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PRESIDENT'S
LETTER

Corning High School
Corning, Iowa
January 10, 1956

Dear Iowa Council Members:

Semester tests in many schools are about to herald the end of half of this school year. To many this will be a good opportunity to evaluate their aims and objectives. Are we doing everything possible to give our students an opportunity to learn by doing creative things or are we devoting our time only to facts without interpretation? Are we worrying more about whether we can "finish the book" or about how much understanding the individual student has made in adjusting from the child to the adult.

I have often wondered if we fully utilize the abilities of our students for the benefit of all. I am thinking of the case of a boy who is only slightly above average in ability and who has virtually no athletic or musical ability. He is a boy who is often found alone and has apparently no close friends. This boy, however, has contributed a great deal toward a greater understanding of world history because he has been allowed and encouraged to share his hobby. Charlie loves to make marionettes and has about a dozen different ones with various costume changes. He builds his own scenery and writes his own historical plays which are presented to the history class. This is only one example of what can be done. Do you have someone like Charlie who can contribute in some way in the class?

I wish to take this opportunity to thank all the members of the executive board for their wonderful help and encouragement during the past year.

Congratulations to the new president, Wilma Tallmann. She will make a very fine leader for our group and I know that many worthwhile accomplishments will be fulfilled.

Sincerely yours,

Duane E. Lodge,
President, ICSS

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NOTICE

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 Leonard Ralston
Secretary-Treasurer, ICSS
University High School
Iowa City, Iowa

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ECONOMICS
SHOULD IT FIND AN IMPORTANT PLACE IN
THE HIGH SCHOOL CURRICULUM?

by
Clark C. Bloom

To make matters perfectly clear at the outset, the writer of this brief article is (1) an Associate Professor of Economics, and (2) Chairman of the Iowa Council on Economic Education. Both affiliations would seem to make obvious a resounding "Yes!" in answer to the question contained in the title. Certainly an economist might be expected to find his field important. Certainly a person who heads an organization intended to "improve economic literacy" in any way legitimately possible ought to argue for finding an important place in the high school for economic study. Yet the author intends this article to be as objective and as unbiased as possible. It is hoped to keep adequately in mind such matters as (1) the alleged inherent difficulty and abstract nature of economic science, (2) the need for finding the interests and meeting the needs of high school students, (3) the realities of the present curriculum, and (4) the many competing pressures for time on the public schools.

What is "Economics"?

Before it is possible to judge whether "economics" should find an important place in the schools, it is necessary to know what it is. The definition of

"economics" is difficult for two reasons: (1) First, because almost everyone has his own common sense view of what it encompasses - and each view is different; and (2) Second, because its application is so often confused with its content as economic knowledge is applied in making every-day decisions.

I mean "economics," however, to refer to a body of knowledge, a body of objective and systematic statements held to describe how society is organized to decide the kinds of goods and services to be produced, the quantities thereof, where and how they are to be used, and - in consequence of the foregoing - where people, money, machines, and natural resources shall be used. In the United States today, such a body of knowledge will explain such matters as levels of employment (or unemployment) and prices, specific product prices and wage rates, incomes, outputs of particular goods, and the impact of governmental tax, expenditure, and debt policies. Thus, economics tells us how our society is organized to get certain kinds of things done - things associated with the production and distribution of goods and services and the distribution of incomes.

Isn't "Economics" Too Difficult?
Too Abstract?

Now, it would certainly seem reasonable to say that if "economics" is defined as a body of knowledge about how we organize to produce goods and services, then it is necessarily both difficult and abstract.

either or both of two characteristics - (1) its formal, "theoretical," nature as it generally describes a way in which society does things, and (2) its impersonal nature inasmuch as it does not specifically seem to be saying anything about a particular, identifiable individual.

For whatever the reason, if economics is both impersonal and theoretical, can it be effectively taught to all - or to most - high school students with their limited experience, their limited interest in things not having an immediate impact on them, and - for some - their limited intellectual capacities?

This is not an easy question. The author does not have the final answer - indeed, no one does. But some useful comments can be made.

How Difficult Need High School Economics Be?

There is no question that economics - like physics - is a difficult, abstract, complex, and rapidly changing subject matter for its professional practitioner. The professional economist requires long training and diligent application coupled with substantial native ability to become recognized as a capable person in his field - and, even then, he has probably been forced to specialize. Obviously the high school student cannot be made aware of, made understanding of, developments in the entire field.

But, happily, the high school student doesn't need this complete awareness.

Just as we couldn't hope to transmit to our secondary students the knowledge of our medical school experts but do transmit to them basic information on the functioning of the human body, so also we cannot believe that we can give the detailed conclusions of economics to high school students while at the same time we do provide them with basic information on the economic system.

There does remain, however, the practical problem of making this basic information usefully available. And it must be admitted that economists have not been much concerned with this task. Their "principles of economics" courses at the college level have generally been too technical, too detailed, too preoccupied with preparing new technicians for the field, to be of maximum use to the general student or to the prospective teacher. Their writing for high school students has reflected, with deficiencies magnified, these shortcomings. The net result is that, by and large, the task of providing a basic picture of the economy for use at the high school level has not been adequately accomplished.

This failure on the part of economists to be much concerned with providing the basic picture has meant (1) an absence of good materials, and (2) a plethora of poor, partial, unobjective, or special interest materials which - by their very mass - confuse students and teachers who, in self-defense, may use none of them at all.

But it is the contention of this article

that an adequate, useful, and understandable picture of the economy can be prepared which is not too difficult for high school students.

Can the "Problems Approach" Be Helpful in Getting and Maintaining Interest?

An adequate, not too difficult presentation of economics is, of course, not enough. For satisfactory results, students must be motivated to want to know something about the area. If the subject matter seems too impersonal, too far removed from important, "practical," issues, only a very few students will take the trouble to look at a well-prepared picture of the economy. Why not then develop techniques for showing how economics helps a person to intelligently meet problems which thrust themselves upon him?

Indeed, why not? The student must take a job - but which job? The way in which the economy functions indicates the rate of pay, stability of employment, and the opportunities for growth in various areas. Why not take the student to the functioning of the economy through an analysis of his own vocational future? Or, since the voters of the State of Iowa must choose among alternative state tax and expenditures policies, why not point out that intelligent decision here depends upon knowing how, in the economy, each alternative is likely to work itself out? Perhaps, the American history course has pointed to recurring depressions which have had specific local impacts. How did these depressions happen? How did they come to an end? An understanding of the

economy is obviously necessary to obtaining answers to these questions.

It therefore seems that it ought to be possible to bring students through problems to the study of adequately prepared materials about how the economy works.

There is, however, a very real danger at this point. The danger is that the problems, and their specific solution, come to be taught for their own sake and not as a means to knowledge of the economy. If this happens, a number of unfortunate results follow: (1) The solution offered may rest on the inadequate foundation of only a partial consideration of necessary facts (e.g., bonds are a "safer" investment than stocks because of the contractual nature of the interest return - ignoring the value-reducing impact of inflation); (2) The solution offered may reflect an uninformed value position (e.g., federal taxes should not be reduced because to do so would mean a deficit implying a burden on future generations--ignoring the income and output increasing effects of the tax cut); and (3) The solution is seen in isolation from a general frame of reference which, if it were known, would aid in the solution of many other problems not raised in class at all. It is, therefore, imperative that problem analysis be seen as the way to the study of basic structure, not as the end of study.

What About the Curriculum?

Suppose now that the foregoing commands agreement, that there exists an adequately

prepared body of material on economics in which students can be interested. "Where can this material be taught? Is a formally constituted course in "Principles of Economics" necessary?

A course in economics (possibly desirable in this author's view) is certainly not prerequisite to immediate and effective teaching in this area. Opportunities for teaching economics already occur at many points in the present curriculum. As a matter of fact, economics is taught - although frequently unconsciously and with, as a consequence, little regard for results achieved - at many points at the present time.

Certainly, in the present curriculum, a unit of economics might be consciously taught in the twelfth grade "Problems" course. Even if not specifically taught, the particular topics considered in this course will offer numerous opportunities to acquaint the student systematically with the economy and how knowledge thereof assists in understanding them.

American history is another "natural". Why recurring "booms and busts"? Why concern over "big business"? Why all the fuss about banks and money in legislative halls and street corners throughout the history of the nation? Why should tariff issues intrude themselves again and again on the scene? Answers to these questions require economics.

You can no doubt see many other opportunities for teaching economics. Or, perhaps, we ought to say places where econ-

omics is taught and where it might be taught better. Civics, geography, and courses in business education offer easily identifiable opportunities. Other areas will offer less obvious, but equally useful, places for introducing ideas and concepts which accumulate to a substantial sum of knowledge.

What About the Teacher?

But, of course, that adequate materials exist, that the means to motivating students are present, that curriculum opportunities thrust themselves upon us, all of these are unimportant and meaningless except as there are teachers willing and able to use them. You, as a social studies teacher, are the real key. Do you think economics is important? Do you have a knowledge of the field so that you are comfortable when you teach within it? Do you seek out materials, problems, and curriculum opportunities? These are ultimately the important questions. Those of us who are members of such an organization as the Iowa Council on Economic Education can make your task easier by interesting administrators and the community in economic education, by encouraging the preparation of materials, by sponsoring research and experimentation in new techniques, and by recognizing you for a job well done. Still, in the final analysis, you are the final arbiter in your classroom. You must decide for more and better economic education or we shall not have it.

Is Economics Important?

As a social studies teacher, you will

teach - if materials are available, if students can be motivated, if the curriculum allows it - those things viewed as most important. Quite properly, therefore, you will raise the question: "Is knowledge of economics so important that it should be allocated some of the precious time which a student and his teacher have available?"

That this article is written at all indicates that the writer believes that economic knowledge is this important. And there is evidence of two types to support this view. First, so many decisions which all of us make, both those that relate to our personal lives and those that relate to our role as citizen-voters, require a knowledge of their consequences stemming from a knowledge of the economy if they are to be decided intelligently. Thus, our personal well-being and the health of our community, our nation, and our world depends upon the intelligent choice among alternatives made possible by economic knowledge. As individuals, we must know the situation we face in order to act wisely. As citizens, we mold acceptable government policy only when we know what we do. Thus, we dare not be a nation of economic illiterates.

Second, many persons and groups have recognized this fact. Although each may define its interest somewhat differently, such diverse interest groups as the N. A. M., the C.I.O., the Farm Bureau, the U.S. Chamber of Commerce, the National Association of Secondary School Administrators, and the A.F. of L. have all found economic education to be worthy of active and

expanded consideration. Indeed, this great interest of powerful groups is almost embarrassing. It too frequently asks too specialized action with too little scientific and objective substance. But it is indicative of the importance of the area at the same time that it seems to demand great care to insure the professional soundness of the programs actually developed within the schools.

Summary.

This brief article holds that economics is an important body of knowledge which can be presented at the secondary level when approached through problems in which students have an interest or in which an interest can be aroused. Curriculum opportunities presently exist for the effective teaching of economics - work in economics need not wait upon extensive curriculum revision, however desirable this might ultimately prove. What is needed now are interested, competent teachers ~~to~~ take advantage of today's opportunities for teaching in an area important to human progress.

Doyle W. Bethel, Albis, reports that his students are enrolled in the annual United Nations contest! Are yours?

ECONOMICS MATERIALS OF SPECIAL
INTEREST TO SOCIAL STUDIES TEACHERS
IN THE SECONDARY SCHOOLS

This note is intended simply to call your attention to certain materials which have been developed specifically with high school social studies teaching needs in mind.

Materials of S.U.I.'s Bureau of Business and Economic Research.

The Bureau of Business and Economic Research at the State University has actively cooperated with the Iowa Council on Economic Education since the latter's inception. It now has two series of publications within the framework of which it is publishing materials relevant to this interest. They are as follows:

1. A Primer of Economics.

Ultimately, this series will present in pamphlet form, written at the twelfth grade level, the imperative content of modern economics. Every effort has been made to have these pamphlets interesting and well-illustrated to appeal to both students and teachers. The first pamphlet in the series, What Are Economics Problems?, is now available for \$.50 to the public but will be made available free to members of the Iowa Council for the Social Studies.

2. Studies in Economic Education.

This series reports on study and research done in Iowa. Two studies now constitute the series: (1) Major Issues in Economic Education; and (2) Testing Economic Knowledge and Attitudes. Either monograph is available at \$1.00.

In addition, the Bureau of Business and Economic Research, State University of Iowa, publishes monthly the Iowa Business Digest. This publication contains articles which are frequently useful to teachers and to students who wish to know more about the economy of their state as well as of their nation. You can receive this publication simply by indicating your desire for it. Additional copies for your students are also available free upon request.

Materials of the Joint Council on Economic Education.

The Joint Council on Economic Education is the national counterpart of the Iowa Council on Economic Education. It is attempting to do nationally what the Iowa Council does locally. The two Councils have frequently found it desirable to work jointly.

The Joint Council has prepared interesting and useful materials which are described below. These items are available at the price indicated from the Joint Council on Economic Education, 2 West 46 St., New York 36, New York.

1. Teachers Guide to World Trade, by Sylvia Stone, Julian C. Aldrich, and cooperating teachers. 1953. \$1.00.

An introductory analysis of the principal problems involved in meshing economic policy with foreign policy problems in general, accompanied by relevant teaching aids with recommendations for challenging developmental and culminating activities.

2. A Teachers Guide to Money, Banking, and Credit, by Thomas O. Waage and Eunice Johns. 1955. \$1.00.

Part One, written by Thomas O. Waage of the Federal Reserve Bank of New York, consists of an analysis of our monetary system. The author emphasizes the work that money does in our economy and the ways in which money can be managed so as to encourage growth and stability in the economy. Four-color illustrations enliven the explanations.

Part Two suggests places in the curriculum where problems related to money, banking and credit may be introduced; it outlines the purposes which the study might seek to achieve, and it provides student activities which may be useful in initiating the study, in carrying on the research, and in summarizing the results. A carefully selected, annotated bibliography has been prepared to accompany the guide.

which publish pamphlets and journals on current economic and social issues. An additional feature of the directory is a description of the history, purposes and functions of a number of non-profit organizations and governmental agencies, and the stands of some of these groups on major issues.

5. Teachers Guide to the Use of Community Resources in Economic Education, by Edward G. Olson, Hall Bartlett, M. L. Frankel, Theral T. Herrick, and Eunice Johns. 1955. \$1.00.

In this timely booklet teachers will find a comprehensive guide to the wide variety of resources available in the average community and ways of using them as a means of developing their students' understanding of the economic realities of community life.

The place of community resources in economic education is discussed clearly and helpfully in the opening chapter by Dr. Edward Olson, Director of Education, National Conference of Christians and Jews. Other distinguished educators, including Dr. Hall Bartlett of the Citizenship Education Project, Teachers College, Columbia University, have been major contributors to the succeeding chapter which gives detailed suggestions for using community resources in the classroom.

with photographs taken in a number of different localities and showing actual examples of the use of community resources in economic education for high school students.

There are also reproductions of forms and outlines which have proven successful in practice. An appendix, with a listing of sources of free and inexpensive materials for economic education, completes this informative little volume.

NEW WORLD LITERARY MAP

Denoyer-Geppert announces the publication of a new world literary map, in colors, with a time coverage beginning with Homer about 800 B.C. and including contemporary writers and literature. Over 325 authors and 180 works of literature from all over the world (all available in English in whole or part) are represented. This map has been carefully edited and is cartographically accurate and accurate in other details as well. Its use will command interest and stimulate learning in English and social studies. Priced at from \$5.50 up, in unmounted sheet form, and from \$12.75 up, in clothbacked mounted form, the map may be ordered on approval from Denoyer-Geppert Company, 5235 North Ravenswood Avenue, Chicago 40, Illinois.

This publication should prove to be of great value to teachers who are preparing to introduce a unit of work on the important economic topic which is here presented in a very practical way.

3. A Teachers Guide To Economic Security for Americans, by The American Assembly, Graduate School of Business, Columbia University, and Lawrence Senesh. 1955. \$1.00.

The normal hazards of life are the legitimate concern of individuals and families, of business and labor organizations, and of government. If young people are to be able to plan wisely for their own futures and participate adequately as employees, employers and citizens, it is imperative that they be given the opportunity in school to study these problems under expert guidance. This concise little Guide is designed to help classroom teachers integrate this aspect of economic education in their regular courses. It is a self-contained unit on the subject of economic security for Americans.

Part I, an analysis of the problem, discusses the historical forces which contributed to economic insecurity and offers an evaluation of solutions in terms of (1) the efforts of the individual, (2) the efforts of industry and unions, and (3) the efforts of the government (state, local and federal). There are a number of amusing illustrations, in addition to

the charts, which help to clarify important points.

Part II suggests appropriate teaching aids for presenting the three-fold solution to the problem described in Part I. The teaching activities cover all phases of the unit from motivation to culminating activity, and finally, evaluation. Ways to combine the subject effectively with other disciplines also are given. In addition, there is an extensive annotated bibliography organized according to the general outline, and categorized in subdivisions of films, fiction, and source material.

4. Bibliography of Free and Inexpensive Materials for Economic Education.
1955. \$1.50.

A difficult task facing the teacher wishing to integrate economics in his classes is that of selecting free and inexpensive materials which cover the problems presented in the classroom. This booklet is designed to answer the teacher's need by guiding him in the use and organization of such publications. The booklet consists of three parts: (1) an introduction which suggests a classification system for a vertical file; (2) a list of carefully selected titles on a great variety of subjects which may be discussed in junior and senior high schools; and (3) a directory of business, labor, agricultural and governmental organizations

IOWA COUNCIL ON ECONOMIC EDUCATION

The Iowa Council on Economic Education is an organization of public school people, college and university representatives, and leaders of agriculture, business, and labor.

The Iowa Council on Economic Education does not have a special interest point of view to present. Its interest is in providing an opportunity for the best thinking of professional economists to be tested against the views of all interested members of the community in situations contributing to careful and objective analysis and to make the results thereof fully available to the schools of Iowa.

The Iowa Council on Economic Education is financed out of contributions solicited from every major economic segment. While the predominant financial support of the business community is gratefully acknowledged, the Council is proud to have also the support--both in time and in money--of men and women in the colleges, schools, agriculture, and labor.

In part, the future plans of the Iowa Council on Economic Education are:

To bring its program to the attention of the relevant educational groups and to ask their advice and assistance

To continue to cooperate with Iowa's universities and colleges in the sponsorship of one-day "Institutes"

To continue to cooperate with Community Forums and with Study Groups by providing interested professional advice and contacts. The Iowa Council can and will provide programs at minimum cost for such activities.

To sponsor a meeting of university and college administrators, economists, and curriculum specialists for a discussion of ways and means for providing future social studies teachers with better preparation for the teaching of economics

To sponsor a meeting of public school people to which will be reported results of programs to date and plans for programs to come. Those in attendance will be asked to critically evaluate both and to suggest improvements

To cooperate with one or more school systems in the state of Iowa in an experimental "self-evaluation" of the teaching of economics therein

To cooperate with teachers in the critical evaluation of materials in economic education

To develop, and experimentally use, teaching materials at the secondary level

To continue basic research in the area of economic education

(The description of the Iowa Council on Economic Education is from a brochure distributed by the Council.)

THE NATIONAL COUNCIL
FOR THE
SOCIAL STUDIES MEETING IN NEW YORK
by
Barbara Hansen

This last Thanksgiving I had the good fortune to listen to the wisdom of Dag Hammarskjold, Ralph Bunche, Ahmed Bokhari and Sir Leslie Munnroe, and to fly from Omaha to New York over the cornucopia that is America. It was such a festive occasion that several days had elapsed before I realized that my Thanksgiving piece de resistance had been a hamburger.

This, as other meetings of the National Council for the Social Studies, was an experience that "went down in history". Most of the meetings took place in New York's Hotel Statler, overlooking the Pennsylvania Station, Macy's, and Gimbels.

The highlight of the meeting occurred when the eight hundred who were fortunate enough to get tickets, spent Thursday evening at the United Nations building attending a reception and hearing the addresses of four prominent United Nations officials. We walked majestically through the delegates' entrance. The six o'clock reception in the delegates' lounge, which overlooks the East River, was the courteous gesture of Mrs. Walter E. Myer and the late Mr. Myer of Civic Education Service. After the reception we adjourned to the Trusteeship Council Chamber. The chamber is done in unique Scandinavian

decor with the East River for a backdrop. Occasionally the remarks of the speaker were punctuated by the lights of boats gliding by. Mr. Hammarskjold, Secretary-General of the United Nations, doesn't think of the United Nations as a super-national state, but he did stress that often a nation in serving the interests of the United Nations can serve its own national interests best. He said that the United Nations does attempt to put conference diplomacy on the open stage. "Teachers," Mr. Hammarskjold emphasized, "are the most important force in teaching international understanding."

Dr. Ralph Bunche, Under-Secretary, is a good example of the American success story. He saw an optimistic future for the uses of atomic energy. He stated that the Atomic Energy Conference in Geneva was important because there was an objective and scientific exchange of ideas, some barriers were lowered, and the conference was remarkably free from international politics.

New Zealand's Sir Leslie Munroe, Chairman of the Political Committee, declared that all countries should be permitted to enter the United Nations, because "It is better to jaw than to war." It was good to hear from Ahmed Bokhari, of Pakistan, who is the United Nations' Under-Secretary for Public Information. From his words we understood a little of how others look at the West. He stressed the significance of the conference at Bandung. Although the conference included countries of diverse religions, races, and governments, they were united in asserting

their rights to a better standard of living. Dr. Bokhari felt that this desire for a better life was more instrumental than anything else in bringing about the conference at Bandung.

Friday afternoon was devoted to a tour of the United Nations Headquarters and this time we ambled through the public entrance. Some of us listened in on a session of the Economic and Social Council. Of course, we twiddled with the dials on the earphones and listened to the delegates' speeches in various languages. Those interpreters earn their salaries! The structure that is the United Nations Headquarters is architecturally of the future, as are the efforts of the many religions, races and governments that are working for a happier world.

It seemed as though the "five thousand" were at the banquet which was held on Friday evening in the ballroom of the Statler. At our table were colleagues from New Hampshire, New York, Pennsylvania, Georgia and Missouri. Past presidents were honored, among whom was our own John Haefner. Superintendent William Jansen of the New York Public Schools welcomed us. As he spoke we wondered if he had any problems with overcrowded schools. Norman Cousins, editor of the Saturday Review of Literature, interestingly enough, stressed the Bandung conference. "Bandung", he said "was graduation into freedom for the peoples represented there." "The West," he further stated, "made an error in treating the conference in cold-war terms."

So Friday was another momentous day, but there was more to come on Saturday. There were panel discussions on the core program, meeting community pressures, teaching current affairs, and on challenging the rapid learner. A CBS-TV producer, in cooperation with the New York Museum of Natural History, discussed the preparation of the TV program, "Adventure."

The Board of Directors of the Council passed resolutions urging teachers to discuss controversial issues and all their sides, emphasizing the study of the United Nations as an adjunct to good citizenship, stressing the rights of teachers in regard to politics as long as classroom discussions were free from partisanship.

President of the National Council for the next year will be Miss Helen McCracken Carpenter of State Teachers' College, Trenton, New Jersey, and the vice-president is Dr. William Cartwright of Duke University.

It was a week-end of learning, fun and relaxation. The plane from New York may have landed in Omaha, but I haven't come down yet.



UNITED NATIONS

FROM THE ANNUAL MEETING

by

Erma Plaehn

The Iowa delegation to the Thanksgiving meeting of the National Council in New York compensated in enthusiasm what it lacked in numbers. The convention was rich in variety, first rate programs and practical professional help. The program committee gave visiting social studies teachers a rare demonstration in the use of local community resources in its planning of an outstanding convention. New York is obviously an easy place in which to find rich resources, but the United Nations facilities were fully integrated into the convention program so that the visitor was able to gain new insights into the workings of the United Nations in addition to the customary gains from such a meeting. Early delegates enjoyed the opportunity to visit a variety of classes. I was especially glad to obtain the booklet on Puerto Rico issued to New York teachers to enable them to sense the background of students in some of their schools. Part of the fun and information of the field trips was the fact that they were conducted by New York public school teachers who take their classes on just such informative walks.

For many of us, the visit to the United Nations was the major thrill. Dag Hammarskjold and chief aides gave insights during their discussion in one of the council chambers following the reception in the

delegates' lounge. Andrew Cordier, Ralph Bunche, Sir Leslie Munro and Ahmed Bokari, in their discussions, demonstrated personally those skills in technique and the consistent devotion to constructive attempts to secure world peace that their work illustrates. Their explanations of "quiet diplomacy" and the role in the recent assembly of the African and Asian delegates was clearly illustrated the next morning for those of us who were fortunate enough to visit the session of the First Committee and the resulting General Assembly meeting. Never has the writer missed a lunch to attend a meeting so willingly! We heard them alter the agenda so that France would feel that she could again return to the session meetings and we sensed the imminent negotiations that would soon enable agreement on a whole group of new United Nations members. The proceedings suggested both the careful preliminary negotiations necessary to reconcile conflicting interests and the energetic role being played by the anti-colonial powers. In addition to all this, there was opportunity to shop in the book shop, the international gift shop, and mail our cards from the United Nations Post Office.

The thirty-fifth annual banquet illustrated the friendly and democratic nature of the National Council which makes it such a satisfying organization to join. Iowans honored at the special table for past presidents were John Haefner and Howard Anderson. Norman Cousins spoke on the topic, "In Quest of Freedom and Security", and gave us all pause to rethink of our own particular courses in relation

to the major theme as indicated in the title of his address.

For those of you who found New York too distant for such a brief visit, the next few meetings will be nearer home. Cleveland teachers were talking about plans for a future meeting. But if you cannot get to a meeting of the national council, remember that you can do the same thing on a smaller scale with even more of that "family" feeling at the Iowa Council meeting. Plan to see the rest of our "family" in Des Moines next November 2.

FROM THE EDITOR

Realizing the significance of economic problems in modern life and the responsibility which social studies teachers must assume in preparing students to meet these problems, the major emphasis in the winter issue of the Councilor is upon economic education. This is possible through the cooperation of the Iowa Council on Economic Education. ICSS members will be interested to know that the Council on Economic Education is purchasing a substantial number of copies of the Councilor for mailing to persons interested in economic education.

If you have teaching units or materials which you have used successfully in teaching economic concepts, will you share them with your fellow teachers via the Councilor? Address all communications to the Editor.

YOU AND WORLD AFFAIRS

by
Nell White

The affairs of the world today constitute a challenge to every teacher, and especially to every Social Studies teacher.

We are no longer quoting our first president when he said "Beware of foreign entanglements" because we have learned the hard way that we cannot escape world problems. In the last 37 years there has been a great change in American foreign policy. In 1917 and again in 1941 we became involved in wars that we did not start and in which we had no immediate interest.

The role of the United States has changed from that of isolationism to that of leadership; we are trying to be the spokesman and leader of the free nations; we are using our economic resources to provide not only for our own defense but to provide military aid for our allies; we are sending technical aid to win support for our international plans and policies.

We as teachers must be prepared to inform our students, the future citizenry, about the nature and procedures of our international affairs and about the people of the various nations of the world whether these people are our friends or foes.

Information is not enough; there must be understanding of why the people of other nations and their governments act the way they do. Also we must develop in all students the habit of thinking in a world-wide frame of reference. Nothing less than the whole world and all the people and nations in it can be our background for thinking of world affairs.

Our problem is tremendous because, first, there is a lack of real information about many people of the world. Certainly the political history is colored and distorted, but we do have a better knowledge of the art, literature, religion and philosophy of these people. Second, our curriculum is already so overcrowded, that we feel we just can't crowd anything else into it.

Teachers must lead their students to develop an attitude of tolerance, understanding, and greater interest in all of the peoples of the world. They must see that the differences usually have definite and explainable origins and that it is important to be informed about and understand these differences. They must see their own characteristics and habits as one set among many in the world.

It is very, very important that we study nations and peoples who are "not on our side" in this cold war so that we will be better able to understand them.

Vice-President Nixon, on his tour around the world, did much to improve relations between us and other countries. Mr. Dulles, the Secretary of State, is in

Europe or Asia almost as much as he is in Washington. Teachers going into other countries or teachers visiting here can do a good job of explaining our inherent differences.

At the National Education Association meeting the teachers from Porto Rico brought colorful kerchiefs for the delegates and as these people mingled with fellow teachers presenting their gifts there was much friendliness.

Students can learn much through helping to send CARE packages, by having pen pals and by sponsoring foreign students in their school.

A young Arab student visited my classes last year after we had studied the Israel-Arab problems. He presented the Arabic view point, explained their problems, their religion, and their way of life to us, thus giving the youth a keener insight into the situation there.

Use every media available to bring about understanding and knowledge of these people.

Yes, I know "we already have too much in our course of study", but we must select; we must decide which is of greatest value to our students to live today. It is our number one problem; I know we will consider it a challenge and will meet it.



FOR YOUR READING

Improving the Social Studies Curriculum, Twenty-sixth yearbook of the National Council for the Social Studies. Ruth E. Ellsworth and Ole Sands, Co-editors, 268 pages, 1955.

The Twenty-sixth yearbook is especially recommended for your professional reading. In the Introduction, the co-editors announce that the purpose of the yearbook is to "...help teachers and administrators who are working on the social studies curriculum". A glance at the chapter headings will indicate the direction which the volume takes in order to achieve this purpose:

Forces Affecting Curriculum Improvement
Areas of Change and Controversy
Teaching Current Issues in the Schools
Assumptions Basic to Social Studies Curriculum Improvement
Teachers and Children Improve the Curriculum
Individual Schools Improve the Social Studies Curriculum
School Systems Improve the Social Studies Curriculum
A State Improves the Social Studies Curriculum
Study Councils Improve the Social Studies Curriculum
The National Council for the Social Studies Helps to Improve the Social Studies Curriculum

Tasks to be Done in Improving the Social
Studies Curriculum
Processes Used in Improving the Social
Studies Curriculum

Each chapter has many excellent suggestions and much practical assistance to offer teachers who are beginning work on, or who are in the midst of, curriculum revision problems.

The Yearbook is mailed to all National Council Members at no extra fee. Non-members may purchase it in a paper-bound edition for \$3.50 from the National Council Office at 1201 - 16th Street, N. W., Washington, D. C.

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For leisure time reading, social studies teachers will enjoy The Tontine by Thomas B. Costain. The tontine is an unusual form of gambling, amounting to betting on the length of one's life. The story begins in the London Stock Exchange on the day of the battle of Waterloo and follows the fortunes of those closely associated with the tontine through most of the nineteenth century. The story moves to all parts of the world and to all levels of society. One of the most interesting incidents woven into the romance of this novel deals with the establishment of a great business empire.

For your economic education, request the Iowa Business Digest, published by the Bureau of Business and Economic Research, University of Iowa, Iowa City, Iowa. This bulletin appears monthly, except September, and is mailed free to residents of Iowa.

From the Editor

WHAT HAS HAPPENED TO YOUR CURRICULUM?

ONE OF THE COMMITTEES FOR THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES DESIRES TO LEARN OF ANY CHANGES IN THE SOCIAL STUDIES CURRICULUM IN YOUR SCHOOL (ELEMENTARY OR SECONDARY) SINCE 1950. IF YOU WOULD SEND A STATEMENT OF THESE CHANGES TO ME, VERN MORK, IOWA STATE TEACHERS COLLEGE, CEDAR FALLS, IOWA, I WILL SEE THAT THE INFORMATION ABOUT YOU AND YOUR SCHOOL IS SENT TO THE PROPER COMMITTEE MEMBERS. YOU MIGHT INCLUDE ANY OR ALL OF THE FOLLOWING BITS OF INFORMATION:

1. New list of course titles.
2. List of units now used (if possible a copy of each unit)
3. Method by which curriculum was changed:
 - a. a committee of teachers
When were meetings held?
 - b. by administrative decree
 - c. consultant from outside
 - d. other methods
4. Reasons for curriculum change
5. Any written philosophy you might have composed to lead you
6. Any information to help others in the field improve the curriculum

OUR CONTRIBUTORS

CLARK C. BLOOM, Iowa Council on Economic Education, Associate Professor of Economics, and Economist, Bureau of Business and Economics Research, State University of Iowa, is responsible for the fine article on Economics in the high school curriculum and the bibliography of economics materials.

DUANE LODGE, high school principal at Corning, Iowa, and retiring president of the Iowa Council, contributes the President's Letter.

The annual meeting of the National Council in New York was, as usual, exceptionally interesting and profitable for social studies teachers. BARBARA HANSEN, elementary teacher in the Washington School, Council Bluffs, and ERMA PLAEHN, Iowa State Teachers College, share their memories of that meeting with ICSS members in articles carried in this issue.

NELL WHITE, Ottumwa High School, is appearing for the first time in the Councilor. Her special interests are TEPS, Classroom Teachers and teaching the social studies.