

# IOWA COUNCILOR

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# PRESIDENT'S LETTER

Thomas Jefferson High School  
Council Bluffs, Iowa  
April 1, 1954

Dear Iowa Council Members:

May I have a few moments of your time to discuss an important branch of our organization, the local social studies councils?

Since the local social studies councils serve as a vital link and form the basis of the function of the district, state, and national levels, it behooves each of us to give considerable thought to the possibilities of establishing a working group in our own system. Only through close cooperation are the different sections able to serve each other toward their own best ends. Community problems, the individual needs of teachers, and the experiences of other localities can be shared through the local channel and with the larger organizations. Let us not forget the role of our national association and the assistance which it is willing to extend to the local councils.

Perhaps you are asking in what specific manner the local councils can be of service. The possibilities are unlimited. Our ultimate aim is, without doubt, the continued improvement of social studies instruction. Through the sharing of experiences, the interchange of techniques, and



conferences among teachers, coordinators, and administrators this aim can be attained and seemingly insurmountable problems ironed out.

It is also possible for the local councils to work with and receive support from any one of the innumerable agencies dealing with human rights:welfare, governmental, religious, and labor.

No organization lacking in professional leadership can be measured in terms of progress. Therefore, a local council may well serve as a training field for those who are capable of professional leadership by placing them in positions of responsibility and authority. Thus given the impetus to prove and develop their ability, these local leaders will one day serve as a focal point of the district, state, and national associations.

Only as we continue to grow can there be progress, and this progress, in turn, is possible only through the mutual cooperation of the local, state, and national councils.

The ICSS, its committee on professional standards, and its executive council stand ready to help any group of social studies instructors who are desirous of organizing a local group. May we also share in the experiences of those local councils already functioning?

In closing, I wish in behalf of your executive council to extend to each of you personally our best wishes for a most pleasant and rewarding vacation.

Cordially,

*Ruth L. Moeller*  
Ruth L. Moeller  
President, ICSS

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## THE USE OF COMMUNITY RESOURCES IN SOCIAL STUDIES CLASSES

by

Harold H. McCarty

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Teachers who want to use local situations to bring social studies lessons closer to the experience of their students should find much help in the newer approaches to community study that are now making their appearance. These approaches endeavor to preserve the advantages that come from first hand observation and avoid the problems that may easily arise when local conditions are discussed in the classroom.

The outstanding characteristic of these newer approaches is their emphasis on function. Proponents have accepted the idea that Americans seem constantly to be looking for the why of just about every aspect of their existence. Demonstrating the way in which a food store, or a hospital, or a bank satisfies definite needs experienced by students and their families and neighbors is by no means difficult even in the lower grades. Nor is it difficult to organize an excursion to see how these functions are really performed and discover the kinds of buildings and equipment that have been developed to help the operators perform these functions.

It seems that almost any child can visualize the social need that gives rise to a city owned fire engine and he is eager to discover how the fire department and its equipment are organized to satisfy that need. The food store is a little more com-



plicated, but the need is forever obvious to a growing child!

Other local business and governmental establishments are subject to similar treatment. A visit to a nearby ice cream factory discloses the function of that plant in satisfying local appetites, and another to a local creamery shows how nearby producers get a portion of their product ready for shipment to consumers in other areas.

These factories, and stores, and offices soon begin to reveal themselves as the component parts of the local social organization which we know as the community. Everyone of these parts has a function to perform and those functions are easily discovered if we relate them to the needs of these local people.

Very soon, too, we begin to realize that these functions have a definite pattern on the map of the community. We find business districts, residential areas and, in the country, pasture lands and crop land. Why do we have these patterns? The answers, as we know, can usually be found in the need for certain establishments to be located conveniently, or for other types of land-use to be found where resources are best. Why do banks usually locate on busy corners? Why do variety stores often locate near department stores? Why are rough lands usually left in pasture? Pursuit of these questions will undoubtedly lead to the conclusion that the community makes sense geographically as well as economically and socially. The components in this approach thus are seen to be: (1) need, (2) function, (3) form, and (4) location.

It is mainly through studies of location that the student develops his ideas of area interdependence. Where does the automobile dealer get his cars? Why don't we make them here? And what about clothing, and coffee, and gasoline? Doesn't it appear pretty soon that the United States is in reality a large community, and that the world is rapidly becoming the same sort of thing? Organizations such as state, national and world governments come into the picture as responses to human needs, and the world map takes on new meaning. There is much to be said for using the local community as a foundation for understanding the various national communities and the world community.

Undoubtedly the main problems that have arisen in past years for those who have attempted to use community resources for teaching the social studies have come from the community itself. Too often, it appears, teachers have found themselves embroiled in arguments as to whether one or another element in the local social situation is good or bad. If we accept the idea that the purpose of the social studies is to develop understandings, we must conclude that extensive arguments as to the goodness or badness of local situations have little place in the classroom. Perhaps it is sufficient to point to the fact that adequate value judgments can be based only on adequate understandings and that priority must always be given to developing the latter. A sincere effort to develop these understandings will often be favorably received in the community simply because it appeals to local business and professional people as an attempt to understand relationships





# CARE AND FEEDING OF BULLETIN - BOARDS

by  
Russell R. Christensen

"New ideas . . ." - The search for new ideas is a constant and continuing process. The teacher frowns, frets, and worries about the presentation of new ideas, as well as old ones. The bulletin board can solve many such problems, although it isn't a panacea for all teaching problems. It may set a mood; it may express an idea; it may tell a story; and it may be merely decorative.

There are certain basic rules that must be followed if one is to use the bulletin board successfully. First, a bulletin board should be kept simple. Don't  
Continued next page-

## USE OF COMMUNITY RESOURCES - Cont'd.

which all of them know to be important. There is no doubt that the community that can be brought to the point of understanding its own functions has been made into a better and smoother operating community. If, in the process, a good basis can be provided for understanding national and world relationships, the effort will indeed have been worthwhile.

## BULLETIN BOARDS

clutter it up with excessive materials for it will lose its interest "power". Second, express only one major idea; two at the most. Too many ideas will insure that none of them will get the needed attention and interest. Third, keep lettering and writing at a minimum. Too much writing detracts from the idea or ideas being presented. Fourth, the colors used must harmonize. Initial attention will be lost unless the colors complement each other. Fifth, use pictures, charts, and graphs as often as possible. There is no better way to capture and hold attention. Sixth, and perhaps the most important, be sure you know what you are going to do with your bulletin board before you even start planning. Constantly keep your purpose in mind and do your planning and building around that purpose.

It is easy to give advice and yet not offer any concrete suggestions. The following will present some new ideas and possibly some unusual methods of display which will make the bulletin board a more lively instrument of teaching:

Current affairs are an essential part of a social studies program. To stimulate interest in this area, a "quiz" type bulletin board should prove effective. First, one should cut the portraits of prominent men and women from the front covers of weekly news magazines such as Time and Newsweek. Scatter these portraits in an uneven manner over the bulletin board with the title, "What Is My Name?" placed at the top of the board. A number should be placed beside each portrait. In the lower right corner place a typewritten key which will identify each picture in case the student



or viewer is in doubt. This display can be used merely to get attention, or may also be used as a current affairs test. Many variations of this type of bulletin board can be planned.

Another method of stimulating interest in current events is through the use of a world map with attached ribbons. In the middle of the bulletin board place a world map, approximately  $1/3$  the size of the board. Clip out pictures and articles concerning various events in the world and place them around the outside of the map. With common pins and brightly colored ribbons connect the pictures and articles with their relative position on the world map. Students then will be able to relate the articles and pictures to their place in the world. The use of this device will help to create a better understanding of distance and proximity.

Sometimes bulletin boards can be effectively used to tell a story. This can be accomplished by the use of arrows which guide the students' interest along the desired channel. The bulletin board may be titled: "The Story of ....." in large, block letters. From each picture or article an arrow will point to the next picture which continues the story. Pictures and articles may be inter-changed and thus the student will get ideas from the printed page as well as from viewing the various pictures.

Another possibility rests with the "wheel" type of display. Perhaps there is a particular article or story you want the students to read. Place the article on a

very vivid background and locate it in the center of the bulletin board. Place pictures all around the outside of the article in a circle or "wheel" fashion. You may have arrows or ribbons leading to the article. If you have a definite goal in mind, this should prove to be a very effective teaching tool.

A bulletin board that is certain to attract attention is a "political type" one. Have each student in all classes bring a political cartoon of some type. If you do this approximately three times you will have developed quite a backlog of cartoons. Then you can put various headings on the bulletin board, such as "Republican and Democratic", "Pro and Con", "Economic, Social, and Political", "Good and Poor Cartooning", and "Prejudiced Cartoons". Under each title you then place appropriate cartoons. This is bound to stimulate interest, controversy, and class discussion.

Another effective method is the use of cellophane or plastic on the bulletin board. Assume for the moment that you have an excellent copy of the Declaration of Independence and want to emphasize certain words or phrases. Place a piece of cellophane or plastic over the Declaration and, with crayon or grease pencil, underline the key words and phrases. You may use different colored crayons and pencils to emphasize certain important points. This plastic or cellophane idea can be utilized very effectively with news papers and posters.

A problem that many teachers face is that of putting news items on the bulletin



board which will attract and hold the interest of students. It must be always remembered that the interest span of most students is relatively short and thus you must tell your story quickly. Be sure to use as many pictures as possible; use headlines with a short caption underneath; use articles that are of high current interest. Never put many articles on your bulletin board at one time, and group them according to world, national and local interests.

Sources of materials are always a problem to the teacher. Excellent pictures for bulletin board use can be found in news magazines: Life, Holiday, Fortune, and in the magazine sections of metropolitan newspapers. A little ingenuity on the part of the teacher will unearth pictures and articles in unusual places. Simple art supplies can be obtained from the art department or art instructor. Basic stencils can be purchased in the local stationery store for a small price. Wooden and plastic letters bring wonderful results but they are rather expensive (Mitten's are best). Pens, paste, India ink, tempera paints and a supply of colored ribbons should be sufficient to complete the equipment needed to produce effective results..

"... and may your bulletin boards grow to be strong and healthy."

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The Iowa Council of Geography Teachers will hold a spring meeting at SUI, April 24. The program centering about agricultural geography will include a trip to Amana.

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ECONOMICS THROUGH A FIELD TRIP  
IN GEOGRAPHY \*

by Mary D. Fanti

Roosevelt Junior High School, Decatur, Ill.

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A new interest in the subject of economic education has been developing within the past few years, particularly as it is being taught or should be taught on the compulsory school age levels. A generation ago it was thought that the subject was being adequately taken care of in the curriculum when a semester of it was taught in the junior or senior years in high school more or less as an elective subject. As the years went on and more of the children of all the people began to avail themselves of the opportunity for a secondary school education, the curriculum was expanded to meet their need by adding such subjects as music, distributive education, and vocational and industrial arts. Other subjects, such as economics and commercial geography were dropped.

Those who watched the trend of adding to the curriculum on one end and subtracting from it on the other felt that there was definitely a need for improving economic education. So now today we have reached the place where much time and thought are being given to economic per se. The writer, a teacher of social studies on the ninth grade level, like thousands of other teachers in her field, sees opportunities where economics can be taught as an integral part

\*Reprinted by permission from the Illinois  
Councilor, April, 1935.



of history or geography. There is no need to add a formal detached course in economics to an already over-crowded curriculum. Nor does improving economic education involve a revolution in the present curriculum. It involves, rather, a thorough examination of the course of study to find those instances where economics can be integrated with the present units studied.

Locally, the ninth grade social studies course where the emphasis is on geography lends itself opportunity to such a treatment. The field of geography has so many facets: political, physical, human, regional, social, and economic. The course tends to be regional geography, but there is much room and opportunity for turning the spotlight on the economic backgrounds of the geography in the region under study.

To pinpoint one instance out of the whole year's material studies when it is possible to get in some good licks on economics through geography, the writer cites the livestock industry of the midwest. In the production of meat it is difficult to divorce the geography from the economics of the industry. The economic aspects of meat are several. The abundant use of meat in a national diet represents the two extreme ends of the economic scale -- there is either a primitive state of economic development or a comparatively high development. It is either the hunting and fishing plane of the natives of Alaska or the interior Amazon lowlands or the complex development of the livestock industry by the natives of the grain belt of the United States or Canada. In our so-called modern civilization, for the millions of people

that lie between the two extremes of this scale, meat is somewhat of a luxury item.

The production of one pound of meat requires the use of as much fertile land as would produce six to eight pounds of grain. An acre of land devoted to grain, particularly rice, yields far more human food than if devoted to raising livestock. Therefore, where population pressure against the available food supply is an issue, use of land for meat production is not the most intensive possible use of agricultural land. This can probably be better illustrated by a comparison of population densities. Argentina has a density of about sixteen people per square mile; the United States has fifty per square mile; while Japan has five hundred per square mile. It is obvious, therefore, that, other things being equal, the meat producer would be Argentina--far more than she can consume--so she is an exporter of meat. It is equally obvious that there will be an absence of meat from the Japanese diet. Their land has to be put to a more intensive use than that permitted by meat production. The United States with its balance between population, land, and food is a meat consumer, and even a meat exporter, competing with Argentina.

The next step in this study of meat is the meat packing industry and the best text book is the field trip. There is nothing new or startling about a field trip--just an example of the use of community resources--but there is an opportunity to accentuate the economic implications involved in the subject under study. The field trip we take at this point is a visit to one of our local packing houses--small



to be sure in contrast with those of Chicago, Omaha, or Kansas City, but its reason for being in Decatur is entirely logical and economic. It is an Omaha packing house in miniature but the economic principles involved are the same. In developing answers to these questions, it is easy to see the economic implications involved in questions which on the surface seem to have only geographic import.

1. Why should the meat packing industry be located in the heart of the corn belt?
2. How has the development of refrigeration and rapid transportation affected meat production in that meat produced as far away as Argentina can compete with meat produced in Illinois or even Macon County? Here is an opportunity to discuss tariffs and to develop the reason why England and Argentina are buddies in trade while the United States is excluded from so close a kinship.
3. Why does the Decatur packing house handle so much pork as compared with other meats?
4. What economic implications can be drawn from the invention of the lowly tin can and glass jar?

A trip through the packing house affords an opportunity to see mass production on a small scale, to be sure, but the system of the assembly line, division of labor, and standardization of products show up. The relationship between time and motion and volume of production is to be read from the moving page spread open before us. We can almost see the whole story of the economics involved in the handling

of meat on the farm table.

The success of our mass production lies in no small part in the utilization of every part of the raw material that is possible. Science, chemistry, and economics are constantly at work searching for means of reducing waste and for the conservation of every bit of a product. This constant research lowers the cost per unit, increases volume of sales, and accounts for profits, whether it be in the meat packing house, in the oil refinery, or in a copper processing plant. The pupils can see in operation that every bit of the hog is used but his squeal. It is in the development of by-products that the value of a meat animal brings a higher price to the farmer-producer. Incidentally, we are told that packing houses classify one hundred-forty items as by-products. When by-products have a value, when sold, that goes to meet the first cost, the packer can sell and does sell the total meat at a lower return than he could if there were no by-products. The end result is that the farmer gets more and the consumer of meat pays less.

A visit to the meat-curing rooms where barrels full of quarters and sides are being turned into hams and bacon is not particularly pretty, pleasant, or appetizing. But the pupils can later observe what grading, packaging, designing, labelling, and advertising can do for a product and make it pleasant to both sight and taste. A stop at the room where smelly old hides are being processed previous to their being sent to a tannery and a glance at the shoes on their feet opens up still another opportunity for study of a large industry, with its high degree of specialization,



centered in the Midwest at St. Louis.

If it is formal economics one wants the student to get, perhaps a textbook in the subject is the most expedient answer. Certainly the area can be covered within the covers of a series of textbooks on the subject. Making the study of economics a verbal experience and trusting it to the whims of a high school student's election narrows the students reached to those who are naturally interested in the subject and to those who succeed in formal study of abstract subject matter. If it is an understanding of our economic system that one wants all the children of all the people to get during their later years in school, it must be taken out of the realms of the abstract. Social studies courses as they are now set up, in which all the students are enrolled, is an excellent opportunity to get the principles of economics "across" without a textbook on the subject. The community at work becomes the textbook, and the walls of the classroom are pushed out to reach the new textbook. Abstract terms take on meaning and familiar terms take on broader meaning. Two hours spent in the meat-packing house is the chapter on mass production in this approach. A trip to the railroad yards, with their warehouses and facilities for storage of food in transit, is the chapter on transportation. Another trip to a supermarket, a home-owned grocery, and a study of selling, wholesale and retail, and a visit to a bank is a chapter on money, credit, and currency. Who can say that experiences like these will not cut inroads into the charges of economic illiteracy now made?

## BOOK

## REVIEW



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HOW TO LIE WITH STATISTICS, by Darrell Huff,  
W. W. Norton and Company, Inc., New York,  
1954, 142 pages, \$2.95

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Reviewed by Herbert C. Van Deventer

In a slender volume with an intriguing title, How To Lie With Statistics, Darrell Huff has written a book which presents and analyzes statistical concepts and devices in a highly readable and intelligible fashion. Social studies teachers who have been seeking a statistical primer for student use should be delighted with this book.

Deluged by the daily dosage of statistics pouring from every media of communication, it has become necessary for the businessman, the housewife, the student, and all responsible citizens to understand the proper uses and limitations of statistical information. Not only does efficient citizenship require the ability to read and write, but it also demands a relatively high degree of facility in using and interpreting statistical data.

Constantly, teachers and students are confronted with glaring examples of the misuse of statistics. Much data are presented with the intent to confuse, oversimplify, sensationalize, and distort. It is clearly the responsibility of the social



studies teacher to teach students how to recognize the unilateral or biased presentation of data and how to keep from being fooled by them.

On the assumption that the best defense against the swindler is to understand his methods, Farrell Huff has focused upon the principal devices and techniques which have been used by statisticians and their bosses to mislead and misinform a gullible public. These devices range from "the sample with the built in bias" and "the little figures that are not there" through the "gee-whiz graph" and "post hoc rides again" to "How to Statisticulate". To illustrate each of these tricks, the author has chosen simple, yet ingenious examples which have a definite social science flavor. The examples are made even more effective and eye-appealing by using a series of eighty-six clever pictures contributed by the illustrator, Irving Geis.

In an apparent effort to keep from unfairly charging the professional statistician with willful misrepresentation of data and the commission of Heinous statistical crimes, the author rather grudgingly notes that much of the misuse of statistical concepts and data can be charged to salesmen, journalists, advertising copywriters and politicians who almost invariably select only those data which contribute to their partisan position. However, even the professionals may stray. Since they are usually employees and presumably like their jobs, statisticians are highly unlikely to select data, or the method of their presentation which will not meet with the approval of their bosses.

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# NEW FILMSTRIPS IN THE SOCIAL STUDIES FIELD

by  
Robert Paulson

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Each year as the number of filmstrips in social studies increases, the task of evaluation and selection becomes increasingly difficult, for there are not only greater numbers available, but we find that the quality of production has improved as well.

Today's filmstrips are the work of outstanding subject-matter specialists who have combined their talents with those of illustrators and photographers to produce for school use, this unique learning aid. Through this media a vivid presentation of authentic facts enables the teacher to stimulate the thinking of her class, to inspire active class discussion, and to enrich learning.

Included in the preview below are a few of the excellent new materials available in the social studies field.

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## BOOK REVIEW - Cont'd. from page 47

How can one recognize a phony statistic? How can one recognize sound, accurate, and usable data? Mr. Huff recommends that data be analyzed by asking and answering five simple questions. These questions are: (1.) Who says so? (2.) How does he know? (3.) What's missing? (4.) Did somebody change the subject? (5.) Does it make sense?



AGE OF DISCOVERY AND EXPLORATION - (35mm.)  
Color - Jam Handy Organization, 2821 E.  
Grand Blvd., Detroit 11, Michigan.)

These seven mapstrips in color economically provide the social studies teacher with a wealth of source material. Each strip consists of a sequence of accurate maps showing the great movements of this age in relation to their geographic backgrounds. Each map presents a single concept. Inset drawings portray significant incidents pertinent to the map. Reproductions of early explorers' maps, as well as tracings of their routes on present day maps, stimulate student interest.

The shading and coloring are clear and pleasing. Brief legends identify each map. A printed guide, giving pertinent historical information, objectives, and utilization ideas, accompanies the series.

The Age of Discovery and Exploration mapstrips are an effective visual aid designed for elementary, junior and senior high school history and social studies.

#### Filmstrips in Kit

1. The Crusades and Early Trade Routes
2. The Norsemen

AFRICA (Tanganyika, Kenya, Uganda) (M-j-h)  
Color - Encyclopaedia Britannica Films.

The Region                      Animals and Birds  
Native Tribes                  Plants and Flowers

All four color filmstrips, in handy  
box \$24.00. Each filmstrip \$6.00

AMERICAN FOLK HEROES - Encyclopaedia Brit-  
annica Films.

Miles Standish	Sam Houston
Johnny Appleseed	Wild Bill Hickok
Davy Crockett	Buffalo Bill
Mike Fink	Kit Carson

AMERICAN HISTORY - (M-J-h) (Black and White)  
Encyclopaedia Britannica Films.

Early Settlers of New England  
Planter of Colonial Virginia  
Kentucky Pionners  
Flatboatmen of the Frontier  
Life in Old Louisiana  
Pioneers of the Plains

All six black and white filmstrips in  
handy box, \$18.00. Each filmstrip \$3.

CHILDREN OF MANY LANDS - (P-M) Black and  
White) Encyclopaedia Britannica Films.

Eskimo Children	Navajo Children
French-Canadian Children	
Colonial Children	Japanese Children
English Children	Irish Children
Mexican Children	
Children of Holland	
Children of Switzerland	
Children of China	French Children
Spanish Children	Norwegian Children

GOVERNMENT IN ACTION - (J-H-a) Color- Ency-  
clopaedia Britannica Films.

The President	The Congress
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The Federal Courts  
Executive Departments and Agencies  
State Government  
Local Government  
Municipal Government  
The United Nations

All eight color filmstrips in handy box, \$48.00. Each filmstrip, \$6.00

GROWING THINGS - For primary grades, (35mm. Color) - Jam Handy Organization, 2821 Grand Blvd., Detroit 11, Michigan.)

Authentic and realistic drawings in this series of filmstrips present the story of growth in plants, animals, and humans. The selection of plants and animals covers various types with different life cycles. The subjects chosen are those familiar to primary children. The child sees in each of the filmstrips what he might actually observe in nature.

The text is brief, with simple vocabulary. The selection of type, spacing and phrasing follow the approved primary reading forms.

#### Filmstrips in Kit

- |                     |                 |
|---------------------|-----------------|
| 1. Plants Grow      | 4. Toads Grow   |
| 2. Trees Grow       | 5. Birds Grow   |
| 3. Butterflies Grow | 6. Rabbits Grow |

7. We Grow

Kit, \$27.30. Individual strips, \$4.20

# LOCAL COUNCILS

## SIoux CITY REPORTING:



The Sioux City Council for the Social Studies held a dinner meeting on March 23, with members of the A. C. E. as special guests. Dr. John Haefner, immediate past president of the NCSS, spoke to the group on "What are the Social Studies good for Anyhow?"

At an earlier meeting, SCSS enjoyed a panel discussion on Unesco. Panel members were local teachers, Louise Brakke, Nell Barnes, and Julia Barker, and the discussion grew out of experiences gained from attendance at the Fourth Annual Conference on Unesco held at Minneapolis, Minnesota in September, 1953.

Council members are active in many ways. Yearly prizes are given to stimulate local interest in the Annual High School Contest on the United Nations. Mayme Yahr is serving as president of the American Association of University Women, and Bertha Wellhausen is the chairman of the state nominating committee and on the National Board of the Nominating Committee for the same organization. Both are Central High School teachers. Louise Brakke, Woodrow Wilson Junior High School, is president of the local American Federation of Teachers.

Officers of the SCCSS are: Hazel Herman, West Junior High School, president; Ethel Hedenbergh, Librarian at Central High



School, vice-president; Grace Bingaman, Hunt School, secretary-treasurer. There are thirty-five members in the local council.

#### FROM DES MOINES

The Des Moines Council for the Social Studies reports several interesting meetings throughout the year. In January the Council members met with the Des Moines chapter of the National Office Managers Association. The general topic for discussion was "Economic Education as a Current Problem". Social studies teachers were among the speakers on that program.

In February the Des Moines Council helped entertain the foreign students in attendance at Iowa schools and colleges who spent a weekend as guests of the city. The March meeting was the occasion of a talk by Carl Parks, Juvenile Officer.

Irvin Hosfelt, vice-principal at James Callanan Junior High School is president.

#### FROM COUNCIL BLUFFS

Dr. John Haefner will address a dinner meeting of the Council Bluffs Council for the Social Studies on May 4, at 6:30 P.M. The event will take place at the Jefferson High School cafeteria. Omaha social studies teachers will be invited.

Miss Dorothea Geinger, home economics teacher, who had made a tour of several European countries during the last summer, showed some very beautiful and interesting color slides to the group at an earlier meeting. Refreshments were served by the

## CENTRAL DISTRICT SOCIAL STUDIES MEETING IS HELD

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Social studies teachers of the Central District, I.S.E.A., held their annual meeting at Roosevelt High School, Des Moines, on Saturday, April 3. Dr. John Haefner, Iowa City, spoke on "Teaching Controversial Issues". The business meeting was in charge of the president, Harold Casady, Warren Harding Junior High School, Des Moines. Officers elected for 1954-55 are: Mel Bohlen, Des Moines, president; Helen McGord, Ames, Vice-president; and Beth Pollock, Newton, secretary-treasurer.

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## SOUTHWEST IOWA COUNCIL

Officers of the Southwest Iowa Council for the Social Studies are: Mrs. Blanche Madison, Council Bluffs, President; Miss Lillian Cochran, Atlantic, vice-president; and Mrs. Ora Summy, Underwood, secretary-treasurer. The SWICSS holds its annual meeting in October.

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Council Bluffs Council, Cont'd.  
social studies teachers of Abraham Lincoln High School.

Officers of the CBCSS are: Miss Ruth Moeller, Thomas Jefferson High, president; Miss Lula Breckerbaumer, Walnut Grove, vice-president; Mrs. Blanche Madison, Harrison, secretary-treasurer.

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## ICSS PRESIDENT ANNOUNCES COMMITTEES FOR THE YEAR

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Miss Ruth Moeller, ICSS president, announces the appointment of committees for the year 1954-55 as follows:

EDITORIAL BOARD - Marguerite Skilling, Boone, Chairman; Richard D. Palmer, Algona; John D. Bressler, Marathon; Mary P. Kaiser, Des Moines; Elva Tucker, Waterloo; Dean Crawford, Iowa City.

PROFESSIONAL STANDARDS COMMITTEE - Wilma Tallman, Mason City, Chairman; Raymond J. Gerweth, Des Moines; Russell Bannister, Washington; Nell White, Ottumwa; Sam Peavy, Campus School, Cedar Falls.

MEMBERSHIP COMMITTEE - Leonard F. Ralston, Iowa City, Chairman; Mabel Robbins, Des Moines, Central District; Barbara Hansen, Council Bluffs, Southwest District; Tom Moffitt, Washington, Southeast District; Alice Sperry, Jessup, Northeast District; Barbara Avery, Spencer, Northcentral District; Esther M. Groth, Sioux City, Northwest District; \_\_\_\_\_ Southcentral District

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## ICSS EXECUTIVE BOARD TO MEET

The ICSS Executive Board will meet in the Hotel Savery on Saturday, April 24, at 12 o'clock noon. Members of the standing committees have been asked to meet with the board at this session.

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## OUR CONTRIBUTORS

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RUSSELL R. CHRISTENSEN, who teaches American History and Sociology at Central High School, Sioux City, writes the article on Care and Feeding of Bulletin Boards.

MARY FANTI is a junior high school teacher in Decatur, Illinois. Her article, Economics Through a Field Trip in Geography is reprinted with the permission of the editor from the Illinois Councilor.

BERTHA GILBERTSON, Central High School, Sioux City, sends interesting notes from the local council there.

PROFESSOR HAROLD MCCARTY, Chairman of the Department of Geography at SUI, contributes the article on Use of Community Resources in Social Studies Classes.

MRS. BLANCHE P. MADISON, Harrison School, Council Bluffs, and secretary of the local council, reports the activities of CBCSS.

ROBERT PAULSON serves as Specialist in Audio-Visual Education at Iowa State Teachers College, and appears for the second time in the Councilor.

HERBERT C. VAN DEVENTER, Professor of Social Studies, Drake University, contributes the review of Darrel Huff's new book, How to Lie With Statistics.