Most of the rest give little, if any, consideration to platform planks. Even the delegates at both conventions paid very little attention to the reading of the platforms although tremendous effort was made and much time consumes in drawing up the documents. For example, in the Republican convention during the reading of the platform, most of the delegates milled in the aisles, engaged in intra-state discussions and wrangles, and twice had to be called to order.

This is not as it should be, of course. Most voters--and the delegates too--pay little attention to the platform because they feel the platforms were not honest statements of party principles but merely a device to lure votes. There is ample evidence to back this up. The 1948 (and 1952) party platforms of both parties

Called for statehood for Hawaii and Alaska. But are either territories states today? You know that they are not. In 1948 the Democratic party pledged to repeal the Taft-Hartley labor act. Although they controlled both Congress and the Presidency, that Taft-Hartley Act is still on the books. The real crux of the problem isn't that most voters then must be justified in their indifference to the platform but rather the question of who is responsible for the fact that the parties do not have to be responsible for what they profess and promise. It goes right back to the people themselves. They do not make the parties or candidates accountable. This should have implications for social studies teachers. With this thought in minds, the 1952 platforms will be discussed.

The Republican platform of 1952 has been called a "fighting platform" by its sponsors. In a few respects this might well be. Yet in general the chief "fight" seemed to be concerning the civil rights plank--and that fight never occurred! (A floor battle in the Republican convention over the adoption of the civil rights plank by Negro leaders who had attacked it as "too weak" had been expected. This did not develop. After the reading of the platform by Senator Eugene Millikin of Colorado, Harold C. Burton, A N.Y. delegate, announced he and his formerly protesting fellow delegates had decided the plank could be "construed" as calling for FEPC and would support it. The whole document passed them without dissent.) The Republican platform of over 4000 words is divided into 24 planks. The most important and/or controversial planks will be outlined in greater detail below.

Foreign policy occupied a prominent position in both of the platforms in that it was the first subject considered and the one dealt with in greatest length and detail. The Republicans charge the Democrats for the responsibility of the loss of Eastern Europe and other areas to Communist Russia. The Democratic Administration is held responsible for the total Korean situation.

AN ANALYSIS OF THE TEACHING OF SOCIAL STUDIES
IN THE SECONDARY SCHOOLS

by
Pherrin C. Dowell

Today, as never before in the history of this country, the question of preserving and improving democracy has become most important. Democracy is being attacked from many directions. For this reason democracy must not only be taught, but must be lived by the students, in our elementary and secondary schools. The materials used in the teaching of social studies should provide a firm foundation for making the world of today intelligible to the students, for training them in certain habits and skills, and for building within the students attitudes and ideals that will enable them to take their place as members in our democratic society.

Teachers who are trained and teach in the field of the social studies are constantly faced with the problem of controversial issues. It is impossible, if a good learning situation is to be had, to ignore controversial issues. Past issues, either solved or unsolved, have lost most of their interest as far as the student of today is concerned. Present day problems are in the process of being solved, and the students will be more interested because the issue directly affects their present day lives. It would seem that controversial issues are discussed, is how to select the issues and relate them to the curriculum being used by the particular schools.

The methods of handling issues that may arise calls for a well-defined instructional policy. Only an established policy can make certain that pupils have the right to learn in an unbiased atmosphere and have access.

to all sources of material relative to the issues being discussed. This policy will also insure for the teacher the security necessary for an impartial approach to the teaching of such issues. Who shall draft the policy for the study of controversial issues? It would seem logical to have a committee of both teachers and administrators, under the leadership of the administrative staff, undertake this particular phase of the curriculum and formulate a policy for the protection of all concerned. The board of education should be presented with this plan so that it might formally adopt the plan to be used in the school.

With the adoption of a school policy toward the teaching of controversial issues, the final step depends upon the teacher. He must decide whether or not the issue brought forth should be discussed at that moment. If it is not the opportune time for a discussion of the issue, the teacher must make certain that a full explanation of reasons are made and that those reasons are understood by the student body.

Regardless of the existing policy or the indoctrination of teachers relative to the process of teaching controversial issues there is present elements that will attack public education. Today the words that are on the tips of many tongues are the words "Reds," "Pinks," "Communism," and "Subversive." Many organized groups have led attacks on schools because they believe the particular school is using social studies textbooks which contain subversive materials. These attacks start, in many instances, with groups that have not even as much as read the textbooks in question. They "hear" from some source or another that a particular textbook is loaded with subversive material and the first thought is to discontinue use of the book in the school. Many of these groups, after having read the book, find no subversive material at all. Surprisingly enough, a large amount of the literature in question has been used in the schools

for a number of years without any complaints whatsoever. These groups who are attacking public education are not all wrong in their actions. We, as citizens, should be on guard for indications of any issues relative to subversive activities and discuss them intelligently. However, before any group or anyone person makes an attack on public education, a thorough study must be made and a firm basis for the attack justified. Situations such as the ones described only made the teaching of controversial issues in the social studies a more difficult task for both the teacher and the administrator.

A number of organizations in the state of Iowa, such as the Iowa Civil Liberties Union, The Iowa Society for Better Education, and the Iowa Council for the Social Studies, have been interested in a study that would give information relative to the academic freedoms of the social studies teachers in our state. A questionnaire was prepared by Professor Bohlen of Iowa State College under an advisory committee of Iowa educators. These questionnaires were mailed to approximately three hundred social studies teachers in the state. One hundred sixteen questionnaires were returned completed, and the tabulation has been completed with the following information and conclusions.

The questionnaire sent to the social studies teachers in Iowa contained a section that listed fifty-six questions which gave the teachers the opportunity to do the following: strongly agree, agree, be undecided, disagree, or strongly disagree with the question, or not to answer at all. These questions dealt with the social studies curriculum, the role of the schoolboard and its relation to the teaching staff, community relationships, attitudes of teachers, and a group of miscellaneous questions dealing with opinions.

The area of the social studies curriculum dealt mostly with the methods of choosing social studies textbooks in the schools of Iowa. It was found that in most

of the schools a teacher's committee exercised the greatest voice in the choice of social studies textbooks. Only one person agreed that the American Legion Post, the D.A.R., labor unions, or farm organizations had taken an active interest in the textbooks in use in the social studies courses. Sixteen persons agreed that some of the textbooks now in use could be considered subversive and fifty-four disagreed with the statement.

Question 8 on the questionnaire asked if there were any social studies text which the teachers had been instructed not to use. Two teachers answered the question YES, one hundred eleven answered NO and there were three that did not answer.

Information received on the questionnaire shows that politics and religion can be safely discussed in most schools without criticism from the community. The data collected showed that eighty-seven persons agreed that more emphasis should be placed on current problems in the traditional social studies courses.

The segment of the questionnaire dealing with school boards shows that the school boards exercise more control over courses taught in the smaller high schools than in the larger high schools. However, the majority of the persons answering this part disagreed that the school boards restrict the courses offered in the school. Over fifty per cent of the teachers agreed that in order to protect the public school system the local school boards take an active interest in what is taught in the social studies courses. Forty-five were undecided as to whether or not school boards should have less voice in the content of the social studies courses taught where thirty-eight agreed they should. Twenty-nine disagreed with this statement. It would seem, due to the varied answers to this part of the questionnaire, that most persons were undecided as to just how much control the school boards should have in regards to content of the social studies to be taught.

(Continued on page 16.)

MANY IOWANS IN NCSS ANNUAL MEETING

If you are planning to be one of the 1,400 social studies teachers invading Dallas, Texas, on Nov. 27-29, you will find Iowans playing an important part in the program. This 32nd annual meeting of the National Council for Social Studies promises to be one of the most outstanding of the series.

The Iowa contingent will be headed by Dr. John Haefner, University High School, Iowa City. Haefner, who is first vice-president of the NCSS, is program chairman of the Dallas meeting and will preside over the fifth general session. Dr. Margaret Keyser Hill of the University Elementary School will speak to a morning session.

Acting as panel members at various section meetings will be Ruth Moeller, Council Bluffs; Louise Beltramo, University Elementary School, Iowa City; Marguerite Skilling, Boone; Mable Root, rural supervisor, Polk county; Vernon Mork, Campus School, Cedar Falls; Dean Crawford, University High School, Iowa City; and Prof. A. H. Moehlmann, State University of Iowa.

G. Arthur Luther of Charles City and Barbara Hanser of Council Bluffs will serve as recorders for discussion groups. Mr. Dwight Curtis, Iowa State Teachers College, Cedar Falls, will be a participating member of one of those discussion groups.

But the real high point of the conference, at least for the Iowa Council for the Social Studies, will be the special breakfast meeting planned for Friday, November 28. All Iowans, former Iowans, and friends are cordially invited to get together at that time. President Marguerite Skilling will serve as chairman. If you plan to attend this breakfast, you may obtain

reservations from Miss Ruth Moeller, Thomas Jefferson High School, Council Bluffs, Iowa.

NEWS
FROM THE LOCAL COUNCILS

COUNCIL BLUFFS:

Miss Joyce Grandage, exchange teacher from Sheffield, England, was the speaker at a meeting of the Council Bluffs Council for the Social Studies on Thursday afternoon, September 18. Miss Grandage who is presently teaching in the Roe Elementary School in Council Bluffs gave an overview of the British educational system, contrasting and comparing it with certain features that she had observed in the American system.

Barbara Hansen, local president conducted a brief business meeting. Frank Paluka, secretary-treasurer, reported a membership of twenty in the local council.

Ruth Moeller, president of the Southwest Iowa Council for the Social Studies announced a luncheon meeting of that group in connection with the SWIESEA convention to be held in the Bluffs on October 9. Dr. S. A. Hamrin, Professor of Education at Northwestern University, was the luncheon speaker and addressed the group on the subject of "Guidance in the Social Studies." Miss Moeller also made some preliminary announcements concerning the NCSS Convention in Dallas and urged memberships in local, state, and national organizations.
Martha Wangberg

DES MOINES:

The officers of the Des Moines Council for the Social Studies for this year were elected at a meeting in May. They are:

President	Sarah Page
Vice-President	Irwin Hosfelt
Second Vice-President	Bill Milburn
Secretary	Alice Holmes
Treasurer	Mary Kaiser

The results of the section of the questionnaire dealing with teacher-community relationships disclosed that most communities, in the opinion of the social studies teachers in Iowa, are more interested in the athletic programs in the schools than in the courses offered. Most agree that teaching current affairs was not a risky situation as far as the community was concerned, and that the social studies teacher was not less respected in the community than other teachers. Fifty-nine agreed that teachers are often subjected to undue criticism by groups in the community, yet, the data shows that women teachers, in a number of communities, can smoke without community censure. Thirty-two were undecided about this question.

It is evident that more information was needed by teachers about their communities when it came to teaching units on marriage and the family relations. A number expressed their desire to have a good course of marriage and family introduced into the curriculum of the Iowa high schools.

The questionnaire disclosed that the public school teacher is relatively free to take an active part in party politics, and to teach what he or she wishes in the courses in social studies. Over fifty per cent of the teachers felt that they were competent enough to teach current affairs, but no conclusions can be drawn as to whether or not more time should be given to the study of current affairs in the schools.

Information received on the questionnaire shows that a majority of the one hundred six high schools from which questionnaires were received are discussing current events as part of their social studies program. National problems are receiving the most attention at this particular time probably due to the Korean situation and its importance to all concerned.

A part of the questionnaire dealt with the reading of various magazine articles and teacher's opinions on miscellaneous matters. Fifty-two persons checked the questionnaire designating they had read McCall's magazine article, "Who's Trying to Ruin Our Schools." Fifty-seven out of the one hundred sixteen persons did not answer the question as to whether or not they agreed or disagreed that the article was a fair and concise statement of the real danger to the public education. Fifty-nine did not answer the question which states that the article exaggerated the danger to public schools.

Most teachers agreed that they would rather teach in high schools with seven or more teachers on the staff. They disagreed, in over half the cases, that students show less interest in the courses in the social studies than other subject matter areas, and that the students had the opinion courses in social studies were sna; courses.

Most of the high schools teach American and world history in addition to social problems, economics, and American government. A number of the social studies teachers expressed their desire to have more geography taught in the high schools. Some of the reasons listed as to why this course was not taught more were as follows:

1. Lack of time and space.
2. Too much time needed to revise the curriculum.
3. Too many teachers prefer traditional courses.
4. Too many teachers are in a "rut" and do not want to give up their other subjects to teach geography.
5. A reluctance on the part of the administrators to change the curriculum.

The principal periodical resources being used for assignments for students and lesson preparation by the teachers are Time, Des Moines Register & Tribune, Newsweek, U. S. News and World Report, American Observer,

Life and Reader's Digest.

From the results of the tabulation of this survey it would seem that many of the social studies teachers in the state of Iowa are uninhibited in their choice of materials and resources used in teaching the social studies.

This study has shown that democratic principles and procedures are apparently being used by the social studies teachers in our Iowa high schools. Those people who work closely with the public schools know what an important role the school plays in forming an integral part of the American life. Parents who have entrusted their children with the teachers in the Iowa public schools have little to worry about in regard to communism or any other subversive activity.

CHANGE OF ADDRESS

ICSS members who have a new address this fall are requested to inform the secretary's office. This is necessary so that the COUNCILOR and other council mail will reach you promptly.

If your address has changed, please notify the secretary today.

MR. ARTHUR E. SODERLIND
University High School
Iowa City, Iowa

(Continued from 9)

Korea should never have happened conclude the Republicans. The Administrations's Far Eastern policy is attacked as being "Asia last." In summary of the Democratic foreign policy, it is charged as being really "no foreign policy." The plank insists "they (Democrats) swing erratically from timid appeasement to reckless bluster." On the positive side the Republicans promise a number of objectives. They will clean out the State Department. They pledge to continue to work in Western Europe to eliminate "political and economic division" which prevents "that vital area from being strong in its own right;" to strengthen America's position in the Near and Middle East; to adopt a realistic Far Eastern policy, and to provide a balance between East and West. They promise to support the U.N. and regional security treaties but make no treaty which "deprives our citizens of their guaranteed rights;" to repudiate "all communist enslavements." In general the Republican foreign policy plank rejects isolationism although it maintains all U.S. commitments must be within "the boundaries of safety to the financial and economic stability of the U.S."

Two very important planks in the Republican platform which blast the Democrats are "communism" and "corruption." While the communism plank is not quite as outspoken as a Joseph McCarthy might have written, it does charge that communists and fellow travellers have infiltrated into "key agencies" and "American life." The Republicans take the credit for the exposes made and charge that the Executive Dept. "stubbornly refused to deal with it openly and adequately" and even provided delaying and opposition tactics. The Republicans promise to "overhaul loyalty and security programs" and restore the security and the confidence of the American people in the integrity of the federal gov't. The "corruption" plank follows a similar pattern--lambasting the Democrats--listing

the large number of corruption cases brought to light --noting the reluctant, white-washing actions that the Democrats took but only after being forced by public pressure--and promising they (Republicans) would restore fairness and honesty in government service.

In the field of economics and finance the Republicans find much to view with alarm. The planks charge that the Democrats have for twenty years "praised free enterprise while actually wrecking it." It is claimed the Democratic policy "deadens initiative . . . Weakens self-reliance." The Democrats are charged with "wanton extravagance and inflationary policies" which have led to the loss of the value of the dollar and its disastrous effects. The Republicans promise to combat inflation by "full production" and not through a "program of restrictions," a reduction of expenditures by elimination of waste and extravagance and thus to balance the budget and to provide a general tax reduction; to restore the value of the dollar; to reduce the national debt.

The farm situation receives considerable attention in the Republican document. The Democrats are accused of manipulating the grain markets during the 1948 campaign to drive down farm prices for political gain. The Democratic farm program is charged with "seeking to destroy the farmers' freedom." The Brannon Plan is condemned as aiming to control the farmer and to socialize agriculture. The Republicans favor " a farm program aimed at full parity prices... commodity loans on non-perishable products, on-the-farm storage, sufficient farm credit...and a voluntary self-supporting crop insurance." They promise soil conservation and flood control (with emphasis on local control and decentralization,) rural electrification (by federal gov't where private enterprise is not able to handle the problem,) expanded agricultural research, and a more "realistic trade program." Other important features include the retention of the Taft-Hartley Act, opposition to "socialized medicine" and opposition to

federal aid to education--asserting education "has always rested upon local communities and the states" and that they (Republicans) "subscribe fully to this principle." The controversial civil rights plank states the primary responsibility of each state is to order and control its own domestic institutions but "the federal gov't should take supplementary action within its constitutional jurisdiction to oppose discrimination..." The Republicans promise a thorough government re-organization in accordance with the principles of the Hoover Commission and denounce the Democrats with submitting plans which were represented as being recommendations of the Hoover Commission but were actually intended to further partisan political purposes.

All in all the Republican statement is a typical "outs" view-with-alarm platform. Key words in it include: inefficiency, extravagance, corruption, socialistic, inflationary, bureaucratic, incompetence, restrictions, destructions of individual initiative and freedom.

The platform story of the Democratic convention is very similar to the Republican. A major controversy was in the making over the civil rights plank. The liberal "Young Turk" group demanded a strong statement. The conservative Dixiecrats threatened to bolt. Both promised a floor fight. As is the case in almost every controversial issue, the final civil rights plank was a compromise. Even then some die-hard Southern delegates attempted to protest but permanent chairman Sam Rayburn (Texas) ruled he had gavelled the document through to formal acceptance and the protests were too late.

The Democrats have an 8000 word document. Its basic planks are about the same as the ones the Republicans had. Of course, it has no major planks such as corruption, communism and the Republican 80th Congress, but it includes several other planks such as Atomic Energy, Improving Congress Procedures and

Federal Elections, which the Republican platform did not have. The prevailing spirit of the document is achieved in prosperity, progress, and expanded democracy. All these result entirely from the Democratic Administrations of FDR and HST according to the platform.

As in the Republican platform foreign policy is considered first and in greatest detail in the Democratic platform. It points with pride to the "practical and successful policies developed under Democratic leadership since the close of World War II." The UN, Truman Doctrine, regional pacts in the Pacific and Western Hemisphere, the Marshall Plan, NATO, Point 4, and the "resistance to communist aggression in Korea" are listed as prime examples of this success. The Democrats promise to encourage Western European solidarity, the Schuman Plan and EDC. They will work for a free Germany and the freeing of Central and Eastern European peoples who are under the tyranny of the USSR because the Soviet Union broke the pledges of Teheran, Yalta, and Potsdam. They promise to support the Middle East, India, Pakistan and a free Japan. The Democrats favor expanded world trade and point with pride to the Democratic policies since 1934 which fostered "the expansion and liberalization of world trade." They stand for progressive immigration policies and the "equalization of present unjust or unfair immigration laws."

The question of the state of the American economy and federal finances is entirely different from the Republican--as is well expected. The Democrats maintain we have a "stabilized economy" resulting from the Democratic controls policy. The Republicans are accused of "greatly weakening" these measures which resulted in the limited inflationary characteristics which we now have. The Democratic document pledges better controls and promises a rent control program. It promises "full employment" and maintains the Federal Government is in a

"strong financial position." In regard to taxes the Democrats believe in "fair and equitable taxation" based on "the principle of ability to pay." They insist the present tax program is sound. They promise to lower incomes when "consistent with sound financing and continuing economic progress" but "will not imperil our nation's security by making reckless promises to reduce taxes." The document claims that under the last Democratic administrations "the free enterprise system has flourished and prospered...as never before." It pledges support of small business, vigorous enforcement of anti-trust laws and the "protection of investors and consumers."

The document cites tremendous agricultural advances under the recent Democratic Administrations. It pledges the continuance of these programs. The plank maintains the Democratic farm program has "grass roots administration." The chief points in the program include price supports, conservation, maintenance of abundant production" in line with consumer demand," thus "preventing wide fluctuations and bringing stability to the agricultural income," liberal farm credit and crop insurance. It promises expanded REA development of co-operatives, new markets, and expanded agricultural research.

The labor-management statement calls for the repeal of the Taft-Hartley Law and points out inequalities resulting therefrom. The Democrats demand a law enabling the President "to deal fairly and effectively with cases where a breakdown in collective bargaining seriously threatens the national safety or welfare." They pledge fair labor standards, aid for the physically handicapped and better conditions for migrating workers.

The Democratic platform proudly reviews its Social Security program and promises an extended one for the future. Included in the latter are federal aid to education, larger benefits to aged, more assistance to handicapped groups, federal aid to hospitals, maternity and child health programs, and

federal aid for medical education. The document does not specifically call for the National Health Insurance program --commonly called socialized medicine. It does state: "we advocate a resolute attack on the financial hazard of serious illness. We recognize that the costs of modern medical care have grown to be prohibitive for many millions of people. The Democrats promise continued government reorganization, advocate better regulation of elections and promise a study for the improvement of election procedures.

The controversial civil rights plank cites the necessity to eradicate discrimination. This is needed in all sections, not just one. It requires action by federal, state and local governments and by individual legislation to secure the following rights for everyone:

1. The right to equal opportunity for employment.
2. The right to security of persons.
3. The right to full and equal participation in the nation's political life free from arbitrary restraints.

The 1952 Democratic document is characterized by the usual "ins" point-with-pride philosophy. Key words in the platform include: success, prosperity, progress, national security, democracy, equality, common man.

As has been mentioned earlier political party platforms have been criticised as mere statements of compromises and meaningless appeals to all groups. This year's documents--Republican and Democratic--are no exception. The candidates can pretty much say what they want wherever they go and still not contradict the platform.

In conclusion it might be said that the Democrats chief job is to convince the voters that things are find as they are. The Republicans must onvince the people that it's time for a change. The Democratic philosophy is "you never had it so good" while the Republican argument is "a clean sweep is necessary." As the U.S. News and World Report stated, "You pay your money and you take your choice."

ISEA - ICSS MEETING AT DES MOINES

Once again as the month of November approaches and the hectic opening weeks of school are behind, the social studies teachers of Iowa should be planning to attend the annual ISEA convention in Des Moines. This year, as in the past, the annual luncheon and business meeting of the Iowa Council for the Social Studies will be held at that time. The social studies meeting and luncheon will be held at Moose Hall in the downtown business district on Friday, November 7th. The luncheon will start at 12:15 and will be followed by the business meeting and speaker.

Since the official ISEA program went to press, there has been a change in the social studies speaker. Dr. Pollack is unable to attend, but fortunately we have been able to obtain Dr. C. W. Sorenson of Illinois State Normal who has just returned from a year in Pakistan. Dr. Sorenson is a very fine speaker and certainly will have much to offer social studies people.

The Des Moines Council is in charge of arrangements for the luncheon and they promise us an excellent meal. The price is \$1.25 per plate. Reservations for the luncheon should be mailed by October 31st to:

Miss Mary Kaiser
Apartment 2
2329 University
Des Moines, Iowa

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PLANS FOR THE FUTURE

This is the last issue of the COUNCILOR in mimeographed form. Starting with the January issue the COUNCILOR will be published in printed form. Miss Margarite Skilling, our present ICSS president, has agreed to serve as editor until some one else is appointed. Miss Mabel Wangberg has agreed to serve as business manager since Mr. A. E. Scotts is no longer teaching in Iowa. Both Miss Skilling and Miss Wangberg have been associated with the ICSS for a number of years and are thoroughly acquainted with the interests and needs of the social studies teachers in the state. However, they will not be able to put out a magazine of which we can all be proud without some help from the ICSS members. The COUNCILOR is your magazine. It should express your ideas and should provide for your needs as a social studies teacher in Iowa. Let the editor know what you think of the COUNCILOR, and most important of all, submit your ideas in writing so that they may be published. Let's make the COUNCILOR truly representative of the social studies teachers of Iowa.

It has been suggested that copies of the COUNCILOR be given to some of the leading libraries of the state so that a permanent record of ICSS activities would be available. Dr. William Peterson of the State Historical Society has already expressed interest in adding the COUNCILOR to the state archives. Unfortunately, only one complete set is known to exist; therefore anyone who has back issues and is willing to donate them for use in an archives, please send them to Arthur E. Soderlind, Secretary-Treasurer, University High School, Iowa City, Iowa.