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PRESIDENT'S

→ → LETTER

Parkersburg High School
Parkersburg, Iowa
April 15, 1955

Dear Iowa Council Members:

Our present school year is nearly completed, but Council work will continue. Ruth Moeller has done a wonderful job directing the Council's activities during the past year and a half. I wish to take this opportunity to publicly thank Ruth on behalf of the Board and the Council membership for a successful job.

As your new president, I will endeavor to carry on the projects Ruth started and try to make the next year as successful as the last has been.

I personally have several projects in mind which I hope can be carried out and I believe that with the cooperation of the Council some can be achieved.

One of my aims is to try to get the ISEA to, in some way, include the ICSS on the list for membership that is sent out each fall to all teachers.

Another aim is to work toward a possible unification with the Iowa Geography group which would surely be an advantage to all.

A third aim is to find a possible solution to the financing of the Councilor through a subsidy of some kind. Mrs. William Hartley, Editor, and Miss Martha Wangberg, Business Manager, have spent many tire-

less hours to make the Councilor an excellent publication, but we can't prevail upon their good nature forever.

I hope that I may have seen many of you at the Cedar Falls meeting which will have been held by the time you read this.

Sincerely yours,

Duane E. Lodge
President, ICSS

CENTRAL DISTRICT HOLDS SPRING MEETING

The Social Studies Section of the Central District ISEA held its spring meeting at the Ames High School on Saturday, April 2. The Chairman, Wayne Bowen, Benjamin Franklin Junior High School, Des Moines, presided over the meeting. Business for the day included the election of officers for the year 1955-56. These were: Arthur Eady, Indianola, Chairman, and Eslye Wilmeth, Des Moines, Secretary.

The speaker for the session was Herbert Brewer, a student from Liberia. His topic was "Education and Politics in Liberia". A question and answer period covered a wide area of interest.

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HAS YOUR MEMBERSHIP EXPIRED? RENEW NOW:

ICSS Membership . . .	41.00
Contributing Membership . . .	2.00
NCSS Membership . . .	5.00
NCSS and ICSS . . .	5.75

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SOME RECENT VIEWPOINTS ON PUBLIC EDUCATION

Richard J. Brown

Dean Hollis L. Caswell, of Teachers College, Columbia University, in reference to current discussions of public school programs and practices, recently wrote, "At no time since the days of Horace Mann and Henry Barnard, in my opinion, has there been such widespread consideration of basic educational issues."¹ Because social studies courses represent a significant portion of school curricula, it is inevitable that much of this widespread consideration concerns content and teaching methods relating to this area.

Undoubtedly, current discussions concerning our public schools, and particularly those relating to the social studies, will have an effect upon school programs. It is important, though, that schools avoid changes which result solely from reaction to criticisms that represent opinions of small minorities, opinions that are transitory in nature, or those that arise from a lack of knowledge about, or from a misunderstanding of, actual school practices. Social studies teachers have a responsibility of keeping informed of public opin-

1. Hollis L. Caswell, "The Great Reappraisal of Public Education," Teachers College Record, October, 1952, p. 22.

ion regarding school activities and of helping utilize valid criticism in the continuous revision of school programs.

Criticism that social studies teachers are not giving adequate emphasis to the teaching of patriotism, that the content of social studies courses and textbooks "list to the left," that the integration of courses has resulted in the neglect of significant historical and political concepts--these, and many others--are not unique to current publications. Nevertheless, these, and criticisms of more recent origin, are receiving attention in books and articles that have widespread circulation. Though no single volume can summarize all of the major arguments that have been presented, there are several books and articles that contain many of these critical viewpoints.

Albert Lynd's Quackery in the Public Schools (Little, Brown and Company, 1953) and Professor Arthur E. Bestor's Educational Wastelands (University of Illinois Press, 1953) are two recent publications that have received much attention from the public. Both of them direct criticism toward colleges of education and to what Mr. Lynd refers to as "the Educationist bureaucracy." In the latter book, Dr. Bestor, a professor of history at the University of Illinois, presents arguments that are of particular interest to social studies teachers. For those not desiring to read the entire volume, chapter four, "Progressive Education and Regressive Education," provides an insight into the author's thesis--that current educational practices are re-

sulting in a retreat from learning in our public schools. A specific social studies program is cited as an example of "regressive education" found in public schools.

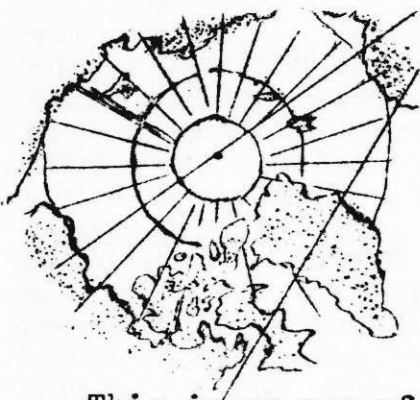
A recent book which presents a somewhat different appraisal of public school practices is Let's Talk Sense About Our Schools by Paul Woodring (McGraw-Hill Book Company, 1953). The author is a professor of psychology in a college of education, and his position with respect to current school programs and practices can be described as more "middle-of-the-road" than those of the two authors mentioned above. Social studies teachers may find a clarification of many critical issues in this book. They will surely be presented with interpretations that will engender thoughtful discussion. The theme of this book can be found in "An Open Letter to Teacher," by Professor Woodring, which appeared in Harper's Magazine in July, 1952.

Several anthologies containing selected articles concerning current criticism of school practices have been published recently. Good summaries of public school criticisms can be found in New Challenge to Our Schools (The Reference Shelf, Vol. 25, no. 1, H. W. Wilson Company, 1953) edited by Sturges F. Cary, and Public Education Under Criticism, edited by C. Winfield Scott and Clyde M. Hill (Prentice-Hall, Inc.). The latter volume has a chapter devoted exclusively to criticism of the social studies.

It is to be expected, perhaps, that one

must turn to professional journals for most of the comprehensive replies to the critics. There have been several books published recently, however, that are receiving general circulation, and which attempt to explain some of the school activities being criticized. Schools Aren't What They Were, by Carleton Washburne (Heinimann, London, 1953), is an example of these. Though attention is directed primarily to elementary schools, the author of this book explains the philosophy underlying many current school procedures. And, lest one believe that only persons in colleges or education, or public school teachers and administrators, can present adequate defenses of "progressive" education, "A Father Looks at Progressive Education" should be read. This article by Gladwin Hill, (chief of the New York Times Bureau in Los Angeles, appears in the December, 1954, issue of Atlantic.

Social studies teachers will find many arguments in the above publications with which they can express agreement- they will also undoubtedly encounter many generations and opinions which they will be unable to accept. By understanding and attempting to evaluate the various attitudes of the public toward school programs and teaching practices, they will be better able to utilize the current "widespread consideration of basic educational issues" to improve social studies programs.



OUR ARCTIC FRONTIER

Eric H. Faigle

This is an age of "frontier shattering" in the modern sense of the word. Technological advancement has made it possible for modern man to re-discover frontiers in a very different way from his forefathers. Since the earliest days of northward exploration the arctic frontier has provided a challenge to man.

The last thirty years have seen more shattering of this frontier than the previous two hundred. Increased knowledge of geography and climate coupled with better transportation by land and water are significant. Food and clothing has played an important role, but geographic location and the airplane have focused world attention upon the arctic frontiers.

Throughout history man has focused attention upon different areas of the earth's surface. It may be the Far or Middle East, or Western Europe, or Africa. We have learned to think in terms of hot or cold, depending on the amount of attention which nations are focusing upon a particular area at a given time. Certainly the arctic frontier is a hot area in terms of present day thinking.

The areas bordering the Arctic Ocean throb with possibilities. The Arctic Ocean has been called the Mediterranean of the present day. (Mediterranean means between the lands.) It is not very large with a distance of 1500 nautical miles between Ellesmere Island and the Lena River. In spite of small size it is difficult to see how it can be used on a large scale for commerce either by Canada or the United States. Difficulties of navigation and servicing are tremendous. The Soviet need for a northern sea route is great because of the geographic make-up of the country. She has few ocean ports near the important shipping routes. Her only outlet for most Siberian timber, fuel oils and other minerals is by way of the Arctic.

Russian interest in the use of the Arctic began as early as 1953 when Captain Richard Chancellor made the trip around the North Cape and the Kola Peninsula into the White Sea. While this resulted in Archangel becoming one of the world's largest lumber ports, nothing was done in systematic exploration of the Arctic until 1915. In that year a joint Russian and English effort was made to sail freighters to the mouth of the Yenisei River, and to build up regular exchange of Siberian timber, grain and furs for manufactured goods between England and the United States and the Russian port of Archangel; and later Murmansk. Although these attempts did not establish regular lines of commerce they did prove the feasibility of the new route. It remained for the development of new and better equipment plus the careful marshaling of science and determination on the

part of the Russians to conquer the Arctic. Since that time and continuing to the present, the Russians have used every resource to make the Arctic their ocean. It has been a systematic, well-planned effort. Every aspect of science has been put to work to conquer and make possible the utilization of the Arctic Ocean. If in the early days of New England the environment of the Grand Banks acted as a school for American seamen, certainly the Arctic has been a school for Russian seamen as well as scientists. It has served as a laboratory for the study of weather, as a proving ground for ships of all types, including the superior Russian submarine. It serves as a place to try experiments with men, clothing and food. The Russians have put to work modern technology and science in the Arctic. If they have not entirely conquered the Arctic, they certainly have gone a long way in their ability to use it.

While this has been taking place, the Russians have not neglected the lands and rivers which lie along the Siberian and European Arctic. In the modern concept this is a frontier land with great rivers ready to pour resources into the markets of the world. These routes reach into the heart of Siberia and make available through the Arctic great mineral and timber resources. It also requires manpower to provide the services necessary to develop the resources of the land. The Russians have accomplished this through forced labor. The question, and it will remain a question, is how many war prisoners, including scientists and technologists, have

been and are being used to carry out the Russian plan on the lands adjoining the Arctic. It is truly shattering a frontier in the modern sense of the word.

The North American side of the Arctic presents another aspect of a shattered frontier. The natural problems are in many ways similar but the methods are different. Here free nations have combined their resources to develop the Arctic lands. Canada and the United States have learned to look both north and south from their Arctic lands. It is important to contrast the orientation of the Lena, Ob and Yenisei with that of the Great Lakes and the St. Lawrence. Alaska has the Yukon and Canada the Mackenzie, but they cannot compete with the Great Lakes--St. Lawrence waterway. The penetration of this great waterway system into the heart of the North American Continent is in direct contrast to the Russian situation. In part it is a great drawing power southward from the Arctic.

The Canadian and Alaskan Arctic lands have attracted attention since the days of the long sought Northwest Passage. The summer channel along the North American Arctic Coast is extremely narrow--narrower than the channel along the Siberian Coast. Nevertheless, it has been used by the Hudson Bay Company and Canadian government ships for many years. It is difficult to see how it can be used on a large scale for commerce by Canada or the United States. If, however, the Soviet Union, Canada and the United States through mutual understanding could pool their interests it

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COLOR SLIDES IN THE TEACHING OF LOCAL HISTORY

Pearl Vivian Guyton

My paper, "Color Slides in the Teaching of Local History", falls logically into two sections. Part I deals with the techniques involved in teaching with color slides while Part II is a brief presentation of this popular teaching method through narrating the history of Mississippi and using a few color slides.

Probably the most important single factor in the successful teaching of local history with color slides is careful preparation for such a lesson. For instance, choose and show slides which coincide with the work being studied in the basal text at the time. Thereby the pupil has some advance information, is partially prepared, and is interested in the slides which he is to see.

Show color slides that are definitely related to the pupil's daily life and to his local area. He will become interested immediately and recognize the importance of this particular data to him.

Have a definite objective in showing color slides. Choose those slides which prove your objective to the pupil's understanding and satisfaction. The main objective in teaching authentic local history is to inspire patriotism, local pride and

good citizenship, which soon broadens into national and world citizenship. Informed patriotism on the local level is the heart of democracy.

The teacher must be thoroughly familiar with her slides, preview them, have them arranged logically according to the order of presentation, have written cards of explanatory data also arranged logically. Decide in advance what necessary explanatory information should accompany the slides. Is the caption at the bottom of each slide adequate or should the teacher use the "Teachers Guide" leaflet which is supplied and gives further information? The time element might decide that issue.

Make the pupil realize that teaching with color slides is a serious learning project and not entertainment--even though it is an enjoyable process. Keep pupils mentally alert for the evaluation process which follows immediately after viewing the slides.

Proper evaluation determines the success of teaching local history with color slides. Immediately after viewing--or within three days at the longest--check, using any one or more of several methods. The method to use is left to the discretion of the teacher and is to be determined by the needs of her individual class. The following are suggested:

- A. Questions and answers (both by pupils, with teacher as critic)
- B. Open forum for discussion (under teacher's supervision)

- C. Written test on topic
- D. Dramatization of scenes shown by color slides
- E. Follow-up field trip
- F. Written report on topic shown
- G. Let the pupil make a sketch of the slide that appeals most to him.

Every pupil in the class should participate in at least one of these check-ups. Many levels of intelligence are thus met.

Part II

Geography determines Mississippi as a rural agricultural state. The Mississippi River marks our western boundary while the Gulf of Mexico is our southern border. Mississippi's climate and soil are ideal for producing cotton, forests, grains, cattle and other agricultural products. The Gulf Coast furnishes an ideal year-round vacation spot. Suggested slides:

1. Loess soil
2. Cotton bale
3. Forest scene--hardwood--gum
4. Swimming scene at Biloxi where
5. Mississippi Sound meets Gulf of Mexico
5. Oil Scene
6. White-faced Herefords

Mississippi's history is as romantic as a fairy tale. From the days of DeSoto's grand entrance as the first white man to view the river some 400 years ago, there has been a steady trek of immigrants by

flatboat and steamboat and later by modern steamers down its length. Overland, the Natchez Trace and other such trails, many now converted into four-lane super highways, have served as transportation lanes to increase the population until today there are more than two million inhabitants, about equally divided among white and colored people, working together for a Greater Mississippi.

The state economy is quite practical and is based primarily upon products of the soil. In fact, the state of Mississippi is largely a product of the Mississippi River whose muddy waters, laden with rich top soil from some thirty states, has formed the Mississippi Delta, which Delta section covers about one-sixth of the area and is second in fertility only to the Nile Valley.

Though the Mississippi River has contributed much toward Mississippi's productivity, yet it is an expensive luxury to keep within its banks. The Mississippi River Commission is the great central power which holds the river within its banks and utilizes its vast water power for the benefit of millions of Americans. Suggested slides are:

1. Mississippi River at source
- 2/ Mississippi River -- clear
3. Mississippi River -- muddy
4. Backwater
5. Sardis Dam
6. Levee and revetment
7. Sprague
8. Delta Queen
- 9/ Towboat

Staple cotton grown in the eighteen so-called Mississippi Delta counties brings top prices in world markets. The National Cotton Council which promotes the marketing of this high grade cotton has offices in some thirty countries throughout the world. Cotton production is a highly scientific yet picturesque process all the way from planting through marketing.

1. Preparation of land and planting cotton with latest mechanized machinery.
2. Three fields of cotton at different stages of growth
 - a. one-week old cotton
 - b. spraying cotton
 - c. hoeing cotton
3. Picking cotton - mechanical and by hand
4. Ginning and weighing cotton.

Diversification and scientific development have led to the abandonment of a one-crop economy. Rather recently Mississippi has developed her industrial possibilities through an effort to balance agriculture with industry. Since the soil produces the timber which is the raw product worked up by factories into manufactured products in the state's industrial economy, Mississippi's forest industries stand at the top. Fifty-four per cent of Mississippi, or 16 million acres of land, is classed as forest lands. Seventy-four per cent of this is owned by farmers or small landowners. Mississippi's tree-growing contributes annually at least 350 million dollars in new income. Suggested slides:

1. Oil derrick
2. Sprague (One million gallons of oil per trip. Gift by Standard Oil to Vicksburg. "Big Mama" largest towboat on Mississippi River.)

Mississippi ranks high as a tourist state - probably the fourth important industry. Suggested slides:

1. Court scene from Pilgrimage Ball
2. Resort Hotel on Gulf Coast
3. Indians today
4. Magnolia State for natural beauty
5. Natchez Trace Parkway

In studying the history of Mississippi, slides are most helpful. These will prove helpful:

1. Fort Massachusetts - Ship Island
2. Fort Panmure (marker)
3. Beauvoir - Jefferson Davis in Statuary Hall. Mississippi has furnished her prorata of statesmen
4. Emerald Mound
5. Natchez Trace
6. Sesquicentennial (stamp)
7. Governor's Mansion

The best aid to teaching with color slides is Dr. Hartley's reviews and suggestions listed under the heading, "Sight and Sound in the Social Studies," appearing in each issue of our national magazine, Social Education. Dr. Hartley's authentic

knowledge of visual aids provides expert practical guidance for social studies teachers seeking stimulating aids to learning, whereby to vitalize and enrich their teaching methods. Dr. Hartley's criticisms afford every social studies teacher an opportunity to become informed about the best current audio-visual materials. *

Successful teaching of local history by means of colored slides requires skillful planning and manipulation on the part of the teacher, and sustained interest and effort by the pupils. Today it is a rather expensive educational process but colored slides are daily becoming more widely and successfully used in class rooms all over the nation. As colored slides of real educational value become more available and more reasonably priced, their use will prove one of the most satisfactory teaching tools of today.

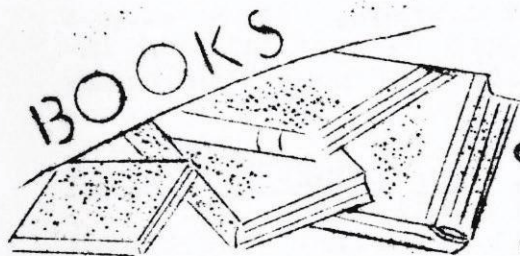
*Editor's Note: Social Education comes to every member of the National Council for the Social Studies with the payment of the regular membership fees of \$5.00 per year (\$5.75 for joint ICSS-NCSS dues).

ARCTIC FRONTIERS (from page 39

would be beneficial to all.

Before World War II the lands on the North American side of the Arctic were thought of mostly in terms of furs and minerals. Geographic location and world events, plus the development of the airplane, have focused the attention of the world upon these lands.

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FOR
SUMMER
READING

Jack E. Tillson

BARZUN, JACQUES M., GOD'S COUNTRY AND MINE
(Little)

A Frenchman writes of his adopted country with humor and perception of what is right and not right in American life.

BASSO, HAMILTON, VIEW FROM POMPEY'S HEAD
(Doubleday)

Pompey's Head is more than a tradition steeped Southern town. It is a way of life and thinking. A deft, satiric novel of the complexities of character of a man and a community.

CARSON, GERALD, OLD COUNTRY STORE (Oxford University)

Americana of the first order. Sociological and historical research go hand in hand with folklore and humor in this chronicle of a uniquely American institution.

COMMAGER, HENRY STEELE, FREEDOM, LOYALTY, DISSENT (Oxford University)

Five essays providing vigorous arguments for freedom of thought and action in America today.

DAVIS, ELMER, BUT WE WERE BORN FREE (Bobbs Merrill)

With sanity and courage, these essays analyze the dangers of our freedom inherent in the method of some who claim to defend it.

HAGEDORN, HERMANN, THE ROOSEVELT FAMILY OF SAGAMORE HILL (Macmillan)

A family portrait with "T.R." the center of all activities-family and political.

HARRER, HEINRICK, SEVEN YEARS IN TIBET (Dutton)

An Austrian, interned in India during World War II, escapes and makes his way to Lhasa. He becomes a friend and mentor of the Dalai Lama. A colorful picture of a fascinating country.

HIGHET, GILBERT, MAN'S UNCONQUERABLE MIND (Columbia University)

A classical scholar's essay in quiet praise of man's distinctive power and its application to the forces of darkness.

HOWELLS, WILLIAM, BACK OF HISTORY (Doubleday)

The exciting, admirably told story of the emergence of man and his institutions from earliest beginnings to the city-states of antiquity.

SMITH, LILLIAN, THE JOURNEY (World)

Author's spiritual journey into the past and the significance of what she learned described with feeling and insight.

THOMAS, NORMAN, THE TEST OF FREEDOM (Norton)

Clear-headed analysis of the inadequacies and danger inherent in some of the methods presently employed against communism.

WHITE, ELWYN B. SECOND TREE FROM THE CORNER (Harper)

A whimsical miscellany of essays and sketches by one of the outstanding humorists of our day.

WOOLF, VIRGINIA, A WRITER'S DIARY (Harcourt)
Extracts from the diary kept by Virginia Woolf from 1918 to 1941 give valuable insight into the creative mind at work.

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NOTICE!

* Teachers and students of local history
* who locate material of real historical
* value such as letters, business records,
* diaries, pictures, or other items whose
* use will facilitate the teaching or
* study of early community life are en-
* couraged to make every effort to pre-
* serve such items for the future. Alan
* G. Bogue, author of "Research in Local
* History", which appeared in the Janu-
* ary issue of the Councilor suggests
* that state manuscript depositories be
* contacted for this purpose. They in-
* clude the Library of the State Univer-
* sity at Iowa City, the State Depart-
* ment of History and Archives at Des
* Moines, and the State Historical Soci-
* ety at Iowa City.

* * * * *

In this paper it seems logical to start with Greenland. Although most of Greenland is permanently ice-covered, some 130,000 square miles are snow free. The Danish government's great concern is to keep the Eskimo population alive and in good health. The only significant mineral development is the mining of cryolite and the quarrying of marble.

Greenland is in a position to play a unique role in trans-Arctic aviation. The practically level top of its ice cap forms a vast area where landing fields can be located. In April, 1941, the Danish Minister to the United States and the Secretary of State in Washington drew up an agreement enabling the United States to use sites in Greenland for military, air and naval purposes. The United States built four bases in Greenland and also operated a number of weather stations along the east and west coasts. By 1946 all of these had been turned over to Denmark for operation. We are still in technical residence at three airfields. The staff has been cut down and the weather and radar stations are being shared with the Danes. Probably the Danes fear that the presence of the United States on Greenland will lead to somewhat similar demands on the part of the Soviet Union on their Baltic lands.

There is little doubt but that this activity had a shattering effect upon the Greenland frontier. One can only conclude that Canada and the United States must

continue to hold Greenland in the bond of Arctic lands.

* * * * *

Settlement has been slow in coming to the northern part of Canada. There have been several reasons for this. Canada's population has been small in comparison with the area of the country. Most of her population has stretched within a few miles of her southern border, separated from the Arctic by a broad intermediate belt that is only now being settled. Until recently these areas have been the backdoor of Canada, occupied by Eskimos, Indians, miners, Hudson Bay traders and government officials. World War II and the airplane brought a new and shattering effect to the pioneer area of northern Canada. The post war years have seen many aspects of this impact continuing to bring change. Canada's population has increased; road and rail extensions have been built northward into intermediate west territories that are yet beyond the pioneer fringe of settlement. They will probably remain so until the lands and other resources of the middle zone are being utilized. From Labrador to British Columbia new lines of transportation are tapping resources. Each one of these transportation facilities carries population a little farther north into sparsely inhabited regions. In eastern Canada a 360-mile railway is being built north connection the iron ore deposits of Labrador and Quebec with the St. Lawrence. This line will also tap new pulpwood supplies for the paper mills of the St. Lawrence Valley.

In central Quebec a new road has been pushed northward from Lake St. John which will extend Quebec's mining frontier and provide an outlet for the agricultural products of the Lake St. John region.

Ontario has less unsettled northland than any of the other provinces. The position of Ontario between the settled areas of Eastern Canada and the Prairie Provinces made it necessary to build transportation lines early in the development of Canada. Ontario continues to push her frontiers northward. The Red Lake gold mining district has recently been connected with major east-west transportation routes by a new road.

In Manitoba a new rail extension has been completed to Lynn Lake. This makes it possible to tap the nickel deposits of that area. This will make a tie-in with the Hudson Bay Railway to Churchill.

Northern Saskatchewan has been handicapped by lack of northern transportation lines. Until recently settlement has been east and west of Prince Albert on the agricultural fringe. Prospecting is being encouraged and there is every indication that the gradual movement of people is northward.

Alberta occupies a focal position in relation to the northland. Edmonton is Canada's largest northern city. Out of it radiate rail lines northeast to the Beaver River agricultural fringe, northward to Waterways and the Mackenzie Highway, from

Grimshaw in the Peace River area to Hay River on the shore of Great Slave Lake. These have brought a great boom to the economy of the north.

The Alaskan Highway across northeastern British Columbia and the southern Yukon links Alaska with the transportation systems of Canada and the United States. It makes accessible an area of great potential wealth along its route.

These lines of transportation northward indicate that settlement in Canada is moving northward. Because of Canada's great east-west width and small population along the southern border it was necessary first to construct east-west links in order to draw people together. With the completion of these transportation links good land in southern Canada was filled up and Canadian settlement is taking another step northward. The last waves of pioneer settlement during the 1920's and 1930's were mostly agricultural in nature. Today most of the new transportation development is being built to serve mining regions. At first it will serve chiefly to bring mineral resources to the industrial centers to the south, but soon settlers will follow northward and establish themselves there. The past decade has seen transportation expansion northward. In several instances this has been the result of war demands for oil and minerals. The next decade should see people migrating northward and the gradual extension of settlement into the Arctic. Even the Arctic fringe as it becomes the last frontier of the Canadian

north has its place in modern day pioneering. Some Canadians have remarked that Canada may become the "ham in the Soviet-American sandwich". These northern lands are not only rich in developed and undeveloped minerals but are of great strategic importance.

* * * * *

Linked with northern Canada, Alaska stretches along the northern and western part of the North American continent. By virtue of its geographic location it is both a Pacific and Arctic area. Rich in minerals, lumber, furs and fishing it took World War II to make the world, and especially the United States, realize the economic and strategic importance of this area. During the war years Alaska felt the impact of modern technology in the form of man and machines. The building of army, air and naval bases, pipe lines, roads and railroads paved the way for settlement in the post-war years. At present the United States is trying, through the many aspects of modern science, to develop Alaska along sound economic lines. The basic occupations of mining, lumbering and fishing, are being followed by agricultural settlement. It is significant for Americans to realize that settlement and a sound economy in Alaska are of paramount importance to the future of the North American continent. The impact of internal development brought about by World War II has focused attention and paved the way for settlement.

The United States has no other choice

in view of the world situation but to see that Alaska has a sound internal development. The airplane gives Alaska most of its internal communication. The mileage of regular airline service is several times all the railway and road mileage combined. Central location makes Fairbanks the chief hub of Alaskan airlines. The presence of large numbers of service personnel, scientists and technicians is having a shattering effect upon this old frontier area. How well we succeed in establishing permanent settlement and sound economy may have a far-reaching effect upon the world of the future.

In conclusion it should be pointed out that the lands which fringe the Arctic are no longer pioneer areas in the strictest sense of the word. The airplane and new familiarity with the far north has changed all this. When a pioneer area has felt the impact of modern technology and man puts forth his best efforts to establish himself on the land and sea and in the air that area begins to develop. Permanent settlement and sound economy may be slower in coming. This seems to be the case with the Arctic and Sub-Arctic fringe lands. Method of settlement is also involved. On the Soviet side of the Arctic is a regimented, carefully planned development where man must adjust to the government plan, "or else". On the North American side of the Arctic, man is free and he develops the plan to fit his individual ideas.

Can these different ways of life be ad-

justed so that there can be some degree of harmony and understanding? If so, the people of each side of the Arctic stand to profit from their efforts.

NEWS AND NOTES

Mr. Leonard Ralston reports that Iowa Council membership is about 190. Will you help boost that figure to 300 by convention time in November? Get that lapsed membership or a new one in your school! Send it to George Vuivivh, University High School, Iowa City, now!

* * *

Miss Ruth Moeller, immediate past president of the ICSS is the new president of the Council Bluffs Education Association.

* * *

The ICSS Executive Board met Saturday, March 26, at Cedar Falls. In attendance were President Duane Lodge, Vice-president Wilma Tallman, Editor Marguerite Hartley, Secretary-Treasurer George Vuicich, Membership Chairman Leonard Ralston and Doctor Vernon Mork of the Professional Relations Committee.

Plans for having the Councilor typed commercially were discussed. The stencils for the October issue will be jobbed out.

A report from the Professional Relations Committee was submitted. The possibility of approaching the Geography Group on the subject of a unified organization was considered.

* * * * *

Have you a project, a unit, or an idea that you'd like to share with other ICSS members? Mrs. Hartley is already collecting materials for the October issue of the Councilor. Write to her!

* * * * *

Due to the length of articles in this issue, the usual book review is omitted. It will appear again in the October issue. In the meantime -- have you read these?

Anderson, Howard, Editor, Approaches to an Understanding of World Affairs, Twenty-fifth Yearbook of the National Council for the Social Studies.

Bishop, Jim, The Day Lincoln Was Shot

Mason, Van Wyck, Blue Hurricane

Lott, Milton, Lost Hunt

Davis, Elmer, Two Minutes Till Midnight
- The Editor

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A workshop in Community Geography will be held at the State University of Iowa June 22 to July 1. Information may be secured from the Registrar.

AUDIO-VISUAL MATERIALS

Waldemar Gjerde

The National Council for the Social Studies, 1201 Sixteenth St. N. W., Washington 6, D. C. has available a very useful set of "How To Do It" pamphlets that help teachers use various types of instructional materials effectively. Some of the titles are:

How to Use a Bulletin Board
How to Use Group Discussion
How to Conduct a Field Trip
How to Introduce Maps and Globes

If you are interested in bulletins of this nature write to the National Council for the Social Studies. The price for each pamphlet is 25¢.

The Bureau of Audio-Visual Instruction, State University of Iowa, Iowa City is now distributing a series of films. Cavalcade of America. The films were produced for television by the E. I. DuPont DeNemours Co., and are being released on an experimental basis. The films deal with various phases of American history, are 26 minutes long, and have a service charge of 60¢ per film for their use. There are 23 films in the series. For further information regarding them write to the Bureau of Audio-Visual Instruction at the State University.

Teachers interested in Iowa history might consider the use of the series of

kinescopes Landmarks in Iowa History that have now been made available for classroom use. These programs were originally produced for use over television station WOI-TV. Each program is 30 minutes long and has a 60¢ service charge for its use. Another series in the same group of kinescopes is called American Adventure. There are 10 kinescopes in this series. For further information write to the Bureau of Audio-Visual Instruction at the State University of Iowa. These kinescopes can be used on regular 16mm. sound projectors.

A new set of filmstrips, Our National Government: How It Developed, has recently been released by SVE. This set of four filmstrips covers the basic documents which determine the philosophy of our American way of life. Titles in this series are:

1. The Declaration of Independence
2. The Articles of Confederation
3. The Making and Adoption of the Constitution
4. Growth of the Constitution

These can be obtained from the Society for Visual Education Inc. 1345 West Diversey Parkway, Chicago 14, Illinois.

The Middle East, a new film produced by Encyclopaedia Britannica Films, should be especially useful for high school geography and other social studies classes. The film is 14 minutes long and in color. The film describes the life of people living in the area known as "The Middle East". It shows their homes, their means of livelihood, transportation, and clothing. The relationship of the Middle East with the rest of the world is discussed. The importance of oil deposits is introduced. This should prove to be a very useful film.

OUR CONTRIBUTORS

RICHARD J. BROWN, University High School, Iowa City, is the author of Some Recent Viewpoints on Public Education. Mr. Brown is assisting with Dr. John Haefner's work while the latter is on leave of absence.

ERIC H. FAIGLE, Dean of the College of Liberal Arts at Syracuse University, Syracuse, New York, is the author of Our Arctic Frontier. This paper was prepared for presentation at a joint meeting of the NCSS and the National Council of Geography Teachers in Indianapolis.

MISS PEARL VIVIAN GUYTON, Chairman of the Social Studies Division of the Natchez, Mississippi, High School, is one of the newest contributors to the Councilor. Miss Guyton has written and lectured extensively on Mississippi state history. Her use of colored slides adds much to the effectiveness of her lectures and has made her particularly well qualified to present the paper which appears in this issue before the Audio-Visual section meeting of the NCSS at Indianapolis in November.

WALDEMAR GJERDE, one of the regular contributors, appears with another of his most useful summaries.

The new president of ICSS, DUANE LODGE, Parkersburg, Iowa, appears for the first time in the Councilor. Please send him any comments or ideas which you may have for strengthening the work of ICSS.

Suggestions for your summer reading come from JACK E. TILLSON, Boone, Iowa. Mr. Tillson is an Executive Board Member of the Iowa Association of School Librarians and a member of the Committee of Book Selection of the American Association of School Librarians.