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PRESIDENT'S

Cedar Falls, Iowa
October, 1957

LETTER

Fellow Social Studies Teachers:

Welcome back to school and to another year of helping students to understand each other and the world in which they live! As you do, I consider the social studies a tremendously important area in teaching. We can all show how we feel by immediately renewing our membership in our professional organization both national and state.

The most important item to mention to you now is our fall meeting at the State Teachers Convention. We will have the privilege of having one of the leading men in our social studies with us. Dr. Edwin R. Carr, University of Colorado.

Dr. Carr has been National President of the Council for the Social Studies and has authored and co-authored several books and hundreds of articles in our field. He will be with us at our joint Social Studies Geography luncheon at Callanan and will address us at the afternoon program that day (same location).

It is not often we are able to obtain a speaker who will have something for all of us.

As a member consider it your personal privilege to be his host. Be sure to come to the luncheon and stay for the afternoon meeting.

Good luck for the school year - see
you at the state meeting.

Sincerely,

Vernon N. Mork
State President

(Note: Time, place and where to secure your
luncheon tickets in the announcement in
this issue. Do it today.)

To help you in your map study, Follett
Bock Company, Chicago, Illinois, has pre-
pared a set of Project Wall Maps. Each one
shows one of the continents in clear and
definite outline. Relief features are in-
dicated. They are particularly adapted to
class and committee project work in social
studies classes.

REFLECTIONS ON TEACHING
THE
SOCIAL STUDIES

By William C. Lang

Last spring we held an All College Conference on International Affairs on the campus of Iowa State Teachers College. We were privileged to hear speakers representing United States, Great Britain, France, Israel, the Arab League, and the Soviet Union discuss "Tensions in the Middle East." Each of these men presented excellently the crisis in the Middle East from the point of view of his country. The editor of the Des Moines Register summarized the conference basing his remarks on a recent visit he had made to the Middle East and other trouble areas around the world.

One receives many impressions from such a conference. However, there were three related to the social studies and their teaching that I would like to share briefly:

1. The social studies teacher needs to know a good deal about all the social studies if he is to teach wisely about the world. One did not listen long before realizing that a thorough knowledge of history opens the door to understanding.

The French representative likened President Nasser to Hitler and the seizure of the Suez Canal by Egypt to the unilateral renunciation of the Treaty of Versailles

in 1936 by Germany. One could sense something of the French uneasiness as they contemplate their experience of the last century. Britain saw the events of recent months in the terms of her historic role as a trade nation and the fender of the peace—the pax Britannica.

To the Arab League, the creation of Israel was an act of robbery. Surely twelve hundred years of possession in Palestine gave the Arab Moslems an indisputable claim to this region as their home. To the Jews, the appearance of Israel is merely a fulfillment of historic prophecy and the establishment of the first democratic country in the Middle East.

To interpret the complex qualities of an international crisis such as that which extends from the Nile to the Indus requires more than a cursory knowledge of European and American history.

As one listened to the impassioned pleas of Arab, Jew, and Frenchman, the intense ethnocentrism, of each was obvious. Why should Jew and Arab, both semitic peoples, arising in the same part of the world with similar historic backgrounds be so fiercely antagonistic? Not all the enmity arose from the creation of Israel. Some lay in the sociology of minority and majority group relations. There is further conflict in the interpretations of family relationships, religious idealism and practice, and the social structures acceptable to each group. The intensity of the antagonism between Jew and Arab is so great that the Arab delegate would not sit in the same

hall with the Jewish consul. The Arab's final remark at the Conference was "As for Israel, let us not speak about honor!" An excellent illustration of deep animosity which reaches beyond politics and history.

It is a trite truism to say that oil is involved in the crisis of the Middle East. The economic impact of the Suez crisis has been felt around the world. President Nasser has indicated that the control of oil reserves by Arab states gives them a weapon with which the industrial economies of the Western nations may be controlled--even disrupted. The economic needs of underdeveloped Middle Eastern countries must be understood to grasp the significance of the purchases of oil by the United States and other oil-consuming nations.

Another facet of the social sciences needs to be studied in relation to the Middle Eastern crisis. How does the difference in political tradition of Israel and the Arab States affect their relations? The speaker from Israel quoted the President of the Belgian House of Representatives, when he was leaving Palestine as saying, "You are probably the first democratic nation in this part of Asia, and that is the trouble. You are men of the future and are serving as a most dangerous example to the men of the past." Is this true? Does the difference in political perspective generate friction?

We have said nothing of the need for knowledge in geography, anthropology, psychology and the other related areas of

learning. However, we have said enough to emphasize that a social studies teacher needs knowledge--as thorough as he can get--of all the social sciences.

2. As teachers of the social studies, we need to be more careful and thorough in our teaching of the liberal-democratic tradition and its major opponents--communism and fascism. The speaker from the Soviet Union repeated the characteristic "line", "Russia never interferes with the internal affairs of other countries." "The West is imperialistic, Russia has never been." "Intervention in Hungary was necessary--it came only at the request of the Hungarians and was needed to avoid fascism." (This speech was made before the U. N. issued its report on Hungary). In informal conversations after this speech Mr. Barkovsky of the U.S.S.R. declared there was freedom to criticize in the Soviet Union, but there was nothing to criticize. They had all the freedoms we had, but exercised them in a different way! So convincing and disarming was "the line" that one of our students asked, "Do you think he is really a Communist?"

The youngster is not entirely to blame. Our media of communication picture communists in such lurid terms that they will not be recognized unless they have "horns and a forked tail." When confronted with a soft-spoken, mild-mannered, limpid-eyed speaker in a conservative business suit, the stereotype is not there and deception is the easier. Can we clarify the difference between the liberal respect for basic civil rights and the authoritarian approach of

the communists and fascists? Can we do this and still have the student see people and not monsters (though a few of them are)? Can we dramatize the responsibility of meaningful choices placed upon everyone in the democratic tradition, but denied by the extremes of right and left? Can we indelibly impress upon our classes the areas which cannot be compromised and those which can be negotiated in the competition between ways of life? I think we must do more than we have. Not the least we can do is to let the mature high school student hear "the line" of a communist or a fellow traveler to sharpen his critical faculties. To have argued a position successfully with a worthy opponent makes one twice as strong in his convictions.

3. All this leads to the conclusion that all of us interested in social studies need to do all we can to raise the standards of teacher preparation and employment. Social studies teachers should be thoroughly educated in the social sciences--as many of them and as much in each as possible. A few scattered courses or an academic minor hardly seems to suffice in this critical area where students' attitudes are so vital. Administrators, supervisors, and teachers need to have the sense of personal commitment to raising standards. None of us would be guilty of the tragedy of the recently returned "turncoat" from Communist China. When asked why he accepted the "lies of the line" he said, "I just didn't know." In so far as possible it is our task to see that young America does know!

THE ORGANIZATION AND SUBJECT MATTER
OF THE
WORLD HISTORY COURSE

By Arthur Eady

Before anyone can arrive at any conclusion concerning world history in the high school, he must, I think, ask himself what it is that the high school ought to be doing, and then, having answered that question, ask himself further what aid world history can lend to the achievement of those goals.

The answer to this first question cannot be given alone on the basis of the hopes of scholars and professional educators. We must also take into consideration the expectations of the people who send their children to schools, who elect school boards, and who pay for the support of schools even though they do all these things without thinking deeply about the purposes of their schools.

When both of these are taken into consideration--the hopes of scholars and educators and the expectations of the people--the answer will include four broad goals:

1. To provide vocational training for those students who want it and need it
2. To promote the mental health and sound adjustment of high school students

3. To prepare high school students for increased and more intelligent participation in the social, political, economic, and religious institutions of their society

4. To lay the foundation and begin the process, for such students as can profit from it, which will result in their becoming critical thinkers --persons able to generalize and see relationships--persons able to distinguish between a reasoned communication and one that is not--persons free from parochialism and narrowness of viewpoint--persons, who when confronted with ideas which go contrary to their desires and inherited convictions do not say, "I do not like it, therefore it cannot be true.", but rather will ask, "Is it reasonable?" In short, the fourth goal of a high school should be to begin the process, in some people, which will be completed in a liberal education.

Now all of these goals are to be desired, and it is right that the high school should do all it can to realize them. I have no quarrel with any and give no support to those who would eliminate any. The partisans on both sides of the current educational quarrel do no service to the cause.

However, I hasten to add, and with emphasis, that the latter of these four goals is far more a hope than a reality and a hope held by far too few people. Such persons as I have described--persons with

breadth of understanding and acquaintance with ideas--are not produced by utilitarian and technical education nor without nurture. Our failure to provide an education which will produce such individuals must be a cause of serious concern to all conscientious educators.

That we are in short supply of such persons seems almost axiomatic. Not long ago Clarence Randall, former chairman of the board of Inland Steel, told a Harvard University audience that we are everywhere in need of persons with those qualities of mind which can be acquired only by a broad education gotten from the study of literature, foreign languages, history, and government. We have overemphasized the technical at the expense of the liberal, says Mr. Randall, and will pay dearly if we do not change. With this conclusion I am in hearty agreement.

All of this brings me to the point I wish to make concerning the world history course. It seems to me that the primary reason for the existence of a world history course in high school is to contribute to the attainment of this fourth goal--the development of critical thinkers and persons with breadth and depth of understanding. World history can contribute nothing to the vocational education of high school students. And although the history teacher can contribute much to the mental health of high school students just as any excellent teacher can and should, such a responsibility is his because he is a teacher and not because of his subject. World history can contribute some to the social, political

and economic efficiency of the student but no more than social problems, government, or economics, excepting the area of international relations. No, the world history course's major reason for existence lies in what it can do toward the development of the intellect of high school students. The world history course has a greater opportunity than any other course in high school to make students critical in their thinking to help them generalize and relate, to keep them humble, to deepen their understandings, to free their minds from provincial viewpoints which hamper their thinking, and to broaden their view of the world in which they will live.

With this thought in mind, I should like to make six suggestions concerning the world history course for you to consider in your discussions.

1. Any thinking about the world history course in high school should begin with the realization that its most significant contribution to high school education will be to the achievement of this fourth goal which has been sketched. World history cannot be expected to serve all of these goals nor to serve all people. We recognize this truth in other areas. Not everyone takes algebra or trigonometry. Not every one takes physics or chemistry. Not everyone plays in the band or sings in the chorus. What is true here must also be true of world history if it is to serve its purpose.

2. The world history course should be shifted from the sophomore year to the senior year for those students able to profit from a more abstract and intellectual treatment of history. This does not mean the elimination of a social studies course for sophomores. A social problems course should be substituted or perhaps some sort of history course could remain, but not such a course as for the seniors.

We have been experimenting in the Indianola high school on a small scale with this idea, and I am willing on the basis of what we have done to recommend further experimenting.

3. Resist stoutly any temptation to shift from the present emphasis in world history to some other such as a greater emphasis on the development of science and technology during the periods of ancient and medieval history. To diminish the time and emphasis given to an Ikhnaton, a Moses, an Aristotle, and Aquinas, of a Luther, in order that more time might be given to some ancient or medieval Henry Ford or Thomas Edison would be a mistake.
4. Resist with equal energy the temptation to sacrifice the study of ancient civilizations in favor of the modern period. The study of ancient civilizations has something to contribute to general education

and is necessary background for the modern period. It would be better to make the course a two year course.

5. Resist vigorously any attempt to convert the world history course into a "problems" course. To allow this to happen would be every bit as serious as converting algebra to general arithmetic or physics to general science. We need problems courses, but they should not replace world history.

6. The final suggestion is most important of all. If it could be realized it would solve all other problems. It is simply this: We must give a great deal more thought to the person who teaches history--to his education and to the qualities of mind he possesses. Much must be done to educate the public and the boards of education that the person who teaches history should have a love for it and be well trained in it. This is not true now. The tendency is to hire such teachers as are needed to do all of the other tasks in high school and then to assign a history course to one or more of them. There are notable exceptions to this practice of course, and Indianola high school is one of them, but the fact remains that they are exceptions.

World history can never serve its purpose as long as these conditions remain. We can have innumerable conferences, re-write the textbooks, draw up courses of study and syllabi, but if the proper function of history in education is not recognized and if the teacher of history is without insight into its meaning, without conviction as to its value in education, and without that love for it which compels him to pursue it all his days, these efforts will accomplish little or nothing.

This is no new thought to any of you, I'm sure. We've all known of the low status of history in secondary education. But what we have done in the face of this knowledge is tragic. We've robbed the course of its substance in order to make it palatable and fun, and as a result people have lost respect for it. I have seen high school students do rigorous intellectual work in other courses and not expect it to be palatable or fun, and I think they will in history if we make it such a course.

To sum up, then, I shall say that there is nothing wrong with the world history course that cannot be corrected by insisting that it serve its proper function and that it be taught by those who prefer it above all other studies, who know it, and who are not satisfied that they know enough. Our task is to educate people to an appreciation of the value of history in education and to a recognition that history needs qualified teachers fully as much as do other disciplines.

The task is big but not impossible.

It requires no more to accomplish than we have to give. It requires only that we recognize and encourage excellent history teaching wherever it is found. It requires wisdom, intelligence, and, above all, patience.

(This paper was presented by Mr. Eady at the History Conference at the University of Iowa, April, 1957.)

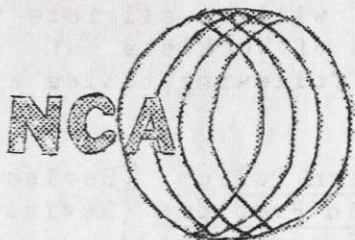
YOUR PROFESSIONAL ORGANIZATIONS NEED YOU!

Your professional organizations have a wealth of helpful aids and materials which will make for better teaching of the social studies. They are anxious to get those materials into circulation--to get them out into the classrooms--but cannot do so until you have put your name and address on the mailing lists. NOW is the time.

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NCA FOREIGN
RELATIONS PROJECT
1957 - 1958

BACKGROUND

In July, 1955, the North Central Association of Colleges and Secondary Schools received a grant of \$125,000 from the Ford Foundation for the development of an experimental program in foreign relations education for secondary schools. Following a successful program during the academic year 1955-1956 and 1956-1957, the Foundation gave an additional grant of \$250,000 to North Central for a continuance of the Project through the academic year 1958-1959.

Stage I of the experimental program was completed in June, 1956. During the spring term of the academic school year 1955-1956 some 100 teachers and approximately 6000 students from 32 secondary schools in six Mid-west states participated in the program.

Stage II of the program commenced in fall, 1956. During the academic year 1956-1957, approximately 1500 teachers and 50,000 students from more than 500 schools participated in the program.

Stage III of the program will commence in fall, 1957. Approximately 500 additional schools will participate in the Project. According to the terms of the grant, North

Central area schools will be eligible to receive classroom sets of booklets at no cost. At present the following titles are available:

Our American Foreign Policy (Revised)
Our Changing German Problems (Revised)
Chinese Dilemma (Experimental)
American Policy and the Soviet Chal-
lenge (Experimental)
America's Role in the Middle East
(Experimental)

WHY A FOREIGN RELATIONS PROGRAM?

In recent years there has been an ever-increasing concern on the part of American educators regarding foreign relations education in the nation's secondary schools. Textbook publishers also have recognized the upsurge in interest in the field of foreign relations and are placing more emphasis in their publications on world affairs. However, it is impossible for textbooks to include recent world events. Daily newspapers, of course, give on-the-spot views of world events, but newspapers by their very nature cannot devote a great deal of space to an historical overview. As a result classroom teachers who wish to devote more time to foreign relations have had to develop programs of their own.

In developing the Foreign Relations Project, therefore, the North Central Association has published a series of booklets which are written essentially for secondary school students. Each of the booklets in the series poses real problems, gives possible alternative solutions to

them, invites the student to add to these alternatives, and to make his own decisions based upon factual information and measured thought. The materials which are being developed do not represent an attempt to replace textbooks but rather supplement existing social studies texts.

THE GOALS OF THE PROJECT

This Project has been designed to:

- (1) stimulate interest in foreign affairs and understanding of global problems
- (2) develop better comprehension of basic American foreign policy problems
- (3) help develop ability to think critically about possible solutions of American foreign policy problems
- (4) develop techniques, methods, and habits which will help high school students develop and maintain interest in foreign affairs
- (5) develop accurate, complete, and objective materials which are interesting and comprehensible and which provide the necessary background for understanding current world problems.

PARTICIPATING SCHOOLS

During the academic year 1957-1958

secondary schools in the North Central area and a limited number outside of the North Central area will be invited to participate in the Project.

Participating schools are asked to send representatives to regional meetings and workshops (these do not exceed two in an academic year). The North Central Association looks upon the Project as a joint venture between the staff of the Foreign Relations Project and the classroom teacher. Suggestions for modifications in the materials and other aspects of the program and reports of techniques used in the classrooms are invited.

Teachers will be asked to evaluate the materials and the effectiveness of the program at the end of the school term. A number of teachers will be invited to participate in evaluation meetings.

The following Iowa teachers and their social studies classes are participating in the 1957-1958 Project:

Mr. Dayle M. Bethel, Albia, Iowa
Mr. Kenneth Page, Ames, Iowa
Mr. Melvin E. Heiler, Britt, Iowa
Dr. Vernon Mork, Cedar Falls, Iowa
Dr. Erma Plaehn, Cedar Falls, Iowa
Mr. William K. Wagner, Cedar Rapids,
Iowa
Mr. C. Arthur Luther, Charles City,
Iowa
Mr. Wendell Orwick, Clarion, Iowa
Mr. John S. Morgan, Davenport, Iowa
Mr. Harry Peterson, Des Moines, Iowa
Mr. William Neal, Des Moines, Iowa

Mr. John Kilgore, Des Moines, Iowa
Miss Emma R. Trenk, Dubuque, Iowa
Mr. Robert S. Wolfe, Eagle Grove, Iowa
Mr. Charles C. Joss, Fairfield, Iowa
Mr. Harry Grange, Indianola, Iowa
Mr. J. W. Goodman, Manchester, Iowa
Mr. Kenneth A. Ctting, Marion, Iowa
Miss Helen Boten, Marshalltown, Iowa
Miss Alice Riter, Mason City, Iowa
Mr. Robert McFarland, Monona, Iowa
Miss Catharine Grisier, New Hampton,
Iowa
Mrs. Wilma M. Forshay, Newton, Iowa
Mr. Herbert A. Lewis, Sioux City, Iowa
Mr. Leroy J. Grotkin, Sperry, Iowa
Mrs. Hollis N. Hunt, Sumner, Iowa
Mrs. Vera Murphy, Thornton, Iowa
Mr. Eugene F. McGivern, Tipton, Iowa
Mr. Elmo L. Baxter, Vinton, Iowa
Mr. Russell Bannister, Washington,
Iowa
Miss Marjorie F. Laubscher, Waterloo,
Iowa
Mr. W. W. Gibson, Waterloo, Iowa
Mr. Robert F. Berquist, West Branch,
Iowa
Mrs. Howard Jamison, Wyoming, Iowa

(The above report is from the office of
William J. Hill, Assistant Director, For-
eign Relations Project.)

Science and the Social Studies, the Twenty-seventh Yearbook of the National Council for the Social Studies, edited by Howard H. Cummings, has just been distributed to members of NCSS and is available to non-members at NCSS headquarters in Washington, D. C. in a paperbound edition for \$4.00.

Two quotations -- one from the Preface by William H. Cartwright, NCSS President, and one from the Foreword by Howard H. Cummings as editor--will help to introduce you to your Yearbook and to indicate its purpose. From Mr. Cartwright, "Quite properly, the authors do not attempt to provide 'pat' solutions for problems of relating the sciences and the social studies in school programs. But the Yearbook does make it clear that the natural sciences and the social sciences are not independent of each other and that the progress of society is intimately bound up with both. Whatever the organization of the curriculum, the sciences and the social studies cannot be completely separated. The impact of science on society is a social phenomenon. The effects of scientific progress on technology, agriculture, health and war are social. They must be reckoned with in the social studies."

From Howard Cummings, "The social, economic, and political implications of the great discoveries of this century are not

easy to understand. An account of exactly how the many scientists work to make these discoveries is not easy to write. Just what to teach about science and technology in social studies classes is not easy to decide and is difficult to plan. Certainly it is not the responsibility of the social studies teacher to develop scientists. But it is his responsibility to help his pupils learn to live in a world where each day science becomes more important. Social Studies teachers have felt for a long time that scientists and members of the scientific professions should know more social studies. It would be an egotistical social studies teacher in this day and age who would deny the reverse of this often repeated statement, namely that social studies teachers should know more about science.

Great educational changes are seldom made by a few authors writing a yearbook. Hundreds of teachers must study thousands of hours and carry on years of classroom experimentation before defensible patterns begin to emerge. It is the hope of the authors that this Yearbook may help in this study and experimentation and will encourage those who have not begun such work to take part in the great task of integrating science into our culture."

With this introduction and the timeliness of the topic emphasized by the appearance of the first earth satellite, the Twenty-seventh Yearbook is recommended for your professional reading.

AUDIO-VISUAL NEWS

by

W. Gjerde

Never underestimate the power of the filmstrip as a type of teaching material! A small filmstrip can contain anywhere from twenty to one-hundred pictures, usually annotated, often in color, that have been carefully selected for their educational value, and arranged in the best possible sequence. They are inexpensive--a fifty frame color filmstrip will cost about five dollars, or about ten cents per picture. The strips may also contain maps, charts, diagrams, or other graphic material. When projected, the picture is enlarged for classroom viewing. Where else can that much teaching material be obtained for so little.

For years we have thought of filmstrips as a form of projected material, useful only for group viewing. There is no good reason why filmstrips cannot be used for individual study for the slow student who has trouble keeping up with his class, or for enrichment material for the gifted child. Several types of individual viewers are now on the market. Society for Visual Education has two models, and the Standard Projector Company has another. They sell for about fifteen dollars each. Such a viewer and appropriate filmstrips can be kept on a work table where students might go to study individually and at their leisure the filmstrips that contain materials of value to them.

Producers continue to make available new and useful filmstrips. The following might be considered for purchase for your local school:

Dr. H. L. Nelson and Dr. Erma B. Plaehn, of Iowa State Teachers College, have recently released a set of filmstrips that will provide much needed material in the area of Iowa geography. The series is called Iowa: Land and People, and contains the following titles: Iowa's Major Crops, Conserving Nature's Gifts, Livestock in Iowa, Manufacturing in Iowa, and Underground Resources. Dr. Nelson and Dr. Plaehn have been collecting Iowa pictures for a number of years and, therefore, have been able to select, for their filmstrips excellent illustrative pictures. A teacher's guide accompanies the series. The set can be purchased from Iowa Filmstrip Service, P. O. Box 311, Cedar Falls, Iowa, for \$37.50. Preview sets are available.

Numerous Life filmstrips are available --most of them excellent materials. The color filmstrips cost \$5.00 if ordered in series, \$6.00 if ordered individually. The American Profile Series, The World We Live In Series, and The World of the Past Series are some of the outstanding groups available. The black and white filmstrips are priced at \$2.00 each, or about \$1.70 each when purchased in series. Many excellent social studies strips are available. Write to Life Filmstrips, 9 Rockefeller Plaza, New York 20, for descriptive literature.

We have obtained the following sponsored filmstrips. These have much good material in them. Also, they are all in color and should be a valuable addition to the filmstrip library. All of these are free: The Union of South Africa; The Other U. S. A., available from Audio-Visual Associates, Box 243, Bronxville, New York. The following filmstrips are available from American Iron and Steel Institute, 150 East 42nd Street, New York: (1) Chemistry of Steel, (2) Cradle of an American Industry, (3) Discovery at Saugus, (4) Steel and the Nation, (5) Chemistry of Iron. Several filmstrips are available from School and College Service, Association of American Railroads, Transportation Building, Washington 6, D.C. Some of the titles are: Railroads and National Defense, Railroads and Communication, Railroads and the Clothes We Wear, and Railroads and Relaxation.

Encyclopaedia Britannica Films produces many excellent filmstrips. Some of the recent ones are: American Indian Cultures, six filmstrips in the series; and Mexico and Central America six color filmstrips for middle grades and junior high school. Each series costs \$36.00.

A N N O U N C E M E N T S

Starting this September, Supreme Court Justice William O. Douglas will step into thousands of classrooms across the United States to explain to students the workings of the U. S. Supreme Court and its meaning to American life.

Justice Douglas will enter schools via a brand new recording produced by Howard Langer for Folkways Records: INTERVIEW WITH WILLIAM O. DOUGLAS (FC-7350, 10-inch LP, 33 1/3 r p m, \$4.25 list, \$3.85 to schools). The disc is the first of a new series of recorded interviews with outstanding Americans in all walks of life. It is prepared for use in social studies, journalism, history, English, current events and core classes.

For most effective classroom use, the recording is divided into two parts, each about 12½ minutes.

On Side #1, Justice Douglas is introduced to the students with a brief biographical sketch. He explains the main functions of the Supreme Court, outlines Court routine and procedure, and tells which Justice has had the greatest influence on him.

On Side #2, Justice Douglas gives his views on American foreign policy (particularly the foreign aid program), tells of his extensive travels abroad and what he

learned from other peoples, offers his suggestions on how the U. S. can win more friends abroad, explains why mountains have had such a profound influence on his life, and concludes with a message to the youth of America.

A history or social studies teacher might well use Side #1 as background for a study of the Supreme Court. A journalism instructor will find Side #2 filled with a number of news "pegs" for news or feature writing purposes. Each record album is accompanied by a teaching guide booklet.

Mr. Langer, who narrates the introduction and interviews Justice Douglas, is managing editor of Scholastic Teacher magazine. A former reporter for the Bridgeport (Conn.) Herald, he has been associate editor of Better Schools, published by the National Citizens Commission for the Public Schools.

The annual meeting of the Iowa Council for the Social Studies will be held on Friday, November 8, 1957, at Callanan School, Des Moines, Iowa. The first event will be a joint luncheon with the Iowa Council of Geography Teachers. It is scheduled for 12:15 P. M. and Dr. Edward Carr, University of Colorado, past-president of the National Council for the Social Studies, will be a luncheon guest. The business meeting will follow luncheon and will be conducted by Dr. Vernon Morck, Iowa State Teachers College, as president of the Iowa Council for the Social Studies. At 2:00 P.M. the social

studies area meeting will hear an address by Dr. Carr.

Reservations may be made with Miss Irene O'Connell, Howe School, Des Moines, Iowa, before November 2. Please enclose \$1.50 for luncheon ticket.

Successful Teaching with Globes (#G1000)
edited by Clarence B. Odell, Managing Editor, Denoyer-Geppert Company.

This new handbook is especially designed to enable teachers of geography, history, the social studies, and the general sciences, to utilize world globes effectively in classroom instruction.

Successful Teaching with Globes opens with a section on "Growing Up in a Global World" by Eldridge T. McSwain, Dean of the School of Education, Northwestern University. This is followed by a concrete discussion of a graded sequence for the imparting of global understandings. The third section is devoted to the clear and effective presentation of important geographical concepts related to proper globe use. This is supplemented by the inclusion of a list of world place names and a table of earth measurements and superlatives. The entire guide consists of 48 profusely illustrated pages, 8½" x 11" in diameter. The discriminating use of colors help to enhance the learning value of this publication. Color blocks have been utilized generously to highlight important concepts and facts. The layout was especially designed by Graphic

Design, utilizing the latest methods of visual presentation.

One copy is furnished free with each Denoyer-Geppert handmounted globe ordered. Extra copies are \$1.25 each, postpaid. In quantities of twenty or more, the price is \$1.00 per copy plus postage.

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OUR CONTRIBUTORS

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