

IOWA COUNCILOR

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PRESIDENT'S LETTER

Thomas Jefferson High School
Council Bluffs, Iowa
January 8, 1955

Dear Iowa Council Members:

As my term of office as president draws to a close, I look back with fond memories upon a year of great enjoyment in the service of your organization. My sincere appreciation is extended to all among our membership who have shared in the work with me, for without their unselfish service it would have been impossible for progress to be achieved. To all committee chairmen and members, to Mrs. William Hartley and Miss Martha Wangberg, editor and business manager respectively of the Iowa Councilor, to Dr. John Haefner, and to the Executive Board, I offer a special "Thank you."

Several worthy projects begun this past year will continue to develop and bear fruit under the capable leadership of your president-elect, Duane Lodge, and his officers and appointees. We are looking forward to the spring workshop at Cedar Falls now being planned by Miss Wilma Tallman and Dr. Vernon Mork and their Professional Standards Committee. Since strength in membership is a determining factor in the realization of our objectives, we shall endeavor to build and build.

In closing, may I thank you personally for the honor of serving your

organization and ask that you accord Mr. Lodge the same loyal service. May this new year bring happiness and deserving rewards to each of you.

Sincerely yours,

Ruth L. Moeller



CALLING ALL TEACHERS!!

TO

IOWA STATE
TEACHERS' CAMPUS

March 26.

HEARD AT THE ANNUAL
GATHERING OF NCSS

(Following are quotations from and summaries of three of the very excellent sessions of the annual meeting of the NCSS at Indianapolis. It is due to the cooperation of the speakers and the Press Bureau of NCSS that it is possible to bring these ideas to you.--Editor.)

The annual meeting of the National Council for the Social Studies got underway in the Claypool Hotel in Indianapolis on Thanksgiving evening, November 25, 1954.

Homer P. Rainey, former president of the University of Texas and of Stephens College, was the speaker for the first general session, and his topic was "Let Us Talk Freedom". Mr. Rainey asked "What are the major threats to our freedoms, and what are the sources of the current pressures upon our freedom? What can we as citizens and as members of the teaching profession do about these conditions?"

In concluding his address, Mr. Rainey said: "There is only one answer to this question that, in the final analysis, will preserve our freedoms, and that is that we must become an alert people, a real constituent power, determined to see to it that our heritage of freedom is preserved. The greatest danger to our freedoms is an inert people.

We, as teachers, especially of the social sciences have an added responsib-

ility of teaching this heritage of freedom to each succeeding generation of democratic citizens. Mankind's long, arduous, often discouraging, but never-dying efforts to achieve freedom have taught us one lesson more clearly than all others, and that is that we cannot take freedom for granted, we cannot let down our safeguards nor abandon our vigilance in its behalf. It can be lost by those who may become careless or indifferent or who display a lack of courageous defense.

This responsibility of the older to the younger generation has been recognized from time immemorial. Moses, the author of the Ten Commandments, and the father of the moral code of the Western World, knew that his laws would soon be forgotten and would become ineffective unless they were kept alive in the breasts of the people by a process of continuous attention to them, and hence, he charged his people explicitly that: "these words which I command thee this day shall be in thine heart; and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. And thou shalt bind them for a Sign upon thine hand, and they shall be as frontlets between thine eyes. And thou shalt write them upon the posts of thy house, and on thy gates." (Deut. 6:6-9).

The meaning of this for us is very clear and direct. We are now the most powerful free nation in the world, and

upon us abides the primary responsibility for the maintenance of peace in the world's heritage of freedom. This is an awesome and a fearful responsibility, and the degree to which we shall be able to meet it successfully depends upon the ability of our people to know and to comprehend the meaning of our heritage of freedom and to develop a loyalty and devotion to it which will bind us together into a spiritual unity which no power on earth can destroy."

Willard E. Givens on the
United States Experiments
Demonacy

One of the high points of the Indianapolis meeting was the dinner held at the Columbia Club on Friday evening. The after-dinner speaker was Willard E. Givens, Educational Consultant and former Executive Secretary of NEA. Out of his wealth of experience as an educator and with an impressive record of service in the schools of the Pacific area, Mr. Givens discussed the ways and means whereby the United States has helped to develop the educational system of Hawaii, the Philippines, Japan, and India.

Today, to quote from Mr. Givens, "Demonacy is moving forward. The greatest needs for helping it move rapidly and permanently are more food for the hungry people of the world and more and better free tax-supported education around the world. Education that will give an opportunity for every individual in every country to develop all his inherent

powers and talents in order that those whom the immortal Lincoln called "the common people" may be given information, education, the urge and the motive to do their own thinking and planning for the kind of a world they want.

People around the world are basically very much alike. They want to live and let live. They want to make it possible for all the people to have peace, plenty, and happiness. If we are to develop fully the world's tremendous human resources, we must develop wise, courageous, and unselfish leaders in every country, and in every phase of human endeavor. No country has enough such leaders. Some countries have very few."

Introduction to the NCSS Yearbook

Howard R. Anderson University of Rochester, Editor of the Twenty-fifth Yearbook of the National Council for the Social Studies, Approaches to An Understanding of World Affairs, presented the volume to the membership. After reading the following excerpts from that introduction, many of you will want to read the full text of the yearbook.

"The term world affairs includes the relations of nations and peoples, the tensions which tend to keep them apart. The factors which make cooperation desirable and the practical efforts being made to further cooperation among nations and peoples."

"In many parts of the world the most important concepts today are nationalism and anti-colonialism. These

concepts color the reactions of people to nations which can be linked with colonialism directly or indirectly."

"The point is merely that each people needs to understand better why it feels, believes, and acts as it does, and why the other people feels, believes, and acts as it does. Each people needs to understand better how its values, actions, and way of doing things seem to the other. Such understanding makes for forbearance. It makes wise action easier and provides a basis for the fruitful negotiation of issues that may divide two nations."

"In the United States each person helps to shape foreign policy and to determine the over-all relations of the United States with other countries. He does that through the views he holds, the groups in which he is active, and the way he votes. The citizen can help to vote one party into office, and the other out of power. He has ways of cooperating with fellow-citizens to shape public opinion and to bring his views to the attention of those who implement foreign policy. But it is not merely through his government and its official policies that the individual citizen can contribute to increased understanding among peoples. Many special-interest groups and professional organizations in this country have counterparts in foreign lands. Some of the most effective Point 4 aid is being rendered by private agencies. Many rewarding types of reciprocal relationships are being entered into between schools and universities in this country and sister-institutions

in other lands, and in some cases entire towns are involved.

An understanding of national character and mood, therefore, is needed not merely by congressmen and statesmen, and by ordinary citizens when they are seeking to influence the policies of congressmen and statesmen. It is needed by all Americans whenever they take sides for or against another nation. It is needed by all Americans when they meet people from other lands, whether in this country or abroad, and when they wonder why these "foreigners" behave as they do. It is needed most of all by Americans when they begin to feel that the world's problems could easily be solved if only other people would feel, think, and act as Americans. When Americans find themselves in such a mood they can be sure that others are turning over in their mind a similar over-simplified solution."

"It has been said that if one wishes to know others he must first know himself. That statement is true for a people as well as for an individual. Americans need to study themselves and their history to understand better the important and persistent issues and problems with which the people of this country have had to deal. They need to know how Americans have coped with these issues and problems at various periods in their history. They need to study the institutions which Americans have created to serve their needs, to sense how these institutions have evolved, and to assess how well they work. Through such analysis of their own history and culture

Americans will grasp the great truth that institutions reflect the heritage of a people, that institutions are adapted to their total environment, and that institutions are modified to meet new situations. Understanding better how this country's institutions and way of doing things have become what they are, and why these institutions and ways of doing things make sense to the people of this country, Americans will be in a better position to understand why other people with a different heritage and a different environment may have developed institutions and ways of coping with their persistent issues and problems which are different."

"To be effective, communication must involve a two-way flow of information. It should lead to comments, questions, and comparisons. It should make it easier for the people in country A to put themselves in the shoes of B-landers, and vice-versa. The real purpose of communication is not to persuade people in country B, for example, that they should adopt a way of life that the people in country A have developed over the centuries. It is rather that the people in country B should understand why people in country A believe as they do and how the institutions which they cherish have developed. The people in country B may try to get some independent estimates on whether ways of living in country A are as satisfying as most A-landers claim. In time the B-landers may become convinced that some aspects of country A's culture have merit, and they may decide to borrow them or to introduce them in

modified form. But whether such cultural borrowing takes place or not, the important outcome of effective communication is that A-landers see more clearly why they themselves behave as they do and why their ways make sense for them. Unless the different way of doing things in country B impinges on the rights of A-landers and threatens their security (or unless it impinges on the rights and threatens the security of peoples in other countries), there is no good reason why country A should question the right of country B to be different. A rational reaction on the part of people in country A might be that the way of life in country B, which seems to make sense to the people in that country, does not appeal to most people in country A."

"A great deal has been said about differences between the way of life in country A and in country B. The identification of national character, however, would be carried too far if no account is taken of differences within a country. Such stereotyping would ignore the fact that a group of professional men in country A, for example, may have more in common with a similar group in country B than with certain groups in its own country. There is, of course, another way in which people everywhere tend to be alike. That is in their human nature."

"Clearly the schools have a tremendous responsibility for making children and youth literate in the area of world affairs. They must help them to use sources of information wisely, and to develop the habit of keeping currently

informed. Understanding depends on having information and the ability to reason. Wise action becomes possible when facts are available, and when people can evaluate information and opinion and draw sound conclusions. Wise action becomes more probable, however, only as people generally can see their own interest in the course of action advocated by experts. The failure of experts to translate their conclusions into material which the common man can understand makes it easier for demagogues to acquire a following."

"Unless instruction provides depth through a consideration of background factors, contemporary problems and issues lose their dimensions. Some issues have been developing for a long time. They cannot be solved over night. There may be no pat and easy solution in such a case. What may appear to be a solution, or at least a lesser evil than the prolonging of uncertainty, might, if adopted, give birth to far worse problem than the one it was intended to solve. This is not a plea for "do-nothingism", merely a warning that Americans must be informed and poised, able to weigh policies and courses of action. Impatience and provincialism are two traits which they can ill afford."

The yearbook is divided into three parts each of which should be most useful reading for teachers. Part I, "World Tensions and Ways of Dealing with Them," considers economic realities and the record of cooperation among nations of

the world. Part II, "Ways of Living in the Modern World" describes eleven areas of the world and discusses the way of life, persistent problems and the relation of each individual area to other nations of the world. Part III, "Suggestions for Teaching an Understanding of World Affairs," discusses teaching practices and pre-service and in-service training of teachers in the area of world affairs.

Each chapter of the yearbook has been carefully prepared by someone eminently qualified to do the work and is particularly valuable to persons engaged in teaching the social studies.



ICSS - NCSS
Membership
See page 15

BACK HOME AGAIN FROM INDIANA

by
Mabel Robbins

To paraphrase Herodotus, "Neither rain, nor snow, nor sleet, nor gloom of night can stay these Iowans from attending meetings of the National Council for Social Studies." John Haefner and his carload of Iowa Cityans and Ron Sterrett will testify to this "gloom of night" business for they reached Indianapolis sometime before midnight on Thanksgiving evening.

It is a constant source of amazement to me that, with only a five dollar membership fee, the National Council can put on such an excellent conference. From twelve to fifteen stimulating and challenging discussion groups are going on at one time. Who could ever forget Dr. Rainey's blunt and provocative statement, "The Bill of Rights could not be adopted in Congress today!" Dr. James (Tales of the South Pacific) Michener, with his optimistic view of an Asia awakening to the dangers of Communism, encouraged us all.

Then, there was the Iowa breakfast! To any Iowan, that is the high point of the meeting. Twenty-seven Iowans and former Iowans met at the Lincoln Hotel Friday morning and all twenty-seven talked at once. Out of all the visiting, some of our common problems were voiced and some suggestions for their solution were thrown out. From North Carolina,

from Terra Haute, Indiana, from LaCrosse, Wisconsin, and from the University of Oregon, former Iowans converged upon that breakfast meeting. Surely such fellowship is not just an accident.

In the whole body of delegates, forty-one states and five foreign countries were represented. The world is at our doorstep. New York in 1955. Let's go!

N O T I C E

The NCSS and the ICSS are the professional organizations for the social studies teachers of Iowa. If you are not a member of NCSS, or if your membership is about to expire, clip and mail the coupon below.

To George Vuicich
Secretary-Treasurer, ICSS
University High School
Iowa City, Iowa

Enclosed find my membership fees as checked below:

- \$5.00
- ICSS - \$1.00 (Contributing \$2.00)
- Joint NCSS-ICSS \$5.75

Name _____
Address _____

RESEARCH IN LOCAL HISTORY

by

Allan G. Bogue

In assigning projects in American history the social studies teacher often must work with a library which lacks the printed collections of documents and correspondence, of travel and exploration narratives which do so much to make history come alive and to give the student the real flavor of a by-gone age, as well as a grasp of the economic and social factors currently at work in the area and region which he is studying. In such cases the local community may well provide historical subjects for investigation and the historical materials bearing on them. Even when the school library is rich in historical sources the second approach is perhaps preferable since it teaches the student that his community does have a history in which familiar landmarks are a part and to which familiar people have contributed. It is one of the duties of the teacher to guide the students to an understanding that such local studies are not isolated but that they are illustrative of the history of the state or region, and even of the nation itself.

Students from families which have been resident for several generations in the community may find a subject in the business or farming operations of their families. Changing agricultural practices, such as the introduction of new

district, or in the development of new sales outlets for agricultural products all represent potential subjects. The town or village dweller can find subjects in the growth of his center, the changing services which it has provided for the district, and individual businesses which have grown within it. A considerable variety of community groups, both urban and rural, affording opportunity for historical investigation include crop and livestock improvement associations, Farm Bureau, Farmer's Union or F.F.A. locals, cooperatives, committees assisting in the administration of federal agricultural programs, religious denominations, and a variety of social groups.

The sources used in developing such projects will vary somewhat with the subject being studied. Those who write the history of their farm or neighborhood may tap the familiar sources of old family letters or diaries. The county deed records should be of assistance as well. Old county atlases, plat books, and biographical histories are often helpful. Those who write of changing agricultural practices may find material in the bulletins of Iowa State College or in the files of Wallaces' Farmer and other agricultural journals which stored in many a family attic. If a local newspaper file exists at the public library or at the local newspaper office, it will prove a mine of information. Interviews with members of the community whose memories stretch far back are helpful also. The members of most formally

Cont. on page 20.

AUDIO-VISUAL MATERIALS

by

Waldemar Gjerde

We have recently received two new filmstrips that are distributed free to schools who can use them. They are:

1. Story of Coffee: 49 frames, color.
2. Yugoslavia Today, 65 frames, black and white.

Both of these filmstrips can be used in junior and senior high schools. Neither contains any undesirable advertising. They are available from Audio-Visual Associates, Box 243, Bronxville, New York. Incidentally, this company distributes numerous free materials. It might be wise to get on their mailing list.

Rand McNally and Company, one of the leading producers of maps and globes, has now entered the filmstrip business. The filmstrips are strikingly beautiful, partly because of the color they use, and partly because of the photographs included. They also make very effective use of colored maps. Seven series are now ready for distribution. They are:

1. The Northeastern United States
2. The Middle West
3. Canada and the Far North
4. The South
5. The West
6. Middle America
7. South America

Each series consists of four filmstrips and sells for \$19.

Sugar Through the Ages, a color filmstrip and teacher's guide is available free from: Sugar Information Inc., 52 Wall Street, New York 5, New York.

Did you know the Bell Telephone Company will lend you two complete sets of telephones, telephone directories, and booklets on the use of the telephone? These are very useful in teaching a communications unit. To borrow this material, just call your local telephone operator. She can make the necessary arrangements.

Life Magazine has reproduced the beautiful picture series The World We Live In on filmstrips. Reports from those who use these filmstrips indicate that they are very useful. They cost \$6 per filmstrip, and can be purchased from Life Filmstrips, 9 Rockefeller Plaza, New York 20, New York.

We have recently previewed a new film that we think has great educational potential for teachers of elementary social studies. Weavers of the West is a twelve minute sound and color film showing life of the Navaho Indians. The film centers around the weaving of a Navaho rug. This is one of the Avalon Daggett Productions, 441 North Orange Drive, Los Angeles 36, California. Avalon Daggett does her own photography and editing, and spends a great deal of time shooting all scenes for her films in their natural settings.

If you don't already have them, we

suggest that you write to the following addresses for catalogs listing free audio-visual materials:

1. General Electric Co., 840 South Canal St., Chicago, Illinois
2. General Motors Co., 1775 Broadway, New York 19, New York.
3. Ford Motor Co., Film Library, 3800 Schaefer Road, Dearborn, Michigan
4. Pratt Sound Films, Inc., Cedar Rapids, Iowa
5. Standard Oil Co., 30 Rockefeller Plaza, New York 20, New York.
6. National Safety Council, 20 N. Wacker Drive, Chicago 6, Illinois.

RESEARCH IN LOCAL HISTORY (Cont.)

organized groups have preserved at least a minute book and in many cases much other material relating to the history of their organizations.

In the process of searching for sources students may well turn up material of real historical value. When nineteenth-century letters, diaries, business records, and plat books appear, teachers will perform a real public service if they take steps to see that such are preserved. Where a local library or museum has adequate facilities for storing such materials, the owners should be encouraged to deposit them there, safe from fire hazards and the possibility that they may disappear in the spring cleaning. All too often, however, there are no such local facilities and then the teacher is well-advised to contact one of the major state manuscript depositories.

HISTORICAL FICTION AND THE
SOCIAL STUDIES

by
Alice Killerlain

To the young people in the schools of today will fall the task of mending the rifts in understanding both in our own nation and in the world. One of the most important factors in the preservation and progress of our democratic form of government and in the restoration of peace to the world will be their ability to interpret not only the facts about people but also the feelings of people everywhere.

Young people readily accept adult wisdom and counsel if a young hero or heroine presents it to them in the form of a good story. If such a story is a historical novel, the author is providing a youthful character with which the young reader can identify himself. He will utilize one of the inherent interests of youth, such as romance for the girl and adventure for the boy. He will carry the reader, by means of these threads of character identification and inherent interest, through a vicarious experience which gives meaning and understanding to the historical facts and to the characters of the period faithfully portrayed. With such books at hand young people need only the invitation to read.

Historical fiction provides many vicarious experiences that promote understanding and feeling concerning persons

and problems at home and abroad. Text-books tell about the Lewis and Clark expedition and the Oregon Trail, but the youngster who reads Guthrie's The Big Sky gets close to the hearts and spirits of the men who contributed so much to the opening of our frontiers and to the motives that prompted their migrations into the Wilderness.

The American girl reading Callahan's A Blue for Illi feels a pride in America. She experiences the dream of this Hungarian girl who, while a displaced person, longed to live in America. She rejoices with Illi when her dream comes true and she realizes what America means to Illi.

Both boys and girls thrill with pride in the principles of our American heritage when they read in The Family Nobody Wanted the story of Carl and Helen Doss's "One family United Nations" and how it grew. They realize the power of a love based on the belief that a child is like a Christmas package in that it's not the color of the wrapping that counts but what's inside.

Phyllis Whitney's A Long Time Coming brings to youth a realization that America, too, has made mistakes that must be solved. Here democracy in action is portrayed in Christie Allard's dealing with the prejudice against the Mexican-American migrant worker.

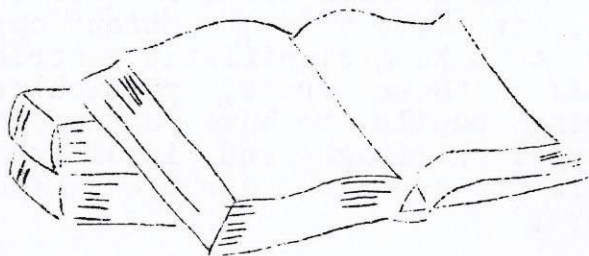
Then, too, girls who follow the journeys of Ruth and Naomi in Gladys Malvern's The Foreigner understand how

hard it is to be a foreigner in any land.

Young people need not travel to South Africa to understand the plight of the native. Through the personal sufferings of the humble Zulu minister, the Reverend Stephen Kumalo, in Paton's Cry The Beloved Country they feel the sufferings of his race.

Likewise Pong Choolie, You Rascal! by Crockett reveals Korean superstitions, customs, and prejudice through American eyes and American ways through Korean eyes.

Yes, young people, even though they stay in their own communities for a lifetime, can experience vicariously the feeling of our own people and the people of the world through well-selected historical fiction. A well-balanced social studies program will utilize not only text-books for facts and knowledge but also enrichment materials, inspirational biography, and historical fiction for the understanding so needed at home and abroad.



TO THE SOCIAL STUDIES

TEACHERS OF IOWA

by

J. C. Wright

State Superintendent of
Public Instruction

Marguerite Hartley, Editor of the Iowa Councilor, has been kind enough to invite me to submit a brief message to the social studies teachers of our state. I am glad to have the privilege of doing so.

Most of us would, I think agree that the major objectives of a sound educational program should include: (1) adequate preparation in the "3 R's"; (2) proper emphasis on cultural subjects, and (3) the development of good citizenship qualities in students.

In my judgment, these general purposes of modern schools are of about equal importance and need to be stressed by all teachers if our "way of life" in a democratic society is to continue.

Those of you who are teaching in the social studies areas in our schools have, it seems to me, a unique opportunity to make a significant contribution in all of these areas, particularly in helping pupils to have respect for our cultural heritage and in aiding young people to develop desirable citizenship traits.

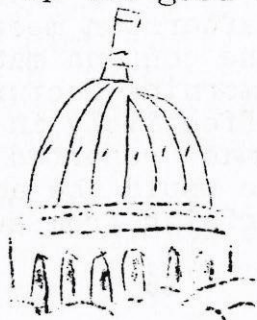
If we are to strengthen and improve our form of government and our economy in this, the atomic age, and to check

the spread of communism in the world and our own country, all of us in the profession and especially you in your field will need to help boys and girls to become more and more aware of their responsibilities as citizens in a democracy.

It has been my experience that, as individuals and as a group, you are doing an excellent job in this respect. Pupils in our schools are, as a general rule, more open-minded and tolerant on various public issues than many adults.

You have the responsibility for teaching controversial subjects in the fields of government, history, civics, economics and politics. We have an obligation to our youngsters to teach about communism and its many short comings, else how are they going to be able to intelligently analyze the propoganda of the Soviet States?

If the staff of the State Department of Public Instruction can be of help to social studies teachers in elementary and secondary schools in Iowa we shall welcome the opportunity to be of service. You are rendering a real and vital service. Keep up the good work.



ICSS ANNUAL MEETING
CALLANAN JUNIOR HIGH
Des Moines, Iowa, Nov. 5, 1954

The annual meeting of the Iowa Council for the Social Studies was called to order by President Ruth Moeller at 1:15 P.M. Friday, November 8, 1954, at Callanan Junior High School in Des Moines. The minutes of the 1953 meeting were read and approved. The treasurer's report was submitted and approved. The report showed an income of \$742.22 with expenditures of \$572.02 leaving a balance of \$170.20 in the treasury.

The Editorial Board report was given by Marguerite Skilling Hartley who brought out the need for cooperation by the members in submitting material and suggestions for the IOWA COUNCILOR.

Wilma Tallman reported on plans being made for a workshop to be held tentatively during the middle Saturday in March, 1955, at Cedar Falls. The committee proposed a lecture-type program during the morning session followed by a luncheon which in turn would be followed by an afternoon of group meetings. The purpose of the afternoon meetings would be to show how the content material presented in the morning lecture could be utilized more effectively in the classroom. Miss Tallman reported that a 50¢ registration fee would be advisable to cover expenses arising from such a workshop.

Mr. Ralston, chairman of the Membership Committee, was called upon to report on the activities of that committee. He informed the group that membership to date totaled 195. He also informed the group that a spring membership drive produced unsatisfactory results. Mr. Ralston, never-the-less, felt that a similar campaign conducted at a time other than late spring, would be attempted again in the near future.

The Nominating Committee, consisting of Stella Olson, Des Moines, Wilma Foshay, Newton, and Martha Wangberg, Council Bluffs, submitted the following nominations for officers to take office in April, 1955: for president, Duane Lodge, Parkersburg; for vice-president, Wilma Tallman, Mason City. It was moved by G. Arthur Luther and seconded by Blanche Madison that these nominations be accepted. The motion carried.

Mrs. Robbins requested and was given permission to remind the group of the National Council for the Social Studies' annual meeting to be held in Indianapolis during the Thanksgiving holidays and urged all to attend this meeting as well as the Iowa Breakfast.

Mr. Crawford talked briefly about ICSS and NCSS memberships, urging all to continue their membership in these organizations as well as each working to gain memberships for these organizations.

The meeting was adjourned at 2:00 P.M.

George Vuicich
Secretary-Treasurer

BOOK REVIEW

CAVES OF ADVENTURE, by Harsun Tazieff
Harper Brothers, New York, 1953., 222
pages: illustrated.

Reviewed by Dorothy Evans

Caves of Adventure has recently been placed on the shelves of our High School Library, and has proved of interest to many student and faculty readers. It is well illustrated with many fine photographs taken by the author.

The book is the account of a French expedition by a group of speleologists who explored the caves in the Pyrenees Mountains.

Their explorations were motivated by two factors. First, and probably most important, was the love of adventure that induces men to explore caves which have never before been entered by modern men. These men were brave in the face of the unknown; devoted to the well-being of the group as a whole; and self-sacrificing when disaster struck. The second motive was economic as the explorers sought to discover underground falls and rivers. If such streams could be brought to the surface by bareholes the results could change the hydroelectric resources and the economic development of the region, supplying drinking water, irrigation, and electric power. Nor should its value of discoveries of interest to geologists, biologists, and archaeologists be forgotten.

The author, Harsun Tazieff, a well-known expert on volcanoes, became an active and valuable member of the team. The central figure and leader of the expedition was Marcel Loubens.

The descent into the caves by a group known as Pierre Saint-Marten took place in August, 1951. A great deal of preparation had been made particularly in the designing and building of the electric winch needed for raising and lowering the men. The first perpendicular drop was truly formidable--some 1000 feet. Its dangers were added to by the possibility of falling rocks, and by the fact that the men had to dodge countless waterfalls in complete darkness except for the pocket torches they carried.

The cable on which their lives depended was a five millimeter strand of twisted wire. After the initial drop the explorers, searching out step by step their way over fallen rock and through tortuous passages, were able to penetrate on foot into three caves. The Lepineux and the Elizabeth Casteret had already been explored, but the Marcel Loubens was discovered by this group.

The high point of the narrative is the tragic accident when the cable broke and the leader of the expedition fell to the floor. Almost superhuman efforts were made by other members of the party to bring him to the surface but all in vain. Marcel Louben's burial place is the cave that bears his name.

Before returning to the surface, Dr.

Mairey and the author continued their exploration to a depth of 2000 feet underground. The great underground river which Loubens had hoped to discover was found to be a reality.

SCCSS ACTIVITIES

by

Nora J. Nelson

The Sioux City Council for the Social Studies report plans for an interesting year's program. At the fall meeting on November 15 Miss Janice Wolle was speaker. Miss Wolle spoke to the group about her experiences as an exchange student from DePaw University in Indiana to Grenoble University in France. Miss Wolle is now teaching sixth grade at Lincoln school in Sioux City.

In March, SCCSS will have a joint meeting with the local chapter of the American Child Education. ACE will have charge of this year's program.

On April 25, Dr. Theodore Bauer, Professor of Sociology at Morningside University will be the speaker for the spring meeting.

ICSS OFFICERS, 1955-1956



Dwaine Lodge, President
High School
Parkersburg, Iowa

Wilma Tallman
Vice-President
Mason City, Iowa

George Vuicich
Secretary-Treasurer
University High
Iowa City, Iowa

NEW PUBLICATION

Successful Teaching with Maps edited by Charles C. Colby and Clarence B. Odell is a new teachers' manual presented by the Denoyer-Geppert Company.

The manual is intended to improve teaching by helping teachers and supervisors to make better use of wall maps. The title of the first three chapters, "The Use of Maps in Teaching," "Fundamentals in Maps Study", and "First steps in Teaching with Maps", indicate the kind of help that might be gained from studying them. Succeeding chapters deal with the continents and the study of the world. Some exercises suitable for classroom use are introduced in each chapter. Among geographers who have contributed to the manual are George T. Renner, Clarence F. Jones, and J. Russell Smith.

The 68-page manual, in a hard paper cover, is available for \$1.25 or accompanies sets of eight or more Denoyer-Geppert continent maps without charge.

Our Contributors

ALLAN G. BOGUE, Assistant Professor of History at the University of Iowa, with Research in Local History is a new contributor to the Iowa Councilor.

DOROTHY EVANS, Librarian for the Junior and Senior High School at Parkersburg, contributes the review of Harsun Tazieff's Caves of Adventure.

WALDEMAR GJERDE, Audio-Visual Education Department of Iowa State Teachers' College, is a familiar and favorite contributor to the Councilor.

MARGUERITE SKILLING HARTLEY, Editor, brings notes from the National Convention at Indianapolis.

ALICE KILLERLAIN, Librarian, Charles City High School is the author of Historical Fiction and the Social Studies. Miss Killerlain is a member of the Iowa State Education Association Library Board.

NORA J. NELSON, Central High School, Sioux City, acts as reporter of the activities of her local Social Studies Council.

MABEL "Iowa" ROBBINS had a grand time in Indianapolis and shares it with the readers in Back Home Again from Indiana.

J. C. WRIGHT, the new State Superintendent of Public Instruction, sends a message to social studies teachers. The Councilor is proud to present it to the readers.

GEORGE VUICICH as Secretary-Treasurer of ICSS reports the annual meeting of November, 1954.