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## A Survey of the Teaching of International Relations in the Secondary Schools of North Dakota

Thomas P. Redmond

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A SURVEY OF THE TEACHING OF INTERNATIONAL RELATIONS  
IN THE SECONDARY SCHOOLS OF NORTH DAKOTA

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Submitted to the Graduate Faculty  
of the  
University of North Dakota

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by  
Thomas  
T. P. Redmond  
In Partial Fulfillment of the Requirements  
for the  
Degree of  
Master of Science in Education  
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This thesis, presented by T. P. Redmond, in partial fulfillment of the requirements for the degree of Master of Science in Education, is hereby approved by the Committee on Instruction in charge of the work.

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## CHAPTER 1

### INTRODUCTION

The day has long since passed when man, family, or nation can live alone. Huge corporations stretching their tentacles of commerce into the lives of every nation have drawn all countries so close together that they form an immense fabric of trade covering all the known world. Paris is but a few hours from New York by air. The business executive in London can maintain direct and personal administration of his affairs in the Western Hemisphere. Among all the world powers of today one finds binding cords of association. A man of the twentieth century is indeed a world citizen.

With this intimate union in the realm of trade has come a close relationship in civic, political, and social interests and undertakings of the governments of the world. The extent to which human beings can live as integral members of such closely associated nations depends upon the extent to which the civic and political conditions, problems, and policies of each country are familiar to the citizens of each country of the world. In other words, the only way in which an inhabitant of the United States can show an intelligent and sympathetic attitude toward the governmental affairs of another country is to have some slight knowledge of existing conditions and practices con-



cerning such governmental affairs. Citizens of today must know about the political and civic status of all nations of the earth. A thorough course in international relations would give such a knowledge. This can be taught effectively in the secondary schools of North Dakota. Before such a course can be taught with the greatest value to the student a concise study of material to be offered must be made.

The North Dakota State High School Manual recommends that this subject be offered as a half-unit during the twelfth year. This is called the senior year in high school. The state department of education emphasizes the necessity of developing international minds in the young people of the country in its instructions for teaching the course, as follows:

"No American taking a long view can suppose that the rapid developments in transportation and communication which have brought even the most remotely situated country on our premises, do not concern him, or that he can escape the consequences of the disappearance of distance."

#### Purpose of the Study

In this study the author will try to show: first, what has been studied in the secondary schools of North Dakota; second, what the state department high school manual recommends for this study; third, an analysis of the

texts published for this subject; and fourth, what a curriculum for the teaching of international relations should contain.

#### Method

In this survey an analysis of the teaching of international relations was made in as many of the secondary schools as replied to the questionnaire mailed out in April, 1935. The subject was introduced in the high schools in 1931 as a regular elective in the curriculum. The subject had not been offered as required work in all the schools in the state at any time, nor had it been taught for a great number of semesters in any of the schools of the state. There was not a great deal of information to draw from. In the first place questionnaires were mailed out to all the schools that offered the course in the past with the added request for information as to whether they believed it to be of value to the pupils. Then questionnaires were mailed to all the rest of the four-year high schools in the state. The chief purpose of the study was to attempt to analyze the situation in order to discover whether this new course had a place in the curriculum of the secondary schools in North Dakota and if it did, what would be the best method to present this subject. If it had a place in the schedule of studies the schools that had experience in offering it would be able to furnish valuable informa-

tion on methods of instruction and materials used.

A questionnaire to be mailed out to all teachers of international relations in the secondary schools of North Dakota was felt to be the best method of obtaining information. Such a questionnaire had to be short, concise, and must not take up a great deal of the teachers' or superintendents' time in order to obtain the greatest number of replies possible. It must also be in a form that would arouse the interest of the one addressed. The questionnaire used was limited to eight parts and was written on two pages. The check system of answering was used whenever possible. A fair sampling of all the schools in the state sent replies. Some came from each geographic section, and replies were received from some of the ten largest schools and also from some of the smallest four-year high schools. The copy of the questionnaire is in the appendix of the thesis.

#### Limitations

The study was limited to the secondary schools of North Dakota in its scope. It was not necessary to consider the elementary schools because none of them offered the course. The survey was conducted in North Dakota alone because time would not permit a more lengthy and thorough review, which might include a large territory. Interviews with school men from the bordering states revealed the

fact that South Dakota, Montana, and Minnesota have not been teaching any course in international relations. The Minnesota and South Dakota educational authorities are preparing courses of study for international relations with the intention of adding it to the secondary school curriculum. Although New York has been offering a course in international relations, North Dakota may be doing a piece of pioneering in the offering of this subject, which other states may follow in the future.

CHAPTER 2  
PRACTICES IN TEACHING THE COURSE IN  
INTERNATIONAL RELATIONS

As a result of the survey made of the four-year high schools in North Dakota in April, 1935, many facts were brought to light in regard to the teaching of "International Relations." Of a total of approximately 300 questionnaires that were mailed to secondary schools and 135 returned, seventy-eight filled out the blanks. The balance of the schools which returned the blanks did not offer the course.

During the preceding school term there were fifty-six high schools offering the subject as a half unit course. This indicates that a large percentage of the schools offering the course the past year responded to the questionnaire. The course seems to be gaining in popularity. Only two of the schools that offered it in previous years signified that they did not believe it had a place in the curriculum of the secondary school. The reason they gave for discontinuing it was that this subject duplicated the material covered in Problems of Democracy and United States History. Practically all the remaining questionnaires filled out and returned enthusiastically recommended the course for a place in the high-school curriculum.

The questionnaire in itself was composed of eight

parts. The check system of answering questions was used, whenever possible, in order to be economical of time for the one answering and thus encourage more replies. A letter urging cooperation and promising a copy of the results of the survey to those desiring it was placed on the first page of the questionnaire. Most of the replies brought requests for this information.

The first question requested information as to which grade in the elementary or secondary school the subject was offered. With a total of seventy-eight reporting, the survey revealed that fifty-four schools offered the course in grades eleven and twelve (Table 1).

Table 1

Secondary School Grades in Which the Course in International Relations Was Offered in 1934-1935

Grade	Number of Schools Offering the Course in the Designated Grades
9 alone	0
10 alone	0
9 and 10	1
9, 10, and 11	1
10 alone	0
10 and 11	0
10, 11, and 12	0
11 and 12	54
12 alone	22
<b>Total</b>	<b>78</b>

There were no schools offering the course to the pupils in the ninth grade alone. One school offered it

to ninth and tenth grades together. This shows that the subject is not popular for students beginning their high-school work. The assumption can be drawn that the teachers believe it to require a more mature mind than the average freshman or sophomore in our secondary school has. The one institution offering the subject to ninth and tenth year pupils was a model high school connected with one of the colleges. That school had also offered the course the preceding year in the same grades. Perhaps the pupils attending that school are more mature than the average.

No school offered this course to pupils in the tenth year alone. The majority of the teachers or superintendents favor waiting until later in the school career of their pupils. They evidently are either influenced by the recommendation of the North Dakota Course of Study for High Schools, or else they feel that this is not the best time to present international relations to their students.

Most of the secondary schools offer the course to pupils in the eleventh or twelfth year as an elective subject. The average school in North Dakota has to combine junior and senior electives because of small size of classes, shortage of teachers, and overloaded schedules. This also forces most of the smaller schools to leave all senior classes open to juniors. Thus, a large number would not be able to offer the course each year. However,

there are twenty-two schools restricting the study to twelfth year pupils. This is the year recommended by the state department of education. These are the larger schools as a general rule.

The second part of the questionnaire dealt with the prerequisites, if any, which a pupil must have in order to be allowed to study international relations (Table 2). In sixty-three cases they were left to the judgment of the teacher. Four schools required an I. Q. of 90 to 103. Two required an average of seventy-five in social science classes, and one asked for an average of eighty in social science classes. Six stated that they thought the subject was of so much value in the high-school curriculum that they did not set up any prerequisites for it.

Table 2

Frequencies of Certain Prerequisites to the Course in International Relations in North Dakota High Schools, 1935

Prerequisite	Number of Schools Requiring It	Grade in Which Course Is Offered in These Schools
Judgment of teacher	63	11 and 12
I. Q. of 90 to 103	4	9, 10 and 12
80 in all subjects and 85 in social science	2	9 and 10
So much value in curriculum no prerequisites	6	11 and 12
75% average in social science	2	11 and 12
80% average in social science	1	12
<b>Total</b>	<b>78</b>	

Third, the schools were asked to list whatever new



units of work other than those found in the American problems course this course offered. Some of those most frequently mentioned were: more extended studies of wars, their causes and how they may be prevented; a detailed study of the League of Nations and World Court; a study of international law, its causes, effects, and methods of preventing international wars; foreign countries and their possessions; diplomacy; specific movements toward world peace; current world problems; economic internationalism; problems of neutrality; world relations and their effect on the Monroe Doctrine; and economic nationalism or internationalism. This list of topics shows that enough material can be found to make this a worthwhile subject to study for a half year in the secondary schools.

Table 3

Textbooks Used in Teaching International Relations in North Dakota High Schools, 1935

Title	Frequency
Magruder	59
Potter and West	6
Greenan & Meridith	1
Hughes	1
Several	3
<b>Total</b>	<b>79</b>

The textbook most frequently used was National Government and International Relations, by F. A. Magruder, published by The Macmillan Company in 1933. Two schools used a com-

bination of several, while one school used a problems textbook by Hughes, and another used a problems book by Greenan and Meridith (Table 3).

The North Dakota High School Manual and Course of Study lists only two texts, as follows: F. A. Magruder, National Government and International Relations (The Macmillan Company, 1933); and P. B. Porter and R. L. West, International Civics (The Macmillan Company, 1930). A new text is in the process of publication. It is by Dudley S. Brainard and Leslie D. Zeleny, International Issues, published by McGraw-Hill Book Company, 1935. The authors teach political science at Saint Cloud Teachers' College, Saint Cloud, Minnesota. Nearly all the recent American problems textbooks devote one chapter to international relations. Recent workbooks in American Problems devote a chapter or more to them. However, it does not seem possible that this wealth of material can be thoroughly covered in one chapter. Magruder's is the one predominantly used in this state. The reason for this might be because of the familiarity of the instructors with other social science textbooks by the same author.

#### Types of Instruction Used

The teacher was asked to check the type of instruction followed. The methods mentioned were: textbook method, lectures from text, reference reading from texts, student reference work and reports, lectures, and debate.

Seventy-five of the seventy-eight reported on this part of the questionnaire.

Table 4

Methods of Instruction Used to Teach International Relations

Method	Number of Schools Using Each Method
Textbook	60
Lectures from text	32
Outside reading	32
Student reports	50
Lectures on outside subjects	42
Debate	6

Sixty schools used the textbook method; twenty-two used a combination of textbook and lectures; thirty-two used textbook and reference readings; fifty had the students write reports, forty-two lectured to the pupils on material not found in textbooks; and six used debate as a means of instruction.

Most of the cases reporting the textbook method of instruction also had reference reading and lectures in conjunction. Six also used debate as a means of creating interest in the course. Nearly all the instructors required reports by pupils. These were assigned weekly or more frequently. A very comprehensive and valuable course was offered according to the survey.

Auxiliary Helps

In sixty-two of the schools reporting, current events were used as an auxiliary aid to the teaching of international

al relations. Sixty-two reported the use of periodicals, and in sixteen cases the pupils obtained material from foreign countries. Sixty-seven schools required special reports from outside reading by the students. Eight obtained people from outside the school to give lectures on foreign countries. Visual instruction was used as an auxiliary aid in twelve cases, and the radio was used in twenty-six cases (Table 5).

Table 5

Auxiliary Helps Used to Supplement the Textbook

Auxiliary Help	Number of Schools Using Each Type
Current Events	63
Radio	26
Periodicals	66
Materials from foreign countries	16
Student reports	67
Outside lecturers	8
Visual instruction	12

The students usually gave reports on outside reading. Some of these took the form of material from other texts, and other reports were taken from books on travel from foreign countries. Periodicals were read as a part of the curriculum in nearly every class. Visual instruction and radio were not reported as auxiliary helps in very many cases. This was due to a shortage of machines in most of the high schools in North Dakota.

The teachers' opinions as to the adequacies of the textbooks used were investigated. Seven schools reported

that the textbooks were adequate. Of these seven, five were using Hagruder's Governments and International Relations; two used International Civics by Potter and West, and one reported the use of both of the above texts. Twenty-two of those were using the book by Hagruder. Three reported that the text by Potter and West was inadequate. One reported Hughes inadequate, and one reported Greenman and Meredith inadequate.

The chief gaps or inadequacies listed were:

1. The text deals too much with economic or social organization.
2. Too much emphasis on dependencies of the United States.
3. Not sufficient material.
4. What our place in world affairs really is.
  - a. Can we justify the Monroe Doctrine?
5. Not revised to date.
6. Too much a study of government.
7. Not enough on diplomacy or international relations.
8. Must be augmented by daily reference work.
9. Material too stiff and scholarly for high-school students.
10. Too brief and vague.
11. Discussion on South America far too short.
  - a. Too much Geography.
  - b. Vague relationship.
12. Does not face issues.

13. Text too formal.
14. Carribean policy vague.
15. Too much time spent on comparative government.
  - a. Not sufficient emphasis on practical methods.
  - b. Not sufficient emphasis on propaganda activities.
16. Too much on governments.
  - a. Not enough emphasis on customs.
  - b. Not enough emphasis on habits or background.
17. Too much description of countries.
18. Not enough emphasis on diplomacy.

The majority of those that stated an opinion believed the text they used was not adequate to cover the material. However, there were over fifty per cent of those replying that did not answer this question. Some might not have wished to go to the trouble of answering because of the necessity of writing out statements. This seems to show that the textbooks are not adequate in material for the course and must be supplemented by other materials (Table 6).

Table 6

## Number of Opinions on the Adequacy of Certain Textbooks

<u>Textbook</u>	<u>Adequate</u>	<u>Inadequate</u>	<u>No Opinion</u>
Magruder	5	22	39
Potter and West	2	3	3
Greenan and Meredith	0	1	0
		2	0
Hughes	0	1	0
Miscellaneous	0	0	0
<b>Total</b>	<b>7</b>	<b>29</b>	<b>32</b>

### Periodicals and Magazines Used

The eighth part of the questionnaire called for a list of the periodicals and magazines used in the course. Forty-one used the Literary Digest; thirty-nine, Time; twenty-nine, Scholastic; twenty-one, Review of Reviews; seventeen reported Pathfinder and American Observer; eighteen Current Events; seventeen, daily papers; thirteen, Current History; seven, National Geographic; six, Weekly News Review; twelve, Readers Digest; five, Forum; two used Atlantic and Christian Science Monitor; and one used each of the following: Congressional Record, Primer of the New Deal, Fortune, Harpers, and Asia. Ten schools did not report the use of any magazines or periodicals. A further study of the survey reveals that two used only one periodical or magazine; six used two; eighteen used three; twenty-three used four; sixteen used five; four used six; and one used seven. The schools reporting one magazine had the American Observer. The most popular number of periodicals or magazines used by classes in international relations was four.

Table 7

#### Frequency of Use of Magazines and Periodicals

Number of Magazines and Periodicals Schools Use	Number of Schools
1	2
2	6
3	18
4	23
5	16
6	4
7	1
0	10

The final part of the questionnaire asked for a list of all supplementary material by units of subject matter involved, giving authors, titles, and publishers of all books, bulletins, and pamphlets whose information was brought into the course.

A list of books and authors follows:

- Issiah Bowman, New World(World Book Co., 1928).
- P. T. Moon, Imperialism and World Politics(The Macmillan Co., 1928).
- R. L. Buell, A History of Ten Years, Revised Edition (The Macmillan Co., 1929).
- J. E. Blakeslee, European War 1914-1918(Viking Press, 1926).
- F. A. Magruder, National Governments and International Relations(Allyn and Bacon, 1933).
- P. B. Potter and R. L. West, International Civics(The Macmillan Co., 1930).
- G. A. Beard, American Government and Politics(The Macmillan Co., 1919).
- F. A. Magruder, American Government(The Macmillan Co., 1930).
- Perley Ray and Orman Ogg, Introduction to American Government(The Century Co., 1932).
- Kirby Page, Dollars and World Peace(G. H. Doran Co., 1927).
- L. B. Shippee, Recent American History(The Macmillan Co., 1924).
- H. E. Bolton and T. M. Marshall, Colonization of North America(The Macmillan Co., 1922).
- F. G. Carpenter, Alaska, Our Northern Wonderland (Doubleday Page Co., 1925).



- F. G. Carpenter, Adventure in Alaska (Doubleday Page Co., 1926).
- J. M. Vincent, Concise History of Switzerland (John Hopkins Press, 1904).
- W. A. Phillips, Meet the Japanese (Lippincott, 1932).
- R. H. Murray, Mexico before the World War (The Academy Press, 1927).
- League of Nations (Boston, World Peace Foundation, 1929), Vol. 13.
- James Bryce, Modern Democracies (The Macmillan Co., 1921).
- Gilbert Murray, Problems of Foreign Policy (Houghton Mifflin Co., 1917).
- P. O. Ray, An Introduction to Political Parties (Chas. Scribner's Sons, 1924).
- C. S. Morgan, Harold Glenn, The St. Lawrence Navigation and Power Project (The Brookings Institution, 1924).
- C. S. Morgan, Issues of the General Disarmament Conference. National Council for Prevention of War (1938).
- Mary Alice Matthews, Disarmament and Security, Carnegie Endowment for International Peace (1931).
- Hans Wehberg, Disarmament, Carnegie Endowment for International Peace (1921).
- Kirby Page, An American Peace Policy (H. Doran Co., 1925).
- Kirby Page, Recent Gains in American Civilization (Harcourt Brace and Co., 1928).
- J. B. Bryce, Eight Lectures on International Relations (The Macmillan Co., 1922).
- F. G. Carpenter, The Alps, the Danube, and the Near East (Doubleday, Page and Co., 1925).
- F. G. Carpenter, Australia, New Zealand and Islands of the South Seas (Doubleday Page and Co., 1924).
- G. L. Jones, Caribbean Interests of United States (D. Appleton Co., 1919).

H. L. Graves, Switzerland a Commercial and Industrial Handbook (Washington, D. C., Government Printing Office, 1922).

J. H. Rose; A. P. Newton, History of Canada (The Macmillan Co., 1930).

G. H. Blakeslee, Recent Foreign Policy of the United States (Crowell and Co., 1910).

In addition to above list of books, many pamphlets were used. The Congressional Record, World Peace Foundation pamphlets, Government Publications on Immigration, Housing, and Naturalization; pamphlets from the Pan-American Union, magazine articles on foreign countries, Carnegie Endowment publications, and papers and magazines from foreign countries were all used.

Fifty per cent of the schools listed the use of encyclopedias. The ones mentioned were: Nelson, Comptons, Brittanica, World Book, and The New International. Fifteen schools reported the use of the World Almanac, and twenty reported the keeping of scrap books by the pupils, and of newspaper and periodical clippings. These clippings were reviewed and studied during class recitations.

According to this survey the majority of the teachers of international relations seem to be of the opinion that some outside reading must be done along with the work of the text. The present type of textbooks are not adequate. It seems impossible to print an adequate text because it would have to be too large and complete and then it would

not be possible to keep it up to date, because world relations are continuously changing. The use of current magazines or periodicals is followed by nearly every school reporting. The study of the Paris Peace Pact seems to be a part of the curriculum in most of the classes. An emphasis seems to be placed upon the study of peace negotiations rather than wars. Only one school reported the spending of time on reports of wars. Nearly three-fourths of the teachers reported time spent on economic and diplomatic relations. It seems that a good curriculum could be planned from the statistics revealed in this survey.

## CHAPTER 3

ANALYSIS OF NORTH DAKOTA STATE EXAMINATIONS  
IN INTERNATIONAL RELATIONS

The course of international relations as offered in the North Dakota secondary schools must either serve a place in the curriculum that is not covered by other subjects, taught before it was included in the high-school manual, or be of more value to the pupil than some of the subjects which have been offered in the past. Otherwise it should not have a place on the schedule of classes for pupils in the ninth, tenth, eleventh, and twelfth grades. The average secondary school in North Dakota offers a number of courses in social sciences. In the freshman year a course in citizenship and vocations is usually offered. Somewhere in the first two terms of high school a course in European history is offered. American problems and United States history must be taken during the last two years of high school. This makes a total of three and one-half or four units of social science offered in the average schedule of classes with two and one-half units required for graduation. This makes a total of from one-fifth to over one-fourth of the high-school work which must be taken in the social sciences. A great number of the better teachers in this field realize that one unit a year can easily be offered in social science to the advantage of the secondary-school pupil.

The survey outlined in the preceding chapter has shown that a vast amount of material can be found for this course that is not taken up in other high-school classes. Out of all the instructors reporting only two claimed that this course duplicated any other subject in the curriculum. These two claimed that it took up the same work covered in American problems and United States history. The present course in American problems is a combination of three former semester subjects. Formerly this unit of work was offered as sociology, economics, and government, and each was pursued for a full semester. The majority of social science teachers have a difficult time to cover these subjects in the course in problems of American democracy without entering into the field of international relations. Most of the social science teachers have also found plenty of material for the average high-school pupil in the United States history syllabus if it is covered thoroughly.

Because a majority of the teachers believe that a course in international relations has a place in the curriculum and since the survey has shown a majority to favor offering it during the junior or senior year in high school, it would be well to find out what this course should contain. In the preceding chapter a survey was made of the materials used by the North Dakota high schools. In this chapter an analysis of the state examinations given during the past

terms will be made, with the hope of discovering what is expected of the pupils. The department of public instruction at Bismarck makes out sets of questions for all high-school subjects offered in the consolidated and third and fourth class high schools of the state. Those questions should give a fair synopsis of the material that is being covered in this course.

The questions in the state examinations adhere closely to the outline given in the high-school course of study. To be able to answer them in a satisfactory manner the pupil must be familiar with more than the textbook that is used. He must have at least a general knowledge of current events, periodicals, daily newspapers, pamphlets on Pan-Americanism and the publications of the World Peace Foundation and Carnegie Foundation. If these are presented to the high-school pupil in the proper manner he will be encouraged to become world-minded through an intelligent reading of articles on world affairs and thus will become a better citizen of the world. This should be one of the primary motives of all public school education. Raymond Gerfield Gottell, professor of political science in Amherst College expressed the opinion that people should think in terms of world empire rather than in terms of international relations, in terms of national feeling when he states: "National empire, consisting of vast and scattered areas inhabited by diverse

peoples, whose international relations are marked by keen and intense rivalry and by an equilibrium of power preventing the preponderance of any, combine many of the characteristics of world empire and national state.<sup>1</sup>

In order to be a citizen of such an order the young people of our nation must learn the fundamentals of international understanding which can be started in high school by giving the pupils a thorough course in international relations.

#### An Analysis of the State Examinations

An analysis of the questions asked by the state department in the examinations in international relations revealed a number of interesting facts. The subject was put into the North Dakota High School Manual and Course of Study in the edition of 1931. As it is being offered as a semester until May, 1935, a set of questions has been analyzed with the purpose of discovering what the state department expects to be covered in this course.

A table was made of the questions asked, grouping each under its particular heading. These headings were entirely arbitrary and were merely made for the purpose of grouping the questions together for ease of analysis. Some of the individual groups of questions were closely related. It was decided that by subdividing them under more headings,

<sup>1</sup>R. G. Gettell, Political Science (Ginn & Co., 1923), p. 348.

the discussion would be simplified (Table 8).

Table 8

Number of Times of Occurrence in State Examinations in International Relations of the Designated Topics in the Following Semesters in North Dakota

Topics	Jan- uary 1932	May 1932	Jan- uary 1933	May 1933	Jan- uary 1934	May 1934	Jan- uary 1935	May 1935
Social	1	1	1	1				
Economic	2	2	2	2	3	1		1
Diplomatic	1	2	2	2		1	2	3
War	3	3	1	1	1	2	3	1
Immigration	1	1			1			
Peace	1	1		1	1	2	2	2
League and court			2	2	2	2	2	2
Imperialism and nation- alism		1	1	1	1	2		2
International law		1	2	1		1	1	
Monroe Doc- trine	1		1	1	1	1		1
Debts		1			1		1	
Mandates and dependencies					1		1	
Arbitration	1	1			1			1
Tariff	1							

The most numerous question asked was one that dealt with war. In the examination given in January, 1935, there were five of the twelve questions that required a discussion relating to some phase of war. Armament investigations by Senator Nye and the notice of Japan's withdrawal from the five-five-three parity naval treaty was receiving a great deal of front-page newspaper space. The first three questions in this examination were devoted to armaments. There



were twelve questions in this test and the pupils were required to answer any ten. Two questions dealt with peace and one with a closely allied subject, namely the League of Nations.

The material on diplomatic relations was considered in two questions; while war debts and dependencies had one each. Other semesters in which a number of questions were asked that related to war were the first and second semester examinations in 1932. During this period the race for larger armaments appeared about ready to plunge the world into another war. The Manchurian troubles with Japan, were rife at that time. In the examinations for 1933, 1934, and the second semester of 1935, each had only one question related to war. In justice to the authors of these examinations it must be said that none of them seemed to tend to glorify war but rather to call upon the pupils for a knowledge of its dangers and of methods which might be used to prevent it. This is in keeping with the newer aims in the teaching of the social science subjects.

The League of Nations and World Court are the topics that received the next largest amount of attention from the state examiner. These two topics were considered under the same heading because they are closely allied and are invariably considered together in the teaching of this subject. There are twelve questions devoted to the League of Nations

and the World Court. No questions were asked on these subjects in the 1932 examinations. In each semester examination succeeding, two were asked. In that year there was the return of the Democratic Party to power in the United States and a somewhat more favorable public opinion to these two organizations. In the questionnaire the teachers of international relations in the high schools showed a great deal of time spent on these two subjects and most of them incorporated some material about them in the curriculums. Each of the two textbooks recommended by the state department devotes at least a chapter to the League of Nations and the World Court. They are also included in the outline of the course in the North Dakota High School Manual and Course of Study.

Diplomacy and diplomatic relations had an important part in the schedule of questions. Every examination except one had at least one on some form of diplomacy. These questions usually dealt with the duties, salaries, and training of diplomats and consuls. Diplomatic problems were seldom considered. The reason for this was because of the immature mind of the high-school pupil and the shortage of time permitted for the course. Current events in diplomacy were brought into the examinations when important diplomatic events were before the people, such as the recognition of Russia. This type of questions was asked rather than the technical type that the average high school pupil

would not be able to answer. A great number of the other parts of the examination were linked up with the diplomatic phase, so the eleven listed in the table do not take all these into consideration.

Considerable emphasis was put on the importance of the economic standpoint in international relations. Eleven questions came under this heading. The economic effect of international wars on trade and what effect treaties and diplomatic negotiations had on the economic standing of nations were the chief points emphasized. In the last year there were not any questions asked in the economic field nor was there any reference to the effect of the depression on trade or its effect on international relations. The effect of America's going off the gold standard was covered in a question in the spring of 1934. This was soon after our government had made this important economic decision which certainly had an effect on world affairs. In this same examination two other economic problems were -- one dealing with the cancellation by Russians of their foreign debt and the other was seeking information about the economic effect of international warfare. This again showed the course to be closely related to current events.

Nationalism and imperialism are under the same division in the table although they do not mean the same thing. During the period of the survey the question of nationalism

was at its height. The world was recovering from the effects of the most terrible war in history. Poland, the Slavic peoples, and numerous other formerly subject nations were having a rebirth of nationalism. The world through the treaty of Versailles attempted to do away with imperialism for the future. A study of imperialism and nationalism has its place in a thorough course in international relations. The examiner realized the necessity for knowledge on this phase and had an average of a question apiece on them in each examination. The January examinations of 1932 and 1935 did not have questions on these topics, but the May examinations of 1934 and 1935 each had two. The development of nationalism and how it was brought about and what its causes were, were the chief points emphasized under the first part of this heading. Is the United States an imperialistic nation or will it ever be one? How is imperialism developed in a country? These were the chief questions under the second part.

Discussions were called for on the Monroe Doctrine, on six different examination papers. Each of the six sets had only one question on this topic. The students were tested on their knowledge of the American government's attitude toward Mexico and Nicaragua. A comparison of the attitude of America during Wilson's administration with that of Coolidge's was asked. In the examination held

during May, 1935, the organization of the Pan-American Union was called for; other tests called for definitions of the Monroe Doctrine. A discussion of Japan's Monroe Doctrine for the Far East, and the distrust of Latin America for the Monroe Doctrine were called for in the other examination papers. This topic differed from most of the ones analyzed so far, in that most of the material would have to be taken by the student from outside reading, as neither of the textbooks devoted much space to it. If this were not done the teacher would have to bring the material in through lectures. The recommended outline from the North Dakota Course of Study for High Schools also mentions the Pan-American Union. The examinations did not have any questions on this topic.

International law was emphasized in four examination sets to the extent of one question, and in the January test of 1935 two questions were devoted to this topic. Definitions of the term, how it differs from domestic law, its origin and development, were the points which the examinations emphasized. Each text devotes a chapter or more to international law. The course of study contains a topic on international law. It seems that a thorough study of this should be presented to students that pursue a course in international relations in our high schools.

Table 8 shows that each examination except the one

in January, 1933, had at least one question dealing with peace. A number of the questions under the League of Nations, arbitration and World Court were closely allied with the questions on peace. The last three semester tests gave two questions apiece on peace. In all there were twelve definitely on this topic, while there were sixteen on war. The questions dealing with peace asked about the conferences and treaties outlawing war. The Kellogg Pact received the attention of the examiner on two different sets. The outline in the course of study devotes one chapter to peace and also mentions the Kellogg Pact under the chapter on notable occasions and events. Questions were asked on the Hague Conference which had as its primary purpose the establishment of peace in the world. Potter and West has a chapter on this subject in their text. Magruder merely describes the aids to peace.

Arbitration is the next topic in importance. Under this heading conciliation is also included. In the examination there were four questions under this general heading. The definition of the term, arbitration, the question of United States' willingness to arbitrate all disputes with other nations, and the explanation of methods used to settle disputes by arbitration, were the points upon which explanations were asked for from the pupils. Neither arbitration nor conciliation are mentioned in the North Dak-

ota High School Manual and Course of Study. Both of the textbooks fail to devote a chapter to the study but they are mentioned in the explanation of ways to settle disputes. It would not seem feasible for any social science teacher to conduct this course and give an intelligent presentation of the methods of settling national disputes without explaining and defining arbitration. This should be understood by every secondary school pupil in our country.

Questions relating to the social part of the international relations course appeared once in each of five examinations. These included the first four tests and the one held in May, 1935. The social problems in our foreign relations, the social effects of international war, and social cooperation with foreign countries, were the chief topics covered. The outline in the course of study and the textbooks do not mention this topic, although it is brought into the discussion of other chapter headings. There is a social relationship between nations. It may be considered back of all agreements and treaties because if nations do not have this social understanding they would not have anything in common. In a discussion brought up in an international relations seminar the consensus of opinion seemed to be in favor of the relegating of the social aspect to a minor position when considered with the political and economic.

Immigration was treated directly in the formation of three questions. The tests held in January and May of 1932 and the January test of 1934 were the ones that included this topic. The question of whether or not the student favored unrestricted immigration, the explanation of the White Peril and the Yellow Peril were called for. No space is given to this topic in the outline or the chapter headings in the textbooks. It does not appear to be an international problem but a purely national one. As immigration is covered thoroughly in a well taught American problems course it would be a duplication of work if much time were spent on it in the teaching of international relations.

Questions appeared on three state examination papers about war debts. The status of the international debts and whether or not they should be cancelled were the topics that were to be discussed. Magruder's text gives a chapter to its discussion although Potter and West does not consider this as a paragraph heading. The reason for this is perhaps that the last mentioned text was an earlier edition when it was published. It is given a main topical division in the outline of the course of study and therefore should be considered by a teacher following the instructions of the state department of education.

The final subdivision of the table to be analyzed is the one that deals with dependencies and mandates. A



total of three questions came under this part. The students were asked to explain mandates and sanctions and give the reasons for and against United States' granting the Philippine Islands their independence. Both of these have an international aspect and can be considered in a course in international relations. In Potter and West the mandates and dependencies have relatively small space allocated to them. Magruder discusses colonies, mandates, and dependencies each separately and devotes three chapters to this discussion. Perhaps criticism might be offered for considering the questions on mandates and dependencies together, but a mandate very frequently really develops into a colony or dependency later.

This study of the state examinations has shown that this course offers a good opportunity to present a final social science course to high-school students in a manner that will be of extreme value to them if they do not get a chance for further education. If they continue it will give them an introduction to foreign affairs that will cause them to have interest in such a course.

The examinations were all of the old style or composition type. They gave the pupil the choice of answering any ten out of twelve or thirteen as the case might be. This type of examination seems fairer to the student because there is such a vast amount of material to cover, and the

course has no definite syllabus. It would take an outstanding social science teacher to cover all the topics thoroughly enough to give the new type of examination that is given in most of the other high-school subjects. The lack of conciseness in the course of study and inability of the state department to pin the teacher down to definite factual material makes the composition type of examination better for this course. The examination questions show that a vast amount of material should be covered without stressing very much on detail. An analysis of the state course of study and of the textbooks in use in the state will be taken up in succeeding chapters; suggestions of topics to bring into use for a syllabus will also be studied in a later section of the thesis.

## CHAPTER 4

RECOMMENDATIONS OF THE NORTH DAKOTA HIGH SCHOOL MANUAL FOR  
THE COURSE IN INTERNATIONAL RELATIONS

The High School Manual and Course of Study recommend that international relations be offered during the twelfth year of school as a half-unit course. Seventy-six of the seventy-eight schools reporting followed out these instructions although fifty-four of them allowed eleventh-grade pupils to take it also. This showed that the average instructor and the state department of education agreed that it took the more mature students in the secondary school to master this subject. This is a logical conclusion when one becomes familiar with the vast amount of material covered in teaching this subject. The outline is very general and does not go into detail. It might be called a topical outline because it is merely a list of outstanding points that should be taken up in a manner that is left to the judgment of the teacher.

## Outline

- A. The nations of the world.
  1. What a nation is.
  2. Differences and likenesses among nations.
- B. The problem of colonies and empires.
- C. How are the nations dependent upon one another?  
H. E. Wilson, "Development of International Attitudes and Understandings in the Secondary School," Historical Outlook, Vol. 20 (February, 1929), pp. 71-75.

D. International politics.

- 1. Questions and problems arising among nations.
- 2. Diplomatic and consular relations between nations.
- 3. Treaties and treaty making.

E. International law.

F. Enforcement of international law.

G. Causes and effects of wars.

H. World War reparations and debts.

I. Peace.

J. League of Nations.

K. World Court.

L. Notable events and occasions.

- 1. Washington conference.
- 2. Locarno treaties.
- 3. Kellogg Treaty.
- 4. London conference.

M. What is the place of United States in world affairs?

- 1. How much do we owe to other countries?
- 2. How are dealings with other countries conducted?
- 3. American policies of the past.

N. Pan-American Union.

O. The American citizen and international problems.<sup>1</sup>

Bibliography

Magruder, F. A., National Government and International Relations (Allyn and Bacon, 1929).  
 Potter, P. B. and West, R. L., International Civics (The Macmillan Co., 1927).

The outline in the North Dakota Manual and Course of Study has fifteen main topics with from not any subheads, to

<sup>1</sup>The General Schools Laws of the State of North Dakota (Department of Public Instruction, 1931), pp. 24, 111.

four for the more important. The state examinations were found to follow the outline very closely with one exception. The Monroe Doctrine was brought up in the examination, but it is not mentioned in the outline. The Pan-American Union is a main topic. Perhaps the author of the outline would expect the Monroe Doctrine to be brought up under this heading, but it appears that the Pan-American Union would fit better as a subhead under the Monroe Doctrine. There is no mention made of communism, socialism, and fascism, which have certainly affected the international relations of the world.

The first topical headline gives the "Nations of the World" as a subject to be studied. The student is expected to know what a nation is and the differences and likenesses among nations. A wide awake social science teacher can easily develop these two topics into a thorough section of a syllabus. It will depend on the material on hand and the time the teacher can spend on this topic. The origin of nations, a general understanding of the more important countries as to government, religious life, social life, and customs could well be added to this topic. Another might take up a study of nations according to their differences in size, race, location, religion, government, law, economic conditions, finance, social conditions, world attitude, traditions, power, and boundaries. A parallel

comparison can be drawn in such a way as to arouse the interest of the pupil to do more extensive reading on world affairs.

The problem of colonies and empires is the second topic brought into the outline. Under this heading subheads that could be studied with good advantage are: imperialistic expansion by occupation, by conquest, by cession, and by voluntary union; motives for imperialistic expansion; modern condemnation of expansion; recent colonial imperialism; types of dependencies; mandated territories; international protectorates; neutralized and guaranteed states; and the future of dependencies. Many more sub-topics might be considered under this problem. Magruder takes up each dependency of the United States separately. However, there should be more countries than just America considered in a thorough course of international relations.

The third topic is how the nations are dependent upon one another. Further consideration of this heading might be made under commerce, communication, trade, travel, finance and business, news, literature, art, charity, sports, religion, and private international associations. If possible the use of lecturers familiar with conditions of this type in foreign countries would arouse interest and thus cause the student to try to discover more knowledge of foreign countries by doing outside reading.

"Contacts between the nations are brought about first, by mobility of population. Americans are known as great travelers and at all times found in every quarter of the globe. On the other hand, aliens of practically every nationality are found within the borders of the United States. The interest of a nation naturally follows its citizens into foreign parts and endeavors to extend to them protection in the exercise of their legitimate rights. In doing so, however, international differences may arise, causing strained relations, if nothing more."<sup>2</sup>

If the young people of America are taught to follow the above advice of John Mabry Matthews in an intelligent manner they will avoid misunderstandings which often lead up to international difficulties. The high-school student of today will be the citizen of America tomorrow. He will be the traveler that will be associating with people of other countries. If he has an intelligent understanding of other peoples and their customs he will not cause misunderstandings and differences which lead to ill feeling and may even ultimately bring about international wars. Friendly association of peoples leads to rapid advancement of civilization, which is a primary motive in the teaching of the social sciences.

"International Politics" is the next main topic in

2J. M. Matthews; American Foreign Relations (The Century Company, 1928), p. 3.

the outline. Under it there are three subdivisions. Questions and problems among nations, diplomatic and consular relations, and treaties and treaty making are the names of these subdivisions. The student must have an understanding of what the term, international politics, means. The student might take up a study of the nature and the foundation of international politics and a short study of the foreign policies of the chief nations of the world. Howard E. Wilson, in his address delivered at the eighth annual meeting of the national council for the social sciences, Minneapolis, Minnesota, in July, 1928, expressed the importance of the secondary school pupils' knowledge of world politics in a forceful manner.

"Whoever is to guide the destinies of international trade must be intelligent in the matter of international relations -- and somewhere in our schoolrooms of today are the international bankers, the consuls, the tariff makers, and the treaty makers of tomorrow. Out of this social and economic intercourse and interdependence among the citizens of modern nations grow international politics. Questions arise daily which require international cooperation for their answering. Where is this boundary line? Can American fishermen fish in Canadian waters? What postal service is available between the United States and Brazil, or Italy, or Australia? On what basis shall foreign ships be allowed to use the Panama Canal or Suez Canal? How can we insure



an interrupted supply of coffee from Central and South America? What rights have Americans traveling in Turkey-- or Chinese students resident in the United States?"<sup>3</sup>

The study of international politics has a very important place in the outline for the course in international relations. A more thorough syllabus might outline the matter to be covered in this section more completely. The course of study refers to Wilson's work and some parts of the outline are taken from his address. The teacher is allowed considerable liberty in picking material for the pupils.

The fifth part of the outline takes up international law. In the outline there is a very important part of the work according to the authors on the subject. Under this heading should be studied what international law is, its origin, meaning, and development, documentary sources, codification, content, enforcement, and authority. A good understanding of this topic will avoid a great number of misunderstandings that often lead to disagreements and war. Mr. Root, Secretary of State of the United States in a thesis on "The Need of Popular Understanding of International Law," said:

"The increase of popular control over national conduct which marks the political development of our time, makes

<sup>3</sup>H. E. Wilson, "International Relations in the United States," Historical Outlook, Vol. 20 (February, 1929), pp. 71-75.

it constantly more important that the great body of the people in each country should have a just conception of their international rights and duties."<sup>4</sup>

Of great importance to the young people of the United States is the relationship between the Monroe Doctrine and international law. Does this important document conflict with the law of nations? The secondary pupils should have a definite understanding of how America is justified in maintaining the Monroe Doctrine. The right of self-preservation is the fundamental law, and even international law cannot conflict with it. This fact should be emphasized in the study of the relationship of international law and the Monroe Doctrine.

The outline in the North Dakota course of study gives another main division to enforcement of international law. It seems that this could be taken as a subheading to the topic preceding it. That is the method suggested by writers on international relations. International law is one of the topics covered by all textbooks. Even the later American problems textbooks that devote only a chapter to international relations give it important space.

Causes and effects of wars is the seventh division of the outline. There are not any subtopics under this point. However, there could be many suggested methods of prevention

<sup>4</sup>Edith Ware, Study of International Relations in the United States (Columbia University Press, 1934), p. 192.

of war taken up here. Arbitration and conciliation could be taken up at this place to good advantage by the social science instructor. It would be advantageous to mention some outstanding disputes that have been settled without resorting to war. The effect of propaganda, political causes of war, proposed methods of preventing international wars, economic causes, competition for markets, might also be studied under causes of wars. Under the topic on effects of wars the teacher might emphasize how war destroys human lives, resources, and property. The creation of higher taxes and economic disturbances should be kept before the pupil's mind. The grandeur of battle will diminish if he realizes the bad biological, social, and moral effects of war. At least the main purpose of teaching any material about war should be to show the youth the horrors of international wars, rather than to hold up to them the older concept of some social science instructors, that war is a grand and glorious thing.

The following topic seems to be in a good place in the outline. Many have said that anything that affects the American's pocketbook will appeal to him very strongly. World War reparations and debts as the next main heading in the outline has a good place. Americans have certainly learned that war does not pay. The Dawes and Young plans should be discussed and explained here. The amount of money

borrowed from the United States, the amount the United States has borrowed, how the debts are funded, who really pay them, and questions relating to cancellation should all be considered by the pupils and information reported on in class.

Peace is one of the most important topics in the outline although no subheads are given. It can be contrasted nicely with war if studied at about the same time. The advantages of peace should be taken up and contrasted with the disadvantages of war. The modern peace movements should be brought up. Peace by disarmament, by international guarantees and enforcement, and by outlawry of war and consideration of the prospects for success of the peace movement would be good subheads which could be considered. The peace foundation pamphlets and those published by the Carnegie Foundation should be brought before the student in a way to arouse his interest in further reading on the subject. The possibility of obtaining scholarships under the Carnegie endowment for perpetual peace should be encouraged.

The League of Nations can be closely correlated with the study of peace. It is the tenth topic in the outline and should receive serious consideration. The study of the pact and America's reasons for not joining the League would serve as subheadings to be studied,

After 1930 the League of Nations, both in its organization and in its developing functions, was a phenom-

enon in the world's experience which challenged the attention of students of political science in particular.....Careful, detailed study of definite international relationships led ultimately to the study of the League and its functions in connection with one subject after another until interest in the study of the league itself developed."<sup>5</sup>

The study of the League of Nations has come into the North Dakota high school whether it was desired by educators or not. At the close of the World War, America feared any union with Europe, whether for peace or any other reason. The senate of the United States emphatically turned thumbs down on our entry into the League of Nations. Now, since the League appears to have done at least some good in Europe we are not so unfriendly towards it in these later years. Some have even been so bold as to assert that America will some day enter by the back door. The outline admits the importance of the study of this topic.

Closely associated with the study of the League of Nations in the outline comes the World Court as the next important topic. These two subjects are so closely related that they could very easily be studied together. The World Court might even be considered an outgrowth of the League of Nations. Under these main headings, subheadings on activities, subject matter, legal problems, economic questions, political

<sup>5</sup> Edith Ware, Study of International Relations in the United States(Columbia University Press, 1934), p. 199.

questions, sessions of League organs, relations among League organs, agendas of Assembly and Council, decisions of the court, resolutions of the Assembly, adjustments by the Council, secret and League publications, and court publications, could be considered. The material on hand would govern the amount of this work that could be taken up by the pupils. A successful social science teacher should be able to lecture on any of the above topics and any others that might be brought up for discussion in class.

America has offered to join the World Court with a number of reservations. The nations that were already members did not feel that they could allow the United States to have privileges which they did not enjoy themselves; and so our country has not yet joined. High-school students should be familiar with these reservations. They should have a knowledge of the permanent court of arbitration and the importance of the Hague conferences.

Under notable events and occasions in the outline of the North Dakota State High School Manual and Course of Study there are four subheads, the Washington Conference, La-carno Treaties, Kellogg Pact, and London Conference. These are all noteworthy events in the attempts made towards world understanding and peace and should be considered in a high-school course in international relations. Some other important events and occasions that might be taken up under

this heading are: International Opium Convention, International Conference for Revision of Convention of 1914 for Safety of Life at Sea, and International Conference of American States on Conciliation and Arbitration. Other important world events might be mentioned here that come to the minds of teachers. The pupils should have a current event knowledge that is up to date.

The next subdivision takes up what the place of the United States is in world affairs. Under this topic, there are three subheadings. First, how much do we owe to other countries? Second, how are our dealings with other countries conducted? Third, What have American policies been in the past? All these deal with the American citizen and the international problem. What we owe to other countries we should attempt to return in justice to civilization. A study of our dealings with other countries in the past should be made with the purpose of trying to improve upon them in the future for the good of the world. Potter and West in their book International Civics make this timely suggestion.

"In the first place the United States has been a peace loving nation. It is true that we have been engaged in several wars since 1774 when a national foreign policy first made its appearance. But in most cases we have been involved in war against our wishes and for purposes of de-

force. We have always maintained a small army, rolled upon militia forces and volunteers for recruits, and maintained until very recently a very small standing navy."<sup>6</sup>

We might add to this some more subtopics such as:

anti-imperialism in America, American peace movements, promotion of diplomacy, international law, and arbitration by the United States. The students should learn to profit by American mistakes of the past.

The Pan-American Union is the name of the fourteenth topic of the outline. There are not any subheads given in this. The reason for this is the likelihood that a wide awake social science teacher can plan numerous ones that will fit in according to ability of the class and time devoted to this topic. Membership, how organized, America's control of Pan-American Union, and powers are some of the subheads that might be considered. There should be a study of the Monroe Doctrine and its effect on the Pan-American Union could be taken up in the study of this topic. Through a thorough review of the Pan-American Union our secondary pupils will become intelligent citizens and know true conditions in the South American countries. McGruder expresses the importance of this topic in a course in international relations in the following paragraph:

"The Union performs a most valuable function in coun-

<sup>6</sup>Frank McGruder, National Governments and International Relations (The Macmillan Co., 1933), p. 198.



teracting the effect of yellow journalism. Revolutions and banditry make fascinating reading and readers of certain newspapers think of Latin America and revolutions as almost synonymous. By circulating hundreds of thousands of circulars and periodicals annually, this union brings out attention to the normal conditions and opportunities of these countries. It also brings to the Latin-American the better side of Anglo-Saxon civilization instead of stories of imperialism, dollar diplomacy, and lynchings which they are wont to associate with the United States. The Union publishes the Pan-American Union monthly magazines in English, Spanish, and Portuguese, as well as pamphlets and maps; it contains an extensive Pan-American library which is available to the public."<sup>7</sup>

The makers of the State High School Manual and Course of Study certainly put a worthwhile topic in the outline when they included the "Pan-American Union", if we can accomplish the counteracting influences of "yellow journalism".

The fifteenth main topic which is the final one in the outline is the "American citizen and international problems." It serves as a conclusion to this study. Under this heading a summary of all the material taken up in the course can be given, with special emphasis on the duties of the youth of America in regard to our international rela-

<sup>7</sup>Frank Magruder, National Governments and International Relations(The Macmillan Co., 1933), pp. 198-199.

tions. The outline does not give any subheads to be considered. Points that should be reviewed at this time include: the part of the individual citizen, review of American foreign policies, anti-imperialism, promotion of international diplomacy, promotion of international law and arbitration, administration of international affairs, neutrality, no alienness, Monroe Doctrine, American isolation, role of the individual citizen and present tendencies in international relations. They may be taken up here and prove valuable to the individual citizen of tomorrow. This should be the primary purpose of the schools in America.

#### Summary of the Outline

The outline in the North Dakota High School Manual and Course of Study is very brief. It is undoubtedly too brief for an inexperienced teacher of international relations. According to the opinion of the majority of the instructors of this subject a teacher must have a great amount of experience as a social science instructor in the secondary schools to conduct this subject in a satisfactory manner. A limited number of textbooks with few or none that are satisfactory published it makes the presentation of the material more difficult. The average North Dakota secondary school does not have a wealth of social science reference material. The outline as given in the North Dakota Manual and Course of Study is very general and al-

lows the teacher a wide range of material to study. Certain topics that might be included are not mentioned. Some of these have questions asked about them in the state examinations of the past. A comparison of the questions asked in state examinations with the topics mentioned in the outline is illustrated (Table 9).

Table 9

Table of Frequency in Correlation of State Examination Questions and Important Points in Outline

Topic	In State Examination	
	In Outline	In Outline
Immigration	yes	no
A Nation, Definition, Organization	no	yes
Problem of Colonies and Empires	yes	yes
Dependencies of Nations on One Another	yes	yes
International Politics	yes	yes
International Law	yes	yes
Enforcement of International Law	no	yes
Causes and Effect of War	no	yes
World War Reparations and Debts	yes	yes
Peace	yes	yes
League of Nations	yes	yes
World Court	yes	yes
Notable Events and Occasions	yes	yes
Washington Conference	yes	yes
Locarno Treaties	yes	yes
London Conference	no	yes
Place of U. S. in World Affairs	yes	yes
American Policies of Past	no	yes
Pan-American Union	no	yes
The American Citizen and International Problems	yes	yes
Roosevelt Doctrine	yes	no
Yellow Peril	no	no
White Peril	yes	no
Communism	no	no
Fascism	no	no
Socialism	no	no

There is a close correlation between the North Dakota High School Manual and Course of Study and the examinations given by the state department of education. The following Table 10 shows the results of the study of the above work in a more concise form.

Table 10

Number of Times the Same Point Is Emphasized in the State Examinations and the North Dakota Manual and Course of Study

	Total Number of Times
Appears in both	13
Appears in state examinations alone	3
Appears in outline alone	6
Appears in neither	4
<b>Total</b>	<b>26</b>

This shows a fifty per cent agreement of the state examinations and the North Dakota Manual and High School Course of Study outline. This is hardly a fair comparison because a great number of questions overlap. Some changes have taken place since the manual was written. A course affected by current events as much as international relations would have a great number of changes since 1931 when the course of study was written. The comparison at least shows that the state examiner has tried to follow the outline as given in the North Dakota State course of study effectively.

## CHAPTER 5

THE RECOMMENDED TEXTBOOK<sup>2</sup> OFFERED FOR THE COURSE IN INTERNATIONAL RELATIONS

The North Dakota High School Manual and Course of Study lists two books that the social science teacher may use in the teaching of international relations. The educational department leaves the choice of the text used to the teacher conducting the course. In North Dakota there is not any state adoption of texts.

The preceding chapters have attempted to show what the teachers of the state think should be taught in the course; what the writers of the state course of study expect the teacher to present in this subject; and what is asked in the state examination for this course. In this chapter an analysis of the textbooks used in North Dakota will be made to discover how well they are correlated with the state examinations and the course of study outline. There are only two textbooks in international relations that are used in the secondary schools of North Dakota. In the survey there are two other books mentioned by instructors but they are texts published for the teaching of American problems. Only one school uses each of these books.

The first part of this chapter will consider a study of the different topics in each of the texts. An attempt is made to see how closely these texts agree in the material

covered. The survey revealed the fact that the text used in the majority of cases was National Governments and International Relations written by Frank A. Magruder and published by Allyn and Bacon in 1933. The other text used was International Civics by P. B. Potter and R. L. West and published by The Macmillan Company in 1930. These are the two books that will be taken up in the study. The topics given in the outline will be compared with the material as taken up in each of the texts (Table 11).

Table 11

## Space Devoted to the Topics Covered in Two Texts

Topics in Outline	Number of Pages in Magruder	Number of Pages in Potter and West
Study of the nations	286	19
Empires and colonies	105	18
International intercourse		22
International politics		16
International law	32	18
Diplomacy and treaties	25	21
International courts, com- missions and conferences		23
International federations		15
Alliances and concepts		15
Enforcement of international authority	23	15
Peace		15
Origins of League	30	17
Structure of League		22
Activities of League		20
American citizens and inter- national problems		14
Membership and covenant of League	18	14
Status of permanent court		10
International labor organization		12

Table 11(Continued)

Topics in Outline	Number of Pages in Magruder	Number of Pages in Potter and West
United States foreign affairs	24	
Immigration	10	
Reparations and debts	17	
Causes and effects of inter- national wars	33	
<b>Total</b>	<b>603</b>	<b>307</b>

The material is covered in 603 pages in the Magruder text and in 307 pages in the text by Potter and West. Table 11 shows that the material covered and the manner of pages covering it vary greatly. Seven of the topics are similar. The average page in Magruder has thirty-four lines and Potter and West averages thirty-one lines to the page. The lines average ten words of five letters each. By this comparison it is found that Magruder's text has more words to each page. It is made up with about twice as many pages as the book by Potter and West. The Magruder text has 175 illustrations averaging from one-fourth to a full-page in size, and the other text has fifty-seven averaging the same in size. In both cases the pages with pictures on them are numbered in the same manner as the regular text so they would need to be deducted. This would leave Magruder with 518 pages of discussion and Potter and West with 282.

The book by Magruder devotes approximately half of

its total number of pages to discussion of foreign governments. The kinds of governments maintained, the officials, political aspects, revolutions, method of forming, and education are the chief points covered. A chapter is devoted to each of the outstanding world powers and those that America is most closely associated with. A chapter is devoted to each of the chief South American countries, Canada, and Mexico. And a chapter is devoted to the smaller South American countries taken together. One wonders why the countries taken are of so much importance to America in international relations. These chapters serve more as a history of each country. The other text gives eighteen pages to the nations of the world. By taking them all up in the same chapter the teacher is able to show the relationship and differences between the nations. Outside reading can be carried on and the pupil will not have too many textbook lessons. One of the chief purposes of the teaching of international relations is to develop interest in foreign countries.

Magruder devotes 105 pages to empires and colonies. Only the colonies, dependencies and protectorates of the United States are considered. A description of the method used to acquire them, how they are governed, area and population, races, education, method of control, finances, political parties, and economic problems are taken up to a



greater or less degree according to their importance to the United States. In the Potter and West textbook the method of obtaining colonies is given attention first. All the countries of the world are discussed under this topic. Imperialism of the past and of the future are explained. An explanation on dependencies, mandates, neutralized, and guaranteed states is brief but complete. American colonies have been taught all through the grades and high school under other courses. There is not much time to emphasize their studies in a senior course in international relations. The Potter and West text devotes only eighteen pages to this work. Unless outside reading and lectures supply the balance the course will not be complete. The American colonies are important and some time must be spent on them in this course.

Magruder does not have a chapter on international intercourse. In the other text there are twenty-pages on this subject. An interesting graphical presentation of the growth of international intercourse since 1880 is made. World output of coal, thousands of miles of world railroads, ships, cargoes, iron ore output, commerce, international money orders, and the value of international per capita trade are brought to the mind in a forceful manner by this graph.

Magruder takes up the question of international intercourse with each nation studied. Potter and West uses

sixteen pages for international politics and Magruder takes up the study of politics with each nation studied. Each of the texts takes up each country separately under this heading. More space is given to this topic than the average. The reason for this is the importance of world politics in the carrying on of international relations. Foreign policies in the world regulate all affairs that have a bearing on the relations between countries.

International law is emphasized in both textbooks. The Magruder text has one chapter, thirty-two pages in length, which takes up the origin and meaning of international law, the means of acquisition of territory, right of equality of states, right of self preservation, the Monroe Doctrine and international law, and rights over waters or in air above a country and nationality. The text by Potter and West takes up the same topics but not in as thorough a manner. In this text there are only eighteen pages devoted to this topic. There is also an interesting graph showing the rise of interest in international law, showing the number of treaties published on this subject from the year 1600 to 1900. It has risen from one in 1600 to 16 in 1900. This does not include the special books, re-editions, or translations. Both authors agree to the importance of the study of international law in this course in international relations.

Diplomacy and treaties are given twenty-five pages in Magruder and twenty-one pages in Potter and West. The first book has this as the first chapter and the other text postpones its treatment until Chapter 6. They both stress the development of the diplomatic service in America. Potter and West also takes up the question of treaties and the other text omits this topic. The pupil should have some information about treaties because the average American is becoming more world-minded. In the last 153 years the United States has been signatory to more than 700 treaties, the greatest part of which have been ratified in the last thirty years. The study of treaties in a course of foreign relations will aid the youth of America to become better citizens of the world.

Potter and West has a chapter on international court commissions and is a treatment of methods of settlement of international disputes, mediation, conciliation, arbitration, the Hague Court, administrative bureaus and commissions, and international conferences. A total of twenty-three pages are devoted to this topic. Magruder takes a discussion of each one separately and scatters them throughout the book. They are studied with the history of the country with which they are most closely concerned. Either method has its advantages. The teacher must decide which system will aid in arousing the pupils' interest most effectively.

"International Federation" has fifteen pages devoted to its consideration in the text by Potter and West. Minor topics mentioned are: need of national federation, when one should be organized, psychological basis, problem involved, state sovereignty and doctrine of original agreement, distribution of powers, summary of subject to be considered by a constitution, projects, examples of national federations, and value of American examples. If all nations had a better understanding of the values of international federation there would be fewer misunderstandings and wars. Some of the national federations are: United States, Switzerland, and the Soviet Union. A United States of Europe has been suggested by many political minds. Such an organization might end many of the troubles on that continent. The text by Magruder does not make any mention of this topic.

Under alliances and concerta the Potter and West book gives the definition of each of these terms, the purpose of an alliance, the meaning of balance of power, forms of balance of power, history of balance of power, and the criticism of balance of power. In the second part of the chapter concerta are taken up in the same manner. This material is taken up in an interesting and concise manner that will arouse the interest of secondary school pupils. The other text studied takes up the Holy Alliance in its relation to the Monroe Doctrine, but does not consider al-

liances and concerts in any other manner.

The next topic taken up in Table II has a chapter devoted to it in each book. Magruder has twenty-three pages on "Enforcement of International Authority and Prevention of International Wars," and Potter and West has a total of fifteen pages on this subject. The subject is treated differently in the two texts and the chapters are not named alike but they both have the same general thought. Both emphasize the value of arbitration and peaceful means of settlement of disputes. The teaching of youth the philosophy of love rather than the glories of war should be shown to them. Some provisions made are the world's peace pacts, the League of Nations and the World Court.

Although America is not a member of the League of Nations the authors of both texts consider this organization for peace important enough for Magruder to devote thirty pages to its consideration. The Potter and West text divides the fifty-nine pages it gives to this topic under three headings and treats origin, structure, and activities each in a separate chapter. The other text discusses the topic under the same headings but all in one chapter. The organization of the League itself is taken up, the different plans for it, and criticisms are all considered closely allied with the study of the League of Nations. In this book is found the discussion of the World Court or Perma-

ent Court of International Justice are quoted in the appendix of the Potter and West text. The covenant of the League of Nations is given in the appendix of the text by Magruder and he devotes the last chapter in his text to discussion of the World Court. The teacher of international relations can supplement the work of the text to a great extent by outside readings because of the large amount of material on these topics.

The statute of the International Labor Board is quoted in the appendix of the text by Potter and West. The two books take up the discussion of this organization in the regular text with the League of Nations and the World Court. The United States foreign affairs has a chapter devoted to it in the book by Magruder as an introduction to the treatment of the chapter on each nation. The other text takes all the countries together. A chapter on immigration to the United States is found in Magruder, but it is not discussed in the text by Potter and West. Causes and effects of international wars are discussed to the extent of twenty-three pages by Magruder but are not directly mentioned under this heading by the other text. Immigration should be covered very thoroughly in the course in American problems and could be considered in a brief manner here.

The chapter on war debts and reparations in Magruder does not appear in Potter and West. It can be very effect-

ively considered in the course and certainly has an important international bearing. The book that does not include this topic is an older text and discussion on this topic was not so vigorous at the time of its publication as when the later text was published.

The two books used in North Dakota serve as an aid to the teaching of international relations in the secondary schools. The majority of the teachers answering questionnaires claimed either book to be inadequate for this course. For this reason a great deal of supplementary material must be studied. An experienced instructor will be able to discover what to add and what to omit. The text by Magruder seems to spend too much time on the study of foreign governments and neglect the diplomatic, the social, and the economic side. Some of the chapters in this text are included in an American problems course and should not need repetition here.

A new text is in the process of publication at this time that can be used in the teaching of international relations. It is written by Dudley S. Brainard and Leslie D. Zeleny and is called International Issues. It is published by McGraw-Hill Book Company, Incorporated, and will be ready for fall delivery. The chapter headings are as follows: current world problems, economic internationalism, economic nationalism, international debts, the white man's

burden, Cuban revolution, Monroe Doctrine, militarism, rise of Japanese power, League of Nations, peace movement, problem of neutrality, democracy in a changing world, socialism, communism, fascism, national fascism and other forms of socialism, and a summary. In this text are found discussions on world topics that are not included in either of the other books. Topics that are taken up in this text that are not thoroughly covered in the other books are fascism, communism, socialism, and the white man's burden. The chapter headings and a short description of the text were all it was possible to obtain at this time.

A comparison of the manner in which the material called for in the state examination is covered in the textbooks used in the state will be considered in Table 12. The topics covered in the examinations are listed and in the column headed with the name of each author, current events, and outside reading the words "yes" meaning the material is sufficient and "no" meaning it is not covered at all in the text. The basis of judgment used was whether the material in the books was sufficient to answer the questions in the state examinations intelligently. In the columns for current events and outside reading if the word "yes" was used it meant that it was a topic that could be easily covered by either of these methods.



Table 12

Comparison of Material in State Examinations with That  
Found in Each Text Used and in Current Events

Question in State Examination	Covered in:			
	Magruder	Potter and West	Current Events	Outside Reading
Disarmament	insufficient	insufficient	yes	no
Neutrality	insufficient	yes	no	no
Foreign relations	yes	yes	no	no
Diplomacy	insufficient	yes	no	no
Dependencies	no	yes	no	yes
Monroe Doctrine	no	no	no	no
Causes of interna- tional war	yes	no	no	no
Arbitration	no	yes	no	no
Effects of interna- tional war	yes	no	no	no
Open door policy	no	no	no	yes
Immigration	yes	insufficient	no	no
Foreign debts	insufficient	yes	no	no
League of Nations	yes	yes	no	no
Definition of nations	no	yes	no	no
Imperialism	insufficient	yes	no	no
Treaty making	insufficient	yes	no	no
World Court	yes	yes	no	no
Far East	no	yes	no	no
Boundaries	no	yes	no	no
Cost of war	no	no	no	yes
Outlawry of war	yes	yes	no	no
Kellogg Treaty	yes	no	no	no
Mandate and sanc- tions	insufficient	insufficient	no	no
Gold standard	no	no	yes	yes
Hague Conference	yes	yes	no	no
Tariffs	yes	no	no	yes
Economic	no	yes	no	yes
Munitions	insufficient	no	yes	yes
Pan-American Union	yes	yes	yes	

There were a total of thirty-two headings under which the state examination questions were placed. These topics were taken directly from the questions and were all the dif-

ferent topics covered in these questions for four years. The word "yes" in the column meant that the source of material named at the top of the column covered all the questions in a satisfactory manner for the pupil to answer the question in a satisfactory manner. If the word "insufficient" was put in the column it meant that the material was not complete but that there was some material bearing upon it. If "no" was put in the column it meant that the material was not taken up at all or in such a poor manner it would not be learned by the average high-school pupil. The columns were headed with the names of the two texts and current events. If the word "yes" was put in the current column it meant that the question was one that was intended to be answered from current event reading. If "yes" was used in the outside reading column it meant that the topic was one usually prepared from outside reading reports in social science classes. If the word "no" was used in either of the last two columns it is to be taken to mean that the material could better be covered in a text.

A summary of Table 12 shows the amount of material that was found to be sufficient in each of the two textbooks. This summary is taken up in Table 13.

Table 13

Comparison of Number of State Examination Questions  
Covered in the Magruder and Potter and West Texts

<u>Ability to Cover Material</u>	<u>Magruder</u>	<u>Potter and West</u>
Satisfactorily	12	18
Insufficient	8	2
Not covered	10	10
<b>Total</b>	<b>30</b>	<b>30</b>

Table 13 shows that Magruder covers the questions asked in the state examination in a satisfactory manner in twelve out of thirty cases. Potter and West cover the material satisfactorily in eighteen cases. The text by Magruder covers the eight topics in an incomplete manner while Potter and West cover two topics taken up in the state examinations incompletely. Magruder does not attempt to cover ten of the topics called for and Potter and West do not cover ten of the topics. A further study of the tables reveals the fact that three of the topics not considered in Potter and West are really current event subjects. The same applies to the ones not covered by the other book. Of the material not sufficiently covered by Magruder none of it is taken up regularly in current event study. The same applies to the material incompletely covered by the Potter and West text.

A study of the correlation of the material offered in the text book with the outline in the North Dakota Manual

and Course of Study for the high schools will be taken up in Table 14. A list of the main topics covered in the outline will be made and a survey of the two textbooks is made.

Table 14

Correlation of Material in Textbook with Outline in  
North Dakota Manual and High School  
Course of Study

Topic	Number of Pages in Magruder	Number of Pages in Potter and West
Nations of world	303	18
Colonies and empires	105	19
Dependence of nations upon one another		
International politics	6	16
International law	14	13
Enforcement of international law		5
Causes and effects of wars	25	
World War reparations and debt	17	
Peace		15
League of Nations	30	33
World Court	12	10
Notable events and occasions	15	20
Place of United States in world affairs		
Pan-American Union	6	1
American citizen and inter- national problems		11

The outline and textbooks do not seem to correlate with one another very closely. According to Table 14 there are five out of the fifteen topics in the outline that are not discussed in the text by Magruder and three of those in the text by Potter and West. Some of these points are

covered by each text in an indirect manner. None of the topics that either book fails to take up could be found easily in current events work. Two of the subjects could be assigned to the average high-school pupil for outside reading. The instructor in international relations would need to do considerable lecturing in order to cover the work thoroughly.

A synopsis of the material in the preceding table shows that the text written by Magruder uses 303 pages to cover the nations of the world while Potter and West take all the nations as a group in eighteen pages. This means that the first text mentioned spends over half of its space on one topic of the outline and fails to consider five others. It also devotes 103 pages to a discussion on colonies and empires while the other text only considers this topic to the extent of nineteen pages. The dependence of nations upon one another and the place of United States in world affairs are not covered in either text. Enforcement of international law, peace, and the American citizen and international problems in addition are not covered in Magruder. Causes and effects of wars is a topic that is not covered in Potter and West but like the other text gives it twenty-five pages of space. The inadequacies of the two texts are listed in Chapter 3 with the survey. The number of times each book fails to agree with the course of study

outline shows that the Magruder text has less of the topics covered, as illustrated by Table 15.

Table 15

Number of Cases in Which the Material Called for in Outline in North Dakota Manual and Course of Study Does Not Appear in Each Textbook

Text	Number of Times:		
	Topic Does Not Appear	Covered in Satisfactory Manner	Partly Covered
Potter and West	3	9	3
Magruder	5	6	4

There were nine topics appearing in the outline that were covered in a manner satisfactory in Potter and West and six in Magruder. In the first named text there were three covered partially and in five there was not any attempt to cover them. In Magruder's text five questions were not taken up at all and four were not completely explained. The basis used for these conclusions was the material that was asked for in the state examinations and the opinions of teachers in the field who were consulted. In explanation of these differences it should be considered that the Magruder text was published after the North Dakota High School Manual and Course of Study had been printed for two years. Therefore the text by Potter and West that was published the year before the course of study was released might have been used in formulating this outline.

Magruder prefaces his text with a statement that it is planned primarily as a text in definite scholastic courses, but that it should also be valuable for parallel assignments with courses in government, political geography, modern history, and contemporary history; or for study groups in international relations and current events. The book, according to the author, is not planned as a regular text for use in the teaching of international relations.

The text by Potter and West is the first experiment in a book for the teaching of international relations in the high school. Howard E. Wilson in an address at the eighth annual meeting of the Council for the Social Studies, held in Minneapolis, Minnesota, July 2, 1928, spoke favorably for the use of this text in the teaching of the course in international relations in the secondary school. The author of this book is considered an authority on political science and has specialized in this type of work. The demand for more numerous books in international relations will grow as the popularity of the course increases. Two new textbooks are in the process of publication at the present time. At least one of these will be ready for delivery this fall. When more books are printed the instructor will have a greater choice and the subject can be offered in a more satisfactory manner. If there is enough demand for a new textbook the publishers themselves will have it written.

The authors of the books on "American Democracy" or "American Problems" realize the necessity of the teaching of international relations to the extent that all the good recent textbooks include a chapter on this new social science. It does not seem possible that all the material necessary for an understanding of foreign affairs can be covered in a satisfactory manner in twenty pages at the close of a 500 to 600 page text in problems. If we followed out this system it would mean the presentation of such topics as: foreign affairs, diplomacy, international law, attempts at world peace, Hague Court, disarmament, foreign nations, war debts, and backward countries, in about ten days' time at the close of the study of American problems. This solution of the problem would hardly seem feasible to the teacher of social science.



CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

In all the programs recommended in the North Dakota High School Manual and Course of Study, international relations is suggested as an elective subject. The preliminary explanation to the outline gives importance to the study of this subject in the secondary schools of North Dakota. Although it appeared in the course of study for the first time in 1931 about twenty-five percent of the schools have already adopted it as a part of their curriculum. Since the subject was first listed in the North Dakota Manual and Course of Study about 160 of the classified high schools have taught it.

Through the interviews of teachers and the results of the questionnaire mailed out to the people working in this field of social science a nearly unanimous vote was given in favor of the offering of a course in international relations as a half-unit subject. Howard E. Wilson gives three vital reasons why it should be included in our social science curriculum in the secondary schools as follows:

"First, because our whole cultural and social civilization is based upon extensive cultural intercourse among the nations of the world.

"Second, because our whole economic order is pre-

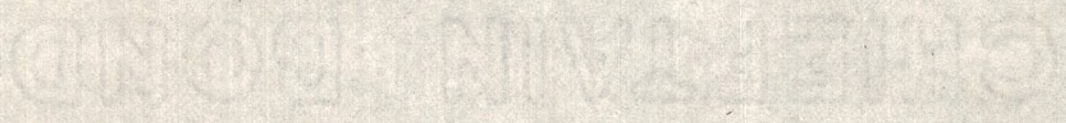
licated upon world commerce both in manufactured and raw materials.

"Third, because the governments of the modern world, including the government of the United States, have already found it necessary to hold extensive political communication with one another and to develop complex agencies of political cooperation. Many and unmistakable are the facts indicative of these conditions."<sup>1</sup>

We may truly say that our economic welfare in vital part at least is dependent upon a steadily augmenting foreign trade, a trade which permits us to buy and sell both manufactured commodities and natural resources. Harold Ruggs says:

"Life in America has become compellingly cooperative; the people of the world are now so linked together that no nation can live to itself. No section lives to itself, no industry lives to itself, no person lives to himself -- all are interdependent. The school is the only organized agency at all competent to cope with the problem of developing in our youth tolerant understanding of this complicated order.....The school constituted as it is -- large classes, relatively uninformed teachers, early

<sup>1</sup>H. E. Wilson, "Development of International Attitudes and Understandings in the Secondary Schools," Historical Outlook, Vol. 20 (July, 1928), pp. 71-75.



elimination of pupils -- only one conclusion can be drawn. This is that the greatest hope for improvement in our generation is in the construction of a curriculum which shall as fully as possible overcome the handicaps of the present generation of the present school system and which shall lead the great body of pupils to an understanding and appreciation of the conditions and problems of our complex civilization."<sup>2</sup>

The above quotations show the necessity of offering a changed curriculum in the social sciences by the teaching of foreign relations in the secondary schools. Nearly all our educators agree with this. A logical conclusion seems to be the offering of a course in international relations. The students themselves are not satisfied with the present social science course. At the Harvard Conference on Social Studies held May 15, 1935, Arthur A. Hitchcock, educational advisor in the CCC camp at Flagstaff, Maine, reported on the attitude of the CCC men toward the study material.

"The men feel that the social studies instruction they encountered in the schools is too formal and unrealistic to be of great value to them. They are, however, interested in many topics of current and controversial importance, particularly those topics which affect their

<sup>2</sup>Harold Rugg, A Century of Curriculum Construction in the American School, Twenty-Sixth Yearbook of the National Society for the Study of Education (1927), pp. 4-5.

own vocational standing in society."<sup>3</sup>

These young people are usually of about high-school age. The things that interest them would interest the secondary school pupil. In that same evening a group of fourteen high-school pupils participated in a panel discussion on the topic, "What I Think of the Social Studies." The pupils discussed freely their own reactions to the social studies content and the methods of social science studies instruction. They seemed to be of the opinion that (1) more of the social science studies other than history should be taught; (2) more of the history taught should be related and applied to current situations; (3) less formal methods of teaching other than the textbook methods are more worth while; (4) field trips as usually conducted are not worth while; (5) a truly unitary arrangement of subject matter helps subordinate details and keeps them in proper focus.

To meet the demands of society as a general group a course in international relations would have a real value. Instructors in social science would welcome a course so well able to hold the interest of the students. They would welcome the addition of a unit so well based on current knowledge.

The following recommendations are made: First, a

3A. A. Hitchcock, "Recent Happenings in the Social Sciences," The Social Studies, Vol. 26(May, 1935), pp.

course in international relations be taught in the secondary schools of the state of North Dakota as an elective whenever possible. Second, a more complete course of study or syllabus be prepared that will include recommended references for outside reading. Third, that international relations clubs be organized in the high school. It is important enough to be conducted as a separate subject and not offered as it is in many of our schools at the present time as a part of the American problems course. Miss Mary Dever, writing in the Historical Outlook says:

"Probably no one would question the opinion that the next great movement in the growth of democracy is the bringing about of a better understanding among national groups....Progress toward the understanding of nations by each other will depend on the attitudes children will develop in school and elsewhere.

"There are reasons why in the opinion of the writer of this paper the subject of international relations should be given the importance of separate presentation in every school, probably in the last half year of the group of social studies dealing with American history. The two objectionable points should be avoided, that of prejudice and that of sentiment. There is grave danger in neglecting a study of international affairs. We cannot let children grow up in ignorance of world conditions

and then expect them to exercise wisdom in dealing with world conditions."<sup>4</sup>

We adults will not see international understanding an assured thing because treaties and laws cannot bring it about. But by giving children an insight into causes of war and conditions that make for peace, we can enable them to carry on, because out of international contacts of the present, the peace and wars of the future are at this moment growing.

Outstanding authorities in the political science field like Howard E. Wilson and Edith Ware also agree that the children of America should have a course in international relations offered in the latter part of the study of social science. It is safe to assume that such a subject can be offered in the North Dakota high schools. Curriculum makers agree that changes in the social science field have to be carried on to keep abreast of changes in our social life. A semester course as recommended by Howard E. Wilson will aid in solving some of the present difficulties in the social science field.

The second recommendation is that we should have a new course of study or syllabus for this subject. Our present one has served its usefulness. World events have changed a great deal since the year the present course of

<sup>4</sup>Mary Dever, "World Relations as a Subject in the Curriculum," Historical Outlook, Vol. 20 (February, 1929), p. 84.

study was printed. A subject that deals with current events from papers and magazines as much as this one does must have some suggested references, so that it will become more standardized. Perhaps some experts in this field could be persuaded to devote some of their time to this worth while work. The present outline is not complete enough. The aims and objectives of the course should be covered thoroughly first. A syllabus based on a thorough course in world affairs, which could be assimilated by the high-school mind, would aid the teacher. A list of the recommended magazines, pamphlets, and books should be included.

The general outline for a course in international relations as advanced by Howard E. Wilson seems to contain the material that would be of value in this course:

A. The nations of the modern world.

1. What a nation is. The nations of today.
2. Differences and likenesses among nations.
3. The problems of colonies and empires.

B. How the nations depend on one another.

C. International politics.

1. Questions and problems arising among nations.
2. Diplomatic and consular relations between nations.
3. Treaties and treaty making.

D. International law and its enforcement.

1. Evolution and character of international law.
2. International authority and the League of Nations.
3. The United States and international law.<sup>5</sup>

<sup>5</sup>H. E. Wilson, "Development of International Attitudes and Understandings in the Secondary School," Historical Outlook, Vol. 20 (February, 1929), p. 73.

This outline should not be considered to contain all the points that can be taken up in this subject. This merely answers in a general way what should be taught. It is absurd to think that anyone can make international statesmen out of millions of American school children. Neither can we raise up a generation of expert technicians in legal and social complexities of intergovernmental cooperation. The general aims of this course are well summarized by Howard E. Wilson:

1. Develop and strengthen an attitude of friendly, interest in the maintenance of civilized life. The child should come to feel some measure of personal responsibility in maintaining and improving the civilization he inherits. This attitude of responsible interest in his civilization is the basis upon which we have to work.

2. Coordinate with his sense of responsibility, the child must gain an attitude of intelligence toward the fact of international interdependence. He should comprehend the extent to which national and individual welfare is dependent upon world-wide cooperation.

3. He should acquire, as part of his stock of civic information, an elementary knowledge of the manner in which his nation is trying to solve its foreign problems. He ought to know the foreign policy of his government and be able to criticize it in the light of knowledge about the



foreign policies of other governments. He ought to know in a general way the technique of inter-governmental activity.<sup>6</sup>

A comparison of these aims with those generally advocated in the teaching of social science show the aims advocated for international relations are very similar. All leading authorities for the teaching of these subjects strongly advocate the use of current events and outside reading. The survey showed the vast amount of this carried on in this course.

The objectives as outlined by Harold Rugg show the necessity of doing away with the old type of curriculum in his summary of the objectives or values he advocates for the teaching of the social sciences. He further states:

"School is to help boys and girls do well the socially desirable things that they will do anyway. This is the criterion to be used in answering the question what criterion will be used in judging the content to be included in the social science and citizenship course."<sup>7</sup>

The objectives as advocated by him for the study of social sciences are: (1) acquisition of knowledge; (2) methods of obtaining the use of books; (4) training certain powers such as memory, judgment, and imagination;

<sup>6</sup>H. E. Wilson, op. cit., pp. 73-75.

<sup>7</sup>Harold Rugg, What Criteria Shall Be Used for Selecting the Content to Be Included in Social Science and Citizenship Courses? Twenty-Sixth Yearbook of the National Society for the Study of Education(1927), pp. 192-193.

(5) inculcation of patriotism; (6) broadening the pupils' point of view; training and seeing and understanding casual relationships; and (7) a series of miscellaneous aims. If these aims are compared with the ones advocated in the teaching of international relations it will be seen that this study closely follows them. These are suggestions for the preparation of a new syllabus in the subject. The preparation of such a syllabus would take too much to permit its incorporation in this thesis.

The final recommendation takes up the organization of international relations clubs in the secondary school. Eight schools in North Dakota have attempted this and report the trial as meeting with good success. It creates an interest in the study of current topics and their discussion in open forum. This is more in keeping with the newer concept of education. It helps the social science teacher get away from the old textbook assignment method and provides a more interesting social science curriculum.

Material for international relations clubs can be obtained from the Carnegie Endowment for International Peace, Division of Intercourse and Education, 405 West 117 Street, New York, New York. These pamphlets contain current material on topics of world interest. They are published fortnightly and are furnished without cost.

A club could be organized in every secondary school

in North Dakota to good advantage. If international relations is offered as a regular high-school subject this club would augment the regular high-school work. If there is not any regular class in this course the material furnished would add to the interest of other social science courses.

### Conclusions

The course known as international relations has shown its value in the North Dakota high schools. This has been shown by the enthusiastic support given to it by the teachers and the interest shown by the pupils.

The textbooks used for teaching it are not adequate. Improvement will come as more authors enter the field. The adoption of the course by more schools will cause the publication of better textbooks. There is a wealth of material for outside reading and current events that has been made use of by most of the instructors. This study has shown the periodicals, pamphlets, and books for outside reading favored by a majority of the teachers. Entrance into the classes has been left up to the judgment of the teachers and it has been carried on in the final year of high school.

The examinations made out by the state department correlate very well with the outline in the course of study. The composition type of examination is more satis-

factory than the objective type in this course until a more complete syllabus is published. The North Dakota Manual and High School Course of Study has a short outline for the study of this subject. This could be elaborated upon and brought up to date. Some of the material for this subject has been gathered together from writings by leading authors in the social sciences and in international relations. The subject itself is a new course in the secondary schools and for this reason the field of information is limited. A survey of the teaching of it in North Dakota shows that more schools are adopting it each year. About 160 schools have offered it since the subject was first recommended. The other material used was gathered from North Dakota High School Course of Study and state examinations given in past years.

If this thesis has opened a field to further study of the teaching of international relations it has served a purpose that will make the effort used in its preparation worth while or if it will aid in the instruction in this course the author will feel well repaid.

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