

# IOWA COUNCILOR

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## TABLE OF CONTENTS

President's Letter.....	58
Social Studies On A Big Scale.....	61
America, A Land For All.....	64
A Study Unit On Africa.....	70
NCSS Meets In Indianapolis.....	74
Book Review.....	76
From Trading Post To Modern City.....	78
News Notes.....	78
Executive Board Highlights.....	80
Audio-Visual Materials.....	81
Our Contributors.....	84

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

Dear Iowa Council Members:

Last week while evaluating the content of several topics I was considering for this letter, a preliminary announcement of the National Council for the Social Studies annual meeting reached my desk. After a careful reading of the bulletin, it seemed right that this information be shared with our members.

The Indianapolis social studies teachers are planning a warm welcome for what might be a cold Thanksgiving when the Thirty-Fourth Annual Meeting of the National Council for the Social Studies meets in Indianapolis, Indiana, November 25-27, 1954. Willard Gambold and his Local Arrangements Committee have planned an excellent program of interesting activities including school visits, a tour of the historic points of interest which Indianapolis affords, and a "Hoosier Handshake."

Some two hundred fifty teachers representing thirty-three states will participate in the program, and the sectional meetings on Friday and Saturday offer a wide choice of subjects to meet diverse interests.

The opening session will be addressed by Dr. Homer Rainey, former President of the University of Texas, on the subject "American Civil Liberties Today." Dr. George Cressey, Professor of Geography, Sy-

Syracuse University, will speak on "Land for 2.4 Billion Neighbors," and Dr. Willard E. Givens, former Executive Secretary of the National Education Association, will discuss "U. S. Experiments in Democracy in Hawaii, Philippines, and Japan." Dean Erick Faigle, Syracuse University; Dean Howard Anderson, University of Rochester; Herbert Thelen, University of Chicago; Wilber Brookover, Michigan State College; Earl S. Johnson, University of Chicago; Dean Thomas Hamilton, Michigan State College; Geoffrey Bruun, Cornell University; A. W. Foshay, Ohio State University; Frank Sorenson, University of Nebraska; Paul Witty, University of Chicago; J. M. Van Der Kroef, Michigan State College; and Fred Shannon, University of Illinois also will highlight the convention.

Approximately sixty separate sessions are scheduled, and section meetings, as in past years, have been planned for elementary teachers, for junior high school teachers, for senior high school teachers, and for junior college teachers.

Special sessions for supervisors and directors of instruction, for editors of state and local social studies publications, and for officers of state and local councils have been mapped out. Our Iowa Council will again hold the Iowa Breakfast under the chairmanship of Mrs. Mable Iowa Robbins, Des Moines, on Friday morning. In previous years, this breakfast has been one of the highlights of the convention, and we know this will prove true in Indianapolis.

Three outstanding discussions among the featured sessions will be those on Audio-Visual Materials which will be concerned

somewhat with educational television; on the controversial topic of teaching about religion in the social studies; and the 1954 Yearbook "Approach to an Understanding of World Affairs" edited by Howard Anderson.

Lack of space prevents my discussing the banquet, luncheons, displays, the numerous surprises, special events, demonstrations, and discussions which are in store for everyone who attends this meeting. The complete program, which will be mailed to all NCSS members by November 1, will present a clearer picture than I have been able to do.

Since a measure of the success of the convention depends upon its membership, your Executive Council and your president urge you to support this annual meeting of our professional organization. We guarantee that you will find this an invaluable educational and social experience and one that you will repeat in future years.

Sincerely yours,

Ruth L. Moeller  
President, ICSS

### CALLING ALL COUNCILORS

The annual fall meeting of the Iowa Council for the Social Studies will be held on Friday, November 5, at Callanan Junior High School, 31st and Center Streets (on the Crodker car line - number 27). The Des Moines Council for the Social Studies will be the host group. Miss Ruth Moeller, state

ICSS president will conduct the meeting. The luncheon speaker will be an exchange student from the State University of Iowa.

The afternoon meeting scheduled for 2:30 PM in the new Callanan Auditorium will be a joint session with the Geography Council. Dr. Thomas Barton, University of Indiana and the editor of the Journal of Geography, will be the speaker.

Reservations for the luncheon must be made by November 1 with Mr. Cecil Leonard, Saylor School, Euclid and Cambridge, Des Moines 13, Iowa. The price is \$1.25 and no reservations will be made unless accompanied by the money.

### SOCIAL STUDIES ON A BIG SCALE by Mrs. Beulah Vinson

In the eighth grade social studies we were constantly trying to use a map too small for many in the class to see. The class often suggested the maps should be made on a larger scale and, finally, it was decided to do something about the problem. We would do the United States in a big way.

The first step was to choose a scale. After experimenting it was decided that thirty miles to the inch was satisfactory. I'm not sure why this was decided upon, except that, perhaps Texas, at this scale, could be made out of one large piece of oak tag. Each pupil was assigned a state (some had two small states) and was given wrapping paper to make a pattern. I don't know how many yards of wrapping paper were used, but only one piece of oak tag was allowed to

each pupil and that after the pattern was finally made.

The boundaries of each state, naturally had to fit those of neighboring states and this was a chain reaction clear across the broad country. Boys and girls had to work together to fit these like puzzles. Everyone in the room found it necessary to work with all the others. This, in itself, proved to be a good thing for a few who had found it hard to work in a group.

Mathematically, too, the building of this map was successful. Each pupil had to be an embryo engineer to figure the size of his state and to make the drawing. I want to assure each reader that the boys and girls amazed me in the way they tackled this part of the work. I couldn't have answered all their questions, but they helped me by answering each other's questions, and I learned a lot from them.

After a satisfactory pattern was made it was traced on oak tag and cut out. In each state rivers were drawn in with blue crayola. These had to be matched with the adjoining states if the rivers crossed the state lines. A black crayola border, one-fourth inch wide, was made around each state (This was made in blue if the boundary was water). Capitals and other important cities were located and the names were printed with black crayola. Large capital letters colored in black gave the name of each state. National forests, parks, and dams were all named. Still nothing was crowded because each state was large enough to take care of all this information.

The day arrived when all forty-eight states were finished and the time to assemble them was upon us. Needless to say, I was apprehensive as to the success of

joining them. We laid them out on the floor and it looked good there, but how were we to get it on a wall? The map was seven feet six inches wide and four feet five inches high. The class decided to make a mounting of wrapping paper and to join the edges with scotch tape. The size of it was nine feet long, and five feet six inches wide.

They then glued each state on one by one, beginning with the three western coast states. As the boys and girls, four at a time, crawled around the floor and glued, I could see the project was going to work! With water-base paint the Atlantic and Pacific Oceans were painted blue, along with the Gulfs and Great Lakes. Canada and Mexico were painted bright green and all lettering was black.

The map stayed together and was very sturdy. They had done a good job! We fastened it to the top of the chalk board and stood back to admire it. It reached the floor and we then began to realize how large our country really is. The classes could see it from anyplace in the room and could easily see the difference in sizes of the various states.

On this map we have marked the old trails in the East, trails to the Far West, the first transcontinental railroad, immigration, and even weather, by means of colored strips of paper, strings, and small wires. All this being done by pupils standing up, walking along from one state to another. All members of the class being able to follow the process from any seat in the room.

Other teachers in the building have asked to borrow the map to use in Geography classes in lower grades. To those pupils

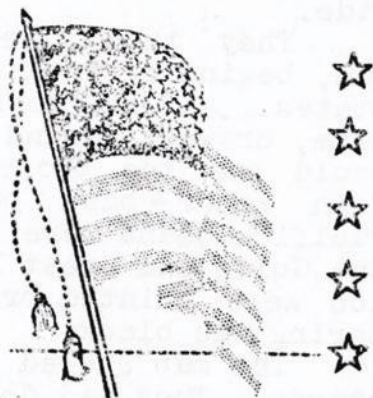
the map seemed even larger and they can easily imagine they are crossing the United States when they walk from one end to the other, using their fingers to trace the way.

AMERICA,

A LAND FOR ALL

prepared by

Margaret Good



The following unit was prepared for use in teaching a fourth, fifth and sixth grade social studies class in a one-room rural school.

#### I. Teacher's Objectives

- A. To present the problem to the children in an interesting manner.
- B. To individualize instruction in content by providing reference material at various reading levels.
- C. To provide a balanced reading program.
- D. To give practice in carrying on activities inherent in critical thinking.
  1. The habit of accuracy in all operations including calculation, observation, and report.
  2. The habit of intellectual honesty.
  3. The habit of suspended judgement.



4. The habit of looking for true cause and effect relationships.
5. The habit of criticism and self - criticism.

## II. Unit Objectives

- A. To better understand the influence of geographical factors on conditions and problems involved in the building of America.
- B. To appreciate the contributions of other civilizations to our national growth.
- C. To understand how all human resources have been utilized in the building of our towns and cities.
- D. To realize and appreciate our methods of government regulation and its relationship to the people. "A steering wheel which guides our country, state, and city."
- E. To realize and appreciate a citizen's responsibilities to city, state, and country.
- F. To have an appreciation for people who enjoy the privilege of helping run their own government.

## III. Approach

### A. Treasure Chest

1. Each child is to bring one article from home: It may be something they particularly like, possibly a souvenir from a trip.
2. The child should be able to tell:
  - a. Where it came from.
  - b. How or by whom it was made or obtained.
  - c. A pertinent fact regarding the article.

### B. Outline Map

1. Locate the important rivers, lakes and mountain ranges on an outline map.

2. Study the geographical factors which were responsible for the conditions and problems that contributed to the building of America.
3. Utilize travel experiences of the children.

IV. Subject Matter Outline (Basic Texts - Tieg and Adams, 1953 series)

A. MacKenzie, Josephine, Your People and Mine

1. Unit 3, "How Our People Built Towns and Cities".

This unit covers six cities: New York, New Orleans, Seattle, Minneapolis, Pittsburg and Phoenix.

The stories are written to help children realize our people are great builders as well as believers in democracy and freedom.

The stories bring out the idea of an energetic, resourceful people responding to varying geographical factors and using many rich natural resources.

Children will learn how the six cities have grown and the reasons for their growth. This will help them to learn some of the fundamental reasons for the growth of all American cities.

2. References

- a. Unit Two, "People Who Settled Our Country".
- b. Unit Four, "Other Things Our People Have Done".

B. Brown, Gertrude S., Your Country and Mine.

1. Unit 2, No. 14, "Transportation and Communication".

This includes "Our Government" and "Our Schools and Churches".

## 2. Unit 3, "Our Other Lands"

This unit brings out fundamental geographical understandings concerning the large, varied lands, climate, and natural resources.

It tells how people adapted their ways of living to the environment of the five geographical sections of the United States: New England, Middle Atlantic, Central; Southern, and Western States.

Factors which have influenced the location and growth of cities, the development of industries, and ways of living are pointed out.

These chapters give historical information which helps the children to understand why certain important conditions exist in our country.

### C. Dawson, Grace, Your World and Mine.

1. Unit 3, "Countries of Europe."

2. Unit 4, "Countries of Asia."

3. Unit 5, "Lands of the Tropics and Southward."

Each country is presented, the way in which the people live is discussed and the way in which they adapted their lives to environment is considered.

The children should be made aware of the contribution made by the East and Europe to the knowledge and progress of our country.

## V. Correlation With Other Subjects

### A. Arithmetic

1. Grade 4, Growth in Arithmetic, World Book Co., 1952.

a. Unit 24, "The Calendar".

b. Unit 33, "Roman Numerals".

2. Grade 5, Growth in Arithmetic,  
World Book Co., 1952.
  - a. Unit 14, "United States Money."
  - b. Unit 24, "Review of Roman Numerals."
  - c. Unit 29, "Bar Graphs" (used to show relationships)
3. Grade 6, Growth in Arithmetic,  
World Book Co., 1952.
  - a. Unit 7, "Bar Graphs".
  - b. Unit 15, "Roman Numerals".
  - c. Unit 31, "Pictographs".
  - d. Unit 35, "Ratios".
  - e. Unit 36, "Meaning of Per Cents"

B. English

1. Units on
  - a. Composition
  - b. Outlining
  - c. Notetaking
2. Individual Reports
  - a. Principles of good structure.
  - b. Rules of capitalization and punctuation.

C. Health and Science

1. Units for Grade 4
  - a. Safety in Eating
  - b. Let Us Be Good Citizens
2. Units for Grades 5 and 6
  - a. Starting Now To Be What You Want To Be.
  - b. Helping The Body Make The Best Use Of Food.
  - c. Making The Most Of Bones and Muscles.
3. Helpful Reference Material
  - a. American Education Press. Columbus, Ohio, 1949.  
Food Trails A (Low remedial reference)

Food Trails B (Excellent to tell where goods are produced in the United States)

Food Trails C (Advance reading)

- b. National Dairy Council, Rock Island, Illinois, (Free)

Letton, M.C., Its Always Breakfast Somewhere

Letton, Whittier and Whittier, Pasture Trails

Letton and others, Hello USA, Hello Alaska, Ice Cream, A Product from Town and Country

- c. Kraft-Phoenix Cheese Corporation Chicago. Romance of Cheese

- d. American Can Company, Home Economics Department, 230 Park Avenue, New York City.

- e. Metropolitan Life Insurance Company, New York City. Health Through The Ages

- f. Wheat Flour Institute, Chicago  
Charts:

Design For Better Living  
Wheat in the United States  
From Wheat to Flour  
Eat to Live

D. Music and Physical Education

1. Together We Sing

2. Wild and White, Physical Education for Elementary Schools, pp. 1-10  
451-520.

3. Silver Book of Songs, pp. 6, 11, 55, 80, 93, 96, 97, and 103.

E. Reading and Spelling.

Material available from the I.S.E.A. Library list and the Bookmobile list.

## ICWA BREAKFAST

Yes! There will be an Iowa Breakfast at the NCSS Convention in Indianapolis! Iowans, former Iowans, and friends of Iowans should plan to attend. Watch the NCSS program for announcements concerning the place, time and procurement of tickets. Mrs. Mable Iowa Robbins of Lincoln High School, Des Moines, is chairman of the breakfast.

A STUDY - UNIT ON AFRICA  
(Used in a MODERN PROBLEMS  
Course)

by Miss Bess Hanigan

Problem: What should be done  
in Africa to lessen the pre-  
sent racial tensions?



Africa is still the "Dark Continent" to the average high school pupil, in spite of the fact that it is a potential powder keg which may explode in our faces. Therefore every high school boy or girl should have an opportunity to become better informed on its problems than they have formerly been. To give the members of our Modern Problems class this chance, we offered this unit which the class elected to take.

We were fortunate in having in town Dr. Gerald Bisbee, minister of the Broadway Methodist Church, who had just returned from a four month's visit to Africa where he had gone to study the present situation.

He graciously agreed to give the class a talk which proved to be an excellent overview of the problems involved and which furnished inspirations and motivation for further study.

We spent the first day's class period in exploring the possibilities in developing the topic. The class decided that the study should generally follow this outline:

- (1) The geographical background
- (2) The historical background
- (3) The Current situation
- (4) Interested countries and their specific problems
- (5) The leaders and their viewpoints
- (6) Your own solution

The class was then assigned the task of locating the material available in our school library and in their homes. During the second class period we compiled this in a reference list. A committee from the class then prepared typewritten copies of the reference list for each member of the class.

The teacher had prepared beforehand the study-guide sheets which were now passed to the class. These included questions on the five main parts of the outline. The reference list and the general direction sheet are herewith given.

#### REFERENCES.

1. Any up-to-date geography
2. Any modern World History
3. Wall map of Africa
4. Enclypodias
5. Gatti, Ellen and Attilio, Here is Africa.

6. Headline Series, #91, Isaacs and Ross, Africa
7. Public Affairs Pamphlets, #175, Paton, Alan, South Africa Today.

#### MAGAZINES

8. Atlantic, August 1952, p.13. Nov. 1952
9. Harper's July, 1952. Herald, Geo., Africa, Strategic Prize of the Century.
10. Current History, July 1953. The whole issue is devoted to articles on Africa
11. Harper's Fed. 1952, p.32. White, T.H., Africa is Next.
12. Life, May 4, 1953.
13. Newsweek, Dec. 22, 1952.
14. New York Times Magazine, July 6, 1952. Paton, Alan, Africa, wakening, challenges the world.
15. Readers Digest, Aug. 1952. Of God and Hate in South Africa.
16. Scholastic, Jan. 7, 1953. New Troubles in Africa.
17. Saturday Evening Post, May 10, 1952.
18. UN Bulletin, Dec. 1, 1952. p. 534.
19. UN World, April 1952. p.20., J.P. Van der Merwe, The Country Out Of Step. Feb., 1952, p.17, Nov. 1952, p.32.
20. U.S. News, Sept. 12, 1952. Struggle for Africa's Wealth. Oct. 31, 1952. p.24. African Unrest. Nov. 3, 1952. p.44.

#### GENERAL DIRECTIONS

Each pupil will make a booklet showing the work that he has done on this unit. It should contain notes, outlines, maps, charts, biographies, lists of new words with their definitions, illustrations, etc. It must contain these things:



1. List of references used.
2. Statement of the problem.
3. Political map of Africa.
4. History of Africa (English, French, Portuguese, Italian, Dutch).
5. Current Facts.
6. Viewpoints of leaders.
7. Present tensions.
8. Who is interested and why?
9. Solution.

Suggestions of other things which it could contain:

1. Maps showing population, resources, crops, or sections under influence of various foreign countries.
2. Biographies of Smuts, Malan, Rhodes, or other leaders.
3. Charts showing political parties and their platforms.
4. Charts of exports and imports.
5. List of new books on Africa.
6. Review of a book concerned with African problems.
7. Report dealing with Mau Maus.
8. Particular reasons for our interest.

We will spend three weeks working on the unit. Each pupil will work independently and as fast as he likes. There will be little discussion in class. The teacher will give individual help where needed. A test will be given at the conclusion of the work on the unit.

We were able to secure two films from the University of Omaha which were very helpful in interpreting the life in Africa.

After the first week of study the class was broken up into committees on specific areas of the continent for special study which they would report to the class. The areas were Egypt, Union of South Africa, Liberia, Kenya, Morocco, and the Congo. The reports were brought to the class in floor talks and panels.

The unit proved to be one of the most interesting studies. I was very satisfied with the results secured, and felt that a real interest in African problems had been aroused. This was made evident by questions and reports on later reading throughout the remainder of the term.

#### NORTHEAST IOWA DISTRICT MEETING

The social studies section of the Northeast Iowa District held a luncheon meeting in the Sky Room at the airport at Waterloo on October 15. Dr. F. E. Howard, Associate Professor of History at Iowa State Teachers College, spoke on the "Social Studies Teacher of 1952". The District Chairman, Miss Elva Tucker, East High School of Waterloo, presided over the meeting. Miss Marjorie Laubscher, also of East High School, is secretary of the group.

#### NCSS MEETS IN INDIANAPOLIS by Dean Crowford

The thirty-fourth annual meeting of the National Council for the Social Studies will be held in Indianapolis, Indiana, Nov-

ember 25 - 27. Program chairman Edwin Carr of the University of Colorado has arranged what promises to be an interesting and stimulating program. It has been several years since we had the annual meeting so close to home and it is anticipated that a number of Iowa teachers will be in attendance.

Dr. John Haefner will meet with the Board of Directors in his capacity as past president and will serve on a panel discussing education for the gifted. Others from the University of Iowa who will participate include Mabel Snedaker, speaking on "Using Imaginative Literature to Enrich Social Understandings;" Leonard Ralston, ICSS membership chairman, who will act as recorder for one of the sessions devoted to senior high school curriculum; and ICSS secretary - treasurer George Vuicich, who will be the recorder for a session discussing "Russia and Her Satellites: What to Teach and How to Teach It."

Leading a discussion group on the topic "The Social Studies Teacher and the Community," will be Dwight K. Curtis of Iowa State Teachers College.

Among the Iowa public school teachers with responsibilities at the conference will be G. Arthur Luther from Charles City, who will participate in a resource panel for the workshop meeting of officers of state and local councils; Marguerite Skilling Hartley of Boone, serving on a panel at the breakfast meeting of editors; and Wilma Tallman, from the Mason City schools, acting as recorder for a session on the teaching of religion in the junior high school.

The traditional Iowa breakfast will be sponsored by the Iowa Council to provide an opportunity to renew old acquaintances and make new ones so make your plans now for a Thanksgiving trip to Indianapolis.

#### BOOK REVIEW

##### Living Together Now and Long Ago

by Prudence Cutright, W.W. Charters, and  
Bernice Newell

The Macmillan Company, New York, 1953,  
298 pages.

Reviewed by Mary Kaiser

Living Together Now and Long Ago the third grade volume in a series of text books published by Macmillan for grades one through six has both the format and content which is applicable to the social studies area of the primary school.

Four units comprise this text, "The Farm, in Connection with a Village and a City", "American Indians and Their Communities", "Pioneer Communities" and "A Grown-Up Community".

John and Mary Fuller live on a farm with their parents near the village of Pleasant Valley. The family's farm is shown in relation to all the villages and community services by use of a picture map in addition to story content.

The introductory unit glides easily and naturally into the study of Indians when the children discover a sign on the road home from the city of Newton depicting the spot where in the year 1840, after a battle, the Indians and the white men made peace and on this spot smoked a pipe of peace.

Since John and Mary display a natural interest in Indian life their parents tell them about the Woods and Plains Indians, the Indians who lived in clay houses and about those who lived near the ocean. Maps are used throughout the unit to show the location of the four types of Indians. In the story the Parents are careful to explain why each of the four tribes lived as they did.

From Indians and Pilgrims, John and Mary progress to Pioneers, the first white men of the West. They learn about the hardships -- work and fun that were experienced by those people who traveled west to discover new farm lands.

As a follow up to the pioneer mode of living - preservation of food, education, travel, and entertainment - the Fullers go to Newton, "A Grown-Up Community" where they see all the devices that comprise an up-to-date city.

Supplementary to the content are eight pages devoted to new words introduced in the units. A least one sentence giving the meaning of the word and the page number where the word appears is given.

Example: Barter; Trading one thing for another instead of buying with money. (185)

All illustrations in the book are ink drawings and sketches most effective in conveying their meanings.

Each of the four units has culminating activity suggestions which are helpful even to the most resourceful teacher.

## FROM TRADING POST TO MODERN CITY

by Martha Wangberg

From Trading Post to Modern City is the title of a new handbook which has been prepared by fourth grade teachers of the Council Bluffs school system for use in teaching the history of their city.

The handbook of 150 pages consists of nine chapters and a bibliography and is attractively bound in spiral plastic with scenes from early days and later history depicted on the cover.

In his preface to the book Superintendent Mourer, who believes that "history like charity should begin at home", states: "It is hoped that a better understanding of the early history of our community may enable our children to recapture some of the pioneer spirit of our ancestors and better emulate their virtues by honesty, fortitude, and endeavor."

Miss Lulu Breckerbaumer, vice-president of the Council Bluffs Council for the Social Studies, served as chairman of the committee which prepared the handbook. Mrs. Blanche Madison, president of the Southwest Iowa Council, was also a member of the committee.

### NEWS NOTES

Dr. Eric Kollman, professor of history at Cornell College, Mount Vernon, Iowa, has been awarded a one year's Fullbright Scholarship for work at Margurn University in Germany. Dr. Kollman will lecture on problems of American foreign relations and

in European and German history as seen by Americans.

Donald Rathe, formerly a member of the Iowa State Teachers College faculty at Hudson, has joined the social studies faculty at East High School in Waterloo. Mr. Rathe teaches American History and American Trends.

Mason City social studies teachers took advantage of the summer vacation to see more of the world about which they teach. Alice Riter studied at the University of Mexico. Esther Pagenhart traveled in southeastern Canada. Amy Steffen enjoyed a Caribbean cruise.

Robert Paulson, recent contributor to the Councilor and Audio-Visual Education Specialist at Iowa State Teachers College, is now a member of the Campus School Faculty at the same school.

The past president of the National Council for the Social Studies, Dr. John H. Haefner of the State University of Iowa, has received a grant from the Ford Foundation covering the current school year, and for the purpose of doing some research writing. Rumor has it that a book on teaching methods in social studies might be a result. While Dr. Haefner is on leave of absence as head of the social studies department at the University High School in Iowa City, Mr. Dean Crawford is filling the position.

Southwest Iowa Council for the Social Studies held a luncheon meeting at Hotel Chieftan in Council Bluffs during the Southwest Iowa District Convention on October 11. Mrs. Blanche Madison, district president, was in charge of the arrangements.

Your editor wishes to announce the addition of an "Editor-in-Chief" to the staff of the Iowa Councilor. On August 11 at Algona, Iowa, she was married to William Hartley. Both are members of the Boone Senior High-Junior College faculty. Please send news items and articles to Marguerite Skilling Hartley, 527 $\frac{1}{2}$  Marshall Street, Boone, Iowa

### EXECUTIVE BOARD HIGHLIGHTS

The Executive Board of ICSS met on Saturday, April 24, 1954, at Hotel Savery in Des Moines. The chairman of the standing committees: Marguerite Skilling of the Editorial Board, Wilma Talman of the Professional Standards Committee, and Leonard Ralston of the Membership Committee were in attendance.

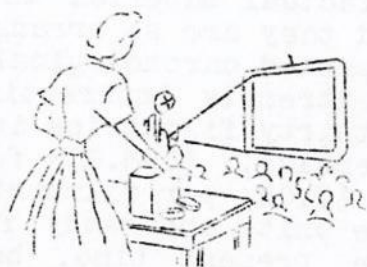
Three major items of business were considered. First, Mr. Ralston presented plans for a spring and winter membership campaign. It was estimated that about 1,000 teachers of social studies might be contacted by mail in two such campaigns. Some discussion also was devoted to methods of encouraging NCSS membership in Iowa.

Second, Miss Skilling reported to the Board as editor of the Iowa Councilor. Approval was given for the occasional use of worthy articles from other state publications. The problem of financing the Councilor's production was given consideration. It was decided to report Board activities to the membership through the Councilor.



Third, Miss Talman led the discussion of plans for the annual meeting in November. Miss Talman also brought up the question of workshops and conferences to be sponsored by the ICSS. Mention was made of a possible future spring conference which would be held at some central location.

The possibility of locating a future NCSS annual meeting in Des Moines was brought up. Mabel Robbins, Des Moines, volunteered to contact the Des Moines Council in an attempt to determine whether or not they would be willing to assume the responsibility for such a meeting.



AUDIO-VISUAL MATERIALS  
by Waldemar Gjerde  
Specialist in Audio-Visual Education  
Iowa State Teachers College

So many new and exciting Audio-Visual materials are being produced that it is difficult to select just a few for an article of this kind. Although I have mentioned these before, I want to reemphasize the value of the Enrichment Records, that are based on the Landmark books. Four new re-

cords have now been released, with the following titles: Pocahontas and Captain John Smith, The Winter at Valley Forge, Daniel Boone -- Opening of the Wilderness, Sam Houston: The Tallest Texan. This makes a total of 16 records available from Enrichment Records, 246 Fifth Ave., New York 1, N. Y. Each record will cost about \$3.00.

In teaching any subject, we want to give our children rich experiences, a feeling of reliving events of the past that have made our country's history. A new set of filmstrips does much to provide these experiences. These are the Pageant of America Filmstrips produced by Yale University Press Film Service, 386 Fourth Ave., New York 16, N. Y. There is an enormous amount of factual material in these filmstrips, and they are so arranged that history is presented chronologically in a dramatic and extremely interesting fashion. There are thirty filmstrips in the series, rather expensive, \$195.00 for the entire series or \$7.00 per filmstrip. Only the first twelve units are ready for distribution at the present time, but the last eighteen will be available very soon.

In regard to motion picture films, the Young American Citizenship Series merits attention. The first film in this series A Citizen Participates is an excellent citizenship education film and can be used for both the students and adults. Another film in this same series A Citizen Makes A Decision is also highly valuable. These should be available from your rental libraries soon.

Don't forget the News Magazine of the Screen which is sponsored in our state by the Standard Oil Company, and is distributed by the Bureau of Audio-Visual Instruction at the State University of Iowa. Over 500 schools in the state of Iowa have availed themselves of these films last year.

A new film produced by the Encyclopaedia Britannica Films, Inc, Arabian Children will very likely become a popular film. It is designed for primary and middle grades and deals with the life of Arabian children in an arid country.

To understand how people live in all parts of the world, any of the films in The Earth and Its People series is excellent. United World Films, Inc., 1445 Park Avenue, New York 29, N. Y. produced them. There are thirty-six films in the series, each of which runs twenty minutes. The films are authentic and realistic, having been photographed in the various countries they picture, using citizens of those countries for the members of the cast. Representative titles are: Farmers of India, Cattle and the Corn Belt -- U.S.A., Desert Nomads (French Morocco), and Nomads of the Jungle. Ask your local rental library for use of these films.

## OUR CONTRIBUTORS

Dean Crawford, University High School, Iowa City, is responsible for the report on Iowans who will be having a part in the annual meeting of NCSS.

Margaret Good, Scott County rural teacher, used successfully, in her school last year the teaching unit, America, A Land for All. Mrs. Clara Mangan is Elementary Supervisor in Scott County.

Miss Bess Hanigan, Council Bluffs, contributes the study unit on Africa.

Waldeman Gjerde is a familiar contributor to the Councilor. Our readers are happy to welcome him back after a year's absence while he was doing graduate work at the State University of Iowa.

Mary Kaiser, Des Moines, calls the attention of elementary teachers to an interesting volume in her review of Living Together Now and Long Ago.

Miss Blanche Vinson, Edison School, Council Bluffs, is the author of Social Studies on a Big Scale.

Martha Wangberg, the Councilor's business manager, writes of Council Bluffs' new local history handbook for use in the elementary schools.