

# THE CHRONICLE

NEBRASKA  
STATE  
COUNCIL FOR THE  
SOCIAL STUDIES

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VOLUME III, ISSUE 1, JANUARY, 1998 EDITOR: SALLY A. FELLOWS  
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## PRESIDENT'S MESSAGE

Greetings,

This is my second opportunity to be the president of your organization. I challenge you to not only be a member of the NSCSS, but for you to also become actively involved. There is a time and financial commitment, but it is very minor. You can sacrifice eating a few "Big Macs" and soon have the price of membership (\$15). Your body and I will thank you for joining. I encourage you to attend at least one of our conferences, and it just so happens that we will be having a conference in March 2000. Check the article in this newsletter for more details. Your board of directors is working hard to provide you with a conference that will be both interesting and of value.

Perhaps you spend most of your time in your classroom and have not had a chance to read your daily newspaper or watch the news on television and hear all the horror stories associated with the dreaded fourteen letter word -- accountability. The general public, politicians, etc. are saying students should be held accountable, so why shouldn't teachers? No doubt as a professional social studies educator, you agree. The question is what authority/agency is going to determine teacher accountability? How will the state social studies standards be utilized in determining teacher accountability? I think that social studies educators like you should play a key roll in determining the implementation of "standards" and how social studies teachers will be held accountable. Please join the NSCSS and let the organization be a vocal advocate for social studies teachers whether it be in reference to standards, accountability, providing lesson plans and information on professional workshops, informin the public of the importance of social studies, or providing a chance for you to interact with other social studies educators and share your expertise.

The philosophy that "I gave at the school" is not enough. There is no 11th commandment that states there will always be a requirement that students take social studies courses. You can't assume that a few leaders in the social studies field are

going to speak for you and convince the public that social studies is important. There is strength in numbers.

I am not Uncle Sam, but as he so aptly put it -- "I want you" to join the NSCSS.

Michael Young

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### NSCSS STANDARDS STATEMENT

Most of you are probably familiar with the Nebraska K-12 Social Studies Standards (NK-12SSS) which emphasizes the core content areas of history, geography, civics, economics and government. The Nebraska k-12 Social Studies Framework has also been developed to provide the platform for the standards. My purpose in writing this essay is to solicit your comments concerning the NK-12SSS. Please e-mail me at [bond0059@aol.com](mailto:bond0059@aol.com)/ We will try to publish as many of your comments in the NSCSS newsletter as possible. Your NSCSS Board of Directors feels it is important for the NSCSS to contribute to the dialogue concerning the NK-12SSS and how they will be implemented.

The Framework includes the following ten themes: Civic Ideals and Practices; Culture; Global Connections; Individual Development and Identity; Individual Groups and Institutions; People, Places and Environments; Power, Authority, and Governance; Production, Distribution and Consumption; Science Technology and Society; and Time, Continuity and Change. The following

statement is made in the introduction to the Framework by Thomas Berve: "The purpose of this Social Studies Framework is to provide a basic guide for teachers and school districts to use in designing their own social studies curriculum. It is not intended to be standards, nor is it a collection of lesson plans for teachers, but rather it is an outline of goals that districts and teachers can use to develop their own standards and curriculum."

The Nebraska K-12 Social Studies Standards includes the statement that "A social studies education encourages students to develop a core of basic knowledge and a way of thinking drawn from many academic disciplines. Students are encouraged to analyze this core of knowledge and to become participating and informed citizens." Furthermore the statement is made that "The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."

The NK-12SSS are divided into four subdivisions labeled what students should know by the end of grade 12 in the core disciplines indicated in the first paragraph.

The following questions are included to provide "food for thought" and serve as a springboard for further discussion by you. Is your school district going to use the NK-12SSS as a model for your social studies curriculum or adopt it verbatim? Does your school system offer economics courses? Are your teachers adequate prepared to integrate economic concepts such as fiscal and monetary policy, absolute and comparative advantages in international trade, and diagram such economic concepts as scarcity and opportunity costs into their various social studies classes? Is too much emphasis given to Western European history and too little to the role of women, minorities, non-Western European nations, etc.? Will school districts view the emphasis given to the "core content areas: as meaning there is no need to include the behavioral sciences such as psychology, sociology, etc.? Are there too many specifics listed for the "core content areas" which could result in too much emphasis on factual information and too little on developing critical thinking skills? Is there a reason that no emphasis is give to the period from 1000 to 1450 in

“Suggested Course Outline for the Social Studies Grades 9-12”? Do you think there should be a uniform statewide system developed to measure success in achieving the standards or should each district be given the freedom to determine its own “measuring stick” as is the current procedure?

All social studies teachers and school districts will be influenced by the NK-12SSS. Please share your thoughts with the NSCSS Board of Directors concerning what you view as the strengths and weaknesses of the NK-12SSS. What role do you think your social studies organizations should play, if any, in helping to make the NK-12SSS an effective tool in achieving the goals of social studies education?



### RENEWAL REMINDER

Please take a moment to look at your mailing label. If it is highlighted your membership has lapsed. If you do not renew this will be your last NSCSS newsletter. Don't miss out on a great organizations. And if you know a social studies teacher who doesn't belong, give him a copy of the membership form at the end of this newsletter. Send renewal or new membership to Bev Johnson, Treasurer, 306 South 51st Street, Omaha, NE 68132.

And speaking of this, your executive board has decided to offer a lifetime membership to retired social studies teachers. You can get this wonderful bargain for only \$50.00. Use the same membership form.



### LESSON PLAN Middle School

Materials:

1. One sheet of loose-leaf notebook paper and pencil.
2. One map (Atlas, NGS or other available maps)
3. Clue answer key

Student Groups: students may select a partner to work with, random selection, or teacher may assign heterogeneous partners.

Cooperative Learning Group Skill: Students may select their own C.L.G. social skill or the teacher will assign the C.L.G. social skill.

Processing Statement: (Select one appropriate to the skill assigned)

Directions:

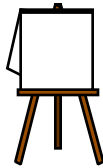
1. Write your name(s) and period on back of loose-leaf notebook paper.
2. Write the title of your map, the date, Atlas page number, any pertinent identification information on the front of your paper to assist “treasure hunters” in getting the correct materials
3. List at LEAST FIVE CLUES using:
  - a. relative location (cardinal/intermediate directions)
  - b. absolute location coordinates (latitude and longitude)
4. Write on separate “clue answer key” the answers to your clues in correct order.
5. Upon completion of your treasure map - request another group to check if for accuracy. If the clues are accurate then the “checkers” will sign on the back of your Treasure Hunt Clue sheet. Your group likewise must check another map for accuracy and sign if the map clues are accurate
6. Give your Treasure Hunt a title.
7. Complete the cooperative learning group processing statement.
8. Place your completed Treasure Hunt, answer key and map used on the teacher's desk when completed.

Mary Claire May  
Horizon Middle School  
Kearney, Nebraska



## **ISRAEL: TWO PERSPECTIVES**

The NSCSS Fall dinner meeting at Chalco Hills was a wonderful testimony for the possibilities of peace in the next century. Naser Al Sharif from the Arab Awareness community and Bob Wolfson from the Anti-Defamation League shared their insights and perspectives on the Middle East in general and Israel specifically. Their discussion was lively and engaging yet challenged educators to look at the issue from two perspectives and two individual perspectives who do not necessarily speak for an entire community. The modeling of this method was well received and participants left with the excitement generated from these two dynamic speakers.



## **SPRING CONFERENCE**

The NSCSS Spring Conference will be held Friday, March 17, at Mahoney State Park and Saturday, March 18, in Omaha and/or Lincoln. The theme for the conference will be "Museums as a Resource for Teaching Social Studies." The registration costs for the conference are as follows: Friday and Saturday: \$15 for NSCSS members and \$30 for non-members (you will receive a membership with this); for Saturday only: \$7 for NSCSS members and \$22 for non-members. The tentative schedule for the conference is as follows. Final plans will be indicated in a special NSCSS newsletter mailing in February.

### Friday, March 17, Mahoney State Park

6:00 - 7:00 p.m.: social hour  
7:00 - 7:45 p.m.: dinner (chicken  
or some type of pasta)  
7:45 - keynote presentation

There is also a \$2.50 fee per automobile for entrance to the state park.

### Saturday, March 18:

8:30 For educators interested in  
the Omaha area museums:

Orientation meeting at ESU

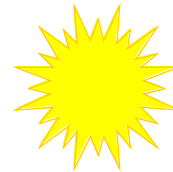
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For educators interested  
in the Lincoln area  
museums orientation at  
a site to be determined

9:30 - car pool to a museum cluster

10:00 a.m. - presentations by  
museum staffs

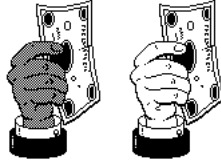
There will be a registration form at the end of this newsletter and also through a special mailing in late February. Teachers are to indicate on their registration forms their first, second and third choices with reference to which cluster of museums they would like to visit. (See registration form for clusters.)



## **NCSS ANNUAL CONVENTION**

Orlando hosted the 1999 Annual Convention and did a great job of providing splendid keynote speakers, such as Helmut Schmidt, former Chancellor of Germany, and Ray Suarez of National Public Radio. There were over 6000 educators in attendance and hundreds of great presentations available for all grade levels and content areas. The energy generated in the conference environment is one that can not be duplicated. Surrounding oneself with thousands of dedicated, enthusiastic, creative social studies educators is such a great feeling and keeps one coming back for more. Plan to attend next November in San Antonio, Texas. It is such a great, warm place to be in November.

Susan Toohey  
Social Studies Assistant Supervisor



## ECONOMICS EDUCATION

On Thursday, February 3, the UNO Center for Economic Education and the Foundation for Teaching Economics will be hosting a workshop for all secondary social studies teachers in the area at UNO Alumni Center from 4:00 to 9:00 including dinner. "Economic Demise of the Soviet Union" will include background discussion and demonstrations of five units/lessons for the classroom. Unit topics will include:

- Opportunity Cost: The Soviet Choice for Growth
- Missing Markets and Missing Pieces: The Task of Central Planning
- Incentives Matter: the Firm in the Society Economy
- Private Property Rights: Failure on the Farm
- Transaction Costs: Life in the Soviet Households.

Teachers will receive these lessons as well as a discussion and demonstration of resources. The space is limited to 35. The workshop is free but they will require a \$25 returnable deposit.

For information call Mary Lynn Reiser at the UNO Center for Economic Education.



## GERMANY

Stephen Brock, Supervisor of Foreign Languages, would like to invite Social Studies teachers to a session at UNO on March 6 entitled, "A United Germany with the European Union." If you are interested you may call him at 557-2440.



## AWARDS

The NSCSS gives out several awards each year. Last year's recipient of the **Paul Beck Award for Outstanding Achievement in Social Education** was Dr. Orville Menard.

Dr. Menard has been a friend of our organization since its inception. One of its founders, he has continued his interest and support in NSCSS in a variety of ways over the years. In a very direct way he has supported us through a number of timely and well received presentations to the group. Indirectly, he has supported us through the high standards he has modeled for the social studies classroom in his own classes. His high expectations, the engaging activities and his vast knowledge and enthusiasm for the subject directly impacted the way in which the classes many of us teach are conducted. Dr. Menard has received a number of awards that speak to these high standards -- one of the most important being the UNO Excellence in Teaching Award.

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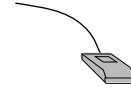
Last year's recipient of the **Nebraska State Council for the Social Studies Outstanding Educator Award from the First Congressional District** is Ross Tegeler. Mr. Tegeler is currently teaching Twentieth Century History in the ACE Program at Lincoln High School. A long time social studies teacher, he has accomplished much in a career that spans more than twenty years. Both in the classroom and outside, Ross's achievements have made a difference in the lives of students. For many years, Ross taught Citizenship Issues, a course with a strong component of community service. Ross is also the Curriculum Director for the Boys' State Education Program. When colleagues respond to the question of Mr. Tegeler's greatest strengths, the reply is "there are many, but the special gift Ross has is his belief in and ability to work with all students." This capacity to engage students of diverse abilities is a capability that makes Ross an outstanding social studies teacher.

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Last year's recipient of the **Nebraska State Council for the Social Studies Outstanding Educator Award from the Second Congressional District** was Susan Toohey. Ms. Toohey brings a dynamic vision to social studies education to her current role as Social Studies Supervisor for the Omaha Public Schools. While a classroom teacher at Lewis and Clark Middle School, she was recognized by the Active Citizenship Today Program for the development of outstanding opportunities for her students to actively participate as good citizens in the community. Recently she was presented with the Governor's Award for this work in tying students to their communities. Ms. Toohey was also the recipient of a Kaizai Koho Fellowship for travel to Japan. Her proposal for curriculum development focused on the role of the good citizen in Japan. Susan serves on the Executive Board of our State Council. A frequent presenter at venues ranging from local workshops to national conference,s Susan demonstrates the passion for engaging students in their studies that exemplifies outstanding social studies instruction.

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Last year's recipient of the **Nebraska State Council for the Social Studies Outstanding Educator Award from the Third Congressional District** was Dr. Marvin Stone. When Dr. Stone retired from his teaching role at the University of Nebraska at Kearney last year, K-12 social studies education lost a true advocate from the post-secondary arena. A "teacher of teachers," Dr. Stone is well known not only for his work as a co-founder of GEON and its coordinator, but for the impact he had and continues to have as the social studies methods teacher at UNK for some 15 years. In addition, Dr. Stone Through his GEON Summer Institute work has influenced and trained many Nebraska teachers as he trained dozens of K-12 teachers to teach geography.



## TEACHING MATERIALS

Using the Internet in your classes? Check out *Surfing Social Studies -- The Internet Book*. This is published by the National Council for the Social Studies and you can find out more about it by writing them at 3501 Newark Street, NW, Washington, D.C. 20016 or looking at their web site: <http://www.ncss.org/>

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Reed Skibeness, a Washington State high school history teacher, has produced a set of crossword puzzles called *20th Century in Review*. He has other sets available. All of his crossword puzzle sets are described on his web site: <http://users.aol.com/histxword/> Additional information is available by contacting Skibeness at History Puzzles, P.O. Box 82883, Seattle, WA 98028-0883 or [HISTXWORD@aol.com/](mailto:HISTXWORD@aol.com)

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The Close-Up Foundation has released a documentary video exploring one of the most controversial periods of the Cold War. *Ordinary Americans: The Red Scare* uses dramatic footage and first-person accounts of individuals who lost their jobs and reputations when they chose to exercise their First Amendment Rights. Narrated by William Baldwin, actor and president of the Creative Coalition, the video is thirty five minutes in length. The cost is \$79.95 plus shipping and handling and includes a free teacher's guide. To order call Close Up Publishing at 800-765-3131.

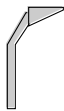
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The National Council for the Social Studies announces the availability of free *The American Promise* classroom-formatted video cassettes and teaching kits. Endorsed by NCSS and originally aired as the kick-off for the Public Broadcasting System's Democracy Project, *The American Promise* tells in nine acts the story of individuals meeting the challenges of democracy: freedom; responsibility; participation; hard choices;

information; opportunity; leverage; deliberations; and common ground. The content is most appropriate for middle level and high school students and is consistent with national standards in social studies. Free copies are available by contacting *The American Promise* at 1-800-204-7722 or by sending a postcard with name and shipping address to *The American Promise*, P.O. Box 4989, Los Angeles, CA 90051-9723. Additional information is available at <http://www.americanpromise.com/>

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Social Studies School Service announces a new program to give educators the tools to help students make critical changes in their community. *Community Works: Smart Teens Make Safer Communities* was developed by Street Law, Inc., and the National Crime Prevention Council. It includes a community action component. Comprised of thirty one hands-on lessons, the *Community Works* kit provides full instruction and materials. It is available exclusively from Social Studies School Service for \$119.99. For more information, call 1-800-421-4246 or see <http://socialstudies.com/communityworks.html/>



## SUMMER STUDY

Muslim Europe: The Changing Cultural Contours of the West, June 19, 2000 to July 14, 2000 at the Kevorkian Center for Near Eastern Studies at New York University. Sponsored by The American Forum for Global Education and funded by the National Endowment for the Humanities. Submission date March 1. If you are interested call Hazel Sara Greenberg, 212-624-1300.

Civic Education Institute for Teachers of Grades 4th - 9th, sponsored by the James F. Ackerman Center for Democratic Citizenship. To be held June 18 to July 1, 2000 at Purdue University. Application due Friday, March 3, 2000. Contact the Ackerman Center at 765-494-4755 or visit their web site at <http://www.soe.purdue.edu/ackerman/>

Nature Transformed: Imagination and the North American Landscape to be held at Research Triangle Park, North Carolina from June 25 to July 14, 2000 and sponsored by the National Humanities Center. Application deadline is March 1, 2000. You may download an application at <http://www.nhc.rtp.us:8080/> or call the Center at 919-549-0661.

## Annual Monticello-Stratford Hall Summer Seminar for Teachers:

Leadership and Life in Revolutionary America.  
Stipends and Expenses  
Completed applications due March 20  
Dates of Seminar: June 25 - July 14, 2000  
For further information contact Patsy S. Childs: 804-493-8572  
or [shpedu@stratfordhall.org](mailto:shpedu@stratfordhall.org) or see web page at <http://www.stratfordhall.org>

## Stratford Hall Plantation Seminar on Slavery

July 23 - August 4, 2000  
Stipends and Expenses  
Completed applications due March 27, 2000  
For further information contact Jeanne A. Calhoun, 804-493-8572 or [shpedu@stratfordhall.org](mailto:shpedu@stratfordhall.org)

(editor's note: Both Michael Young and I have attended the seminar on Leadership and Life in Revolutionary America and would be glad to provide further information to any interested parties.)



## BOOK REVIEWS

*The Lion's Shadow* by Marthe Arends

The opening scene aptly sets the stage for the remainder of the book. It is irreverently laugh-aloud funny. Our heroine, Cassandra Jane Whitney, is joining other Suffragettes in London chaining themselves to a fence to promote their beliefs. But

Cassandra (I have to wonder if that name is not prescient) can't seem to get the chain threaded through the fence properly. The rain is pelting down and she is being harangued by a friend of her mother who definitely does not approve. She gives the chain one final jerk and pulls it completely free propelling her into a nicely dressed man waiting to pass by. They both end up in the mud. When the police come she can't even get herself arrested. She is one snake-bit heroine.

Of course this is not the last of the handsome (if muddy) man for Cassandra. At tea at Aunt Caroline's the next day she is horrified to see Griffin, the man on whom she fell, his sister Helena, and his brother and wife, Lord and Lady Sherringham. Helena soon decides she wants to be a Suffragette too while Lord Sherringham is one of the loudest opponents in the House of Lords of women voting. Griffin does not approve of the Suffragettes either. Helena confides to Cassandra that she is worried because Griffin has experienced a suspicious number of accidents. Soon it begins to look like someone is after Cassandra and Helena as well. Cassandra is determined to get to the bottom of this.

Cassandra, while constantly assuring us of her rectitude, her aplomb, her dignity, thrashes her way about knocking things and people over and generally upsetting every thing and every body. She is not at all incompetent however. This is no shy and retiring woman waiting for her hero to ride to her rescue. She is perfectly capable of rescuing herself even if, sometimes, she might break a few things in the process. And at least once she manages to rescue her man.

This is breezy, light-hearted and just lots and lots of fun. I chuckled aloud as I read it. Cassandra reminds me just a bit of the young Amelia Peabody. She certainly reflects the determination many women had in the early twentieth century to begin taking control of their own destinies. She does, I feel, show remarkable stupidity sometimes when she rushes into what the reader knows is going to be danger, but she is always able to extricate herself. And I cannot imagine how she does all these things wearing the constricting clothing of that time.

The writing is very nice, providing, among other things, a series of eye-catching images beginning

with the opening scene and including the night at the opera and the spectacle of two women rolling on the ground fighting in front of an exclusive men's club. The story is fast-moving and well-told and draws the reader in very quickly. It is not all fun and frolic, however, as serious issues are addressed. Sometimes by comparison situations seem more crucial seen side-by-side with comedy.

I have to say I enjoyed Cassandra's adventures very much. She is a well-drawn character, as is Griffin, while the others, if not as completely drawn, still come to life on the pages. While this book is more of a romance than I often care about, this one works very well and the story was so much fun I gulped it down in one day.

Avid Press, paperback, ISBN 1-929613-05-9, 1999.

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SAF

*SPQR V: Saturnalia* by John Maddox Roberts

Decius Caecilius Metellus, scion of a prominent patrician family of Rome, has been banished by that family to Rhodes, partly to escape Caesar's man Clodius who has promised to kill Decius. But his father summons him back to Rome because of the death of Metellus Celer, his kinsman. His father wants Decius to prove that Celer was poisoned and that the murderer was his wife Clodia, who is also Clodius's sister. Surprisingly Clodius proposes a truce with Decius if Decius will prove that the murderer was not Clodia.

All of this takes place during perhaps the most ambiguous and troubled times in the history of Rome, the time between the death of the dictator Sulla and the assassination of Julius Caesar with which the Republic ended. Decius is an acute observer of the political scene (he would have to be to survive) and his analysis is humorous and somewhat cynical but fair minded and even principled. Decius would not admit it but he is a heartfelt patriot at the very core of his being and distressed by the state of Rome.

To make the situation even more slippery, it is Saturnalia, the time of the year when all debts are due, when offices change hands, when the world is

turned upside down briefly, slaves become men of power and owners become slaves and laws can be broken with impunity. To add zest to the mixture, poison usually comes from the fortunetellers who are often witches (or at least thought to be). Decius meets one of these witches who terrifies him with her predictions. At heart he is not as rational a man as he had supposed. He eavesdrops on a ghastly and frightful pagan ceremony on the Vatican field in the darkness of the Eve of Saturnalia. Women who should be decorous and subdued are wanton and lascivious as they frolic in a frenzy.

Roberts has a wealth of knowledge about Rome and imparts it to his reader with gusto and intelligence. Readers who are uncomfortable with books that contain so much information may find the story a bit tedious. This former history teacher did not. Roberts is a literate, even erudite writer who has created a memorable character and makes the city-state of Rome once again live with descriptions that are articulate and vivid. He takes the reader on a sometimes forbidding journey through the streets and alleys of that city while Decius and his intended wife uncover a devious political plot and identify a murderer. By the way, the first four in this series are out of print, but St. Martin's will be reprinting at least III and IV. This is one reader who will race out to buy them.

St. Martin's Minotaur, \$23.95, ISBN 0-312-20582-1, hardcover.

SAF

# NEBRASKA STATE COUNCIL FOR THE SOCIAL STUDIES

affiliated with  
The National Council for the Social Studies

## WHAT DOES NSCSS AIM TO DO?

- improve social studies instruction in the schools by offering conferences and publications for teachers
- support activities that encourage young people to increase their knowledge of the social studies
- cooperate with the National Council for the Social Studies

## WHO CAN JOIN NSCSS?

- any elementary, secondary or college social studies teacher, as well as any person interested in social studies education

## WHAT ARE THE BENEFITS OF MEMBERSHIP?

- a newsletter mailed three times a year which announces events, resources and opportunities for professional development
- advance notice of all programs sponsored by the NSCSS
- opportunities for involvement and leadership in NSCSS and NCSS

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### NSCSS Membership Application Form

Name: \_\_\_\_\_ Home Phone ( ) \_\_\_\_\_

Home Address \_\_\_\_\_  
\_\_\_\_\_

School Name \_\_\_\_\_ Work Phone ( ) \_\_\_\_\_

E-mail Address \_\_\_\_\_

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Membership Dues: (Membership dues are tax deductible for educators.)

\_\_\_\_\_ \$15.00 (Regular, one year)

\_\_\_\_\_ \$10.00 (Student)

\_\_\_\_\_ \$25.00 (Institution)

\_\_\_\_\_ \$50.00 Lifetime for

Make checks payable to NSCSS

Retired Teachers

Mail to: Bev Johnson

306 South 51st St., Omaha, NE 68122

**NEBRASKA STATE COUNCIL FOR THE SOCIAL STUDIES  
SPRING CONFERENCE**

**Museums as a Resource for Teaching Social Studies**

Registration Form

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Telephone \_\_\_\_\_ e-mail \_\_\_\_\_

School \_\_\_\_\_

Please check one:

Enclosed is

\_\_\_\_\_ \$15.00 (NSCSS member for full conference)

\_\_\_\_\_ \$30 (non-member for full conference)

\_\_\_\_\_ \$7 (NSCSS member for Saturday only)

\_\_\_\_\_ \$22 (non-member for Saturday only)

Please make first second and third choices for one of the following clusters:

\_\_\_\_\_ Jewish Community Museum, SAC Museum (may be fee), Boys Town

\_\_\_\_\_ Fort Atkinson (\$2.50 state park fee per automobile) Desoto Bend (may be \$3.00 automobile fee), Mormon historical sites

\_\_\_\_\_ Fort-Omaha/Douglas County Library/Crook House (a fee); Western Trails Museum in Council Bluffs; Durham Western Heritage Museum

\_\_\_\_\_ Joslyn Art Museum; Prospect Hill Cemetery; possible ethnic museums

\_\_\_\_\_ Lincoln area museums (to be determined)

Please send completed registration forms and payment to:

Bev Johnson, 306 South 51st Street, Omaha, NE 68132