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PRESIDENT'S LETTER

Mason City, Iowa
January 14, 1957

Dear Iowa Council Members:

With January comes the end of the first semester of the school year and a time to pause for a moment in retrospect and to take stock of the future.

In my backward glance, the highlight is the Cleveland Convention. The program planning for the two day gathering was wonderful with its balance and variety. There were challenging sessions for teachers of any grade level or one could follow an idea from one grade level to another in gaining help for meeting the everyday problems of the classroom. Beyond this, there were many sessions that provided current information in various areas of interest and offered much stimulation for thought and study.

Among those things most interesting to me were the new approach to social studies curriculum planning presented by the Dearborn schools, Walter Ruether's challenge for broad and sweeping educational planning, the discussion on the St. Lawrence Seaway, the series of sessions on

the teaching of reading as a part of the social studies program, and test planning on a professional level.

The business meeting was sobering in that the National Council is also feeling financial pressures. Decisions were made to put the dues for membership on a scale. Anyone earning \$3600 or less will still pay the \$5.00. Those whose salaries are above that will have their memberships increased to \$7.00. Contributing memberships will be \$15.00.

A House of Delegates was approved. The first session will meet on the Wednesday immediately preceding the convening of the 1957 convention. Any council, local, regional, or state, may affiliate with the NCSS and, on submitting a membership list prior to March first, is entitled to name one delegate for the first ten members and an additional delegate for each one hundred additional members.

Another step forward was the approval given in the naming of an Executive Assistant. With these changes it is hoped that communications between the NCSS headquarters staff and the local councils and members will be strengthened.

As usual, the Iowans rose early and joined together at breakfast. There were a "Baker's Dozen" of us, including the man

from Texas, who said it looked like such a good thing that he, too, rose early to join us.

As I look to the immediate future, I realize that my term of office as your president is drawing to a close. On March first your new president, Dr. Vernon Mork, of Iowa State Teacher's College, will take over. May I offer my best wishes to him, and to the Council for a successful "New Year."

Sincerely,

Wilma L. Tallman
President, ICSS



ASIA: FRONTIER OF FREEDOM

by
Dayle M. Bethel

No greater challenge confronts Americans today than that presented by the countries and peoples of Asia. Unfortunately, we are ill prepared to accept this challenge. Within the past thirty years revolutions in transportation and communication have shattered distance barriers and developed literally a world community of nations. Yet we have continued to graduate from our high schools a group of students who are essentially ignorant of a continent nearly as large as the rest of the world put together.¹ This failure on our part has had dire consequences during the past decade both for us and for the world. Immediately following World War II almost without exception, Asians looked to the United States as a champion of freedom and liberty and as a partner in their struggle to free themselves from the suppression of colonialism and feudalism, but because the citizens of our nation, including a majority of those in positions of government, did not understand Asia and

¹ Patrick J. Malloy, "What Are We Learning About Asia" Social Education, March 1955 pp. 117-120.

were not aware of her problems, the respect and trust of a decade ago have turned to suspicion, distrust, and in some cases bitter hatred.

This change in attitude can be traced primarily to two factors. First, as a result of our failure to understand the forces at work in Asia, we committed several fundamental errors. It is now generally admitted that United States foreign policy between 1942 - 1950 resulted in the loss of China to communism.² We had no conception of the revolution that was sweeping Asia. Our continued support for the conservative and reactionary government of Chiang Kai-shek raised the first real doubt in Asian minds as to our sincerity and our understanding of the problems and aspirations of the peoples of Asia.³ But our record during the next few years multiplied those doubts many times. While Indonesians were clamoring for independence from suppressive Dutch rule, we, apparently forgetting for the time being the inspiring events of 1776, sat on the

² James A. Michener, The Voice of Asia, Random House, New York, 1951, p. 332.

³ For further discussion of the China debacle and Chiang's successful though belated attempts at reform on Formosa see William O. Douglas, North From Malaya, Doubleday and Company, New York 1953, pp. 261-289.

sidelines and let them clamor. After the Indonesians, through a war that cost dearly in human life and left much of their country desolate, had all but kicked the Dutch off their islands, we jumped on the band wagon and came out openly for Indonesian independence.

Of course, not a single Asian was fooled by this belated action. By this time, most Asians were beginning to feel a disheartening let down as they realized they could not depend on us, the one great world champion of freedom and liberty to support their efforts to throw off colonial and feudal bonds. When the Vietnamese demanded independence from the French, we went one better. We actually threw our weight behind French attempts to stamp out the nationalist movement in Vietnam, there by driving the nationalists into the waiting arms of the communists. In both Indonesia and Vietnam United States foreign policy was dictated by expediency rather than moral principle. Makers of our foreign policy apparently felt it was more important to keep in the good graces of our European allies than it was to stand by the principles upon which our nation was founded and retain the faith and good will of Asia. In the long run this decision may have disastrous consequences for the future of the United States.

The second factor contributing to Asia's change of attitude toward and loss

of faith in the United States is our failure to challenge Russian propaganda. Of course, the tragedy here is that situations and events occur in the United States which feed the Russian propaganda mill. Every act of discrimination against people of colored skin, racial incidents and riots, lynchings, and segregation itself is blown up to fantastic proportions by Russian propagandists, who, incidently, have made it a point to gain a thorough understanding of Asians and their problems, fears, and hopes. As a result of this very efficient propaganda line, Asians are led to believe that all whites in the United States despise anyone with a colored skin, that all colored people are forced to live in hopeless squalor, and that they have no hope or opportunity for betterment. The extreme sensitiveness of Asians concerning the matter of color and white attitudes of superiority make this a perfect subject for propaganda exploitation. Asians tend to accept such propaganda at face value even though they might wish with all their hearts that they could believe the United States really does stand for the high principles it claims that it does.

In contrast to the effectiveness of Russian propaganda our own has been anemic to say the least. We have an impressive record in spite of the blotches; we are indeed striving to attain the principles of liberty and justice upon which our nation was founded. But too often we have assumed there was no pressing need to present our

side of the story to the rest of the world. And even when we have tried, our methods have often been ineffective, as, for example, sending leaflets into a country where the vast majority of the people cannot read or beaming radio broadcasts into an area where less than one percent have receivers.⁴

These fundamental foreign policy errors due to lack of understanding of Asia and failure to effectively counteract Russian propaganda, are two of the major factors responsible for our loss of good will in Asia. The significance of this loss cannot be over-emphasized. One writer has gone so far as to suggest that the destiny of the United States will be determined in large part by decisions we make regarding our relations with Asia. For Asia, he points out,

"...is an absolutely crucial land. It is more than five times as large as the United States (16,690,000 square miles to our 3,022,000). It has almost nine times as many people (1,300,000,000 to our 150,000,000). To ignore such a continent, to willfully make it our implacable enemy, or stupidly to misunderstand

⁴ Reader's Digest, May 1955. They Told India the Truth About America," by Andrew Hamilton. See also The Annals of the American Academy of Political and Social Science, July 1954, "The War for the Mind of Japan," by Harry Emerson Wildes.

the forces that motivate its nations would be extreme folly."⁵

Yet this is exactly what we have done. And in so doing we have created the paradox of our time. We have permitted Russia, whose totalitarian rulers care nothing for individual human dignity, justice, and liberty, and who ultimately destroy these prized possessions of free men wherever they gain control, become the champion of the millions of people in the under-developed areas of the world who are striving to attain economic and political self-determination. At the same time we, whose very lives are testimonies to the basic truth and integrity of the United States and of its dedication to the cause of freedom, are forced into the role of conservative reactionaries, defending the status quo in order to permit colonial and feudal overlords to prolong their exploitations.

This is the challenge confronting Americans today, the task of taking the truth about America and American aims and objectives to every corner of the globe. In the process of doing this the distortions of Russian propoganda will be exposed for the falsehoods they are. Against the background of that truth, clearly and unmistakably presented by American citizens of good will who thoroughly under-

⁵. Michener, op. cit., p. 8

stand the principles of our democratic heritage, the sinister and totalitarian objectives of Russian Communism will stand revealed and condemned in the eyes of the world's aspiring peoples.

Such a task will not be easy, but it is one that must be accomplished if those principles of freedom which we cherish are to survive and if our nation is to be influential in helping other peoples achieve the blessings of freedom. Failure in this task can have but one result, a gradual and inevitable decline of the United States as a world power. The United States alienated from the vast continents of Asia and Africa, would soon become a has been in so far as influence in international affairs is concerned.

What, then, can we as individual citizens do in accepting this challenge and becoming able to have some influence on the direction which our foreign policy takes? The following things would seem to be basic:

(1) We should strive to gain an understanding of Asia. (And eventually we must include Africa, too.) This cannot be a superficial understanding. It must take into account, as pointed out above, the vast land area and population and the tremendous industrial potential which is represented. It must, above all, give due credit to the rich cultural and spiritual heritage of the Asian peoples. Teachers,

and social studies teachers in particular, are in a better position than any other segment of our population to help bring about this understanding.

We must recognize and help our students recognize that Asians today are determined they will no longer be exploited by Westerners and treated as inferiors. Their demands for equal treatment of all men regardless of race or creed, their insistence on the right to work toward economic and political independence, these are only the fundamental principles of liberty and justice for which Americans have lived and been willing to die for over one hundred and eighty years.

(2) Of course it is equally important that Asians understand Americans. It is important that we convince them that we really do stand for the principles of liberty and justice we say we do. If we are to succeed in this task we will need to know our strong points and capitalize on them. One of these and one toward which we can point with pride is our record in the Philippines. Here is an instance in which the most powerful nation in the world, and in 1946 the United States was, undisputedly, the most powerful nation, extended a voluntary grant of independence to a colonial possession. Equally significant is the way in which the United States, as a sister nation, has aided the people of these islands in solving the in-

evitable problems that have accompanied their new status. Furthermore, the United States not only has the record of being the first major power to grant independence to a colonial people of colored skin, it is the only power, to date, which has done so voluntarily. Even Great Britain, whose colonial policies have been considerably more enlightened than the other major colonial powers, let go of her Asian possessions with reluctance. In addition to the Philippines, the fact that Hawaii and Alaska are approaching statehood is further evidence that we practice what we preach. Puerto Rico was offered full independence but has indicated a desire to remain closely associated with the United States.

In summary, we are losing Asia to Communism today primarily because of two things. First we have failed in the past to understand Asians and their problems, and second, we have been ineffective in our attempts to help Asians understand us and our motives. If we are to prevent Asia -- and eventually Africa, too -- from becoming satellites of the Autocratic regime which controls Russia, we will need to undertake immediate and decisive progress in both areas.

Author's Note: This article was completed before the recent developments in the Middle East and Hungary. Therefore, their effect on world conditions is not considered here.

IF I WERE A SOCIAL STUDIES TEACHER

by
W. Gjerde

If I were a teacher of social studies my classes would make regular use of audio visual materials. I would constantly use the numerous materials that were available since I am well aware that social studies is, at times, rather abstract and may become dull and uninteresting if taught in an uninteresting way.

First, I would want a supply of maps and globes available. These would be located in my classroom, since they would be used often and whenever questions arose that called for them. I would want the globes that were designed for my class -- mounted in cradles. If I were teaching grades 3-6, the twelve-inch simplified globes would do, but grades above six would call for sixteen-inch physical-political globes. I would also get a window shade, punch out the outlines of the area used most often, and mount it above the chalkboard.¹ Then when I wanted an outline of this area, I would pull this punched outline map down, gently tap a dusty eraser on the shade following the outline. When the shade was rolled up, I would have an outline of this area on the chalkboard.

¹ References are given at the end of this article.

I would want a large bulletin board area somewhere in my room. Members of my class would make most of the bulletin boards, but I would help by providing materials and suggestions.

I would want an opaque projector available. This machine would be obtained from the audio-visual center when needed. I would use it to present pictures, maps, charts, and diagrams from books and magazines or from my own file of materials that I had collected. I would also use it when I or my pupils wanted to enlarge an outline map or chart. We would find the map or picture in a book, project this on a large sheet of paper, and then trace the outline.

I would use a combination filmstrip or slide projector often. Through my own photography, I would be constantly acquiring slides of local geography and history. I would also encourage students to bring slides to school that would illustrate our units. Then I would find the many filmstrips that were available either in my school or the county superintendent's office. These would be previewed, and a card file started describing those that were especially good. As I learned of good filmstrips that I would use often, I would recommend that my school purchase them. I would also get on the mailing list of companies furnishing filmstrips free to schools.² Such filmstrips, as those pro-

duced and distributed by New York Times³ and Life⁴, would be a must on my list of materials to be acquired by my school.

Recordings would be a regular listening activity in my classes. The recordings made to accompany the Landmark Books⁵ would be used, as well as the three I Can Hear It Now⁶ albums. Recorded speeches of our Presidents would be included.⁷ I would also want to use a tape recorder and avail myself of the Iowa Tapes for Teaching⁸ program.

Of course, motion picture films would be used regularly. I would get these films from my local school film library or the county library if either of these places have them available. Otherwise, I would get them from the film libraries at University of Iowa,⁹ Iowa State College,¹⁰ and other sources. I would build up a list of free films available from a variety of sources; such as Westinghouse,¹¹ General Electric,¹² Ford Motor Company,¹³ and various insurance companies. If my classes were at the high school level, I would use each month the Newsmagazine of the Screen.¹⁴

The resources of the local community would be explored. I would build a list of resource visitors who could make valuable contributions to my class. If these people could not come to my class, I would bring their voices to my pupils by means of the tape recorder. I would explore the

various historical points of interest in the community and plan field trips to these places.

And I would not minimize the value and importance of reading. I would want as many books and periodicals as possible available for my students. I would want them to learn to use these materials effectively - to know how to find answers to their questions.

But if I were teaching in a school that lacked many of the modern teaching materials that are so essential, I would not despair. I would use pictures, bulletin boards, field trips, and resource visitors. And I would constantly attempt to convince my superintendent that good teaching requires modern tools. I would make my classroom a "laboratory for learning," a place where my pupils would study to find answers to their own questions, where they would study with a purpose, where each day would introduce them to new and challenging experiences.

Sources of Materials Mentioned in This Article

1. Wittich, Walter and Schuller, Chas. Audio-Visual Materials, Harper Bros., New York. 1953. pp. 37-54
2. Audio-Visual Associates, Bronxville, New York.

3. Office of Educational Activities, The New York Times, New York, N. Y.
 4. Life Filmstrips, 9 Rockefeller Plaza, New York 20, N. Y.
 5. Enrichment Records, 246 Fifth Ave., New York., N. Y.
 6. I Can Hear It Now, Albums I-II-III, Columbia Masterworks Recordings. (Consult your local record shop.)
 7. Voices of Freedom, Educational Services, 1702 K Street, N. W., Washington 6, D. C.
- Those Historic Years, U. S. Recording Co., Washington, D. C.
- Cavalcade of U. S. Presidents, Victor Album No. PS-1. (Consult your local record shop.)
8. Iowa Tapes for Teaching, Bureau of Audio-Visual Instruction, Extension Division, State University of Iowa, Iowa City, Iowa.
 9. Bureau of Audio-Visual Instruction, State University of Iowa, Iowa City, Iowa.
 10. Visual Instruction Service, Iowa State College, Ames, Iowa.

11. Westinghouse Electric Corporation, 306 Fourth Ave., Pittsburgh, Pennsylvania.
 12. General Electric Co., 840 South Canal St., Chicago, Illinois.
 13. Film Library, Ford Motor Co., The American Road, Dearborn, Michigan.
 14. Write to Bureau of Audio-Visual Instruction, State University of Iowa, Iowa City, for information.
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NCSS OFFICERS - 1957

NCSS officers were elected at the annual meeting in Cleveland, November 23-25, 1956. They are as follows:

President, William H. Cartwright, Duke University, Durham, North Carolina.

President-Elect, Jack Allen, George Peabody College for Teachers, Nashville, Tennessee.

Vice-President, Howard Cummings, United States Office of Education, Washington, DC

Four members of the Board of Directors were named: Nelda Davis, Houston, Texas; Shirley H. Engle, Bloomington, Indiana; Eunice Johns, Gary, Indiana, and Isidore Starr, New York, New York.

TEACHERS IN EARLY IOWA

by

Leonard Ralston

While working on another project last Fall, in the journals of the Third General Assembly, convened in 1850, I ran across a partial census of teachers in Iowa. It was included in the biennial report of Thomas H. Benton, the Superintendent of Public Instruction, to the General Assembly. The report listed teachers by county of employment, and, in most cases, gave their names, ages, and places of origin. It was not a complete census, but included a majority of the counties, and, I would guess, of the teachers. Intrigued, I compiled the data and came up with the following information.

The largest number of teachers came from the eastern United States, with the middle section most contributory. Of the 778 teachers listed, 174 came from Ohio, 85 from New York, and 73 from Pennsylvania. Only one was listed as born in Iowa and I'm sure that was nearly correct, for Iowa became a territory in 1838 and a state as recently as 1846. 37 were foreign born and 26, including 20 from Virginia, came from the states which ten years later made up the Confederate States of America. 241 gave no place of origin. In all, 23 states and 7 foreign countries were represented by Iowa's teachers.

The ages given varied widely. They ranged from 14 to 73 years of age. The average age of all teachers for whom ages were given was about 27, however the largest number of teachers in a single age bracket was at age 18, with the heaviest concentration between 17 and 25. The smaller number of teachers in the higher age brackets made the average higher.

It was impossible to tell the sex distribution, for it was not indicated and the given names were most often initials. If Iowa ran true to the form of other states at this time, the majority of the teachers were probably men.

This census shows quite a young group of teachers, with the largest numbers coming from those states and countries where the educational systems were strongest. While no data was given in this report, the age of most of the teachers would suggest that teaching in Iowa was, as elsewhere, considered as temporary employment. Frequently the young teacher taught to obtain funds to complete his own education or to give him time to make contacts for more profitable employment, as Stephen Douglas had done in Illinois not so many years before this time. The frontier states, such as Iowa, where schools were still in a rather crude stage, were not much represented. This is contrary to the pattern of migration of farmers who usually came from the immediately adjacent states. The schools of Iowa had not yet developed to the position where they were supplying their own teachers.

IN TALKING WITH IOWA TEACHERS

During the last three months several Iowa social studies teachers received questionnaires asking them to share their methods of providing for gifted students with the readers of the Councilor. On the basis of very limited returns certain generalizations may be made.

1. All teachers reporting taught in at least two subject matter fields
2. No school reported special classes in social studies for the gifted students. One school offers "World History--Regular" and "World History--College Prep" based on reading test grades.
3. Teachers reporting were not informed by administrative offices or guidance services of superior or gifted students. However in some instances test records were available to all teachers.
4. In most cases library facilities were regarded as "adequate" or "fairly adequate" to meet the social studies field.
5. Individual teachers reported the

following ideas as being helpful in meeting the needs of superior students:

- a. Increased use of historical fiction
- b. Increased use of non-fiction dealing with special topics or areas
- c. Use of oral and written reports on special topics
- d. Encouragement of student participation in community service programs or in radio or television panel discussion programs
- e. Participation in such contests as the United Nations Contest
- f. Preparation of student notebooks
- g. Variation in the difficulty of problems for individual research in the American Problems Course

If you have teaching techniques or ideas which you've found to be particularly helpful in meeting the needs and interests of your superior students, and which you would like to share, please mail them to the editor of the Councilor.

REPORTING FROM NCSS

In the following excerpts the Counciler will try to bring to its readers some of the very excellent ideas expressed at the Cleveland meeting. The cooperation of the speaker in giving a copy of his speech to the Publicity Department of NCSS for duplication, of NCSS for duplication and distribution, and of the ICSS president for bringing the material back with her from Cleveland, make it possible for all ICSS members to enjoy some of the good things heard at the sessions of the annual convention.

Mr. James Q. du Pont, Administrative Assistant, E. I. du Pont de Nemours and Co., Wilmington, Delaware, speaking at the first general session on "Pattern for Success" stressed ten points as his pattern for material success. They were as follows:

1. Fill a need.
2. Have job know-how.
3. Meet competition.
4. Do research. Make it better; make it safer.
5. Be thrifty. Don't waste anything.
6. Conduct the business so you can always get additional capital when needed.
7. Plow back earnings into the business---heavily.
8. Diversity: product-wise; organization-wise.

9. Give personal attention to the business--owner management.
10. Try to treat people right.

Harriet Chace, Harwick (Massachusetts) Public Schools, in an address, "The Slow Learner in Elementary Social Studies" developed some very valuable ideas for the elementary teacher who is really trying to help the slow learner. She said, in part:

"With the slow learner it is important to use a story approach, as the descriptive and narrative type of history and geography is of interest and understanding to them as it is with younger children in regular grades. These educable students (IQ from 55 to 80) will find history stories told by the teacher stimulating, will want to collect pictures, dress in the costumes of other lands, eat the food and sing the songs from far away places. These perpetual Peter Pans, these forever children, will take delight in the simplest primary development. There is a freedom from formalized requirements in their classrooms, an individualized instruction, a constant use of concrete objective procedures. These children are "thing-minded," eye and ear-minded, not word-minded or thought-minded. It is of much importance to use objects, representations, illustrations, demonstrations, movies, television, radio, recordings, drama, puppets, visitors, field trips, activity units rather than words, symbols,

rules, and abstractions. A classroom for slow learners needs a rich variety of inexpensive objects and materials. It needs puzzles, toys, devices, and construction materials.

"Some types of units of interest and usefulness to the slow learner are: Play house, building a home, playing store, dairy farming, kennels, hutches, illustrating booklets, transportation and communication, home and community life, city and country life, the post office, the city hall, health, police and fire departments, railways, buses, factories, food, clothing, cotton, wool, lumber, nylon, farming, leather, shelter, lighting, heating, child care, homecraft, household mechanics, menus, preparing and serving food, shop activities. Some of these units would be short and others could continue in different aspects for several years. One on transportation or homes in other lands could be varied each year to provide repetition and not lose meaning or interest. Remembering that we are preparing for citizenship, units on government as well as stress on current events should be high on every list. Teaching these units to the slow learner requires effective planning on the part of the teacher and unremitting supervision of all seat work.

"One of the essential approaches to successful teaching of slow learners is a graded program planned through skill development. I believe that there is a definite progression of skills, but that since each child has an individual rate of growth it is necessary with the slow learner to plan his daily progress in skills as well as to plan in terms of skills of development for the whole class. In this way it is possible to provide for the slow learner in a regular classroom. A clever teacher can vary the assignments and rate of progress so that each child contributes and has success in a social studies unit. In fact, social studies is one of the few subjects that can have many approaches, true answers at various levels of reading ability or reasoning, and several accepted standards without sacrificing scholarship. It is possible to work in committees in a classroom so that each child, however dull, can pull his weight and feel pride in accomplishment.

"Even in a classroom of wide range of abilities, the teacher must always be aware that the slow learner learns by trial and error, that he will not use leisure time wisely, needs constant guidance, and, without attention, may sit looking at a paper with a blank gaze. It is possible for a regular room teacher to guide this student without neglecting others, to direct his activities into the type of simple routine jobs he will

enjoy in later life, to help him to develop a pleasant personality, a feeling of security in his place among his peers pride in his work, and an increased ability to understand the world and find a place in it where he may serve."

David L. Shepherd, Charlotte (North Carolina) Public Schools, discussed the social studies teacher's responsibility in the teaching of reading in a joint session of the NCSS and the International Reading Association. Mr. Shepherd feels that it is not only the social studies teacher's responsibility to teach reading but that "In reality, social studies teachers cannot afford to exclude teaching students how to read social studies materials."

In his presentation Mr. Shepherd considered the placement of reading skills in a social studies unit. His development of the five steps of the unit follows:

"Reading skill instruction in the social studies becomes inseparable when the problem solving approach is used. You might say that they are natural companions. The various reading skills seem almost to fall into a sequence as they are functionally needed in the development of the unit.

"We have already noted what the teacher needs to do in pre-planning (the first step) for reading-social studies instruction. When the teacher knows

basically how he intends to proceed. The teacher and the pupils are ready to plan together. The planning for specific reading instruction, of course, begins with the results of the inventory with the students informed also of the skills they will wish to emphasize and improve upon.

"In the second step, the textbook materials are usually introduced. Two outcomes of the presentation of the basic textbook materials may be realized. (1) The student's background of the fundamental data is enlarged. From this information, he is more capable of setting up a problem for study. And (2) The teacher has the opportunity to introduce the use of textbook materials. Various parts of the book can be explored. The specific section for the unit can be previewed. Topical headings, introduction and summaries to chapters, maps, diagrams, footnotes, and study aids listed in the book can all be noted. And, incidentally, may I say here that the beginning of the school year is an excellent time to introduce students to the format, organization, and special features of their textbook materials, and that the students be given time to browse through their materials and become acquainted with them. This general acquaintance with their book is specifically developed with each unit of study.

"As determined through the inventory, initial teaching of skills can be accomplished where weaknesses have been indicated. For instance, those students who seem to be weak in noting the main ideas should be given initial instruction in how to note main ideas as they read social studies materials. There are a number of ways in which this can be done. The students may read the chapter and topical headings and try to determine the scope and purpose of a chapter after reading the introduction and the summary. The students may note the construction of the paragraphs and determine the key or main idea sentence. And, they may read newspaper articles without headlines which would briefly and simply give the main thought.

"Whenever a student reads social studies material, he must be ready to understand and interpret the data in it. A procedure basic to all teaching in which reading is a tool, is the student readiness for reading the selection. Whether it is readying a student to read a chapter or to read a book, it is important to: (1) investigate and broaden the student's background of experience in the topic; (2) introduce the fundamental underlying concepts which involves a basic social studies vocabulary (3) guide the students toward establishing purposes, through guide questions for reading.

"These three steps of student readiness for reading are most effective when they are considered prior to any reading. The student's background may be explored through discussion stemming often from a perusal of the material assigned. Have the students read the introduction, the summary, note the topical headings, and look at the pictures, maps, and diagrams. From the discussion that ensues, the background of all the students may be heightened, new data introduced, and new concepts investigated. Those students with a meager background can learn much from the discussion that will enlarge their comprehension by enabling them to take more to their reading. Those students with a wide background will also discern new information. And, of course, mistaken concepts will be clarified.

"Social studies material is heavily loaded with its own vocabulary. Usually, a selection has from one to three concepts which need to be explored prior to reading. A student, for instance, stands to gain much in his understanding and interpretation of the westward movement if he understands the concepts behind such words as 'frontier' and 'pioneer'. The teacher, from his preplanning, will know which concepts he intends to develop with his students. Further the vocabulary related to the concepts should be written on the blackboard, have definitions established, and be analyzed by

various techniques of word recognition. Such analysis will help the student attain oral as well as written mastery of the word.

"All of us need to have a reason for reading. Prior to reading any selection, the student should have his purposes defined by specific guide questions. These too, can be a result of the discussion in which the student's background is explored and concepts developed. All of us know that comprehension is increased when we are consciously searching for information. But let me assure you that assigning questions to be answered from a social studies selection does not set up in the student's mind, purposes for reading. Just ask students in a study hall sometime why they are reading. They will invariably answer, 'The teacher told us to read the chapter', or just that 'It's the assignment.' These are not purposes for reading. Purposes for reading are specific questions or problems which are uppermost in the student's thinking as he reads. His reading is a searching for the answers. Once this habit is established it can be broadened to include different types of purposes which in turn will largely regulate the manner in which the student reads. Purposes for reading will determine if the student reads as Sir Francis Bacon indicated: 'Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.'

"The third step in developing a unit in the social studies is closely related to purposes. It is setting up the problem to be investigated. It should be the center of interest for the student's research. It is the pervading purpose of his research reading. Different facets of the problems are usually chosen by committees of students. Each committee or group has one part of the problem as his more immediate purpose. At times, the group also devises more specific purposes for reading through intragroup assignments.

"The fourth step is the research activity. It is at this time that the student applies and uses the skills of reading which were reviewed and taught during the introductory reading from the textbook materials. The student now uses the skills as he needs them. It is while the student does his research that he uses such skills as locating and using various library resources; using the many parts and aids in books and magazines, adjusting his method of reading to his purpose and the type of material; obtaining information from maps, pictures, and diagrams; noting main ideas and significant details; investigating and using concepts basic to the material, interpreting an author's point of view or evaluating his presentation; drawing conclusions; and putting together his information into a clear sequential outline in preparation for his reporting to the class.

"While the student is doing his research, the social studies teacher is free to give additional reading instruction where and when it is needed. The teacher may work with a group on some skill essential to research reading. For instance, a group may be having difficulties in locating information. This teacher would then give specific direct help. Or, he may work with a specific student on his problem. The teacher will wish to make provision for a wide range of materials in order to provide for the wide range of reading levels usually found in a secondary school class.

"The fifth step is the culmination of the research reading. It involves reporting by each group the results of their research to the others in the class. At this time, the teacher may evaluate the students' proficiency in the skills of social studies reading by their performance in reporting the results of their research. Also, a diagnostic inventory of reading skills given again for an ensuing unit of study will show an indication of the student's improvement.

"Through individual and group research students learn to read as well as read to learn. The reading skills are taught through the method of teaching. It is all done with social studies materials. Social studies content and skills of reading are fused and inter-related. One is not done without the

other, and one enhances the other. Knowing how to read the social studies materials increases the quality as well as the quantity of social studies data which the student is able to comprehend."

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 James Hayes
Secretary-Treasurer, ICSS
University High School
Iowa City, Iowa

Enclosed find my membership fees as checked below:

- NCSS - \$5.00 - Until March 1, 1957
- ICSS - \$1.00 (Contributing \$2.00)
- Joint NCSS-ICSS \$5.75 - Until March 1, 1957

Name _____

Address _____

READING FOR ELEMENTARY STUDENTS

by

Winifred Barquist

The following titles are suggested for the reading of boys and girls in the fourth, fifth and sixth grades. They will add new areas of thinking and will serve to challenge students at this grade level.

MINN OF THE MISSISSIPPI, Clancy Hollings
Houghton Mifflin Co., 1951

This is a story of the river and a turtle, and how they both grew together and traveled across America. The experiences by the "three-legged Minn" on the Mississippi are filled with enjoyment and information for children.

CARRY ON, MR. BOWDITCH, Jean Lee Latham
Riverside Press, 1955

A distinguished and notable biography of Nathaniel Bowditch, who mastered the secrets of navigation for himself, and who could teach others what he had discovered. This is a warm and human story of success and children will enjoy the book knowing it is a true story.

THE PANAMA CANAL, Bob Considine
Random House, 1951

This is a thrilling story of how the stupendous feat of building the Panama Canal was accomplished. It is an excellent book for supplementary reading.

AND NOW, MIGUEL, Joseph Krumgold
Thomas Y. Crowell Co., 1953

The setting of this story is in New Mexico where Miguel lived with his family on a sheep-raising farm. They lived between the Sangre de Cristo Mountains and the gorge of the Rio Grande River. The story is Miguel's secret wish, his problems and fears, his desire for security and the need to achieve.

NANCY HANKS: Augusta Stevenson
KENTUCKY GIRL Bobbs Merrill Co., 1954

This is the life story of Nancy Hanks Lincoln, the mother of Abraham Lincoln.

ROBERT FULTON AND THE STEAMBOAT-Ralph Hill
Random House Inc., 1954

The story of Fulton's life from the time he was a young boy until his death is an exciting, adventurous story. The history is excellent.

AMAS FORTUNE, FREE MAN, Elizabeth Yates
American Book Co., 1954

A story of the slave trade era based upon library files of actual materials on Amas Fortune, who came from the At-mum-shi tribe in Africa, where he was born free. He achieved the respect of his community and church with and from his consideration of others. This book will give a good understanding concerning the negro race.

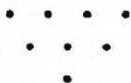
CORN FARM BOY, Lois Lenski

J. B. Lippincott Co., 1954

This story is very realistic in situations and conversations within the family relationship that Dick has with his brother Raymond and sisters, Wilma and Margy. The work, excitement, drama, and heartache are vividly shown in the true farm situation. The story is informational and descriptive of regional conditions.

U. N. CONTEST AWARDS

Mrs. James Schramm, State President of the Iowa Association for the United Nations, has announced an Iowa first prize of \$200 to finance a trip to the United Nations next summer, or an alternative first prize of a \$100 Savings Bond. Iowa's first prize winner will travel to New York with the Youth Pilgrimage of the I.O.O.F. and Rebekah Lodges. A second prize of a \$50 Savings Bond and a third prize of a \$25 Savings Bond will be awarded. All winners will be recognized at the annual meeting of the Iowa Association of United Nations in June.



1957 HISTORY CONFERENCE

Members of ICSS are asked to mark the date of Iowa University's annual History Conference on their calendars. The meeting will be held in Old Capitol Building at Iowa City on April 12 and 13.

Present plans call for Friday's sessions to emphasize various phases of nationalism with addresses by John M. Blum, Massachusetts Institute of Technology, Boyd C. Shafer, managing editor of The American Historical Review, and Gaines Post, The University of Wisconsin. Saturday's sessions will include a consideration of the "Organization and Subject Matter of the World History Course" and a luncheon meeting of ICSS members and friends.

OUR CONTRIBUTORS

MRS. WINIFRED BARQUIST, Director of the Teacher Training Program in the Boone Junior College and former Elementary Supervisor in Webster County, suggests a brief reading list for elementary school readers.

DAYLE M. BETHEL, Albia High School, writes on Asia: Frontier of Freedom. Mr. Bethel is well-qualified to write on this topic having spent a year in a specialized study program dealing with Southeast Asia and held at Cornell University. He also served, in 1954, on an Army research project at Yale University dealing with the preparation of material on Vietnamese culture for Army use.

WALDEMAR GJERDE, Iowa State Teachers College, is an old friend to the readers of the Councilor. We are pleased to have his "If I Were a Social Studies Teacher."

LEONARD RALSTON, University High School, Iowa City, former secretary-Treasurer of ICSS, sends an interesting account of Iowa teachers a hundred years ago.

WILMA TALLMAN, ICSS President, calls attention to important changes made by the NCSS meeting in its regular annual convention at Cleveland last November.