

IOWA COUNCILOR

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PRESIDENT'S LETTER

Charles City, Iowa
January 1, 1953

Dear Council Members,

My comments to you in this issue will be merely the announcement of the committee appointments. There are three district appointments to be made on the Professional Relations Committee. If anyone in the Southwest, South Central or the Central District is interested in serving on this committee, please write me.

A special committee this year is being created to promote Current Affairs Institutes. These institutes are for the purpose of exploring ways and means to improve methods of teaching current problems. A pilot institute was held last spring in Mason City. The attendance was small but those who were present felt the meeting was worthwhile, and we expect to have several this year. The Institute Committee will be as follows:

Vernon Morck, Cedar Falls, Chairman
Barbara Hansen, Council Bluffs
One teacher from a host school

If you have any suggestions or ideas concerning Current Affairs Institutes, I am sure the chairman of the committee will be glad to hear from you.

Other committees are as follows:

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Sincerely yours,
G. Arthur Luther
G. Arthur Luther
President, ICSS

*
* Iowa Council memberships are down *
* to 214. Think! Are yours delinquent? *
* Mail one dollar (or two dollars for *
* a contributing membership) to the sec- *
* retary-Treasurer, Arthur Soderlind, *
* University High School, Iowa City. *
* *

WE WENT TO DALLAS

By Mabel Iowa Robbins

"The Rains Came" may be just the title of a book to some, but to those of us who attended the National Council for the Social Studies during the Thanksgiving vacation, it means Dallas. The natives had been so long without rainfall that we did not have the heart to complain, and certainly we could find absolutely nothing else about which to complain. The Dallas teachers had worked for at least two years making preparations for our comfort and accommodation. The meetings were of highest caliber, not a dud in the whole car load. Beginning with the first General Session on Thursday night, addressed by Stanley Andrews, a Point Four technician in Iran, to the very last fling on Saturday afternoon, every meeting was strictly top drawer.

By going to Dallas we got away from our Yankee blizzard which put Sarah Page, Dean Crawford from Iowa City, and me onto a four-hour-late Rocket out of Des Moines. Mr. Luther, state president, was already aboard. We spotted Adelene Howland from Minneapolis on the diner the next noon. At Kansas City we were joined by Martha Wangberg and Barbara Hansen from Council Bluffs. We had such a grand time visiting on the train that we did not mind landing in Dallas seven hours late. At that we did better than Marguerite Skilling who got there Friday afternoon just in time to rush breathlessly onto the platform for her part in the program.

The Iowa Breakfast was, of course, the

highlight for the folks from the Tall Corn state. Mr. Luther presided with wry good humor because his song sheets, mailed on ahead a week before, had not arrived. We sang from memory, tra-la-laing when we did not know the words. Of course we included Deep in the Heart of Texas in our repertoire, our respect for our host state. It is reported that during the singing of that one the waiters stood facing East with hands over hearts, but that may be just hearsay. A Miss Chapman, formerly a teacher in LeMars, now in New Mexico, moved by nostalgia for the old home state, joined us at the breakfast at the Hotel Baker. Dr. and Mrs. Howard Anderson, once of the State University, were present, as were Dick Skretting, past Secretary-Treasurer of the ICSS, and Alvin Schild, formerly of University High School. President-elect of the NCSS, our own John Haefner, spoke briefly.

Another eye-opener was the courtesy accorded our fine, upstanding Negro social studies teachers, even in the deep South. The Dallas teachers had made preparations for them too, so that none of them should be embarrassed. They were housed in Dallas homes or boarding homes willing to entertain Negro Americans. But get this, folks! The two headquarters hotels, the Adolphus and the Baker, served those Negro teachers at the banquets, luncheons, and breakfasts just as courteously as they did the white teachers. The Negro teachers rode up and down on elevators with white guests. All of us were encouraged. Not far enough, we know, but a long step in the right direction. Negro teachers rode on the Rocket, with seats across the aisle from Sarah and me. No Jim Crow there, we were proud to say!

NCSS PRESIDENT GREETES ICWA COUNCIL

Greetings to the members of the ICSS:

As I assume the Presidency of the NATIONAL COUNCIL FOR THE SOCIAL STUDIES for the year 1953, I feel particularly moved to say a personal word of greeting to all of you who have been faithful members of the Iowa Council. No one knows better than I that without your loyal support, the honor of being president of the national organization would never have been accorded me. I shall always treasure the very fine gift you gave me in Dallas as an outward expression of your esteem. It has been many years since a middle-westerner has been chosen to head the NATIONAL COUNCIL. I give you all my pledge that I will do my utmost to merit the confidence which you have expressed.

The need for strong professional organizations at all levels - national, state and local -- has never been greater. The problems of public education have reached a critical stage. There are powerful and vocal individuals and groups who seem to be intent upon undermining public confidence in our public schools. Fortunately, there are also powerful groups who are equally convinced that public education is the keystone of democracy and that our public schools are fundamentally sound. We, as teachers, belong to this second category, but we have not let our voices be heard nor our influence felt. Now, as never before, we teachers need to defend vigorously the schools in which we teach, and to improve the schools we defend.

Your voice as an individual teacher becomes amplified through your professional

organizations. It is essential that you belong to the Iowa Council for the Social Studies, but it is no less essential in these troublous times, that you also add your strength to the NATIONAL COUNCIL. Your national organization is in a position to shape policies and to bring influence to bear where it will bring results, but it can only do this if it is actively supported by the rank and file of us teachers.

Increasing membership in the NATIONAL COUNCIL is the crucial problem for 1953. For the past three or four years the Council has been giving more than it has been getting. That is, it has furnished more services and provided more publications than it could really afford to provide in the light of rising costs and a relatively stable membership. At the close of 1952 there were approximately 5,500 members of the NATIONAL COUNCIL. To return to a sound financial understructure, without reducing our services, we need to increase this to 8,000 members during the present year.

This is not an impossible goal if we individually put our shoulders to the wheel. If we adopt the slogan, BE A MEMBER -- GET A MEMBER, and really mean it, we can top the figure of 8,000 memberships. But we will not succeed unless each of you personally joins the NATIONAL COUNCIL and then secures at least one additional member from your school or from a nearby school. If you can't get individual memberships, at least see to it that your schools, both elementary and secondary, take out institutional memberships.

Forces are stirring the world over. In America there is a crusading spirit abroad. It is not inappropriate that we social studies teachers crusade in our own way for better schools. Strengthening our professional organizations, is the most concrete

RE-EXAMINING IOWA HISTORY:

ARE WE OVERLOOKING "OUR OWN BACKYARD"?

By William J. Petersen

Since the Centennial year of 1946, there has been a tremendous upsurge in the interest which Iowans have evidenced in their own state. The numerous celebrations and activities which called attention to the state's one-hundredth anniversary set in motion a chain reaction which seven years later is still quite noticeable. Unquestionably, there is more interest among Iowans today concerning the history and heritage of their home state than ever before. This stimulating attitude sometimes startles our New England friends, who think of their history in terms of the early 17th century, and forget that Joliet and Marquette were visiting the future Iowa in 1673. We can excuse our Eastern neighbors for forgetting their facts, but when it comes to the classroom and the teacher's professional interests, a basic knowledge of Iowa history opens teaching vistas which have often been overlooked in the past.

In re-examining Iowa history for classroom use, teachers are reminded that state history is most vividly related and retained by students when local incidents are fitted into the broader pattern of our national history. Too often the tendency has been to view historical incidents as isolated facts, interesting and colorful anecdotes set apart from the general currents of history. Instead of stimulating a desire to learn in the students, this prac-

tice sometimes left the student in possession of a few facts which were separated from the general context. Despite momentary flashes of brilliance in the classroom, the end result was a cross between indifference, confusion, and outright dislike of history as a field of study.

Recent trends in historical practice and teaching indicate that local history and American history can be working partners in promoting a greater appreciation and understanding of our national development. American history will mean a great deal more to Iowa youngsters if they have the story put to them in such a way that the great names and events in Iowa history are woven into the larger pattern of national experience.

Specific examples of how this rich Iowa background can be worked into the general field of American history abound. The role of George Rogers Clark in the American Revolution is well known, but how many Iowans are familiar with the name of Jean Marie Cardinal, whose work in Iowa was closely akin to that which Clark performed in the Old Northwest? While the Americans fought the British, Cardinal supplied the rebellious colonies with lead from the mines he worked in the present Allamakee County. A British victory was needed to counterbalance Clark's ventures in the West, and Cardinal was drawn into a defense of the region when the British dispatched a force to overwhelm the lead mines of Dubuque. Cardinal with other French and Spanish miners escaped the British onslaught to reach the next enemy objective, St. Louis. There a warning was posted which enabled the Spanish allies of the colonists to repulse the

British attack, thus dealing a crushing blow to British aims in the West. In the combat, Cardinal received a mortal wound but won a place in our state's history as the only Iowan to give his life in the cause of American independence.

Bearing in mind that these are only a few of the many landmarks in Iowa history that can easily be related to national history, let us turn to the famous slavery case that preceded the more publicized Dred Scott decision. In 1834, a Missouri slaveholder had agreed to allow Ralph, "a man of color," to move to Dubuque and there work in the mines for his freedom. Within five years Ralph was to pay his former master \$550 from his earnings. The five years passed, but Ralph had not accumulated the money necessary to fulfil his contract. Two men heard of Ralph's plight, made a bargain with his owner to deliver him in Missouri, and seized him in 1839. Before they could leave Iowa a Habeas Corpus for Ralph's release was obtained by his friends, and the case was sent to the territorial supreme court.

Chief Justice Charles Mason gave the decision, which held that the slaveholder had, in effect, granted Ralph his freedom when he gave him permission to move to a free territory. Iowa was a free territory, and a man living there was free, not a fugitive slave. Here was a doctrine that was basic in Iowa as a territory and later as a state, yet it was a decision which Chief Justice Taney completely reversed in the Dred Scott case in 1857. Had Mason's reasoning prevailed in 1857 as it had in 1839, the course of American history might have been radically altered.

A final illustration - and it is par-

ticularly fitted for classroom use because it combines historical knowledge with an appreciation of courage and integrity - is the part Senator James W. Grimes played in the impeachment of President Andrew Johnson. After long service in Iowa as a state official, Grimes had been honored with a Senate seat. A staunch Republican, Grimes broke with his party leaders and cast the decisive vote in the Senate which defeated the attempt to convict Johnson. Grimes temporarily was spurned by the press and many of his friends, but in time his vote was vindicated and his name honored throughout Iowa and the nation.

Historians now realize that a significant vote in Congress can mean much more than the heroic exploits of a military man on the battlefield. Both events have their place in history, but too often in the past the focus has been on the spectacular rather than the significant. Properly presented in the perspective of national history, each event can be a fresh experience for the student and will stimulate and encourage further study. If history is placed before students as a living force which has sustained men in their hours of darkness and aided their development in brighter days, those same students will soon be looking in attics for old diary books, photographs, and letters which can give them a more personal outlook on state and local history. The history of clothing, social customs, sports, music, and entertainment offer unlimited opportunities for teachers who want to promote history at the local level.

A thorough knowledge of Iowa history is, of course, fundamental. The State Historical Society publishes The Palimpsest

twelve times a year in an effort to bring state and local history, written in a popular style, into the classroom and into Iowa homes. The Iowa Journal of History and the Society's book publication program are other adjuncts of this program which is designed to keep the state's citizens constantly aware of its traditions and heritage. Institutional memberships from school libraries and from school districts throughout the state have proved the value of this extensive publications program. As the recently published Iowa History Reference Guide indicates, the materials are waiting for anyone with the desire and energy to work with them.

Increasing success has marked these efforts to interest Iowans in their state. This success will continue if all who are responsible for spreading that story will constantly reappraise their work. The intellectual dividends will be boundless if we relate Iowa history to both current affairs and to the broader panorama of American and world history.

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* ANNOUNCING!!!!!! *

* *

* The Annual United Nations National *

* Student Contest is being sponsored for *

* the twenty-seventh year by the American *

* Association for the United Nations. The *

* contest will be held on March 26, 1953. *

* Official registration blanks and a study *

* kit containing examination materials may *

* be had by writing to the American Asso- *

* ciation for the United Nations, Inc., *

* 45 East 65th St., New York 21, N. Y. *

REGIONAL SOCIAL STUDIES CONFERENCES
ARE HELD IN LAKES REGION OF IOWA

By D. A. Podell

Social studies teachers of the eight high schools comprising the Lakes Conference of Northwest Iowa held a series of three fall conferences to consider common problems on both the junior and senior high school level. The series was sponsored by the superintendents of the area who were prompted by the success of similar conferences for English teachers last year. Taking part were teachers from Cherokee, Emmetsburg, Estherville, Sheldon, Sibley, Spencer, Spirit Lake, and Storm Lake.

At the first meeting, an afternoon affair on Thursday, November 20, at Emmetsburg smaller group conferences brought forth a number of topics meriting more detailed study and consideration. These included techniques for the selection and use of basic texts and visual aids; evaluation of results of teaching; provision for individual differences in the social studies class; how and when current events might best be presented; how practice in democratic living may be provided; and how desirable social and civic attitudes might be encouraged. Problems peculiar to special fields such as the scope of the required course in government from an ever-expanding field; the chronological versus the topical method in the study of history; what periods and areas to emphasize in the large field of world history; and the nature of the total social studies program for the junior and senior high schools were also added.

The latter part of the afternoon was devoted to a full group discussion of some of the common problems, with individual-

differences in students receiving the most attention. Of special concern were the indifferent student, the slow learner, and the non-reader mingled in groups with students of superior ability.

Pooled experiences emphasized the need for a variety of reading materials at different grade levels. It was pointed out that some material should be at a level low enough to be readable by the poorest readers and other material difficult enough to challenge the best students. Handicraft work for the slower learners was suggested, such as making of maps and models, carving, drawing, et cetera, in history and geography. Committee and group work was recommended as a means of providing for participation by the slower learners and an opportunity for leadership by the average and better students. It was suggested that units of work be set up with requirements based on student abilities, the amount of work and the quality to vary. Some teachers use the better students to assist the slower ones.

The group decided that at the second session, an evening meeting at Sheldon two weeks later, discussion of the common problems was to continue with more concrete proposals for their solution by certain teachers, but that the first subject for consideration would be the social studies curriculum.

The discussion during that meeting demonstrated that there was more disagreement than agreement among the eight schools so far as the social studies program in the junior and senior high school is concerned, both as to sequence of courses and content. No course was reported for the ninth grade, but a majority of teachers present favored some sort of orientation course described

as an elementary social problems course of one semester to be followed by a course in geography. Since the ninth grade is part of a four-year high school, the difficulty of fitting this arrangement into a crowded curriculum was recognized.

The last meeting on Saturday, December 13, was an all-day affair. A morning session was devoted to a discussion of the teaching of current events and was directed by Winston W. Benson of State Teachers' College at Mankato, Minnesota. It was pointed out that training in reading newspapers and magazines is important since these provide the major source of information to most adults.

The afternoon session included several teacher-led discussions on these topics: use of visual aids, fundamental units in a course in government, practice in democratic living for students, and periods and areas to be emphasized in world history. A few sentences may serve to summarize some of the main thoughts which were presented. (1) Government classes are more readily motivated by utilizing contemporary developments both for original presentation and in review. (2) Larger aspects of government rather than learning of many functions are important in this day and age when economic and social welfare are so closely geared to government. (3) The study of world history is important since the United States didn't develop in a vacuum. (4) Those periods and areas of the past that have contributed to the development of our way of life and our cherished institutions need emphasis. (5) Areas of the world other than Europe and the Americas need attention.

No school reported difficulties about the discussion of controversial issues.

AUDIO-VISUAL MATERIALS

By W. Gjerde

We have finally discovered something for which we have been searching a long time. The Enrichment Records, prepared to accompany the Landmark Books, make history so real and dramatic that children, after hearing them, eagerly turn to books to know more about the people and events that are dramatized. These records are distributed by ENRICHMENT RECORDS, 246 Fifth Avenue, New York 1, New York.

The recording are designed for use in grades five through eight, although they have also been used very successfully in high school.

Each title can be purchased as a set of two 10" records in 78 R.P.M. for \$2.80, or combined with another title on a single 10 inch microgroove record at \$3.56. Following are the titles released to date:

Building the First Transcontinental Railroad

The Wright Brothers

Paul Revere and the Minute Men

Our Independence and the Constitution

The Voyages of Christopher Columbus

Landing of the Pilgrims

California Gold Rush

Riding the Pony Express

For the senior high school groups, the most exciting material made available in

the past year is a series of films on democracy and economic problems by Encyclopaedia Britannica Films. Each film in the series is concerned with one major economic principle that affects all American citizens. This principle is illustrated and interpreted until understanding is developed on the part of the viewer. The following films are from this group:

1. Inflation, 17 minutes, Color.
2. Working Together, 22 minutes, Black and White (Labor-management cooperation).
3. Round Trip: The U.S.A. in World Trade, 18 minutes, Black and White.
4. Urban Redevelopment, 20 minutes, Color or Black and White.
5. Rural Redevelopment, 20 minutes, Color or Black and White.
6. Understanding the Law, 12 minutes, Black and White.
7. Presidential Elections, 16 minutes, Black and White.

These films may be purchased from ENCYCLOPAEDIA BRITANNICA FILMS, Wilmette, Illinois, or can be rented from rental agencies. Since they are new, it may be a while before they are available from all rental agencies.

The many new and very excellent filmstrips that are being produced offer a wide variety of material for class discussions. LIFE Magazine continues to produce and distribute filmstrips. The Protestant Reformation is now available. The Incas will be available in the spring of 1953. Both of these filmstrips are in color. They cost about \$6.00. LIFE is also producing its regular subscription series.

NEW YORK TIMES continues to produce very excellent current affairs filmstrips. The most recent, for January, 1953, is Aspiration: Statehood, The Story of Alaska and Hawaii. The teacher's discussion manuals prepared for the NEW YORK TIMES filmstrips are especially valuable.

Other new filmstrips that could well be added to any filmstrip library are:

Great Explorer Series - Set No. 1 and Set No. 2 - Six filmstrips in a set - Color. Each series deals with lives and works of famous explorers. Suitable for elementary and junior high school classes. Produced by YOUNG AMERICA FILMS, 18 E. 41st Street, New York 17.

Life in Ancient Times - Color - Six filmstrips in the series. Suitable for elementary and junior high school. Produced by CURRICULUM FILMS, 10 E. 40th Street, New York 16.

Magnetic tape recordings offer a wide field of new materials. This is especially true of the Iowa Tapes for Teaching program introduced this year by the Bureau of Audio-Visual Instruction, State University of Iowa. An extensive list of master tapes has been obtained and made available to all schools. To obtain a copy of the program, a school must send a tape to the BUREAU OF AUDIO VISUAL INSTRUCTION. The program will be recorded on this tape and returned. There is a small charge for this service.

School people interested in this service should write to BUREAU OF AUDIO-VISUAL INSTRUCTION, EXTENSION DIVISION, STATE UNIVERSITY OF IOWA and ask for the bulletin, Iowa Tapes for Teaching.

BOOK REVIEW

THE TEACHER OF THE SOCIAL STUDIES Twenty-third Yearbook National Council for the Social Studies - 1952

By Wilma Tallman

It has long been an established fact that the teacher stands as the key figure in education. This has been true from the very early classroom situation where the mere presence of pupil and teacher marked it as such to the most modern classroom situation where all the most advanced ideas of equipment and teaching principles are employed. The recognition of the teacher in his important role has led, within recent years, to an especially high degree of interest in teacher education. With this in mind the National Council for the Social Studies undertook the examination of the education of the social studies teacher.

Under the able editorship of Dr. Jack Allen of George Peabody College for Teachers, the Council has presented its membership a very practical and worthwhile publication for those who are actually teaching and those who are training teachers. The central purpose is to "provide leadership in teacher education in the social studies, from elementary school to college, through a synthesis of contemporary thought from professional education and the social sciences." The Yearbook is divided into three major divisions. The first considers responsibilities and problems associated with successful teaching in the social studies. The second part is concerned with pre-service education and the third looks at the

social studies teacher at work.

In the first division the importance of public education to our society is emphasized. The author states that the primary purpose of education is to produce good citizens, and that when a culture becomes so complex that the necessary competence to continue its way of life is not developed through everyday experiences, schools are established. Therefore the primary responsibility of all teachers, and especially that of social studies teachers, is to develop good citizenship. In order that this goal may be achieved, one of the most important problems that America faces today is the recruiting and training of its social studies teachers. This task seems to have three rather distinct phases: first, the selection of persons for pre-service education who will accept the responsibility of being a living example of our American democratic ideals; secondly, the educating of those persons in such a way that they may gain a depth of understanding of our world's cultural heritage; and thirdly, the creation of the capacity within those persons of bringing their past experiences to bear in such a way that the ultimate goal of good citizenship will be developed within their students.

Authorities in their various fields discuss the pre-service preparation of elementary, secondary, and college teachers for the second major section of the Yearbook. The chapter dealing with the preparation of elementary teachers is not limited to social studies, but, because of the nature of teaching in this field, considers the total training program.

Within elementary education, recent years have brought fundamental changes. Among the more important trends are those

resulting in the development of standards of achievement, based on the child's abilities and interests, and related to the recognition of the many differences among individuals. Another trend has resulted in the concept of readiness for learning which has come from a better understanding of the importance of the stages in growth in learning. These basic shifts in points of emphasis along with many others have required a radical change in the pre-service programs for elementary teachers. The author includes descriptions of several promising programs that are now being established for "the education of young people so that they will be able to guide effectively the learning experiences of boys and girls."

Similar trends are apparent on the secondary level. In addition, the secondary school is faced with an expanded school population, resulting in a change in the composition of the student body. This has required a revision of curriculum if the primary reason for the existence of schools is to be achieved. Since the training of good citizens is a special responsibility of social studies teachers, they must, in turn, expand their activities and classroom experiences so that the needs of their students can be met.

Many approaches have been used in the attempt to tailor the social studies program to meet present demands. New courses have been added and some dropped from the social studies program. The point of emphasis and, to a degree, the content of some courses has been changed, and the combination of certain courses into a core curriculum has been one of the devices used.

The same sort of problems exist in recruitment and training of teachers for both secondary and elementary fields. Although no uniform pattern has evolved for the training of secondary teachers, there is improvement in pre-service preparation in both fields and it is closely related to the general improvement in education as a whole.

At the college level of teacher training there is very little agreement as to the balance to be achieved between scholarly attainment and general education. Much needs to be done for the prospective college teacher to give him a sound basis in the art of teaching and to help him to develop methods that can be used to meet a variety of circumstances.

The last major division of the Yearbook looks at the social studies teacher at work. The first chapter of this section presents a very interesting picture of the classroom. In picturing the relationship between the teacher and the pupils, the author states that the social climate of a group is determined by the nature and quality of interactions among members of the group. At one end is the authoritarian climate; at the other end is the climate that may be described as democratic. Between the two extremes are many variations and degrees of authoritarianism and democracy in classroom atmosphere. The author describes many of these varying degrees of climate and gives suggestions as to how a democratic one can be created.

This is followed by a discussion of the place and responsibility of the social studies teacher in serving the school and

the community. He can be of especial value in interpreting the school to the community and vice versa. The need for the highest possible degree of freedom to participate in civic affairs is of extreme importance.

The last chapter of the Yearbook deals with the services rendered by various professional organizations, especially the social studies councils on the local, state, regional and national levels.

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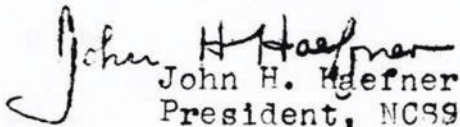
DALLAS - Concluded from page 5

Let us start right now planning for Buffalo next year. The school system in Lincoln, Nebraska, sent three teachers, expenses paid. Will some systems in Iowa follow suit? What local councils will appropriate a set sum of money to be applied on the expenses of any teachers going? We just don't have enough folks present at the National Council conventions to attract these Thanksgiving meetings any nearer. The Eastern states send the greatest numbers; hence, the committee selects the cities nearest the largest number. Let's change that! By the way, Mr. Luther promises to have his song sheets in Buffalo no later than January 15, 1953! Will you be there next November?

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NCSS PRESIDENT - Concluded from page 7
way in which we can begin.

It is my sincere hope that 1953 will prove to be a happy and prosperous year for each of you personally and also for the Iowa and National Councils for the Social Studies. Working, not wishing, will make it so.


John H. Haefner
President, NCSS

HAVE YOU HEARD?

Dick Skretting, the Councilor's former editor, is making a mark in the world. Read his "Why Do We Have Wars?" in the January Social Education. Dick is the new chairman of the Committee on Professional Relations for the NCSS.

- o -

Art Soderlind is bemoaning the loss of his Lifetime Sheaffer fountain pen. He saw it last at the ICSS meeting, Moose Hall in November. If you, by accident, picked up such a pen, get in touch with Art at University High, Iowa City.

- o -

John Haefner, new NCSS president, and Iowa's favorite son, was presented with a desk cigarette lighter by the members of the Iowa Council at the convention in Dallas. Presentation was made by G. Arthur Luther at the Iowa breakfast in recognition of service "beyond the call of duty" which John has always given the ICSS.

- o -

Blanche Charlson is leaving the staff at University High to be married. She will be replaced by George Vuicich, formerly of Washington, Iowa, and an active member of the Iowa Council.

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C. W. Engelland, formerly of the Ames high school faculty, is working toward his doctorate at SUI. He has an assistantship in the Political Science Department.

- o -

American history students in Mason City high school are revising their book on Mason City which was written two years ago. The book will serve as a contribution in the city's centennial observance which will be held this year.

- o -

"Toil and sweat" for the production of this issue of the Councilor were expended at Thomas Jefferson high school in Council Bluffs. The new cover is a design by Bob Barritt, art instructor, and was produced by the vocational printing class under the direction of their instructor, Robert Manson. Facilities at the high school were made available and stencils were typed and copy mimeographed by "ye business manager" in the wee hours that could be salvaged before and after a full day's teaching schedule.

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Your editor is clamoring for mail -- preferably three to five hundred word descriptions or explanations of teaching aids or tips which might be interesting and useful to Councilor readers.

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WE NEED YOUR RENEWALS !

- 25 -

COUNCILOR WILL CONTINUE
AS A MIMEOGRAPHED PUBLICATION

In the October issue of the Councilor it was announced that beginning in January, 1953, our magazine would appear in printed form. A preliminary survey had seemed favorable toward such a step. More thorough investigation, including solicitation of advertising from about twenty book companies and bids from various printing concerns throughout the state, have indicated that it would not be practicable for the ICSS to take such a step at the present. The Executive Board, therefore, decided to continue with a mimeographed publication.

While it is to be regretted that we cannot continue with plans for printing at this time, ICSS members will realize that it would be unwise to assume a greater financial obligation than the organization has any assurance of meeting. Income from the advertising that could be secured would not be sufficient to absorb the added cost of a printed magazine. An expanded membership with a larger contributing membership seems to suggest the only solution.

Added duties at University High School have made it impossible for Mr. Soderlind to continue as editor or for us to have the Councilor mimeographed and mailed through the secretary-treasurer's office in Iowa City. Miss Marguerite Skilling, retiring president, has assumed the editorship, and plans are underway to have future issues mimeographed at Iowa State Teachers' College in Cedar Falls.

M. W.

OUR CONTRIBUTORS

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