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A Survey of Foreign Relations Emphasis in the Secondary Schools of Clark County, Washington

Jess Vern Frost
Central Washington University

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A SURVEY OF FOREIGN RELATIONS EMPHASIS
IN THE SECONDARY SCHOOLS OF
CLARK COUNTY, WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Jess Vern Frost

August 1961

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APPROVED FOR THE GRADUATE FACULTY

Emil E. Samuelson, COMMITTEE CHAIRMAN

E. H. Odell

Donald J. Murphy

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

I. STATEMENT OF THE PROBLEM

This study attempted to determine the extent and nature of foreign relations education being given students in the Clark County, Washington, secondary schools. Eight areas centering around contemporary world history, geography, and problems courses were examined. The eight areas studied were: present and preferred emphasis on foreign relations education, the number of contemporary problems classes and pupils per instructor, topics of instruction in contemporary problems classes divided into those with much foreign relations emphasis and those without much foreign relations emphasis, instructional materials available and used by the instructors, current news discussion, the instructor's objectives and methods of instruction and evaluation, the instructor's college preparation, and their opinions as to the importance of foreign relations education in today's secondary schools.

II. IMPORTANCE OF THE PROBLEM

With the prodigious power of annihilation now available to man,

the need to teach foreign relations and international understanding for our own safety and survival becomes ever more urgent. As James M. Becker, Director of the North Central Association's Foreign Relations Project, explains:

As science shrinks distances and brings groups of differing ideology, conflicting policies, and increased power of destruction in closer contact with one another, there is an imperative need for a self-conscious world public opinion which is aware of international instability, and can help regulate and guide international conduct (2:143).

In the opinion of some there has been, at least until recently, a definite curriculum lag in this area. America is undoubtedly the leader of the Free World and as such has an awesome responsibility which includes making its people aware of that responsibility. Public opinion in a democracy shapes foreign policy as in no other form of government. Therefore, the educators of America must help the public develop sound foundations for intelligent and constructive opinions.

This study, then, will contribute information as to whether the secondary schools of Clark County, Washington, are fulfilling or attempting to fulfill their responsibilities in this area.

III. LIMITATIONS OF THE STUDY

The limitations of this study are due in part to the use of the questionnaire-interview technique of gathering data. First, it was difficult to anticipate all the questions which should have been asked concerning this area. This was partly ameliorated by discussing the

questionnaire and the problem to be studied with several Vancouver, Washington, contemporary problems teachers and on the basis of their critiques changing the questionnaire to more adequately fulfill its purpose.

A second limitation, the geographical one, was imposed by time and finance due to the use of the interview technique. Because all those involved in the study were teaching full time, it was necessary to schedule interviews within a distance which could be reached without extensive traveling. Thus, only the area of Clark County was subjected to this investigation.

Limitation number three is quantitative. Only nine secondary schools were involved in the study, and although they represented most size classifications, they perhaps cannot be considered to represent all Washington high schools and most certainly cannot be considered to represent all the nation's schools. Also, nineteen instructors is not a large sample; the practices of other contemporary problems teachers in other parts of the state may not coincide exactly with what is to be found in this study.

The final and fourth limitation concerns the three coaches who were unable to grant interview time. Being of similar occupation, had they filled out the questionnaire they might have altered the final outcome relative to certain questions and areas of the investigation.

IV. DEFINITION OF TERMS

Contemporary world history, geography, and problems.

This is a course designed to familiarize the student with world problems seen through geographical and historical perspective and to enable them to deal more effectively with these problems.

Foreign relations. This refers to the relations the people and government of the United States have with the people and governments of other nations.

V. SUMMARY

As indicated, the purpose of this study was to determine the extent and the nature of foreign relations education being given students in the Clark County, Washington, secondary schools. With the prodigious power of annihilation now available to man, the need to teach foreign relations and international understanding for our own safety and survival is becoming ever more urgent. This study was limited by the inability to anticipate all possible questions, by the geographical limits of Clark County, by the small number of schools and interviewees, and by the inability of three coaches to contribute to the study.

Chapter II will present related literature concerning the present quality and power of public opinion as well as the advisability of educating in high schools a citizenry which can deal intelligently with the international scene.

CHAPTER II

RELATED LITERATURE

I. REVIEW

A school of thought holds American public opinion incapable of rational and intelligent action relevant to foreign relations. The feeling is that our public opinion--erratic, subjective, and emotional in nature--does not deal realistically or objectively with issues pertaining to relations between our country and others. Walter Lippmann states:

The unhappy truth is that the prevailing public opinion has been destructively wrong at the critical junctures. The people have imposed a veto upon the judgments of informed and responsible officials. They have compelled the governments, which usually knew what would have been wiser, or was necessary, or was more expedient, to be too late with too little, or too long with too much, too pacifist in peace and too bellicose in war, too neutralist or appeasing in negotiation or too intransigent (6:23).

He states further that public opinion has not only been very wrong, but has become and is becoming exceedingly powerful, and that if this power is not taken from the ill-informed masses the result may well be the fall of Western society.

Thus, he explains:

Where mass opinion dominates the government, there is a morbid derangement of the true functions of power. The derangement brings about the enfeeblement, verging on

paralysis, of the capacity to govern. This breakdown in the constitutional order is the cause of the precipitate and catastrophic decline of Western society. It may, if it cannot be arrested and reversed, bring about the fall of the West (6:19).

George F. Kennan echoes this position:

On the question of the machinery of government, we have seen that a good deal of our trouble seems to have stemmed from the extent to which the executive has felt itself beholden to short-term trends of public opinion in the country and from what we might call the erratic and subjective nature of public reaction to foreign-policy questions. I would like to emphasize that I do not consider public reaction to foreign-policy questions to be erratic and undependable over the long term; but I think the record indicates that in the short term our public opinion, or what passes for our public opinion in the thinking of official Washington, can be easily led astray into areas of emotionalism and subjectivity which make it a poor and inadequate guide for national action (4:81).

And if one cares to ponder the problem and search for reasons and answers as to why this might be so, he may find that many people are so content with the materialism of today's world, with the comforts of television and tranquilizers, with the excitement of sports and movies, that they fail to see or even look for the responsibilities which must be theirs if a democratic society is to exist in more than name only or, indeed, exist at all.

Aldous Huxley asserts that the cry of "Give me liberty or give me death," has changed to "Give me television and hamburgers, but don't bother me with the responsibilities of liberty." He continues:

American public opinion polls have revealed that an actual majority of young people in their teens, the voters of tomorrow, have no faith in democratic institutions . . .

do not believe that government of the people by the people is possible and would be perfectly content, if they can continue to live in the style to which the boom has accustomed them, to be ruled, from above, by an oligarchy of assorted experts. . . . content to live by bread alone, or at least by bread and circuses alone.

.

In a contest between two populations, one of which is being constantly stimulated by threats and promises, constantly directed by one-pointed propaganda, while the other is no less constantly being distracted by television and tranquillized by Miltown, which of the opponents is more likely to come out on top (3:114, 73)?

On the basis of the above testimony it would appear that disfranchisement of the public on matters of foreign policy would be the most logical and wise step. On the contrary, even if this could be done, it would do such violence to American democracy that the United States could scarcely espouse to the world again the virtues of American democratic tradition.

Some feel that since this is true the public should merely be held in check or "manipulated," that public information on foreign policy questions be withheld from the masses or directed to the "attentive" or "elite" public who might be better able to make intelligent and effective decisions. Gabriel Almond has this to say in his book American People and Foreign Policy, "An effective approach to public information on foreign policy questions will therefore be selective and qualitative. It will be directed toward enlarging the attentive public and training the elite cadres" (1:233).

There is some argument, however, as to whether this non-egalitarian doctrine would work in practice, for as Charles O. Lerche, Jr. says:

There would seem to be some grounds for argument that no leadership can be more than a magnified reflection of the people it leads, and that improving the quality of American leadership without also bettering the political performance of its people smacks a little of building a house by starting at the roof and working down (5:77).

However efficacious this elitist practice might be, it is not consonant with the democratic way. Fortunately, there are those who believe democracy is and should be applicable to foreign relations. On the other hand, many of these people also feel the public must make a more serious effort at fulfilling the responsibilities inherent in this privilege of having a meaningful and functioning role with regard to foreign relations. Thus, Lerche explains:

. . . If we are not to accept the somewhat repellent hypothesis (repellent at least to anyone who believes that the democratic idea retains vigor and pertinence in the twentieth century) that only a small minority of co-opted elites can speak for the public, progress toward a more democratic foreign policy will require conscious effort from . . . the public . . . (5:84).

Although speaking generally of the possibilities of democracy's survival, Aldous Huxley speaks poignantly for the alert and intelligent public necessary if this country is to carry on effective foreign relations. He says, "Only the vigilant can maintain their liberties, and only those who are constantly and intelligently on the

spot can hope to govern themselves effectively by democratic procedures." Again he comments, "The survival of democracy depends on the ability of large numbers of people to make realistic choices in the light of adequate information" (3:34, 45).

How is this public to become alert and informed so that it will be able to make these "realistic choices"? One method would be foreign relations education in the secondary schools. Because the vast majority of our future voters and opinion moulders do go through the high schools of this country, it seems an excellent place to acquire those interests and skills which would enable them to vote and think critically about foreign affairs.

James M. Becker, who feels foreign relations are no longer just relationships between governments but also relationships between the peoples of all nations, has this to say about educating the public to foreign affairs:

The responsibilities for training citizens who can deal intelligently with the changing international scene rest largely with the nation's high schools. (In 1958, less than 40 per cent of American youngsters went on to college.) After high school, relatively few individuals pursue a program in foreign relations education. The need for improved public education in this field has never been so crucial. The increasing tempo of the need since 1945 has resulted in a serious lag in the preparation of teachers, the development of suitable courses of study, and in the development of adequate instructional materials. It is in our nation's high schools that most of our youth have their only opportunity to acquire, in any systematic way, an understanding of world affairs. Thus, if the United States is to exercise effective leadership in today's world, our secondary-school

teachers must motivate students to read the foreign news, see the importance of world affairs in their own lives, acquire a sound background of information, and develop the habits and skills necessary for intelligent participation in foreign affairs (2:143).

II. SUMMARY

This chapter has shown the need for an alert, intelligent, well informed public which can act realistically and unemotionally on foreign relations issues. Some authorities believe this to be an impossible task to ask of the masses in a democracy and advocate that the development and conduct of our foreign policy be turned over entirely to a few powerful individuals. Other authorities feel that only the elite or "upper crust" of the public be considered or consulted relevant to foreign affairs. There are experts in this field, however, who believe the public as a whole can and must be consulted in this democracy, that with proper education and information this public will conduct itself adequately concerning foreign relations problems.

In the next chapter some indication will be found of the extent to which one county in the state of Washington has met its responsibilities by attempting to educate future citizens who will conduct themselves effectively when dealing with problems that will arise between our nation and others.

CHAPTER III

PROCEDURE, DATA TABULATION, AND INTERPRETATION

I. PROCEDURE

The questionnaire-interview method was used to obtain the necessary data for this study. It was felt that in order to achieve reliable and valid results in an examination of such a relatively new and loosely defined discipline, interviews would be mandatory.

Because it would have been extremely difficult to conduct interviews in more than eight to ten districts or schools and since Clark County, Washington, contains eight districts representing nine secondary schools of most size classifications, it was selected as the area to be examined. These eight districts and nine secondary schools were considered to be representative of current practices.

Within this area were 23 instructors who taught a minimum of one contemporary problems class a day. All 23 were contacted by telephone in an attempt to secure interview time with each. Because both the interviewer and prospective interviewee had full teaching loads that many times extended well past the regular school day, this was not an easy task. However, it was possible to obtain interview time from 19 of the instructors. Two of these teachers completed the questionnaire

after the interview was over and then mailed it in. Of the 4 not interviewed, 1 was given the questionnaire with oral instructions and asked to return it by mail. Although two reminders and adequate compensation was sent, it was not returned. The other three instructors were coaches who felt they did not have the time to schedule an interview at this time of year. All nine schools, however, were represented by the 19 instructors.

The interview usually took place in the instructor's classroom. This was good as it enabled a first hand view of materials of instruction and the environment in which this instruction took place. The good rapport established in a vast majority of cases manifested enthusiasm for the teacher's subject and interest in this study.

After explaining the objectives of the study, questions from the questionnaire were asked which could be answered and recorded with relative ease. The questionnaire was then handed to the teacher with a request to fill in that portion of the questionnaire which required answers of a more detailed or subjective nature. Appropriate directions and explanations were given at that time. Problems of interpretation were handled as they came up in the course of the interview. The interviews lasted from forty-five minutes to one hour and thirty minutes, with one hour being the average length of time.

The questionnaire was formulated with the help of several teachers of contemporary problems in the Vancouver, Washington,

schools and material from the N. C. A. Foreign Relations Project¹ and Dr. Emil E. Samuelson, Dean of Students, Central Washington College of Education. By interviewing these teachers before the questionnaire was completed, many areas of investigation presented themselves that otherwise might have remained unexplored. The N. C. A. Foreign Relations material sent by James M. Becker, Director of the project, provided further information aiding construction of the questionnaire. This information also aided contemporary problems instructors in availing themselves of excellent material for future use in this course.

II. DATA TABULATION AND INTERPRETATION

Present and preferred emphasis. At the beginning of the questionnaire an attempt was made to find out the relative emphasis given to the study of foreign relations in Clark County secondary schools. This was done by asking each instructor how much emphasis his school was putting on foreign relations at present. Then an attempt was made to find out if the instructor felt this amount of emphasis was right, if present practice is preferred or if more stress

¹This is the North Central Association Foreign Relations Project which exists as a result of a Ford Foundation grant aimed "To develop accurate, objective, and comprehensive materials which provide the necessary background for understanding current foreign policy problems."

should be given it in today's curriculum.

The respondents were asked, on the first question, how much emphasis they thought their school was actually putting on the study of foreign relations. The question, it was explained, was a type of rating scale with the first step (Very Much Emphasis) receiving a rating of five and the last step (No Emphasis) receiving a rating of one. As can be seen from Table I, none of the 19 teachers accorded their school the highest rating and none accorded it the lowest. The responses were fairly evenly distributed within the extremes of the scale. Much

TABLE I

RELATIVE EMPHASIS GIVEN TO THE STUDY
OF FOREIGN RELATIONS IN CLARK COUNTY SECONDARY SCHOOLS

	<u>No. of responses</u>
<u>Present practice</u>	
Very much emphasis	0
Much emphasis	8
Some emphasis	5
Little emphasis	6
No emphasis	0
<u>Preferred practice</u>	
Too much	0
Just right	4
Too little	15

Emphasis, rating number four, received 8 responses, Some Emphasis, rating three, received 5 responses, and Little Emphasis, or rating two, received 6 responses.

Question two was designed to determine whether these contemporary problems teachers believed their schools were giving enough attention to foreign relations education. As Table I shows under Preferred Practice, no respondent believed his school was devoting too much time to foreign relations education. However, 4 felt their school was right in stressing this subject as much as it did. Of these four, 3 marked Much Emphasis under Present Practice in Table I and 1 marked Some Emphasis. The remainder felt too little emphasis was being placed on foreign relations education in their schools. Out of these, 5 checked Much Emphasis, 4 checked Some Emphasis, and 6 checked Little Emphasis. It is interesting to note here that five of the eight, who marked Much Emphasis as to their school's contribution to foreign relations education, also said this was Too Little Emphasis.

The picture Table I presents, as a whole, is one with variations connected with Present Practice but near unanimity concerning Preferred Practice. It was shown from examination of Present Practice in Table I that, although the extreme categories were avoided, there were almost as many instructors who felt their school was giving Much Emphasis to foreign relations as there were instructors who felt

their school was giving Little Emphasis to foreign relations. One would assume from this that a significant difference could be found between the amount of attention given to foreign relations in respective curriculums. This assumption is proven correct upon examination of Table II.

TABLE II

HOW EMPHASIS IS GIVEN TO FOREIGN RELATIONS
IN CLARK COUNTY SECONDARY SCHOOLS

How It Is Given	Individual sch. tab.									Number of Schools
	a	b	c	d	e	f	g	h	i	
* Units in cont. prob. course	x	x	x	x	x	x	x	x	x	9
Assemblies	x		x	x	x	x		x	x	7
International rel. clubs	x		x	x				x	x	5
Use of outside speakers	x		x	x			x		x	5
Exchange student programs	x	x	x					x		4
Units in another required course		x					x			2
Units in an elective course	x				x					2

* or its equivalent

Table II shows the seven ways in which emphasis is given to foreign relations in the nine Clark County Schools. School "a" stresses foreign relations in all except one of the ways listed; school "c" in five ways; schools "d, h, and i" in only two ways. This manifests the actual divergence in practice of schools stressing foreign relations, whereas Table I manifested instructor opinion as to this divergence.

By inspecting the methods of emphasis one by one, it can be seen that units in contemporary problems courses or their equivalents, relative to foreign relations, are offered in every school.² Next, by order of frequency, assemblies were used. In the course of the interviews it was found that one or two assemblies of this nature a year was the established practice. In schools which supported foreign exchange students, at least one assembly was devoted to an explanation of this program and a talk (usually with slides) by the exchange student. International Relations Clubs and the Use of Outside Speakers were the next most frequent modes of high school foreign relations emphasis. Five schools mentioned each of these modes of emphasis, and four of these five mentioned both together. It appears likely, therefore, that outside speakers were often used in conjunction with these international relations clubs. Only two schools offered a unit or units of foreign relations education in a required course other than contemporary problems. Two different schools offered it in an elective course.

² Here it perhaps should be noted that two schools made no mention of contemporary problems courses. In one of these schools, sophomore World History was the proposed equivalent. In the other, courses called World History, World Geography, and American Problems, taken in grades 9, 10, and 12 respectively, were labeled as the surrogate subjects. All these subjects were required.

Summary. In summation, slightly less than half the respondents felt that their school was giving Much Emphasis to foreign relations; the remainder believed only Some or Little Emphasis was being given. The reason for this diversity of opinion became clear upon examination of Table II which showed actual participation by school in foreign relations education ranged from six to two methods of emphasis. A unit or units in contemporary problems courses was the only unanimous category.

The vast majority thought Too Little Emphasis was being given this subject in today's schools.

Class and pupil loads. The second section dealt with class and pupil loads to determine if instructors in the contemporary problems area were overburdened or if they were teaching so many subjects unrelated to contemporary problems that it precluded adequate planning. Also found here was the total number of pupils and classes affected by this instruction in the school year 1960-61 and the grade level on which this instruction took place.

The data with regard to the number of contemporary problems classes per instructor appears in Table III. While 3 taught five contemporary problems classes per day, 6 taught only one. There were, however, 5 teachers with four of these classes a day and 1 with three. Four instructors had two classes of contemporary

problems each day. Unfortunately, more than half the instructors taught an average of only 1.4 classes of contemporary problems per day. In spite of this, the average number of contemporary classes per instructor was 2.78.

TABLE III

NUMBER OF CONTEMPORARY PROBLEMS CLASSES PER INSTRUCTOR

Number of Classes	Number of Teachers
5	3
4	5
3	1
2	4
1	6

Average number of classes per instructor -- 2.78

Table IV shows the large variety of subjects taught by these nineteen instructors in addition to their contemporary problems classes. They most frequently mentioned history (5), English (4), and coaching (4) as being at least one of their additional subjects. The column entitled Total Additional Subjects manifests the probable number of preparations a teacher would be obliged to make. For example, instructors 1, 2, 4, and 14 had three subjects in addition to their contemporary problems classes; instructors 17, 18, and 19 had none. Six instructors taught but one additional subject, 5 taught two, and 1 taught four, besides those already mentioned above.

TABLE IV

SUBJECTS TAUGHT BY INSTRUCTOR IN ADDITION TO
THE CONTEMPORARY PROBLEMS CLASSES

INSTRUCTORS	SUBJECTS																			Total Add. Subj.	Proportion of Load for Contemporary Problems Course				
	U. S. History	English	Coach	P. E.	Psychology	Economics	8th "self-cont."	Wash. History	U. S. Govt.	Com. Art	Humanities	Mech. Dr.	Sociology	World History	Geography	Journalism	Biology	Bus. Law	Driver Tr.			Spanish			
1	1*	2																		1	3	20.0			
2	1						1	1														3	50.0		
3	2																					1	66.7		
4	3		1																		1	3	30.0		
5	4																						1	20.0	
6		3																					1	40.0	
7		2												1	1	1							1	60.0	
8		1																					4	33.3	
9			1	3																			2	20.0	
10			1			1																	2	15.0	
11			1			1																	2	15.0	
12				3	1																		2	20.0	
13					1													1					2	66.7	
14									1	1	1												3	40.0	
15													1										1	80.0	
16														1									1	80.0	
17								N	O	N	E												0	100.0	
18								N	O	N	E													0	100.0
19								N	O	N	E													0	100.0

*No. of classes in each subject

The proportion of class load devoted to contemporary problems, as differentiated from subject load, is interesting to examine. Table IV shows that while 3 teachers had class loads completely comprised of contemporary problems classes, 6 had contemporary problems loads of only 15 to 20 per cent. The others range on a continuum between these extremes. Only 8 instructors had class loads in which contemporary problems formed the major portion of their teaching day.

Reference to Table V shows that the average pupil load per instructor was not too high. The range is great, however, as one instructor had four classes with an average of only eighteen per class, while at the other extreme an instructor was charged with two classes which averaged thirty-five. The vast majority of pupils are in classes ranging from twenty-five to twenty-nine--not a number in excess of what would preclude adequate instruction. Of the 1422 pupils in the classes within this study, 1128 were in classes of this size range. These 1422 pupils were in fifty-two classes, which gives an average of 27.3 pupils per class. This pupil average per class can be considered close to the ideal. It is interesting that the instructor assigned to four classes which averaged eighteen felt this to be too small a class and was sure he had done better with classes of twenty-five to thirty.

The far right portion of Table V makes clear at a glance that seniors comprised most of the 1422 total. One freshman and seven

TABLE V
 AVERAGE PUPIL LOAD AND GRADE LEVEL
 IN CONTEMPORARY PROBLEMS CLASSES

	Average Pupil Load Per Instructor					Aggregate Number of Pupils	Grade Level			
	15	20	25	30	35		9	10	11	12
1	* 4					72				4
2		1				23				1
3			4			100	1	2		1
4			4			100				4
5			2			50				2
6			1			25				1
7			4			104				4
8			4			104				4
9				3		84		3		
10				1		28				1
11				5		145				5
12				2		58		2		
13				1		30				1
14				5		150				5
15				5		150				5
16					2	64				2
17					1	32				1
18					1	33				1
19					2	70				2
						1422	1	7	0	44
* Numeral indicates number of Classes per Instructor						Pupils	52 Classes			
						Average Pupils Per Class				
						27.3				

sophomore classes took world history or world geography, which was said by the administration of the two schools involved to be equivalent to contemporary problems courses.

Summary. Only three instructors were "purely" contemporary problems instructors with five classes to teach, and, at the other extreme, six had only one such class to instruct. The average number of contemporary problems classes per teacher was 2.78. The subjects most often taught in addition to contemporary problems were history, English, and physical education activities. Ten instructors had three or more subjects for which to prepare each day and one had five. The proportion of class load given to contemporary problems instruction in ten cases was less than 50 per cent and in eight cases more. If one accepts the premise that fewer preparations enable more extensive and competent preparations, then one should agree that too many of these teachers were teaching too many different subjects. The five teachers who taught four or five subjects probably encountered extreme difficulties in trying to meet their instructional responsibilities.

Pupil load was at an average of 27.3 and most pupils were in classes very close to this average--a situation approximating the ideal. There were fifty-two classes containing 1422 pupils under the leadership provided by the nineteen instructors who cooperated with

this study. Seniors made up forty-four of the fifty-two classes; sophomores made up seven and freshmen one.

Topics of Instruction within contemporary problems. The area examined next was topics of instruction, both related and not related to foreign relations, within the framework of the contemporary problems course. There was also an endeavor to discover the percentage of a school year's time given to foreign relations instruction by each teacher of this subject.

Just as too few instructors were allowed to concentrate their energies on contemporary problems, there appears to be too few who devoted enough of their contemporary problems time to the study of foreign relations. No instructor believed he was teaching foreign relations more than 75 per cent of the time, and only five believed they were contributing that much. Three judged they were spending one-half of contemporary problems time on foreign relations. Eleven instructors gave only 25 per cent or less of their class time to foreign relations and indeed two of these indicated they taught none at all. Although the name Contemporary Problems would seem to indicate rather substantial foreign relations emphasis, 59 per cent of the instructors devoted 25 per cent or less of their course time to it. It is interesting that of the five who devoted 75 per cent of their time to foreign relations, four were from the same school.

Upon examining topics of instruction contained in Table VI, one can see the great variation of themes under which foreign relations is supposed to be taught. The little uniformity observable is uniformity within particular schools, not between them. Comparative studies ostensibly form the dominant theme under which foreign relations is taught; i. e., study of comparative government, comparative education, comparative economics, etc. Foreign policy, which one might suppose to be a key unit relating to foreign relations education, was used as a topic by only 6 instructors, 5 of these in one school. None or one unit containing foreign relations was listed by 6 persons; 3 listed none (2 taught none) and 3 listed one. Two of the 3 listing but one topic indicated current news as the sole theme under which foreign relations education was transmitted. These two persons were employed by the same district.

One might be forgiven for anticipating the frequent use of the U. N. as a topic of instruction in this area or that the geographical approach might be stressed to a higher degree than is indicated by Table VI. This was not so, however, and one can but wonder why. Closer adherence to the Washington State Guide for Contemporary Problems Teachers might at least have made these topics of instruction more uniform and would have certainly promoted more topics more closely related to foreign relations education.

TABLE VI

TOPIC(S) OF INSTRUCTION CONTAINING MUCH OR SOME FOREIGN
RELATIONS CONTENT, AND DURATION
OF TEACHING TIME INVOLVED

Teacher	Topics Containing Foreign Relations Instruction	% of yr. taught
1	Race Problems; Comparative Religions, Governments, Education; Foreign Policy; U. N.	75
2	Same as above plus Comparative Economics	75
3	Same as above	75
4	Far Eastern Society, India & S. E. Asia, Middle East & Its Society, Slavic Society, N. European Society, Anglo-American Society, Latin American Society	75
5	Same as above	75
6	Comparative Religion, Government, Education; Foreign Policy; U. N.	50
7	Communism in the World, Geographical Studies of Foreign Lands, World Trade, U. N.	50
8	20th Century World, Population Study, Comparative Government, World Culture	50
9	Russia, Cuba, South America, The Far East, Thailand	25
10	Armament Control, World Trade, U. N.	25
11	Foreign Policy, Comparative Government, World Cultures	25
12	Foreign Policy, Comparative Government	25
13	Economics, World Geography	25
14	Current News	25
15	Current News	25
16	U. N.	25
17	None listed	25
18	No foreign relations taught	--
19	No foreign relations taught	--

On Table VII are listed the topics of instruction containing little or no foreign relations content, and duration of teaching time involved. Of course, the percentage of teaching time involved was that portion of contemporary problems not given to foreign relations education. This table shows an even greater diversity of topics not pertaining to foreign relations than Table VI did of topics related to the subject. Ancient, medieval, and even modern history, along with American government, vocational planning, and geographical approaches seem to form a more prominent part than many of the others listed.

Curiously, many topics similar to those listed on Table VI also appear on Table VII. This may mean that instructors differ as to the content developed under a similar topic or it may mean that they do not agree as to what foreign relations education is. In any event this manifests a weakness that perhaps could be ameliorated by the study or development of contemporary problems objectives. Common objectives would undoubtedly go far to standardize instruction in this area and, as has been shown so far, this is badly needed.

Summary. The study of comparative government, education, economics, religion, etc., form a small but salient part of foreign relations education. Topics too diverse and numerous to mention here made up the remainder of contemporary problems instruction. Only five teachers were devoting 75 per cent of their subject's time

TABLE VII

TOPIC(S) OF INSTRUCTION CONTAINING LITTLE OR
NO FOREIGN RELATIONS CONTENT,
AND DURATION OF TEACHING TIME INVOLVED

Teacher	Topics Containing Little or No Foreign Relations	% of yr. Taught
1	Ancient, Medieval and Modern History	100
2.	American Government, i. e., Federal, State, and Local; Domestic Problems	100
3	American Government, Current Events (Domestic issues)	75
4	Same as above	75
5	Ancient & Medieval History, Civics, Geography, Weather	75
6	History, Geography, Sociology	75
7	Ancient, Medieval and Modern History	75
8	Geography, Government, Racial Problems	75
9	Federal, State and Local Government	75
10	Problem Solving, Friction in Living Together, Striving for Better Living, Natural Resources	75
11	Vocational and Occupational Units, Problem Solving, World Religions, Economics, Races of the World	75
12	Atomic Energy, Economics, Vocation and College	50
13	Geography Orientation, Religions of the World, Races	50
14	Geographical Concepts, Study of the Develop- ment of American Values	50
15	Economics, Geography, Problem Solving	25
16	Arctic, Antarctic, Archeology	25
17	Vocational Planning	25
18	Vocational Planning	25
19	None listed by instructor	25

to foreign relations and eleven were stressing it a mere 25 per cent of the time or even less.

In general, the topics of instruction in contemporary problems classes show a lack of standardization and perhaps a lack of understanding by instructors as to what the subject should accomplish. Closer adherence to the State guide would eliminate some of this diversity and misunderstanding.

Materials used by contemporary problems instructors. The fourth area explored was that of materials. The teacher was asked to list the textbooks and current events magazines used as common reference materials. He was then asked if he felt adequately supplied with instructional materials and if the material he had to work with was of good, fair, or poor quality.

The nineteen instructors named 17 textbooks as material for research and study in their contemporary problems classes. Table VIII shows 5 texts with a relatively high rate of mention. World Geography by Bradley, copyright 1957, had the highest number of mentions, 7. Facing Life's Problems by Hanng, copyright 1955; Man's Story by Wallbank, copyright 1956; N. C. A. Foreign Relations Booklets, two of three new series published a year; and Our American Government by Diamond and Pfieger, copyright 1957, make up the rest of the top five with 5 mentions apiece. The other twelve textbooks

TABLE VIII

TEXTBOOKS USED AND THEIR EVALUATION BY INSTRUCTORS

Textbook	EVALUATION					Frequency
	Excel- lent	Very Good	Good	Fair	Poor	
World Geography		5	1	1		7
Facing Life's Problems		3	2			5
Man's Story		3	2			5
N. C. A. Foreign Rel. Booklets	1	3	1			5
Our American Government	1	2	1	1		5
American Problems Today		1	1			2
Challenges to Am. Youth			1		1	2
Living World History		1	1			2
Our Widening World		1		1		2
Record of Mankind	1		1			2
American Democracy		1				1
Geography of Nations					1	1
Geography & Society			1			1
Geography of the World		1				1
History as our World		1				1
Our World		1				1
Story of Nations			1			1
Total Evaluation	3	23	13	3	2	44

listed had no more than a frequency of 2 and most had but 1.

It is interesting to note the high rating given most of these textbooks. Only five instructors believed they were using a text of fair or poor quality while there was a total of thirty-six frequencies in the Very Good and Good categories. More than half the number of mentions for all textbooks fell in the Very Good column. This, then, indicates a feeling of high regard for the quality of textbooks used in most classrooms of contemporary problems.

The current events magazines shown in Table IX appear in the order of their popularity, as did the textbooks in Table VIII. Nineteen magazines were listed as contributing to contemporary problems instruction; and of these 19, U. S. News and World Report, Newsweek, and Time were the most popular. Out of a total 71 mentions, 35 were accorded these top three with the other sixteen magazines getting 36. Conservative magazines, therefore, are relied upon above all others to provide current information and interpretation for contemporary problems pupils. Unfortunately, it appears that many instructors are displaying an overwhelming bias toward conservative views. It may be, however, that these three most mentioned magazines are more readily obtainable by both teachers and pupils. The students' homes may well be supplied with these magazines, whereas other views are not so well represented. Even

TABLE IX

CURRENT EVENTS MAGAZINES
USED BY CONTEMPORARY PROBLEMS INSTRUCTORS

Magazines	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total per Magazine
U. S. News & World Report		1	1	1	1	1	1		1	1	1	1	1	1	1					13
Newsweek	1				1	1	1	1	1	1	1	1	1	1	1					12
Time	1			1	1	1		1	1		1	1		1	1					10
The Reporter				1		1	1			1		1								5
Senior Scholastic										1		1	1	1	1					5
Atlantic	1					1	1			1										4
Harper's	1						1			1										3
Life						1		1			1									3
Post						1		1												2
Reader's Digest								1					1							2
Look									1		1									2
U. N. Review									1	1										2
The Nation										1		1								2
Saturday Review												1								1
Current History												1								1
Holiday											1									1
Foreign Affairs										1										1
National Geographic									1											1
New Republic										1										1
Total per instructor	4	1	1	3	3	7	5	5	5	10	6	8	4	4	4	0	0	0	0	71

if this be so, an effort should be made by more instructors to expose their students to a more varied diet of current news literature.

Table IX also shows, on the bottom line, that 4 teachers used no current events magazines, 4 used four (this happens also to be the median), and 1 referred to as many as ten. The extent to which current events magazines were used was usually apparent upon entering the instructor's classroom--a display of those used could generally be seen.

Both the quantity and the quality of textbooks plus the quantity of current events magazines have been discussed. Table X shows that only 3 of the 19 persons interviewed believed he was adequately supplied. This took into account both quantity and quality, although the accent was on the desire for more material and material of an up-to-date nature.

TABLE X
INSTRUCTOR OPINION AS TO THE ADEQUACY
OF INSTRUCTIONAL SUPPLIES

Total Number of Answers	Number who Feel Adequately Supplied	Number who do not Feel Adequately Supplied
19	3	16

Summary. World Geography, by Bradley, received the highest frequency rating, which seems a bit odd because the geographical approach to instruction in contemporary problems was far from the most often used. Those using the N. C. A. Foreign Relations Booklets held them in high regard because of the recent and frequent publication dates. They contrasted this with their texts which, for the most part, were four or five years old. Foreign relations is a fluid and fast developing subject. This makes the purchase of textbooks an expensive process, and not always conducive to providing the most adequate materials. For this reason alone, the N. C. A. Booklets are a valuable addition to the instructional supplies of any contemporary problems teacher. With few exceptions, and despite their dated publications, instructors thought well of their texts.

Three of the nineteen current events magazines received very strong endorsement from these teachers. Because these three magazines are conservative, conservative bias on the part of the instructors was offered as one possible reason. It was noted that instructors should become aware of this situation and a more broad offering of current events magazines be made available to students. A big difference between teachers as to the use of any current magazine at all was observed. While four instructors used no magazine at all, one mentioned ten.

Sixteen persons did not feel adequately supplied with instructional materials. The desire was for more material of a constantly renewable nature.

Current news discussion. Some attention was given at this point to the use of current news discussion. It was anticipated that this type of instruction would play a prominent part in class work related to current problems. This anticipation was borne out, as will be seen later. Also, in connection with this section an attempt was made to find a single source of information more commonly used than others upon which to conduct these discussions.

A single, commonly used source was not found. Instructors usually encouraged students to watch all current news media for information; they did not generally stress a particular source. As Table XI shows, however, three instructors did place the accent on news from a magazine: U. S. News & World Report (2) and Time (1). One teacher persuaded his school to buy the morning daily newspaper for each class member and another encouraged use of the paper as the most recent and "easily read" current news source. The Huntley-Brinkley Report was mentioned by several as being an excellent and interesting source for contemporary problems pupils, and one teacher indicated it was emphasized above all other sources in his classes.

Reference to the frequency section in Table XI shows that

TABLE XI

SOURCES OF CURRENT NEWS DISCUSSION IN CONTEMPORARY PROBLEMS CLASSES
AND FREQUENCY OF CLASS DISCUSSION

Sources	Instructors																			Totals
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
News from all news media		1		1			1	1	1	1	1	1	1	1	1	1	1			13
News from a magazine	1		1		1															3
News from a newspaper					1	1														2
News from T. V. or radio	1																			1
Average Frequency																		NONE	NONE	
One time a week				1	1	1		1	1			1	1					1		8
Two times a week	1	1	1				1				1									5
Three times a week										1										1
Four times a week													1							1
Five times a week															1	1				2

the seventeen instructors held current news discussions one to five times a week. The interviews brought out the fact that, for the most part, these discussions were not a regularly scheduled method of instruction but were held as news of immediate interest developed. The average frequency per week per instructor appears, then, on Table XI. Thirteen teachers averaged current news discussions once or twice weekly while one averaged three per week and one four per week.

The two instructors who held current news discussions daily are interesting examples of the confusion which tended to exist relative to objectives and methods in the contemporary problems course. These instructors taught in the same school, and the only material supplied was the Senior Scholastic magazine. One of the teachers, a coach in his first year, was very uncertain about what he should be doing in this contemporary problems course. He not only held these discussions every day, he held them all day every day! The other person, a more experienced teacher, conducted current news discussions half a period every day using the remaining half for research from material brought from home, the writing of papers, panel discussions, and other varied methods of instruction.

It seems incredible that this school supplied only the Senior Scholastic in the way of instructional materials and that no one had

informed these instructors of the existence of the state guide for contemporary problems teachers. They were very pleased to find out about the state guide and the N. C. A. Foreign Relations Booklets which they planned to request the following year.

The methods used in conducting current news discussions fell into four general categories based on assignments and shown in Table XII. The reason the total number of frequencies exceed the number of instructors is that some instructors indicated the use of more than one basic method.

The most frequently mentioned were assignments given individual pupils. This varied from having each pupil in the class give a report on the same day to having only one person a day give the report. A common assignment given the whole class was the next most frequently mentioned method. Here the assignment may have been just to watch a television program and prepare to discuss it the following day or it may have been writing a critical analysis from a newspaper to be read to the class later. Four methods could be categorized as assignments given to groups or panels, e.g., groups assigned to topics in a newspaper or perhaps to a continent in which important events were taking place. The last category is where few assignments were made and discussion was presumably of a less directed and more general nature. This method was aptly characterized by the teacher who said, "When the kids are interested, I just let 'em go."

TABLE XII

METHODS USED IN CONDUCTING CURRENT NEWS DISCUSSIONS

	Frequency
1. Assignments given to individual pupils	7
a. Assignments made in <u>U. S. News & World Report</u> .	
b. Top students keep class daily informed in particularly important news events.	
c. Individual oral reports also done in writing.	
d. Panels or individual oral reports.	
e. Report and critical analysis from newspaper. First they report, then they tell of its significance and give an interpretation.	
f. Groups are responsible for a continent. Each person is then responsible for a particular area in his continent.	
g. Each day one student gives a news broadcast and class discussion follows. Panels every two weeks.	
2. Assignments given to the class as a unit	6
a. Assignments made one day ahead for discussion.	
b. Assignments made in <u>U. S. News & World Report</u> .	
c. Students may be asked to view a current film or T. V. program.	
d. The topic is specified and is in relation to the subject matter being studied. Students may do extra credit reports.	
e. Huntley-Brinkley T.V. program is assigned twice a week.	
f. Report and critical analysis from newspaper. First they report then they tell of its significance and given an interpretation.	
3. Assignments given to groups or panels	4
a. Students bring daily paper to class. Groups are assigned to a topic. I ask for their ideas and stress reasoning and thinking.	
b. Panels or individual oral reports.	

TABLE XII (Continued)

c. Outside research is assigned before discussions.	
d. Groups are responsible for a continent-- each person is then responsible for a particular area in his continent.	
4. Few assignments made	4
a. General discussion.	
b. Class discussion after background given by teacher.	
c. If kids are interested I just "let 'em go."	
d. Just general discussion except when we get our film strips from the <u>New York Times</u> .	
5. Two instructors left the question blank.	2

Summary. As was anticipated, current news discussion played an important part in class work related to contemporary problems. The sources upon which these current news discussions were based were as varied as the availability to students of any and all current news media.

All but two of the nineteen instructors interviewed averaged at least one current news discussion period a week. A large majority used this method of instruction just once or twice weekly; however, one person's complete instructional program was given over to this type of technique. This person's school is partly responsible for such a lack of balance because it failed first to supply him with adequate instructional materials and secondly to supply him with any guidance

or assistance in this first year of teaching.

The methods used to conduct these current news discussions were divided into four general categories based upon assignments given individual pupils, assignments given to the class as a unit, assignments given to groups or panels, and few assignments made.

Objectives, methods of instruction and evaluation. Next, and here the heart of the matter is reached, the instructor's methods of instruction and evaluation are examined. It was believed that these would vary so greatly that a pre-categorization would distort the results. Therefore, the question pertaining to objectives merely asked the teacher to list his chief ones. The questions on methods of instruction and evaluation asked him to list these but in what he considered to be their order of importance. In other words, if teacher "A" felt that lecture was the best method of instruction to achieve his objectives, then this he would list first. If, however, he used discussion a great deal and felt this method to be of prominent value, he listed it as second, and so on.

The instructors' objectives, like their topics of instruction and methods of current news discussion, were decidedly heterogeneous. Most of these people were obviously formulating their objectives in connection with foreign relations instruction for the first time. Although some appeared to put a great deal of thought into their formulation,

others merely referred to a textbook or other reference material. Fortunately, some instructors had given this question previous thought and it was merely a matter of transferring this thought to paper.

Most of the objectives were found to fall into four categories, shown in Table XIII. Most frequently mentioned were those which indicated a desire to make the student an intelligent voter and citizen. Representative examples of objectives under this category are: "Make the student realize his responsibility toward his country and its actions," "Ability to form opinions after careful study of the problem," and "Understand how we may contribute to our foreign policy." Developing an understanding of and tolerance toward foreign peoples was a classification under which six objectives could be placed. Examples of this type objective follows: "Understanding people are like ourselves," and "An awareness of other peoples and their problems." Making students realize the importance of foreign relations was the third category, and four objectives were related to it, e.g., "An awareness of the need for a good foreign policy," and "Understand the importance of foreign relations." The last category was labeled miscellaneous to catch those objectives less relevant to previous categories or perhaps not relevant even to foreign relations education. Appropriate examples of this classification might be: "Familiarity with nations involved," and "U. S. History." This last objective in particular, it must be argued,

TABLE XIII

THE OBJECTIVES OF FOREIGN RELATIONS EDUCATION
IN CONTEMPORARY PROBLEMS COURSES

	Frequency
Make the Student an Intelligent Voter and Citizen	13
<ul style="list-style-type: none"> a. Develop ability to think about foreign relations and come to decisions as to what should be done. b. A chief objective is to make the student an intelligent voter. c. Ability to form opinions after careful study of the problem. d. Give background information so student will understand events. e. Understand the conduct of our foreign policy. f. Understand how we contribute to our foreign policy. g. Enable the student to understand and use the information he gets. h. Make the student realize his responsibility toward his country and its actions. i. Understand our foreign problems and why they occur. j. Give students an understanding of our country's problems in its relations with others. k. Develop citizens better able to make decisions which call for an understanding of world affairs. l. Understanding the background to problems involved. m. How we contribute to our foreign policy. 	
Develop Understanding of and Tolerance Toward Foreign Peoples	6
<ul style="list-style-type: none"> a. People are like ourselves. b. Understanding of foreign peoples and cultures. c. An awareness of other peoples and their problems. d. Understanding of peoples and their problems. e. Develop an understanding of other peoples. f. Understanding and compromise are important tools in foreign relations. 	

TABLE XIII (Continued)

Make Students Realize the Importance of Foreign Relations	4
<ul style="list-style-type: none"> a. Make students understand that foreign relations is important and that we are involved in world affairs. b. Understand the importance of the areas of our involvement and what we are doing. c. An awareness of the need for a good foreign policy. d. Understand the importance of foreign relations. 	
Miscellaneous Foreign Relations Education Objectives	5
<ul style="list-style-type: none"> a. Familiarity with nations involved. b. How we are affected by the actions of other countries. c. Make students aware of values in American life. d. To relate activities in these fields to the student. e. U. S. History. 	

bears little relevance to valid foreign relations education objectives.

In spite of the fact that most instructors were for the first time constructing their foreign relations objectives, they did rather well. Their objectives, as a group, demonstrated an admirable awareness of what is needed to develop a citizenry capable of making the realistic decisions required for democracy's survival. However, one becomes dubious as to the sincerity of some instructors' objectives and of their dedication to them when their methods of formulation are recalled. The methods of instruction employed to facilitate the

attainment of these objectives will now be examined.

As well as listing in Table XIV the methods used, an attempt is made to show the relative importance attached by each instructor to each of the methods he listed. This is done by assigning a number, i.e., 1, 2, 3, etc., to each method to show the relative position granted this method by the instructor on his questionnaire.

First, it may be well to notice the number of methods used per instructor. Teachers nine and seventeen used only two methods and teacher six used five. Within these extremes the remaining persons used three or four methods with three methods being the most prevalent.

Discussion, the most popular method, was used by all instructors. It also received the highest rating (1.6). Lecture was second only to discussion in number of mentions but was rated fourth in effectiveness. Research and report writing was third in frequency but was considered a valuable method by those ten who used it--evaluated as second only to discussion. Oral reports from pupils came fourth as to frequency of mentions and one step lower in its evaluation as to effectiveness. The use of panels was mentioned by only five instructors but was considered valuable by them--its rating (2.2) being a mere .1 below second place. Map work, a method used by only one teacher, was believed by him to be the least effective of the three he mentioned.

TABLE XIV

METHODS OF INSTRUCTION IN CONTEMPORARY PROBLEMS CLASSES

Methods of instruction	Individual Instructor Rating Of Relative Importance																	No. of Mentions	Ave. Rating
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Discussion	1	3	1	1	1	4	1	2	2	1	1	1	1	2	2	2	2	17	1.6
Lecture	3	4	3		3	5	2	3		4	2	2	3	1	1	1	1	15	2.5
Research and report writing		1	2		2	1			1			3	2	3	3	3		10	2.1
Oral reports from pupils	4	2	2	2	4	3				2	3							8	2.7
Panels	2					2	3	1		3								5	2.2
Map work				3														1	3.0

This is surprising. The course title, Contemporary World History, Geography, and Problems, suggests that geography be an integral and important part of the instruction in this area. Even though geography was not often cited as a title under which foreign relations education was pursued, it was still possible to assume it played a preliminary, if not primary, function in relating the student and his environment to those foreign areas under consideration. Map work, in this connection, would appear to be an excellent way to bring this about.

On the other hand it is not surprising that discussion held such an eminent spot, both in frequency of mentions and rating as to effectiveness. Because of the lack of current materials it was difficult to relate, understand, and study current happenings and problems. Through guided discussions the instructor was able to contribute the wisdom of his experience and training to the students' questions and beliefs, thus, perhaps bringing the class to more mature attitudes and opinions. During discussions this was sometimes done by asking hypothetical questions and posing hypothetical problems. There was one weakness, however, in this method. Many instructors said that 50 to 75 per cent of their class did not take an active part in these discussions. This is unfortunate but generally true of any discussion class.

Again it is to be expected that lecture should perform an important role in the methods of instruction in this course. And this

for the same general purposes, i. e., lack of material, and the need for the instructor to contribute his knowledge to the class. It is rather curious that although lecture came in second in frequency of use, it was rated fourth as to its relative value in obtaining the instructor's objectives. Perhaps this was modesty on the instructor's part, perhaps not. It is difficult to say.

The use of panels was overlooked by twelve instructors. Conceivably they are overlooking an opportunity to introduce variety, vitality, and interest into their course methods.

In conclusion, discussion, lecture, and research and report writing made up the bulk of methods used in contemporary problems and, furthermore, with the exception of lecture, are rated high in their capacity to transmit the knowledge and ideas necessary to attain these instructors' objectives. Each instructor's interest, skill, and dedication in the employment of these methods, plus the content he is conveying, will determine the degree to which these objectives are realized. As has been at least hinted at previously, most instructors manifested the first and last of these requisites. Unfortunately, time and means precluded the observation visitations necessary to examine and judge the skill with which these methods were used. However, with interest and dedication, skill can't be far away. Next to be investigated are the methods of evaluation used to determine the progress toward objectives.

Five methods of evaluation were indicated: essay tests, papers or reports, oral contributions, objective tests, and study habits. Table XV shows that thirteen instructors used at least three of the first four methods listed; indeed, there is only a frequency difference of three between essay and objective tests, listed first and fourth respectively. In spite of the variety of evaluation procedures used by most teachers, three made use of only one. On the other hand two instructors indicated the use of all five methods of evaluation.

Essay tests received both the most mentions and also the highest rating as to effectiveness in telling the instructor how much progress was being made toward his objectives. In a course where opinions and subjective solutions to problems form the heart of the fruit of instruction, it is no wonder that only three of the fourteen mentioning essay tests consider them less than of first importance. On the contrary, it is surprising that yet another three persons used them not at all. Objective tests were accorded second place in effectiveness in spite of a fourth place frequency spot. Moreover, objective tests were second to essay tests by only .2 of a point--not a very significant difference. Papers or reports and oral contributions are virtually tied for third place in the rating column with a mere .1 point between them. Oral contributions encompass both prepared presentations and discussion participation. As might be expected, study habits were evaluated by only three instructors as a means of finding out if progress was being

TABLE XV

METHODS OF EVALUATION IN CONTEMPORARY PROBLEMS CLASSES

Methods of evaluation	Individual Instructor Rating Of Relative Importance																	No. of Mentions	Ave. Rating	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
Essay tests	2			All equal	1	1	1	1	2	1	1	1	1		1	4	1	14	1.3	
Papers or Reports	3	3	2		2		2	3	2	3	3		2		2	2			13	2.2
Oral contributions	1	4	3		3		2	2		1		3	3		3	3			12	2.3
Objective tests	2	2	1				1		2	2		2	4	1		1			11	1.5
Study habits		1	4								4								3	3.0

made. Two of the three felt this to be the least valuable of their methods. The other considered it the best!

This may seem incredible at first glance, but, on the contrary, if one recalls the most frequently mentioned objective, "Make the student an intelligent voter and citizen," what could be a more crucial first requisite? Without good study habits those qualities needed for the intelligent voter and citizen will be exceedingly slow in coming. This is not to insist upon study habits as the top criterion of the evaluative processes but only to suggest what appears to be an obvious oversight by instructors of contemporary problems, namely, that study habits are an important criterion if our objective is to develop intelligent voters and citizens. How else can the knowledge and wisdom necessary to the realization of the objectives be obtained if not by assiduous study and earnest application?

Summary. Although it was found that many instructors did not have previously thought out objectives, they knew in the back of their minds what these objectives should be--the development of citizens able to make effective choices in the light of adequate information to help sustain this democracy. The three headings under which most objectives fell were: Make the Student an Intelligent Voter and Citizen, Develop Understanding and Tolerance Toward Foreign Peoples, and Make Students Realize the Importance of Foreign Relations.

The most often used and most highly thought of method of instruction to attain these objectives was discussion. All instructors answering the question listed it. Next in the order of frequency of mention came lecture, research and report writing, oral reports from pupils, panels, and map work.

It was brought out that since geography is used in the course title and since the student should know or be familiar with the foreign areas under consideration, map work should perhaps be put to more extensive use. It was thought also that the instructor's interest, skill, and dedication in the use of these methods would determine the degree to which his objectives were realized.

Five methods of evaluating progress toward the instructor's objectives were found to be used: essay tests, papers or reports, oral contributions, objective tests, and study habits. The first four listed were close in both frequency of mention and rating of importance, with the essay test placing first in both categories. The underrating of study habits in the light of adhered-to objectives was discussed.

College preparation of instructors in contemporary problems.

The seventh area of exploration was the teacher himself. This was an attempt to find the extent of his education by asking him to list degrees he has earned. At this point it became apparent that it would perhaps be advantageous to ask also about credit hours beyond the B. A. degree.

This was done through the interview but does not appear on the questionnaire. The teacher was asked to list his major fields, too, in an effort to see if most are academically prepared to teach this challenging subject.

It is encouraging to note in Table XVI that all 19 instructors had a minimum of a B. A. degree, and 12 had at least a fifth year of college preparation. This would appear to be at least adequate so far as extent of education is concerned. On the other hand, only 5 instructors possessed a minimum of an M. A. degree and only 3 had a minimum of six years of college education. Conversely, this leaves 7 with a maximum of a bachelor's degree, 4 with a fifth year, 5 with a master's degree, and 3 with six years as a maximum of college preparation.

None of those holding master's degrees have accumulated enough credits to equal six years of college, and none of those having six years of college preparation indicated a desire to obtain a master's degree. In both cases this is regrettable. Perhaps district salary schedules are responsible for this, as all eight teachers are employed by districts whose top salary column is geared to an M. A. degree or six years of college preparation. A surprising find was that the five teachers holding master's degrees were from the same district and four taught in the same school! Furthermore, they all devoted 50 per cent or more of their contemporary problems time to the study of foreign relations. Conceivably this could be the result of a fine

TABLE XVI

COLLEGE PREPARATION OF INSTRUCTORS IN CONTEMPORARY PROBLEMS

Extent of preparation	Instructors																			Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
B. A.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
5th year	1	1		1				1	1	1	1	1					1	1	1	12
M. A.								1	1	1	1	1								5
6th year	1																	1	1	3
Major fields																				
History	1	1	1					1	1	1	1	1					1		1	10
Economics			1		1					1								1		4
Physical Education						1	1								1				1	4
Social Studies				1									1	1	1					4
Political Science										1										1
Art									1											1
Anthropology																	1			1
Journalism					1															1
Psychology																1				1

administration and well organized social studies department or perhaps it manifests on the part of these individuals a spirit of research that led them into a study of what this course should attempt to do. Maybe both of these or some unknown factors played a part. In any event, this school and these instructors appeared to be doing an outstanding job in seeing to it that their contemporary problems course was fulfilling its proper function.

Table XVI also shows history as being far and away the most common major field of contemporary problems teachers. The teachers listed it while economics, physical education, and social studies came in a poor second with four mentions apiece. There was only one instructor in each of the remaining major fields listed. Eight teachers indicated two major fields and in five instances history was one of them.

It is safe to say that most contemporary problems teachers had major fields commensurate with the subject matter needed to teach this course. Those with physical education majors, however, may be doubted. All but one had no second major field to back it up; this type of preparation would not be conducive to adequate instruction in a subject that demands much in the way of specialized information and wisdom from the teacher. It can be argued, in addition, that political science is an area toward which more study could be directed. The organization and behavior of governments is a crucial factor in

determining relations between nations. Therefore, it would appear that a cursory knowledge of this science should be expected of instructors teaching about the problems of the world. These problems are, for the most part, a direct result of international relations.

Summary. All the teachers of contemporary problems interviewed for this study had a bachelor's degree and 12 had at least a fifth year of college. Only 5 held a master's degree, and 3 had the equivalent of six years of college. It was noted that all those with an M. A. degree taught for the same district (4 in one school). It was noted further that these instructors devoted 50 per cent or more of their contemporary problems time to the teaching of foreign relations.

Ten teachers claimed history as their major field, and, therefore, this was the most frequently mentioned major. Economics, physical education, and social studies were second with four mentions each. The remaining major fields recorded on Table XVI had a frequency of one apiece.

Considering the extent of preparation, these instructors were adequately but not excellently prepared. Their major fields, likewise, exhibited satisfactory preparation--with the exception of P. E. majors. The suggestion was made that since political science emphasizes the study of governments and their behavior, it should play a more prominent part in the preparation of contemporary problems instructors.

Opinions as to the importance of foreign relations education.

Last, the teacher was prompted to give his opinion as to the importance of foreign relations instruction in today's secondary schools. This was asked in an effort to ascertain the feeling attached to this subject by instructors who appear to be in a position demanding that they feel its importance.

The data with regard to these instructor opinions are presented in Table XVII. An attempt was made to divide responses into four categories in which instructor comments indicating a feeling of extreme importance were first recorded. Comments that seemed to manifest a somewhat lesser feeling of importance were next recorded, and so on. The largest single category is in the "extreme importance" group. Examples of this type of comment follow: "One of the most pressing needs in our modern high schools," "Extremely important when we are threatened with an all out atomic war at any time; we cannot run away from foreign relations." Comments indicative of category two are: "Should be basic to all contemporary problems classes," "Very important if international understanding is to be developed." Category number three had but two comments, one of which was, "of some importance." The last category contains only a note that five instructors chose not to comment on this question.

Twelve instructors felt foreign relations education in today's high school was of extreme or much importance. The instructor in

TABLE XVII

INSTRUCTOR OPINIONS AS TO THE IMPORTANCE
OF FOREIGN RELATIONS EDUCATION IN THE HIGH SCHOOL

	Frequency
Comments which indicate extreme importance attached to it.	7
a. One of the most pressing needs in our modern high schools.	
b. Extremely important when we are threatened with all out atomic war at any time; we can't run from foreign relations.	
c. I think that foreign relations is one of the most important areas of social studies instruction. The 20th Century has brought America to a position of world leadership--we have men and women all over the globe. Every individual is a potential ambassador. Knowledge and background in foreign relations is essential to our country's future.	
d. Extremely important that it be taught. We must strive to present world problems as they affect each one of us.	
e. In the light of the current competition between Communism and Democracy it seems especially vital.	
f. The importance of foreign relations instruction is in my opinion, at the level of the 12th grade, one of the most important that could be presented to the student. It surpasses many of the solid subjects offered by the high schools at this time.	
g. Extremely important. Students are very inadequate in knowledge of current world affairs.	
Comments which indicate much importance attached to it.	5
a. Due to the increasing interdependence and relationships of the world today, people are more and more needing to understand one another. It is almost impossible today to isolate a country or people from the problems of others though thousands of miles and continents apart.	
b. Very important part of social studies program; especially in the 11th and 12th grades. Needs more emphasis in high school.	

TABLE XVII (Continued)

c. Should be basic in all Contemporary Problems classes.	
d. Very important if international understanding is to be developed.	
e. As you could probably tell from the interview, I consider it very important that students should know what is going on in the world around them, not only locally and nationally but internationally as well.	
<u>Comments which indicate some importance attached to it.</u>	<u>2</u>
a. I think that it should be included in some way so every student is exposed to the subject--as we now do it. Since the U. S. A. abandoned the policy of isolation this subject has been essential to good citizenship.	
b. Of some importance.	
<u>Five instructors chose not to comment on this question.</u>	<u>5</u>

category number three who commented "of some importance" didn't seem to know just what it was that this contemporary problems course was supposed to offer the students. He apologized by saying he was a P. E. major and that this was his first year as an instructor in this course. It is fairly safe to assume that the five not answering this question felt no particular inclination to attach a great deal of importance to foreign relations education in the high schools of today. An instructor must be interested in and feel the importance of the subject he is teaching if he is to do a good job. A doubt is raised as to the enthusiasm and interest of these teachers for their contemporary problems course.

Ironically, only five contemporary problems instructors gave more than half of their instruction time to foreign relations (Table VI, page 26) and yet twelve indicated foreign relations was of extreme or much importance. A first and obvious conclusion is that not all of these teachers were sincere in their statements of opinion. It is possible, and indeed probable, however, that the inadequacy of instructional materials relevant to foreign relations instruction precluded the use of a significantly larger percentage of time. This would explain why seven teachers believed foreign relations education to be of much or extreme importance and yet devoted only 50 per cent or less of their contemporary problems instruction time to it.

Summary. Instructor opinions concerning the importance of foreign relations education in the high school were separated into four categories. The largest single category contained comments indicating a feeling of extreme importance by 7 instructors. Five thought foreign relations education was of much importance, 2 believed it was of some importance, and 5 chose not to answer the question. Those who chose not to answer the question were thought to feel that foreign relations instruction was not a vital part of the high school curriculum.

Seven instructors believed foreign relations education much or extremely important, and in spite of this were devoting only 50 per

cent or less of their contemporary problems time to it. The inadequacy of foreign relations instructional materials was believed to have been the cause of this apparent inconsistency. It is difficult and sometimes unfruitful to teach a subject with less than adequate instructional materials.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the extent and nature of foreign relations education being given students in the Clark County, Washington, secondary schools. The tremendous power of destruction and devastation now available to man increases the need to teach foreign relations and international understanding. Peoples and nations must learn to live in peace, and the educators of America must do all they can to promote the skills and attitudes necessary to the development of sound foreign relations which will lead to that peace.

This study was limited by four factors: the inability to anticipate all possible questions relevant to this problem, the geographical limits of Clark County, the small number of schools and interviewees, and the inability of three coaches to contribute to the study.

The contemporary world history, geography, and problems courses were the focal point of most foreign relations instruction and as such received the major attention of this study. Eight basic areas were chosen for examination: (1) present and preferred emphasis given foreign relations education, (2) class and pupil loads, (3) topics

of instruction within contemporary problems courses, (4) materials used by contemporary problems instructors, (5) current news discussion, (6) objectives, methods of instruction and evaluation, (7) college preparation of instructors in contemporary problems, (8) opinions as to the importance of foreign relations education.

Slightly less than half the respondents felt that their school was giving Much Emphasis to foreign relations. The remainder believed only Some or Little Emphasis was being given. In actual practice foreign relations education was emphasized quite extensively in some schools and very little in others although all schools offered a unit or units related to foreign relations in their contemporary problems courses or equivalents. The vast majority of instructors interviewed thought Too Little Emphasis was being given this subject in today's schools.

Only three instructors were "purely" contemporary problems instructors with five classes to teach, and at the other extreme, six had only one such class to instruct. The average number of contemporary problems classes per teacher was 2.78, and the subjects most often taught in addition to contemporary problems were history, English, and physical education activities. Ten instructors had three or more subjects for which to prepare each day and one had five. The proportion of class load given to contemporary problems instruction in ten cases was less than 50 per cent and in eight cases more. If one accepts the

premise that fewer preparations enable more extensive and competent preparations, then many of these teachers were teaching too many different subjects. The five teachers who taught four or five subjects probably encountered extreme difficulties in trying to meet their instructional responsibilities.

Pupil load was at an average of 27.3, and most pupils were in classes very close to this average--a situation approximating the ideal. There were fifty-two classes containing 1422 pupils under the leadership provided by the nineteen instructors who cooperated with this study. Seniors made up forty-four of the fifty-two classes; sophomores made up seven and freshmen one.

The topics of instruction in the contemporary problems classes relevant to foreign relations were very diverse and numerous. The study of comparative government, education, economics, and religion, however, did form a small but salient part of foreign relations education. Under these topics only five teachers were devoting 75 per cent of their subject's time to foreign relations and eleven were stressing it a mere 25 per cent of the time or even less.

In general, the topics of instruction in contemporary problems classes show a lack of standardization and perhaps a lack of understanding by instructors as to what the subject should accomplish. Closer adherence to the state curriculum guide for contemporary problems teachers would eliminate some of this diversity and misunderstanding.

In the area of materials, the textbook World Geography by Bradley received the highest frequency rating, which seems a bit odd because the geographical approach to instruction in contemporary problems was far from the most often used. Those using the N. C. A. Foreign Relations Booklets held them in high regard because of the recent and frequent publication dates. Foreign relations is a fluid and fast developing subject which makes the purchase of textbooks an expensive process, not always conducive to providing the most adequate materials. With few exceptions and despite their dated publications, instructors thought well of their texts.

Three of the nineteen current events magazines mentioned received very strong endorsement from these teachers. Because these three magazines are conservative, conservative bias on the part of the instructors was offered as one possible reason. Another was that these magazines have a wide circulation and are probably more readily available to students. It was noted that instructors should become aware of this situation and mitigate this heavily conservative influence by providing magazines of various views for their pupils.

Sixteen persons did not feel adequately supplied with instructional materials. The desire was for more material and of a constantly renewable nature.

Current news discussion played an important part in class work related to contemporary problems, and the sources upon which

these discussions were based were as varied as the availability to students of any and all current news media.

All but two of the nineteen instructors interviewed averaged at least one current news discussion period a week. A large majority used this method of instruction just once or twice weekly; however, one person's complete instructional program was given over to this technique.

The methods used to conduct these current news discussions were divided into four general categories based upon assignments given individual pupils, assignments given to the class as a unit, assignments given to groups or panels, and few assignments made.

Although it was found that many instructors did not have previously thought out objectives, they seemed to know what these objectives should be. The three headings under which most objectives fell were: Make the Student an Intelligent Voter and Citizen, Develop Understanding and Tolerance Toward Foreign Peoples, and Make Students Realize the Importance of Foreign Relations.

The most often used and most highly thought of method of instruction used to attain these objectives was discussion. All instructors answering the question listed it. Next, in the order of frequency of mention came lecture, research and report writing, oral reports from pupils, panels, and map work.

It was brought out that since geography is used in the course title and since the student should know or be familiar with the foreign areas under consideration, map work should perhaps be put to more extensive use. It was thought also that the instructor's interest, skill, and dedication in the use of these methods would determine the degree to which his objectives were realized.

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All those interviewed for this study had a bachelor's degree, and 12 had at least a fifth year of college. Only 5 held a master's degree, and 3 had the equivalent of six years of college. It was noted that all those with a M. A. degree taught for the same district, four in one school, and it was noted further that these instructors devoted 50 per cent or more of their contemporary problems time to the teaching of foreign relations.

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Seven instructors indicated they felt foreign relations education was of extreme importance in the high school. Five thought it was of much importance, 2 believed it was of some importance, and 5 chose not to answer the question. Those who chose not to answer the question were thought to feel that foreign relations instruction was not a vital part of the high school curriculum.

Seven instructors who believed foreign relations education much or extremely important were devoting only 50 per cent or less of their contemporary problems time to it. The inadequacy of foreign relations instructional materials was believed to have been the cause of this apparent inconsistency.

The purpose of this study was to determine the extent and nature of foreign relations education in the Clark County, Washington, secondary schools. All secondary schools in Clark County offer foreign relations education to some degree, but more needs to be done. While a few schools appear to be doing a truly outstanding job of foreign

relations education, others appear to be giving it a mere cursory treatment. During interviews it was observed that when instructors within schools got together to plan a definite and yet flexible program pertaining to contemporary problems, the extent and nature of foreign relations education was much enhanced.

Because this study has shown a lack of common objectives and procedures among contemporary problems instructors and because of the above observation, it is recommended that an effort be made to standardize to a further degree the instruction in this area. This may be done by calling attention to the state curriculum guide and actively encouraging its use or by regional meetings of contemporary problems teachers. In these meetings much thought could be given objectives, content, and methods which would help instruction and also create common ground propitious to standardization. At the time of this study, and as this study has suggested, a contemporary problems student from one high school would perhaps have difficulty recognizing the contemporary problems course in another because the two courses would many times contain completely different content.

Appropriate instructional materials were needed. Many teachers were trying to teach contemporary problems and foreign relations from a textbook three to five years old. New problems and crises develop every month, week, and day; therefore, materials designed specifically for this course, material of an inexpensive and

current nature, would be desirable.

It appears that an instructor of contemporary problems must be avidly interested in world affairs as this is a subject whose content is largely derived from the day-by-day existence of the world. This interest must enable the teacher to keep up with rapidly developing events and turn the knowledge of these events into the tools necessary to create within his students both a desire to know of the world's problems and the ability to react constructively toward them when the opportunity presents itself. Most of the nineteen instructors contributing to this study met this criterion if one can determine this from the interview technique used.

Relations between nations being what they are and the world in the state of turmoil it is, society dare not continue the improvement of science without a commensurate improvement in the abilities of people to deal with each other in an understanding and intelligent way. Educators have a special responsibility of helping the American people to develop these abilities. It is recommended, therefore, that contemporary problems instructors of Clark County devote a higher percentage of their class time to foreign relations education and, indeed, that they consider foreign relations education basic to their contemporary problems course. When this is done more future voters will have the skills and techniques necessary to enable them to react to world affairs in a manner more conducive to their own welfare.

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APPENDIX

THE QUESTIONNAIRE

A SURVEY OF FOREIGN RELATIONS EMPHASIS IN HIGH SCHOOL COURSES IN CONTEMPORARY WORLD HISTORY, GEOGRAPHY, AND CURRENT PROBLEMS

1. How much emphasis do you feel your school is putting on the study of foreign relations?

Very much emphasis _____ Much emphasis _____

Some emphasis _____

Little emphasis _____ No emphasis _____

2. Do you believe this amount of foreign relations is:

Too much _____ Just right _____ Too little _____

3. How is the emphasis given to foreign relations in your school?
(please check all that apply)

- A. Assemblies
- B. Home room programs
- C. Required course devoted exclusively to the study of foreign relations
- D. Unit or units in Contemporary Problems course
- E. Unit or units in some other required course
- F. Elective course devoted exclusively to the study of foreign relations
- G. Unit or units in some other elective course
- H. International relations clubs
- I. Use of outside speakers
- J. Others (please list)

4. Is your school one of those receiving aid and guidance from the N. C. A. Foreign Relations Project?

Yes _____ No _____

5. If yes, to what extent is this aid and/or guidance being accepted?

6. If your school is one of those enrolled in the N. C. A. Foreign Relations Project, when did you enroll? _____

7. How many classes in Contemporary World History, Geography, and Problems do you teach? _____

8. At what grade level are these students? _____

9. How many pupils are in each class? _____

10. Are these classes segregated according to ability?

Yes _____ No _____

11. Please list the subjects you teach in addition to this World Problems course.

12. Do you teach a unit or units related to foreign relations in your Contemporary Problems course?

Yes _____ No _____

13. If so, please give the titles of these units.

14. Would you please list the titles of the other units in this Contemporary Problems course?

15. What is the total duration of your unit or units germane to the teaching of foreign relations?

One year _____ One half year _____ One quarter _____ Less _____

16. What texts of common reference materials are used by the class?

17. Do you consider the material used:

Excellent _____ Very good _____ Good _____ Fair _____ Poor _____

18. Do you feel you are adequately supplied with instructional materials for this course?

Yes _____ No _____

19. Are current events magazines used?

Yes _____ No _____

20. If so, please indicate which ones.

Time _____ U. S. News & World Report _____

Newsweek _____ The Reporter _____

Others _____

21. Are current news discussions a regular part of your World Problems course throughout the year?

Yes _____ No _____

22. Are they a regular part of your units which are relevant to foreign relations?

Yes _____ No _____

23. If so, how often are these discussions held?

24. Are these discussions based on:
- a. News from a newspaper?
 - b. News from T.V. or radio programs?
(if so please name)
 - c. News from a magazine?
(if so please name)
 - d. Information from all current news media?
25. Please explain any other methods you may use in conducting current news discussions.
26. Please list the chief objectives in your unit or units related to foreign relations.
27. List, in what you consider to be the order of importance, methods of instruction which you have found to be conducive to the attainment of these objectives.
28. Is team teaching used in teaching the World Problems course?
- Yes _____ No _____
29. List, in what you consider to be the order of importance, techniques of evaluation you have found to be effective in checking pupil progress.

30. Would you please indicate your major field?
31. Would you please indicate the degrees you have earned?
32. How important do you think foreign relations instruction is in the high school? (optional)
33. Would you like a summary of the data of this questionnaire?
Yes _____ No _____