

# IOWA COUNCILOR

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PRESIDENT'S LETTER

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Dear Council Members:

Charles City, Iowa  
April 1, 1953

Like all teachers your President has found it difficult to create time to write this letter. There are a few items I would like to call to your attention.

We all should commend our editor and business manager on the fine issue published under the January date line. That issue was one of the best of the IOWA COUNCILORS. It takes cash and good creative writing on the part of many people to make such a magazine possible. If you have an idea for an article why not write it and send to the editor, Marguerite Skilling, Boone, Iowa? Also, give your financial aid by renewing your membership this spring, and as you do have a social studies friend join with you. Send your renewals or new subscriptions to Arthur Soderlind, University High School, Iowa City.

The Des Moines Social Studies Council and I have been in contact with Mr. Roy Jennings, ISEA convention manager, in regard to a location for the social studies meeting at the convention next November. It is my pleasure to report to you that we are leaving the Moose Hall. The Des Moines Council recommended to me two locations that Mr. Jennings could approve. The decision was left with me to choose one of the two. I recommended to Mr. Jennings that we meet in Callahan Junior High School. It can be reached by city bus, or you may drive to the school and find good parking space. The school cafeteria will serve us, and the area meeting with the geography teachers will, also, be held there.



In the November meeting we will have two speakers. One will speak to us at the dinner and another will speak to us at the area meeting. One of the speakers has already been secured. The other is in the process of being contacted. I am sure you will be highly pleased with the individual secured to address us at our dinner meeting, as he is well known and highly regarded.

If it is possible; you should plan on attending the UNESCO Conference at Iowa City May 1 and 2. Our National Council President, Dr. Haefner has done considerable work in arranging the program. We should show him appreciation by supporting the conference with our attendance.

I would like to call this item to the attention of all state committee members: If you are moving from your district; or changing your address within the district; if you are leaving the state, or retiring from teaching; please notify me. In that way I will know your address or if I have a vacancy to fill.

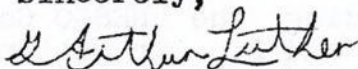
In this issue of the COUNCILOR notice is given of a proposed ammendment to the Constitution which will change the time of assuming office by the President and Vice-President to March 1. The election will be in November as now, but the President-elect will be in a better position to make committee appointments, and plan the years activity. At the present time a President finds at least 60 days of his term expired before he can actively have a program operating.

At the State Teachers College Secondary Schools Conference, a membership table was maintained at the registration center. During the noon hour the ICSS members dined together and in the afternoon we listened to Dr. Haefner discuss the state and national problems

facing social studies teachers. His remarks were very well received. I have suggested to the COUNCILOR editor that she secure his address and publish it in a future issue.

If you are around Lake Okoboji this summer, drop in; I will be found managing Brooks Beach. I will enjoy visiting with you. Maybe I can rent you a cottage.

Sincerely,



G. Arthur Luther  
President, ICSS

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#### NOTICE

The National Council for the Social Studies is the professional organization for social studies teachers. NCSS membership will bring you the magazine Social Studies. In order to assure yourself of the services of the National Council send your membership, \$5.00 (or \$5.75 for joint NCSS-ICSS dues), to Arthur Soderlind, Secretary, ICSS, University High School, Iowa City, Iowa.

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Members of the Des Moines Council and guests enjoyed a dinner meeting at North High School on Thursday evening, March 26. Following the dinner a brief business meeting was conducted by the president, Sarah Paige. Speaker for the evening was Dr. John Haefner, president of the National Council for the Social Studies.

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## CRITICISMS ASK FOR ANSWERS

By Margaret J. Williams

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The question of what we are trying to accomplish in our American elementary schools has been sharpened for us in an article in the February, 1953 ATLANTIC MONTHLY, "Do American Schools Educate?". It is written by a Mr. John Barrett, an educator from Bristol, England, who had the occasion to visit a large number of schools in the United States last year. He says, among other things, "That the most highly 'progressive' teachers (in our country) make no bones about educating children, not for society as it is, but for society as they mean to make it." He infers in this article that the American child is being exposed to an atmosphere of "social indoctrination". The sampling of American teachers from who he quotes represents, I believe, a minority of our teachers and there are strong evidences to support the point of view that the majority of teachers of our elementary school children is not motivated by such a doctrine.

The American teacher (not of any particular group) is not educating for a society as it is, Nor a society she means to make. The verb is cannot be applied to American society. America is not static, but dynamic and always in the process of change. The American public school is centered in this larger social movement and relates itself to the social forces that act upon the whole society.

Although the scheme of values held by the American teacher may be difficult to state, I contend that we have a scale which can be identified at many points in our educational process. We want the American child

to see relevance and value to the information he learns. Therefore, facts cannot be learned of and for themselves alone.

We want the child to have appropriate opportunity to make and use his knowledge in ways that will permit him to grow and at the same time contribute to the growth and benefit of others. We want him to be enriched by the history of his past and have appreciation for its struggles and advantages.

We, as teachers, consider it our responsibility to hold fast the standards we have attained, and we aim to have them accepted by increasing numbers through all groups in our schools. Children are not only being strengthened today in understanding the United States as a nation, but as the American role is dependent on the understanding of other nations of a closer world.

The values attached to the scientific method, science, and technology are established as part of our way of life. The faith the American teacher holds in our values is demonstrated daily as you watch her at her task.

A schoolroom I walked into not long ago had in various places of the room many strange bottles filled with black soil and covered with black cloth. Around the room was a mural showing subterranean passages for which many insects were being painted and applied to the mural. This fourth grade was studying the colonization of the ant. The live ants in the bottles were under direct observation and exacting scrutiny. The mural was preserving the experience so that it could be interpreted in other classrooms. One saw the significance of this study as they were able to draw from their study specific conclusions that would serve in the analysis of other subjects as well as enable them to test their knowledge in a first hand manner



at increasingly advancing levels.

Today's children will all have wings. The stratosphere, radar, and nuclear fission are part of the new vocabulary emergent in their day. They will give it new meanings. A greater concept of mathematics is being grasped than was ever conceived before in history, and the units of measurement in every field have outdistanced present understanding. For the growing society, mathematics needs teachers with great imagination. We have some, but we need many more.

In looking over the reading pattern of the American school child, we see wider reading application made possible by more able readers. Children's books are not circulating less in libraries because of T.V. and comics. Reading must be holding its own and yet every effort is being made to raise the quality of the books that we find children choosing for their sources of information, fun, and inspiration.

In social studies, thirty-five boys and girls were on their toes preparing a broadcast on the resources of the states to the southwest. The knowledge was being checked for accuracy, learned in many contexts because there would be no use made of notes or aids of any kind at the broadcast. Their knowledge was firmly established and readily put to use through this new instrument.

I, therefore, believe that to try and give an answer to this one statement Mr. Barrett offers in his article may not be doing justice to the entire article to which he has gathered excellent examples to support, but from observations that I have made, I see more evidence that the teacher places her values in a social atmosphere which demands an expanding use of facts and problem solving. My work takes me to many schoolrooms, and I,

as a supervising teacher, in a teacher education program, contact the classroom teacher at many levels. It has also been my experience to observe teachers in several countries outside of the United States. When I return to the American classroom and see the teacher working with her children within her framework of values, I point with gratitude to the characteristics she exemplifies as she implements the schoolroom into a useful, happy, and efficient place for our American children. In this atmosphere of growth the child is able to find a way to relate his developing attitudes, skills, and appreciations to the educative process.

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On Saturday, March 28, Iowa State Teachers College was host to the Secondary Schools Conference. A goodly number of ICSS members were in attendance and enjoyed a luncheon get together in the Commons. Social studies teachers were much interested in the general meeting on Materials for Instruction in Family Living in the morning. Howard Cummings of the United States Office of Education was the leader of this general meeting. In the afternoon, social studies teachers met with Dr. John Haefner, president of the National Council for the Social Studies. Dr. Haefner discussed the needs and services of professional organizations for the group.

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WORKSHOP FOR STATE OFFICERS AND  
COMMITTEE MEMBERS

By G. Arthur Luther

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On March 21 a workshop was held in the Law building of Drake University for members of the State Executive Council and state committee members. It opened at 9:30 in the morning with an Executive Board meeting. At 10 A. M. Roy Jennings of the ISEA, and its convention manager, met with the Executive Board to discuss the site for the November meeting. After considerable discussion of various possibilities, it was decided the Des Moines Council should be consulted. They were contacted and a representative of the DMSSC came to the Board meeting. It was finally decided to suspend definite action until the DMSSC could consider the matter, now that the state executive council had definitely secured a commitment from Mr. Jennings that the Social Studies meeting could be moved. The results of the final action can be determined by turning to the President's letter.

At 10:30 A.M. Roy Jennings, mentioned above, spoke to the assembled group of elected and appointive officers on the topic: "A suggested activity of the ICSS within the ISEA." His address was well received and gave food for thought.

The noon meal was secured in the KENNEL and at 1:15 P.M. the Professional Relations, Membership, and Editorial Board groups went into individual sessions. Each had problems peculiar to its group to consider, discuss, and find solutions for.

At 3:15 P.M. the groups returned to a joint general session, where reports were made by the Chairmen and a general discussion

of values received took place. The President asked those in attendance to leave with him written evaluation of the first annual workshop. Here is a cross section of comments; "It was very worthwhile." "Today has been very helpful." "This was an effective, business-like workshop." "A great deal has been accomplished." "This workshop should be held at least twice a year." Space does not permit printing the half page and full page comments handed to the President.

Also during the afternoon the Executive Council met and considered problems concerning the COUNCILOR, Constitutional amendments, and other business.

It is the hope of your President that this workshop will become an established institution of the ICSS. He feels, as others do, that one might be held at least twice a year. One in September and one in March, with committee meetings being held at the November meeting. This would mean that the officials would come into closer and more active contact with organization problems and activities. This first workshop was built around the three committees: Membership, Professional Relations, Editorial Board. Future Workshops probably should be broadened to include the officers and committee members of our city social studies councils.

A workshop for a week-end in late September or early October is already in the planning stage. Roughly speaking it will have an opening and closing general session, and sectional meetings for the committees. In the last workshop an Executive Board meeting was woven into the meeting. It is the considered opinion of the President that the arrangement was a mistake. Next fall the Executive Committee will scatter itself out among the sectional meetings to observe or advise.



The Executive meeting as such will be held at a later hour or date.

If the Executive Committees of the city councils would like to be included in the workshop, they should notify the President. When the President finds interest is appearing from several local councils he will appoint a workshop planning committee to arrange the agenda.

Through the use of a workshop it will be possible to explore our problems and cause ICSS to grow more useful.

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HAVE YOU HEARD?

Mason City High School has received the principal school award from the Freedom Foundation in ceremonies held at Valley Forge on Washington's Birthday. The award was made on the basis of work done by Miss Allice Riter and her social studies class on a survey of automobile and pedestrian traffic in the vicinity of the high school. Problems studied included parking, pedestrian violations of traffic rules, speeding and the lack of stop signs. Following careful study, recommendations for improving local conditions were made. As a part of the award, Miss Riter and one student will enjoy an all-expense trip to Valley Forge during the first week of May.

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## A STUDENT REPORTS

By Kay Krigsten

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It is certainly a new experience for me to be writing an article for a teachers' publication. I would never have dreamed it possible six months ago. You see, at that time I didn't have the slightest idea that I would be making a trip to the east coast with five of my classmates.

The purpose of that trip was to attend a seminar on "Free Minds - A Human Right" in Washington, D.C., and a United Nations seminar in New York City. I was accompanied on this trip by Sandra Heikes, Daniel Belin, Jim Hindman, John Pierson, and Bob White, all Central High, Sioux City, students.

The seminars were sponsored by the American Friends Service Committee, a Quaker organization dedicated to peace acquired through non-violent methods. As quoted in their Statement of Purpose, "The primary purpose of the high school program is to provide an opportunity for high school people to study, analyze, and discuss the economic, social, and political problems of our time, not only to be better informed, but to find the implications of non-violent approaches to these problems."

Another purpose for the sponsorship of this program was to bring young people together from a wide variety of national, religious, economic, and racial backgrounds. This principle was undoubtedly fulfilled in our seminars. Although we were the only delegates from the state of Iowa, there were delegates from all sections of the United States and even from France. There were Jews, Catholics, and Protestants. There were Negroes and



white people. There were those of a higher social and economic level and those of a lower level. We spent nearly a week together - learning about each other at the same time we were learning about the problems of the world.

We began learning about each other the very first day. Our first discussion, "What do we mean by free minds?", helped us to get a basis for the entire conference. The mediator for all of our discussions was Spahr Hull a Quaker and a very remarkable man. Spahr spoke with us, not to us, in our own language of slang and simple sentences.

Many prominent men relinquished their time in order to act as resource people for us. Among them were William Sewell, who had just returned from China, where he had been a chemistry teacher; Stuart Nelson, dean of Howard University; Alan Barth, editorial writer for the Washington Post; and members of the Subversive Activities Control Board. Justice William O. Douglas of the Supreme Court took time to meet with us. The information that we gained from these men made a great addition to our discussions.

One of the most memorable features of the Washington seminar is the time spent at International Student House, where our morning and evening meals were eaten. International Student House is home away from home for about thirty-five outstanding students studying in this country from the Near East, the Far East, and the Middle East. When they have completed their studies in this country, they plan to return to their native lands to make practical use of their knowledge. One can take a fast trip around the world at International Student House. For instance, at my first meal there, I sat next to a medical student from Iran named Oshin. Oshin introduced me to the rest of the people at the

table; Henry, from India; Dorothy, from Guatemala; Asp, from Finland; Abdul, from Afghanistan; and Ignacio (whom we fondly nicknamed Iggy), from Puerto Rico. Each day there was someone new to meet or something new to learn at International Student House.

After three days in Washington, we went to New York for the seminar on the United Nations. Almost all of our time there was spent in the magnificent new United Nations building.

Members of the various special agencies met with us to explain their function and how they were fulfilling it. They told us of the work of FAO, UNESCO, UICEF, and WHO. We were very impressed at the wonderful work these important parts of the United Nations are doing and at their limitless enthusiasm.

We divided into smaller groups to visit five foreign missions to the United Nations. I went to Israel, while the rest of the delegates went to Iran, India, Pakistan, and Yugoslavia. Hearing opinions regarding these nations from people who really live there and know the facts benefited all of us.

A meeting with Colonel Babcock, chief advisor to the United States' mission on the Korean war, was another highlight of the trip. We were informed on our own nations policy towards the Korean war and of the truce talks.

An extra day of sightseeing was spent in New York, and then we parted company. It was, believe me, sad to leave all of these new friends to whom we had become very close during the past week. However, we plan to keep in close contact with them through private correspondence and the American Friends Service Committee.

Last month, with the help of the Friends Headquarters in Des Moines, the six of us who had traveled to the east coast and the group



that had attended a summer work camp, also sponsored by the Friends, held a one-day conference in Sioux City. Professor Chakravarty, an English teacher from India teaching at Kansas University, and Charles Ransom, editorial writer for the Des Moines Tribune, acted as resource people. All who attended agreed with us of the value of getting together to discuss important problems peacefully and intelligently.

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Social studies teachers of the Central District of the ISEA held their annual business meeting and election of officers on Saturday, April 11, in Newton, Iowa. The following officers were named: Harold Cassady, Warren Harding Junior High, Des Moines, Chairman; Vera Martin, Boone, Iowa, vice-chairman; and Helen McCord, Ames, Secretary.

Following the business meeting, the group was addressed by Dr. Nicholas Nyaradi, a native of Budapest, Hungary, who is now professor-at-large at Bradley University. Dry Nyaradi is the author of a book entitled My Ringside Seat in Moscow and of many articles for leading magazines and newspapers. In 1947 - 1948, he represented the Hungarian government in Moscow in negotiations dealing with Russian claims against his state. Dr. Nyaradi's topic for the social studies teachers was, "American Education on the Crossroads of History."

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MUSIC IN THE AMERICAN HISTORY COURSE  
By Richard Palmer

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Nearly every American History text book contains units on cultural history. I think we miss a good opportunity if we do not use music to furnish further stimulation. In this respect, we are ably assisted by the motion picture which, with varying degrees of accuracy, has enabled us to relive the eras of Caruso, Jolson, Lillian Russel, Eva Tanguay, and a host of others.

We are well acquainted with fine documentary records, many of which utilize music and original voices to present the spirit of their time. I have also found it advantageous to use music alone, some recreated and some original as taken from the old Edison records.

One could start very early in the year with excerpts from Sumac's Capital recordings of songs based on the themes and chants of the Incas. New Records Inc. has a very fine album of six ballads sung in colonial America. None would make today's hit parade, but who can deny the fascination of such former hits as the "Song of Six Queens Married to Henry VIII King of England" or "The Lamentable Complaint of Queen Mary"---it's very lamentable and very long. Coral Records gives us an album of American Folklore sung by Tom Scott. Do you recall "Soldier, Soldier will you Marry me"? It's one of the twelve old American ballads on the record. The Ford Museum has made available several of the early American dances such as the Lady Walpole Reel. It would take good feet and lots of endurance to keep pace with some of these.

Moving through the pages of history, there is a fine R.C.A. album of Stephen Fos-



ter in song and story. Do you like the color and the spirit of the gay nineties? Then let Beatrice Kay carry you and your students on the wave of song from 1890 to World War I. R. C.A. again brings us the America of yesterday with "Heaven will Protect the Working Girl", "She is more to be Pitied than Censored", "She's only a Bird in a Gilded Cage" - and a host of others. Decca gives us a splendid collection of 37 Gay Nineties songs as sung by Frank Luther.

Perhaps you'd prefer actual voices from the past. Then let the Wagner Research Corporation of New York City help you with their inexpensive microdisc recordings, about three minutes of Americana per disc. Here we have the voices of Lucretia Bori, Eva Tanguay, Nora Bayes, Lillian Russel, Rudolph Valentino, Dame Nellie Melba, Lew Dockstadter, John McCormick, Enrico Caruso, Chauncey Olcott, and many others. Some of these take us into the twenties. R. C. A. has again made available full albums of Caruso, McCormick, and Sir Harry Lauder. Perfect recordings? No. Immortal treasures of a bygone age? Yes.

From 1920 to recent years, Decca has albums devoted to the song hits of each year. What did you sing and dance when you were in high school? In 1923, it was "Yes, we have No Bananas". My graduation year was 1942 with, "The White Cliffs of Dover" and "Deep in the Heart of Texas".

Is all this trivial? I think not. We try to portray the American story. And music is as important as locations, dates, men, and causes. Without it, our story would be as incomplete as a man without a soul.

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## A FIFTH GRADE "FAIR"

By Harlan Reed

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Many times real experiences are so far removed from our classrooms, that we have to substitute or invent ways and means to gain interest and hold attention. Vicarious experiences, then, must be relied upon to bring realism and understanding to our students. Such was the case in one of our fifth grade social studies classes.

Through planning together the teacher and pupils decided on the "State Fair" idea of exhibiting the products of various states of the Central Section of the United States. Booths were constructed on a large library table with heavy cardboard. Running vertically with the table top was a large divider twelve inches high in the exact center of the table. At right angles to this were other dividers to make stalls or booths for the various states. The latter had a curved top as high as the center divider at the back and sweeping in a graceful curve to the front. The booths were approximately twelve inches by eighteen inches in size and faced both sides of the table.

A free hand map of each state was placed at the back of each booth thus correlating some hand work with the social studies. For products the children brought objects and samples of materials from home. Animals and poultry were colorful celloids from the dime stores. Miniature machinery came from the same place. Labeling each item brought in the need for good spelling and manuscript. Language entered into the project by writing for such things as samples of iron ore and things not easily obtainable at home. History came



in for its share by posting pictures of important characters in the development of a particular state. The concept of proper scale and proportion emphasized the need for arithmetic.

Much free and recreational reading was necessary during the three weeks construction in order to find out about the important products of each state. Everyone had a chance to read on his own level and make a contribution during the sharing period. Interest ran so high that during free times and intermissions the children spent their time around the table talking and visiting about the various states. Each member of the class learned and retained a great deal about the Central Section through working on this most interesting project.

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Your editor wishes to extend personal thanks to each person contributing to this issue of the Councilor. Keep on sending in material and encourage your colleagues to do likewise. Help the social studies teachers of Iowa to become better acquainted by sending news of personal and professional nature. The deadline for the October issue will be September 15. Address all manuscripts to Marguerite Skilling, Editor Iowa Councilor, Boone High School, Boone, Iowa.

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PUPILS GATHER IOWA MADE PRODUCTS  
By Martin Schmidt

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Enthusiasm by members of a fourth grade class at Washington school, Charles City, Iowa changed a unit project in the history of Iowa from a simple classroom project into a large scale operation for its pupils.

Instead of just reading about the many products which are made in Iowa, the class wrote to numerous firms to obtain some products first hand for study. The pupils stated in their letters who they were, the reason they wanted the samples, literature, or models and the size of the class. Some pupils mailed as many as fifteen letters.

Approximately 175 letters were sent out to firms throughout Iowa in addition to various personal contacts made by the teacher.

Each pupil received the items he or she requested at their own home then brought them to school the next day.

A flood of samples, models and pamphlets reached the children. Some of the items were miniature tractors, combines, plows, emblems, posters, milk products, samples of fertilizers, crackers, noodles, beverages, pencils, plastics, ink, gypsum, venetian blinds, woolen products, farm and garden seeds, furs, and samples of granite tombstones.

The results of the letter writing campaign were so successful and the children enjoyed it so much that it was difficult to bring the unit to a close.

The exhibit proved so successful that it was used by the fourth grade as a foundation for the month's P. T. A. program.

The class enjoyed a lunch of cooked Iowa  
(Continued on Page 50)



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HOW WE DID IT  
By Mrs. Marjorie Nutting

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At our annual Mother's Day party this year it was decided to use everyone in the fifth and sixth grades in preparing a choral reading "Just Plain People" by Ruie B. Nugent printed in the "Grade Teacher" for April, 1950. The chant begins:

"We are neighbor children  
Though from lands the whole world o'er.  
All of different speech and color,  
Today we're knocking at your door."

and ends:

"People, just plain people.  
People like you, and me, and all the  
rest of us."

The singing of "America the Beautiful" to the accompaniment of our beloved music man Mr. Miller made a fitting climax to our little drama.

But what to do for color and eye appeal? Could we dress dolls on our limited budget? At first it seemed impossible; but in "The Instructor" for February 1952 are wonderful directions to make paper sack dolls. With bits of string, gay print from Mother's scrap bag, a few rolls of bright crepe paper, needles and thread, and water color paints we searched and researched through geography, history, encyclopedia and magazine until we had a black Negro, a yellow Chinese, a red Indian, a Hawaiian, a Hindu, a Mexican, a Spainard, a Norwegian, in fact a whole array of people of other lands and other cultures to illustrate and enliven our little drama. Best of all, the children were delighted and charmed with their handiwork. We felt a thrill of accomplishment, a sense of having really

woven together our six weeks' studies so that we might better appreciate and understand all the peoples of the world.

The mothers were happy that each boy and girl was "in" the play and had a bit of his own handiwork to take home. Our simple refreshments of cookies and tea were carefully served while everyone admired the clever little ladies and gentlemen of "Our one world today."

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Continued from Page 48

chicken and noodles, cheese and crackers, apples and pop at the end of their study. There was no expense involved in the lunch. Each item of the menu was a contribution by an Iowa firm.

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PROPOSED AMENDMENTS TO THE ICSS CONSTITUTION

In accordance with the provisions for amending the Constitution of ICSS as outlined in Article X, two proposed changes are hereby presented to the membership.

Article VI. Section 5

Add the following sentence: Officers elected in November at the annual business meeting shall assume the duties of their office the following March 1.

Article VII. Section 4

Omit ".....shall serve as editor of the Iowa Councilor....."

Add Section 6 to read as follows: "The Executive Board shall appoint an Editor and business manager for the Iowa Councilor and shall outline the duties of the same.

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## ANNOUNCING THE ECONOMIC EDUCATION WORKSHOP

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The fourth annual Workshop on Economic Education, sponsored by the Iowa Council on Economic Education, will be held at the State University of Iowa, June 16 to July 3. As in the past, the course of study will consist of a 3-weeks survey of the American economy and a thorough examination of a limited number of pertinent economic problems. From outside the State University of Iowa will come men of outstanding ability and reputation. They will be specialists in the fields of business, labor, agriculture, education and government. Equally well-qualified persons from within the University will be on the Staff of the Workshop. The Workshop program and operation will be under the direction of C. Woody Thompson (Professor and Director, Bureau of Business and Economic Research), Clark C. Bloom (Associate Professor of Economics), and John Heafner (Associate Professor of Social Studies Education), all from the State University of Iowa Staff.

The 1953 Workshop will be the final one in the present form whereby better than two-thirds of the cost of such a program is presented to each participant in the form of a scholarship. This scholarship will cover instruction, lodging, two meals a day, and study materials. Each participant will pay \$35.00 towards the cost of the Workshop (plus \$16.75 tuition if University credit is desired). Since only the first thirty qualified applicants will be accepted, those persons desiring to make an application are urged to do so at once. Additional information and application blanks may be obtained by writing Dr. C. Woody Thompson, Workshop on Economic Education U.T.D., State University of Iowa, Iowa City, Ia.

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## AUDIO-VISUAL MATERIALS

By W. Gjerde

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I. Teachers interested in presenting a clear and complete picture of how the Iowa Legislature works will find a new film produced by the Bureau of Audio-Visual Instruction, State University of Iowa, very useful. The title is Iowa's General Assembly. It is 25 minutes, sound, and black and white.

The film follows a group of students who observe the steps involved in making a law. It shows the daily procedure of the House and the Senate; the duties of the Governor; the work of the Speaker of the House, Chief Clerk of the House, and the Secretary of State. The film is the next best thing to an actual visit to the State Capitol.

This film can be rented from the Bureau of Audio-Visual Instruction, State University of Iowa for \$2.50.

II. An interesting series of filmstrips has recently appeared that should be of great value to teachers in the upper elementary and junior high school grades. This series, Then and Now In the United States, is produced and sold by Silver Burdett Company. Dr. Clarence W. Sorenson, co-author of a number of the earlier titles of the Man in His World social studies program, has produced the materials for these filmstrips.

The filmstrips are all in color, have excellent pictures, a wealth of maps, and the right amount of text material. There are eighteen in the series, each concerned with a different region of the United States. Each strip has a separate teacher's manual, listing the contents of each frame. Cost for the



entire series is \$108, or \$6.00 per strip when six or more are purchased.

III. Interesting filmstrips for the elementary grades are now available from Eye Gate House, Inc., 330 West 42nd. Street, New York 18, N. Y. We have recently previewed a number of these strips and find them colorful, attractive, and authentic. They seem to correlate with the elementary curriculum very well.

Following are some of the series:

Children Near and Far  
America Expands Its Boundaries  
Some Islands and Countries of the  
Western Hemisphere  
Some European Neighbors  
Old World Backgrounds of American  
History  
New England: A Regional Study

Each series contains nine full color filmstrips together with a teacher's manual, and sell for \$25.00.

IV. Now for the first time, Iowa Schools will have available news reel films of current affairs. News Magazine of the Screen is being distributed each month by the Bureau of Audio-Visual Instruction, State University of Iowa.

These films are produced by Warner Pathe News, and contain excerpts from the leading events that have happened during the past month. They are 16 mm., sound, black and white, and are about 20 minutes long. With each film is sent a synopsis of the complete content of each film.

The films are sponsored by the Standard

Oil Company (Indiana), and are distributed for a service fee of \$.60 for each release.

Further information can be obtained by writing to Mr. John Hedges, Bureau of Audio-Visual Instruction, State University of Iowa.

V. Two films produced by Encyclopedia Britannica Films were previewed recently that should be useful. Rome, City Eternal is a beautiful picture of Rome, its art, its people, and some of the ruins of the early buildings. Italy, Penninsula of Contrasts, gives an excellent picture of the country, the people, and the industries of Italy. Both of these films are in color.

VI. The Instructor magazine has recently distributed a supplement to its regular publication called Audio-Visual Supplement. Irene F. Cypher, who is the guest editor of this magazine, has selected numerous excellent articles for inclusion in this publication. These articles deal with most areas in audio-visual education. At 5¢ per copy, this could well be distributed to all teachers. There are forty pages of material in the bulletin.



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## BOOK REVIEW

THE ART OF CLEAR THINKING by Rudolf Flesch  
Reviewed by C. J. Martindale

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"People don't use their eyes. They never see a bird, they see a sparrow. They never see a tree, they see a birch. They see concepts." -- Joyce Cary

This excerpt of Cary's can perhaps give a summation of the type of thing that Rudolf Flesch is attempting to correct in his new book. The title of the new work is rather ominous-sounding and apparently types it as a psychological work or mnemonic device. This is not the case. The book is filled with useful information for all teachers, and especially those in the social studies.

Mr. Flesch objects no end to glittering generalities and to snap judgements based solely on concepts. He points out hundreds of examples of faulty thinking - and even harks back to Francis Galton's day to show that the very things we think unique to our generation were well developed by Galton in an attempt to find out what type of images people carried in their mind's eye. This section of the book alone is absorbing and worth the reading.

Mr. Flesch adds to Galton's "imagery" experiments and comes up with the conclusion that most of us are not able to separate reality and symbolism; that we have a tendency, especially in the social studies, of confusing words with and for facts, and accept many concepts because of their high-sounding literary value rather than something that can be verified. For instance: Words such as "freedom", "liberty", "beauty", "independen-

ce", etc. are nothing more than abstractions or symbols, and can nowhere on this earth be touched, felt, or become reality except in the mind's of men, thus making it a personal abstraction. Mr. Flesch, is, I think, too dogmatic on his conclusion that "deep thinkers" (the only definition he gives of a "deep thinker" is a scientist) find social science imagery a nuisance and get rid of it by dis-use.

Some of the typical and challenging topics to be found in this work is the section comparing men to mechanical counting machines, robots, and whatchamacallits. Also, the bitter attack on formal logic as taught by the Greeks. Mr. Flesch admits that it is somewhat impudent to tell intelligent, grown-up people how to think, but then proceeds to do so!

This book is one of those rare publishing ventures that catches on and actually does what the author claims for it. I can think of no better book to assign to a social studies or English class. It is written in an easy, popular style that does not drag and is filled with enough anecdotes to push the young reader on to the next step. The author, who has, by the way, written several other "how to" books knows without doubt that his work must appeal popularly and must appeal to more than any one special group of people. Such interesting topics, "How not to Rack Your Brain", "Thinking Begins at Home", and "How to solve a Puzzle", are most intriguing.

Aside from the many references to the now popular television program "Twenty Questions", Mr. Flesch does a beautiful job of research. His work is authenticated thoroughly. It is very difficult to deal with some of the material that he has used, but he does so masterfully. He makes you enjoy reading his



work whether you agree with him or no.

Included in the appendix of this book is a masterpiece of clear thinking. Perhaps some will find it too concrete, but "Measuring the Level of Abstraction" will get you out of the many pit-falls of abstractions and semantic snarls. The only real thinking is done with "definite" words, not abstractions. If a reading selection contains too many symbols, its value is from zero to some place on the scale as invented by Mr. Flesch. He points out that many words have so confused a connotation that we would be better off without using them.

One wonders at Mr. Flesch's remarks concerning translations. The dangers of accepting any translated work of, say, an Italian or French word is classic will invariably result in faulty thinking. Translation is at best an echo. The religious and social tenets which have come to us through translation have lost most of their original meanings in numerous cases.

Oliver Wendell Holmes once said, "General propositions do not decide concrete cases." In this, Mr. Holmes was pointing out that it is very difficult to make rules and then apply them to cases. No two cases can possibly be the same, therefore no rule can possibly be as justifiable in one case as in another. Mr. Flesch takes this thesis and slowly and methodically dissects all the erroneous thinking we do on the premise that a "rule is a rule" or "a law a law". If you have felt a definite need for a book with something in it to really cause you to think, try this one.

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Editor's Note - ALCOHOL EDUCATION WITH THE  
SOCIAL STUDIES APPROACH

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The need for giving special attention to the problems resulting from the use of alcoholic beverages has been recognized and, in most states, the result has been legislation requiring the teaching of such units in the public schools. Legislation alone will not accomplish the desired results and educators, recognizing the great difficulties involved in effective handling of alcohol education, have worked long and hard to set up teaching plans which would bring the student to a clear realization of the possible effects of the use of alcoholic beverages.

The traditional approach, the physiological, considers but one phase of the problem—the effect of alcohol on the human system. Today, it is felt that the physiological reaction of alcohol on the body is only a small part of the consequences of its use. Economic and social aspects are of extreme importance, both as the individual is affected personally and as the social group of which he is a member is affected. With this in mind the present Committee on Alcohol Education was established and went to work on a bulletin What Should You Know About Alcohol, designed to attack the problems from the social studies viewpoint and to serve as a teaching guide for the study of alcoholism.

It is the hope of the Committee that the use of the bulletin will facilitate and encourage accurate and unbiased treatment of a most difficult topic of study. A question and answer section is intended to help the teacher organize and classify his own thinking on the problems involved. Two possible units



covering a ten to fifteen day period, serve to suggest teaching techniques. The bibliography lists accurate and easily available materials for instruction.

Teachers in all subject matter fields and in homeroom discussions, and leaders of youth groups dealing with the alcohol problem will find much helpful material in the new bulletin which will be available about September 1, 1953.

M. S.

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## OUR CONTRIBUTORS

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WALDEMAN GJERDE, Audio-Visual Specialist - a member of the Curriculum Laboratory staff at Iowa State Teachers College, is a favorite and regular contributor to the Councilor.

KAY KRIGSTEN, a student in Central High School, Sioux City, Iowa, is the first student to appear in the Councilor. Her teacher is Mayme Yahr, American History instructor in Central High. The Councilor welcomes Kay and hopes to find more students among its contributors.

G. ARTHUR LUTHER, ICSS president, reports the story of the Council's first workshop for state officers and committeemen. Those in attendance felt the workshop very helpful in coordinating the work of the various departments of the Council.

The review of the month came from C. J. MARTINDALE. Mr. Martindale is Boys' Advisor and Psychology instructor in the Senior High School and Junior College at Boone, Iowa.

MRS. MARJORIE NUTTING, fifth and sixth grade teacher in the Milor, Iowa, schools, contributes the interesting device for teaching appreciation of peoples in faraway lands.

RICHARD PALMER teaches American History and Speech in the Algona, Iowa, high school.

HARLAND REED is the director of Elementary Education in Boone, Iowa. The project-reported was carried on in one of the elementary schools under his supervision.

MARTIN SCHMIDT is the fourth grade teacher at the Washington School, Charles City, Iowa.

MRS. MARGARET J. WILLIAMS is a member of the Department of Education, Cornell College, Mt. Vernon, Iowa.