

A Brief History of the Pacific Northwest Political Science Association

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A motion was made and passed at the annual membership breakfast of the Pacific Northwest Political Science Association (PNWPSA) in October 2009 at the Empress Hotel in Victoria, British Columbia, that a brief history of the Association be created to commemorate the 60th anniversary of the founding of the organization. (As it turns out, one learns from a review of the archives of the Association that the PNWPSA was actually founded in 1947 and held its first annual conference on April 17-18, 1948, at Reed College in Portland, Oregon.) The ensuing history is based upon the following materials: an oral history, since transcribed, given by Dr. Donald Balmer (Lewis & Clark College, Emeritus), who first became a member in 1948 as a graduate student at the University of Washington and has been integral to the evolution of the association; materials housed in the Lewis & Clark College archives, including minutes and records for each annual meeting for most years; annual meeting programs for most years since 1947; and the Constitution and By-Laws of the Association.

I. Constitution and By-Laws.

The earliest known copy of the Constitution is undated, but other evidence indicates it was written in 1947. It was formally adopted by the Association at the first meeting at Reed College in 1948. The author is not given, but the first officers of the association were Kenneth C. Cole of the University of Washington (President), Maure Goldschmidt of Reed College (Vice-President) and Dell G. Hitchner of the University of Washington (Secretary-Treasurer).¹

The original Constitution is 1 ½ typed pages, and includes:

- I. Name of Association: Pacific Northwest Political Science Association
- II. Object: To promote the study and effective teaching of political science in the region;² to promote closer relations between political scientists and elected officials (but with no partisan alignment by the Association); and to achieve greater use of the expertise of political scientists in the field of government.
- III. Membership: Annual members (any “person” who pays the annual dues (in 1947 \$4.00); Associate members (any enrolled graduate or undergraduate student who pays the annual dues (in 1947 \$3.00).

¹ The first Executive Council in 1948 was comprised of H.F. Angus of the University of British Columbia, U.G. Dubach of Lewis and Clark College, Claudius O. Johnson of the State College of Washington, Eva S. Ogg of North Idaho Junior College, John Swarthout of Oregon State College, and Hugh J. Tudor of the College of Puget Sound.

² “Region” is undefined, but later records show that it was understood to include “eight Western States.” Alaska, which became a state in 1959, and Southwest Canada were added later.

- IV. Officers: President (annually elected); Vice-President (annually elected); a nine-member Executive Council (President, Vice-President, Secretary-Treasurer, and six others elected annually to serve three-year terms, staggered); and a Secretary-Treasurer (appointed by the Executive Council to a “specified term not to exceed three years”).
- V. Duties of Officers: President presides over business and Executive Council meetings and appoints all committees (replaced by the Vice President in his/her absence); Secretary-Treasurer keeps all Association records, presides over the budget, and performs other duties as assigned by the Executive Council; Executive Council has general governing authority over all Association business, including filling vacancies on the Executive Council that have become vacant between elections, establishing dues and meeting locations, and calling regular and special meetings.
- VI. Amendments: As needed, to be proposed by the Executive Council and approved by a majority of members present. In addition, five members may jointly recommend amendments to the Executive Council for its consideration.

II. Amendments to the Constitution

The Constitution has been amended at least four times. The first amendment was proposed and adopted in 1954, the second two in 1972, and the fourth in 1995.

1954 Amendment:

I. Article III (Membership) was changed to read: To be a member one must either attend the annual meeting and pay registration or else pay annual dues in the amount of registration fees.

1972 Amendments:

I. Article III (Membership): to include language mandating \$1.00 annual dues. No other substantive changes.

II. Article IV (Officers): amended to say that: “The incumbent Vice-President shall be an automatic nominee for President of the Association.”

1995 Amendment:

I. A Nominating Committee is established to nominate candidates for the Presidency and Executive Council, consisting of three members drawn from existing Executive Council members (mode of selection not specified). Criteria for candidates include attendance and participation in Association events and “diversity,” broadly defined.

III. Summary of Minutes from 1947-2009

A. Early Years: 1947-1956

- I. The first meeting of the Association convened at Reed College in Portland, Oregon, on April 17-18, 1948. The Constitution was presented to the members and was approved on April 17th at the Business Meeting at 2:00 p.m. Among participants were some of the biggest names in political science in the Northwest: Charles E. Martin (University of Washington), Linden A. Mander (University of Washington), Kenneth C. Cole (University of Washington); and Maury Goldschmidt (Reed College), a Rhodes Scholar. Charles McKinley (Reed College), who in 1954 was elected president of the American Political Science Association in a sort of uprising of the renegades of the discipline, was also present. He is one of the few presidents of the PNWPSA or the APSA without a Ph.D. Frank Munk, also from Reed College, attended. Other “founding fathers” came from the State College of Oregon (now Oregon State University), the University of Oregon, and the State College of Washington (now Washington State University). Eva S. Ogg (North Idaho Junior College) was one of the few women who attended the first meeting and can be rightly be counted as a “founding mother” of the PNWPSA. These original members agreed to meet the next year in Walla Walla, Washington, at Whitman College.

At the first meeting the *Western Political Quarterly* was adopted as the “official organ” of the Association. The President was given the authority to appoint a nominating committee for new officers. The committee then nominated a slate of candidates for the various offices, and the slate was voted on by the members.³

The main business of the first meeting was to establish the PNWPSA as an important authority for recommending criteria to various local and regional school boards and administrators regarding the proper training and credentials for high school teachers in the social sciences. The idea was that teachers should be “required to certify specifically in their particular field” (meaning apparently that they

³ See Appendix I for a list of all officers and their affiliations during the history of the Association.

show that they had the proper qualifications to teach social science).⁴

The monetary receipts, taken by “collection” at the first meeting, amounted to \$21.05.

Five panels were given at the first meeting on various aspects of the discipline (all “roundtables”). A luncheon meeting was held with a speech by William T. Stone and Constance Roach of the U.S. State Department. A social hour and dinner followed the afternoon roundtables. The meeting concluded with a Sunday morning General Meeting at the Multnomah Hotel featuring an address on “The American Polity: An Assessment” by Professors Peter H. Odegard (Reed College) and Kenneth C. Cole (University of Washington).

This first meeting established many of the traditions that have been with the Association ever since:

Panels/roundtables covering aspects of the discipline, a formal all-member luncheon with a distinguished speaker, Executive Council and general members meetings, a report on the budget, and a decision about the location for the following year’s meeting.

For the first several years of the Association, receipts from dues and registration generally amounted to \$250-\$300; expenditures for use of facilities and meals always ran just short of this amount, so that the carry-over balance year-to-year from 1948-1953 was in the \$10-\$25 range. In 1953 the Association actually went into the red by \$16.00.

The Association continued to hold its annual meeting in April until the mid-1970s. At about that time there was a parting of the ways between the PNWPSA and the Western Political Science Association (WPSA), whose annual meetings also occurred in the spring. For a period in the 1950’s and 1960’s the two associations regularly held joint-meetings (for example, in the years 1954, 1959, 1962, 1965 and 1968), but with the passage of time it became increasingly clear to the members of the PNWPSA that the WPSA had different ambitions and had begun to crowd out participation by PNWPSA members and its officers in the business of the joint meeting. As a result, the PNWPSA

⁴ See Appendix II: Resolution concerning proper qualifications for high school teachers of the social science.

decided to sever its ties with the WPSA and to change its meeting time to the fall, in part to establish its distinctiveness and independence, and in part to have its annual meeting coincide more closely with national and state political elections. The annual meeting of the PNWPSA continues to be held in the fall, either late October or early November.

- II. The second annual meeting was held on April 23-24, 1949, at Whitman College and the Marcus Whitman Hotel in Walla Walla, Washington. Most of the officers from that year came from the large regional universities (University of Washington and University of Oregon) and the leading liberal arts colleges (Reed and Whitman). Chester C. Maxey of Whitman College presided. He was an early political scientist in the Northwest and published widely used textbooks on political science, such as *The American Problem of Government* (1934) and *Political Philosophies* (1938). He was president of Whitman College (1948-1959) and later became mayor of Walla Walla.

Highlights of the second year were: Authorizing the Executive Council to add an annual registration fee (based on the Association's expenses) to the annual dues, which remained at \$4.00. The first annual registration fee was 50 cents, but could be increased to \$1.50 if needed to pay for a luncheon speaker; a report from a representative of the APSA (Francis G. Wilson, University of Illinois) about the relationship between the APSA and regional associations (this became a regular feature for many years); and a reaffirmation by the Association of the resolution adopted the previous year about proper qualifications for high school teachers of the social sciences.

Two patterns were established at this second meeting: 1) to hold the conference over two days, usually a Saturday and Sunday; and 2) the introduction of a dinner program on the evening of the first day at a local hotel that featured a distinguished speaker (Francis G. Wilson of the University of Illinois was the first featured speaker, who gave a talk entitled "The Scholar and the Inarticulate Premise").

In 1948 the University of Utah proposed to establish the *Western Political Quarterly*, which became the official journal of the PNWPSA. The creation of the *WPQ* became the occasion for a more formal alliance between the

PNWPSA and the Western Political Science Association (WPSA). While the costs of the journal were borne by the University of Utah, which was out to make itself a reputation as a regional big player in the western political science scene, the PNWPSA adopted the habit, maintained to this day, of donating some of its annual surplus, never a big sum (initially \$25.00), to help support the *WPQ*. In return, the journal would provide a venue for a number of things of interest to the PNWPSA: publication of the presidential address, the projected program of panels and participants, and abstracts of papers. At times membership of the two associations (WPSA and PNWPSA) would be tied in together, and membership in the PNWPSA would also bring a subscription to the quarterly. In any case, the pattern for many years was that the PNWPSA would send a token amount to the University of Utah to keep its name on the list of friends and supporters of the quarterly.

The relationship between the PNWPSA and the *WPQ* dwindled over the years for a host of reasons (see below). The *Western Political Quarterly* ultimately changed its name in 1993 to *Political Research Quarterly* and ceased being a western quarterly in the sense that it was no longer concerned with things related exclusively to western states.

Seattle was designated as the meeting place for the following year.

- III. The 1950 meeting was held at the University of Washington and the Edmond Meany Hotel (now the Hotel Deca) in Seattle's University District. The only items of business recorded in the minutes for that year were: The designation of the University of Oregon as the host for the following year; and the election of new officers and the designation of J.R. Cunningham (Whitman College) to replace Dell G. Hitchner (University of Washington) as Secretary-Treasurer. Charles McKinley (Reed College) delivered the luncheon address.
- IV. The 1951 meeting was held at the University of Oregon on April 21-22. At this meeting the Executive Council approved a recommendation that membership in the PNWPSA be extended to anyone who subscribed to the *Western Political Quarterly* and/or to those who paid 50

cents in registration fees.⁵ Additionally, the Executive Council and the assembled PNWPSA members approved “the appointment of a committee to investigate ways and means . . . government is taught in the high schools of the Pacific Northwest.”

This committee set about its work in 1951 to determine the actual preparation in political science of the high school teachers who taught required courses in Civics or American Government. An effort was made to establish the extent of the knowledge of the actual workings of American government among political science students in some of our members’ colleges. A questionnaire was distributed, and the results were fairly abysmal. The basic finding was that future teachers of government and politics were ill-prepared and that they found the subject to be dull and repetitive.

Data were gathered (although very little is preserved in the archives), which showed that the great majority of people who taught Civics or Government or Citizenship in high school had meager backgrounds in political science. This was because most colleges required a course in American Government in order to get a BA degree. Moreover, state certification of social studies teachers normally required that they take some beginning courses in several social sciences (psychology becoming more and more popular, as well as anthropology and sociology), but political science was required of everyone. The result was that in high schools, where the emphasis was often on athletics, it was assumed that anybody who had graduated from college and had a teaching certificate would be qualified to teach American government. In practice, however, this did not mean that they were necessarily competent in the field; it meant only that they had completed one political science course—hardly enough to qualify anyone to teach the subject.

⁵ The 1950 program states that “a registration fee of 50¢ will be collected to defray expenses of the Association.” This bit of the historical record serves as a quaint reminder of the economics of yesteryear. To anyone who has paid the PNWPSA’s \$90 conference registration fee or the American Political Science Association’s \$178 (\$320 for non-members) annual conference pre-registration fee, it is also a sobering reminder of subsequent inflation.

As a result, the PNWPSA committee recommended that state boards of higher education require better training for these teaching assignments. The report and recommendations were brought forward at the 1952 meeting.

- V. The 1952 meeting was held at what was then known as the State College of Washington (now Washington State University) in Pullman on April 25-26. A report was given about the results of the above-mentioned investigation of how Government was taught in Northwest high schools. Qualifications for membership in the PNWPSA were again discussed, with the previous year's decisions being reaffirmed.
- VI. The 1953 meeting was held at University of Washington in Seattle on April 10-11. A resolution was passed that the PNWPSA urge the APSA to hold the 1956 annual meeting, and every fifth annual meeting thereafter, in "one of the eleven western states."
- VII. On April 9-10, 1954, a joint meeting of the Western Political Science Association and the PNWPSA was held at Oregon State College (later Oregon State University) in Corvallis. At this meeting the sad fiscal state of affairs of the PNWPSA was confronted. The "hat" was passed around to meet expenses. A total of \$21.18 was collected. Also, a resolution was passed that the PNWPSA be held on a "rotational" basis, 2-3 years west of the Cascades to every one year east of the Cascades. The next site chosen for 1955 was the University of Idaho, Moscow. The Constitution of the PNWPSA was amended in regard to provisions about membership. To be a member one had to either attend the annual meeting and pay registration or else pay annual dues in the amount of registration fees.
- VIII. The 1955 meeting was hosted by the University of Idaho in Moscow. Matters of interest at this meeting included the state of the Association's treasury (a positive balance of \$26.39); the creation of a nominating committee for executive officers, composed exclusively of previous presidents (a convention that lasted until the mid-1990's); a motion to create an official directory of association members; and a renewed dedication to one of the early aims of the association, viz., to foster close relations between academic political scientists and political actors in

the region. It was also announced that the Ford Foundation would be conducting a two-year study of academic libraries in the Northwest on their holdings of “public documents.”

IX. The 1956 meeting was hosted by Willamette University in Salem, Oregon. Reports were given about the progress of the Ford Foundation study of Northwest libraries (see above) and the compilation of an official directory of members. Don Balmer (Lewis & Clark College) was named to a three-year term as Secretary-Treasurer. The minutes of 1956 were the first minutes created by Dr. Balmer. From this point forward minutes of the Association’s annual meetings became more thorough, systematic, and formal. Minutes for most years are preserved in the archives.

X. Conclusion to the History of the First Decade.

Perhaps the most difficult issue the Association had to grapple with during its first decade (and it remains an issue) was membership: who are our potential members? The teaching academics were the main target, although there were some who left teaching and became involved in civil service positions at the state, local, and federal levels. They would want to join and it was difficult to keep track of and rank them as active participants. So in fact it didn’t really make that much of a dent in the primarily academic nature of the PNWPSA. The question that the Secretary-treasurer of the Association always confronted was, “who is our public?” Relating dues to membership was a constantly moving target because of the failure of members to keep current with their dues, even at \$4.00 a year. But the main constituency of membership always was and likely will remain the academic political scientists in the Pacific Northwest.

When Donald Balmer (Lewis & Clark College) became Secretary-Treasurer in 1956, Lewis & Clark College assumed responsibility for maintaining a current membership list and managing most other administrative responsibilities for the Association. At first the attempt was made to send a direct mailing to everybody who taught political science in the Northwest, regardless of whether or not they paid dues or attended the annual meetings. The leadership did not want to be in a situation where if somebody did not attend one year they would be

considered out. To prevent this from happening, Secretary-Treasurer Donald Balmer learned by name almost every teaching political scientist in Oregon, Washington, Idaho, Montana, and British Columbia. But as time passed the list grew and it became more and more difficult to carry that around in one's head. During this period there was an enormous increase in the number of faculty in the colleges, and junior colleges also began to be created. For a time announcements and registration material would be sent to academic departments rather than individuals, hoping that a department chair or administrative assistant would post the materials for others to see. That did not work very well; nor did a later attempt to send messages to those who had paid dues the previous years. Of particular challenge was to keep the heavy hitters from the big universities involved in the association; efforts have met with mixed success.

Maintaining an accurate and inclusive membership list without wasting resources on people who have never attended annual meetings and probably will never attend is an ongoing challenge. The Association considered all sorts of ideas, including charging departments a fee to be on the list no matter what, but the tremendous range of institutions meant that there would be many departments that would not respond. The executive leadership of the Association thought it was in the Association's interest to somehow get to the individuals who were teaching political science and to keep them informed. If they responded systematically and regularly, or even at all, we continued to keep them directly informed. This remains the case to this day, although maintaining a current list of members continues to be a challenge.

B. Next decades: 1957-80.

- I. The Constitution: At the 1969 meeting the following decisions were made: to establish a "Constitutional Review Committee" to review the Constitution and propose amendments as appropriate; and to change annual dues for members from \$4.00 to \$1.00. Student (associate) members would pay one-time-only dues of \$1.00, maintaining membership as long as they maintained student status. Two amendments to the Constitution were passed at the 1972 meeting: 1) Membership requires payment of annual dues; and 2) the incumbent Vice president shall become an automatic nominee for president.

II. Location of meetings: The association continued to meet during these years on a “two-to-one” rotation, i.e., two years west of the Cascades to one year east, until 1969. Thus, in a given three-year period, meetings would be held at, say, Portland State University, Lewis & Clark College, and Washington State University. In 1969, however, the association confronted the difficulty of both adhering to the above schedule AND honoring its commitment to hold a joint meeting with the WPSA in 1971 or 1972. This would mean three consecutive years west of the Cascades. The decision was made to honor the latter commitment, leading to a new convention of 3 meetings in the west to one in the east. (The old convention of a two-to-one rotation schedule was soon restored after the experiment of periodic joint meetings with the WPSA fizzled—see item IV directly below.) 1969 was also the first year that the Association began a formal policy of a *three-day* meeting, replacing the previous two-day meeting schedule.

The Association had long had a problem with effectively organizing on-site conference facilities. Annual meetings were originally held on college campuses, where sessions would meet in the classrooms. The problem was that some colleges were somewhat remote from the main routes of travel, and so it became difficult for people to get to the convention site, and then find lodging and amenities, etc. Early meetings were held at Whitman College, Reed College, the University of Puget Sound, Willamette University, Oregon State University, the University of Oregon, and Washington State University, for example, but as time passed, it became necessary to have the Secretary-Treasurer (which in practice meant Lewis & Clark College) locate the city, find a hotel, and handle registration and other details. On the one hand, some members believed that something was lost—perhaps that sense of scholarly inspiration that comes with bell towers and ivy-covered university buildings—when the Association stopped going to the campuses. On the other, however, they acknowledged that the change to larger cities and attractive hotels for convention sites brought in new membership and led to larger annual conferences.

Logistical planning became a very important function that was taken on by Lewis & Clark College. People like Angie McGinnis, Robby Roy, Karen Nairn, Amy Timmins, and

others at Lewis & Clark were crucial in making this happen. These people were typically serving simultaneously as the Administrative Assistant for the Political Science Department at Lewis & Clark. and they were very good at negotiating with hotels to get a group rate, to get a bargain and the like. So the Association on many occasions just invited itself to Victoria or to Vancouver or to Seattle or somewhere else. But as the big universities found their interests elsewhere, the Association fell back on more friendly and welcoming venues. The Association has been to Eugene only once (in 1999) in the past twenty years, and it has not been to Seattle since 1984.

And so the PNWPSA has evolved and grown. Certainly any of us who have been to the WPSA or to the national APSA meeting know that our papers are as good as or better than the papers presented there. Moreover, our panel attendance is often better than at these larger conferences, even though our membership numbers are small. The Association has found a niche, developed camaraderie, fostered a spirit of cooperation and enriched the profession.

- III. Budget: The budget of the association continued to make modest improvements, so that from a \$12.00 deficit in 1949 the association showed almost \$100.00 in a positive bank balance in 1964. By 1966 this sum had swelled to almost \$200.00. By 1967 the bank balance had topped \$300.00. As the surplus continued to grow, recommendations were made, starting in 1969, about how to spend it. These included: elimination of the annual registration fee; establishing an annual award for best dissertation in the region; and subsidizing the social hour of the annual meeting. In the same year the Association decided against awarding a “best dissertation” prize because some of the member institutions did not award graduate degrees. During this same period a decision was made to formalize a staff position to serve as Executive Director of the Association, with compensation in the form of an honorarium to be decided annually by the general membership.

However, the finances of the organization became somewhat of a mystery – transparency is not a virtue characteristic of the Association in recent decades—but as long as it took in enough money to balance the budget,

cover the expenses of mailing, and pay the cost of the hotels and dinners and so on, few questions were raised.

- IV. Western Political Science Association (WPSA): The relationship between the PNWPSA and the WPSA remained a vital topic. Especially important to the PNWPSA was the representation of “western” authors in the official publication of the WPSA, the *Western Political Quarterly*. The PNWPSA also authorized in 1966 a contribution of \$50.00 to the *Western Political Quarterly* to help improve circulation and notability of the *WPQ*. The first payment authorized for this effort was apparently not made⁶ until a later year. In 1970 the association agreed to increase sponsorship of the *WPQ* from \$50.00 to \$100.00. That amount was increased to \$150.00 in 1972. In 1970 the *WPQ* decided it would no longer publish synopses of papers read at the PNWPSA, only a copy of the program, the presidential address, and the annual minutes from the meeting. Finally, the convention of holding joint meetings of the WPSA and PNWPSA, which first occurred in 1954 at Oregon State College in Corvallis, was abandoned.
- V. Membership: During this period, beginning in 1965, the PNWPSA began a systematic effort to locate, identify, and contact all academic political scientists teaching in college programs at any level in the region. The result of this effort was the creation of a mailing list of over 100 names. This list, revised through the years, became the basis for PNWPSA membership for the next three decades. By 1969 the membership list had grown to 249 persons, although annual conference attendance (or those who paid registration fees) was only one-third of that number, 79 persons. One year later, 92 persons attended and registered for the 1970 meeting in Bellingham, Washington.
- VI. Dues: Dues to the association remained a matter of almost yearly concern. A decision was made at the 1966 meeting to bill all attending members a \$1.00 registration fee in addition to the \$4.00 annual dues already being charged to all registered members. No objections were voiced.
- VII. The “Election Post Mortem.” With the shift from a spring to a fall convention date came another momentous change for the Association, namely the establishment, under the

⁶ A hand-written addendum to a letter from George Condon, Secretary-Treasurer of the PNWPSA to the editor of the *WPQ*, but not sent with the original letter, states that “[these] funds were never sent.”

leadership of Dr. Donald Balmer (Lewis & Clark College) of what is now known as the "Election Post-Mortem." This has become a cornerstone of PNWPSA meetings in election years. Its development has a history in itself of some interest.

Since the 1930's most state universities banned appearance on campus of candidates for political office. Chief Justice of the New Jersey Supreme Court and Dean of the New York University Law School, Arthur Vanderbilt, believed this was wrong. He advocated "Better Minds for Better Politics," and secured grants from the Falk and Ford foundations to fund the "Citizenship Clearing House" (CCH), later to be known as the National Center for Education in Politics (NCEP). Vanderbilt scheduled a series of weekend retreats across the country in 1952 to bring representatives from university boards of trustees, state supreme court justices, Republican and Democratic Party leaders, and Political Science faculty who taught American government. Both Oregon and Washington formed "Citizenship Clearing Houses" and proceeded to enlist faculty on each campus to share in a variety of programs and to involve students in political activities. Funds were made available from the national CCH to cover the costs of seminars, internships, mock conventions, and the like. State Directors received a small stipend plus assistance to attend the national APSA meetings. At these meetings Directors of state chapters of CCH would meet together to share ideas and proposals for foundation requests. Dr. Don Balmer, Lewis & Clark, was the first Oregon Director and also served on the Washington state board.

It was from the CCH that the original funding for the "Election Post-Mortem" were derived. Funds were available to hold an off-the-record retreat at a modest seashore hotel in late November 1960, shortly after the election. Invited were journalists, campaign managers, and a few lobbyists and Political Science faculty. Candidates were not invited. The format had the journalists present their analyses of "The Campaign as I Saw It," followed by the campaign managers explaining "As We Planned It." Room was left at the end for question/answer and observations from the floor. The stated objective was better to inform college faculty about how politics "really works" on the ground, in order to enrich classroom instruction. To

ensure full and open disclosure, the post-mortem conversations were deemed to be “off-the record.” Because of the nature of the event and the desirability of attracting big names, it was eventually determined that a Portland hotel should be the usual venue, meaning that the Association’s conference would henceforth be held in Portland every fourth year. For the remaining three years the old “two-to-one” convention would remain in place. The first post-mortem was held in 1960 and has remained a fixture ever since. It is perhaps the most distinctive part of the PNWPSA.

- VIII. Public Administration and International Relations: In order to strengthen the Association, the membership tried on a few occasions to have some meetings coincide with the emerging Public Administration Association (PAA) and the International Studies Association (ISA) (both groups have their own conferences separate from APSA, WPSA, and PNWPSA). The idea for joint meetings was to enable Northwest political scientists to collaborate with colleagues who had allied interests but that had broken off from the mainstream for various reasons. The PAA had regional gatherings once in a while between Portland and Seattle, largely dominated by career government officials and professors of Public Administration. The joint meetings were held once or twice without much success. These other related disciplines tended to go their own way; they still hold national meetings, but the local chapters are very feeble, if they exist at all.

C. 1981 to 2010

- I. Constitution and By-Laws. With the exception of the 1995 constitutional amendment—which established a Committee to nominate candidates for the Presidency and Executive Council—no significant changes were made to these documents during this period.
- II. Location of Meetings. The two-to-one rotation schedule was reestablished (two meetings west of the Cascades for every one meeting east of the Cascades), with Portland to be the site every fourth (election) year. Two noteworthy developments took place during this time:
- i. Two locations in British Columbia, Canada, were periodically selected as host convention cities: Vancouver and Victoria. The decision to add these cities to the rotation schedule was prompted by a more

active participation in Association activities among Canadian colleagues; and by the attractiveness of the cities as sites for conferences.

- ii. The issue of whether university and college towns in Montana should be selected as host-sites generated a great deal of discussion. It was determined that, with the exception of the University of Montana in Missoula, travel to Montana would present an obstacle (weather and money) for many participants, especially those traveling from the west side. A "compromise" site was chosen, Coeur d'Alene in Idaho, which has hosted conference on several occasions since 1981.

- III. Budget and dues structure. In the early 1980's the Association decided to alter significantly its budgetary structure and assumptions. Hotel venues in major cities became increasingly attractive conference locations. A "kick-off" Friday evening reception, with a bar and hearty hors-d'oeuvres included, became the standard practice. A formal sit-down luncheon with a prominent guest speaker was to be paid out of the Association's budget. (For a time the speaker was to be the president-elect of the Association, but that convention gave way after several years to inviting a distinguished external speaker of national renown who could speak to a political issue of topical interest.) To cover the new expenses (evening reception, luncheon, hotel, and speaker) the Association refined its revenue-generating operations.

The first step was separating "Registration" from "Annual Dues" ("dues" had already been separated in concept from "registration" in 1948, but the separation was now formalized in registration materials) and requiring registration fees for anyone participating in the program (that number has ranged from 80 to 125 registered participants in the past 20 years.) The second was to fold into registration expenses a "luncheon" charge for anyone choosing to attend that event. The third was to increase annual dues from \$4.00 (a figure running back to the earliest days of the Association) to a graduated structure based on members' title/rank and status (e.g., graduate students would be charged, say, \$10.00, whereas full-professors might be charged \$25.00). Academic departments would also pay a registration fee but not "dues." Finally, the registration fee was raised to cover annual operating costs of the Association, including the

costs of the annual conference. A small margin of annual surplus (approximately 5%) was built into the budgetary structure to ensure continuing fiscal health of the Association. With enhanced revenues from membership the Association's budget grew from generally "break-even" year-to-year to a positive balance of up to \$2,000.

In recent years the budgetary picture has begun to deteriorate, thanks mainly to an increase in prices that hotels are charging for using their facilities and serving food. A "Report" was prepared and circulated by 2009 President Cornell Clayton outlining the problems and recommending possible solutions (in the archives). At this meeting a discussion among the membership was held to assess ways to bring revenues and expenses back into alignment.

- IV. Membership. During the last 20 years the Association has made significant strides in maintaining a permanent list of Association members. The current list numbers into the three-hundreds and is updated annually in an electronic file kept by the Executive Director. Participation in the Association remains robust, with over 120 participants in last year's meeting, a new record.

D. The Future of the PNWPSA: 2010 and Beyond

- I. Election of Officers. An important topic is the nomination and election of Pacific Northwest Association officers. In the past, the nominating committee consisted of current officers who would nominate candidates for the office of President, Vice President, Secretary-Treasurer and Executive Council members. This slate of nominees would then be voted upon by the general membership, which usually simply approved the nominees. The effort then was to maintain a balance between the public and the private institutions, between east of the mountains and west of the mountains, between the large schools and the small schools. Nominees thus drafted generally accepted. In this way the nominating committee could help individual faculty members in presenting a curriculum vitae for a promotion, tenure, or other recognition. The procedure also helped the association maintain representation of its different constituencies—the private colleges, the small liberal arts colleges, the state universities, the junior colleges, and the community colleges. So for years the

Executive Council sort of picked the officers based on the needs of “diversity” and past participation.

An important role in the process was reserved for past presidents because they had no interest in serving themselves and in theory would be interested in the long range goals of the Association. They were to represent and promote professional collegiality for the faculty members in the Northwest. They also would have knowledge of who had been president, who had been vice president, who had been Executive Council members and who had been active in the Association. An important goal was to try to maximize the participation of faculty of the major universities, who by the late 1960’s had expanded in number and in staffing. Their interests had tended to shift to the larger national conferences. So, trying to get the major universities—i.e., the University of Washington and to some extent the University of Oregon and Washington State—to remain involved with the PNWPSA was a growing challenge.

Nevertheless, at the same time that the need for experienced former officers of the Association to preside over nominations were at their height, a successful effort was made in shifting the nomination process for officers from this sort of nominating committee—dominated by the old guard—to nominations from the floor of the general membership meeting. Opposition was expressed by advocates of the old system who noted that the business meeting was usually held early on Saturday morning when many people had already gone home or were not yet out of bed. The people who showed up on Saturday mornings—usually beginning at 8:00AM and in more recent years at 7:00AM—were not necessarily the heavy hitters who were needed for prestige for the Association. Some of them may have only been there for the first meeting of their lives and would find themselves elected to the Executive Council. Taking nominations from the floor was claimed to be a more democratic process—but one that often does not recognize the reality of the size and importance of the university faculties and the need to encourage the participation of these prestigious personalities in the field. Further, it is a process that may rely too much on the sporadic participation of individuals who just happened to be there on the last morning of the meeting and could carry the day for a particular slate of officers.

- II. Political Science and Politics. In the 1960's a concern among members about the possibility of nuclear war, about civil rights issues, and about other issues of immediate political concern began to dominate some meetings of the Association. Some members tried to introduce policy statements that would be sanctioned by the PNWPSA at the annual meeting for national dissemination. And some members were feeling very strongly that the profession was irrelevant to the political world, especially as the behavioral approach of quantitative research took over the professional journals. How could political science claim to be relevant in a world dominated by global crisis? Little was being said about truly important issues, such as civil rights violations in the American South and the continued testing of nuclear weapons in the Pacific. So those who wanted take a stand on issues found that, by having a number of people stay over for breakfast, they could dominate the Association's activities. This raised problems about objectivity, about participation in the program by various faculty and departments with specific political agendas, and in general, about decisions being made in the direction of preferences determined by polls taken at a fragmented meeting of an Association that really had no membership with clout. These were the same kinds of conflicts that took place in the national meetings held during those same years. The PNWPSA continues to grapple from time to time with the question of the proper relation between the teaching of political science and the role of political scientists in political advocacy for one cause or another.
- III. Closing Remarks. And so it has been sixty years of—what shall we say—stimulating the interests and sustaining the intellectual roots of political science. We conclude by saying that it has been surprising on occasion to meet a colleague who has been teaching political science in the Pacific Northwest for decades and never to have heard of them before. Donald Balmer (Lewis & Clark College) once explained it this way: “As I said in the beginning I used to be able to name everybody who taught in the Northwest. That was probably always incomplete but not *very* incomplete. Often I met faculty from Portland State or from Pacific University, or from OSU in Corvallis—people who had been there for ten, fifteen, or twenty years, and I discovered they have never been to any of our meetings. I thought of trying to use some leverage and sending notes to

tenure committees in the Northwest saying, ‘Where are your people, from the colleges of the Northwest—and where have you been? You’re not at our meetings, and as far as I know you’re not at the national or western meetings. Where do you get your nurture?’”

Those are most fitting closing remarks. The Pacific Northwest Political Science Association is one of the great professional associations in the country precisely because its overall ambition is to provide “nurture” for those of us who love political science.

Appendix I: Pacific Northwest Political Science Association Presidents

1948-49	Kenneth C. Cole , University of Washington
1949-50	Charles McKinley , Reed College
1950-51	Claudius O. Johnson , Washington State University
1951-52	Chester C. Maxey , Whitman College
1952-53	E.S. Wengert , University of Oregon
1953-54	Maure L. Goldschmidt , Reed College
1954-55	Eldon L. Johnson , University of Oregon
1955-56	Linden A. Mander , University of Washington
1956-57	John M. Swarthout , Oregon State University
1957-58	Paul L. Beckett , Washington State University
1958-59	Henry F. Angus , University of British Columbia
1959-60	Hugh A. Bone , University of Washington
1960-61	Charles E. Martin , University of Washington
1961-62	Boyd A. Martin , University of Idaho
1962-63	Howard E. Dean , Portland State College
1963-64	Paul Castleberry , Washington State University
1964-65	Thomas Payne , Montana State University
1965-66	George V. Wolfe , The College of Idaho
1966-67	Robert E. Hosack , University of Idaho
1967-68	Dell Hitchner , Washington State University
1968-69	Frank Munk , Portland State College
1969-70	Charles P. Schleicher , University of Oregon
1970-71	Robert Y. Fluno , Whitman College
1971-72	Edgar Efrat , University of Victoria
1972-73	Donald G. Balmer , Lewis & Clark College
1973-74	Russell Maddox , Oregon State University
1974-75	Jack Dowell , Washington State University
1975-76	James Klonoski , University of Oregon
1976-77	William Harbold , Whitman College
1977-78	Donald Matthews , University of Washington
1978-79	Kenneth Hossom , Eastern Washington State University
1979-80	Norman Green , Portland State University
1980-81	Walfred H. Peterson , Washington State University
1981-82	Paul Heppe , University of Puget Sound
1982	David Smeltzer , Portland State University
1982-83	Ralph Miner , Western Washington University
1983-84	Robert Blank , University of Idaho
1984-85	Peter Steinberger , Reed College
1985-86	Donald Farmer , Pacific Lutheran University
1986-87	Douglas F. Morgan , Lewis & Clark College
1987-88	Nicholas Lovrich , Washington State University
1988-89	Donald Crowley , University of Idaho
1989-90	Paul Anderson , Yakima Valley Community College
1990-91	David Adler , Idaho State University

1991-92 **Terrence Cook**, Washington State University
1992-93 **Donald G. Balmer**, Lewis & Clark College &
Terry Morley, University of Victoria
1993-94 **Stephanie Witt**, Boise State University
1994-95 **Clive S. Thomas**, University of Alaska, Juneau
1995-96 **Eugene Hogan**, Western Washington University
1996-97 **Curtis Johnson**, Lewis & Clark College
1997-98 **Dick Olufs**, Pacific Lutheran University
1998-99 **William M. Lunch**, Oregon State University
1999-00 **Richard Moore**, Lewis-Clark State College
2000-01 **Lisa J. Carlson**, University of Idaho
2001-02 **James C. Foster**, Oregon State University, Cascades
2002-03 **Doug Nilson**, Idaho State University
2003-04 **Russ Dondero**, Pacific University
2004-05 **Kenneth Hoover**, Western Washington University
2005-06 **Timothy Jeske**, Yakima Community College
2006-07 **Robert Eisinger**, Lewis & Clark College
2007-08 **Vernon D. Johnson**, Western Washington University
2008-09 **Cornell Clayton**, Washington State University
2009-10 **T.M. Sell**, Highline Community College

Report on
The Teaching of Political Science in
Idaho
(A Survey)

By George V. Wolfe*
The College of Idaho

(1) Number of High Schools

Total: 154
Senior High Schools: 145
 Public: 137
 Private: 8
Junior High Schools: 9
 Public: 9
 Private: 0

(2) Number of High Schools returning the Questionnaires

Total: 69 or 44.8%
Senior High Schools: 63 or 43.45% of Senior High Schools
(Public S.H. Schools: 61 or 44.52% of Public Senior High Schools
Private S.H. Schools: 2 or 25% of Private Senior High Schools)
Junior High Schools: 6 or 66.67% of Junior High Schools.

(3) Minimum Requirements

The minimum program of studies for accredited Senior High Schools in Idaho includes "History and Social Studies 2½ units"

The minimum requirements for graduation from accredited Senior High Schools in Idaho include "United States History 1 unit
United States Government ½ unit"

Note: A "unit" is defined as "a course of study covering an academic year of not less than 36 weeks that shall include in the aggregate not less than the equivalent of one hundred-twenty, sixty minute hours of class-room work."

(4) Courses taught in the field of Political Science in (Senior) H. Schools

No Pol. Sc. was taught in 1951-52 in 4 H.S. or 6.35% of those reporting**
The minimum requirement in Pol. Sc.
(½ unit of U.S. Government)
was taught in 1951-52 in 42 H.S. or 66.67% of those reporting

*

The writer of this report wishes to extend his thanks to Mr. O.D. Cole, Supervisor of High Schools, State of Idaho Department of Education, for granting him two valuable interviews.

**

Of these four H.S., one has but grades 9 and 10 and 2 students(!); another, with 22 students in 1951-52, and 19 students in 1950-51, offered a course in U.S. Government last year (seems to offer the course in alternate years); The third H.S., with 24 students in 1951-52, and 15 students in 1950-51,

Note: The course is listed under such headings as "U.S. Government"; "American Government", and "Civics".

Two of these High Schools seem to include in the course also some International Relations, since they use as texts, along with F. A. Magruder's "American Government", Magruder's "National Governments and International Relations".

More than the minimum requirement for graduation is offered
in Pol. Sc. in 17 H.S. or in 26.98% of those reporting*

In all but one of the H.S. that offer one unit of U.S. Government, the additional $\frac{1}{2}$ unit is required. One of these required courses refers in the title to Idaho Civics ("U.S. and Idaho Civics"). Offerings in Citizenship and in International Relations (or World Problems) are in all instances electives. In one H.S. Citizenship or Home Economics must be taken in the Freshman year.

10 High Schools or 15.87% of those reporting offer citizenship and/or International Relations (World Problems) in addition to the course in U.S. Government. A course in Citizenship is offered in 3 H.S., a course in International Relations (World Problems) in 6 H.S., and 1 H.S. offers courses in both Citizenship and International Relations.

Only 7 of the H.S. Schools offering electives in Pol. Sc. listed the number of students enrolled in these courses. From this sample it would appear that the percentage of students taking these electives ranges from 25 to 100% of the students taking the required courses.

merely reported that no course in Pol. Sc. was being offered; the fourth H.S., with 60 students in 1951-52, and 73 students in 1950-51, reported "We are not teaching political science in this school because of its size, and probably will not teach it."

*

Another additional $\frac{1}{2}$ unit of U.S. Government is offered in 7 H.S.;
an additional 1 unit of "Citizenship" is offered in 1 H.S.;
an additional $\frac{1}{2}$ unit of U.S. Government and
1 unit of "Citizenship" are offered in 2 H.S.;
an additional $\frac{1}{2}$ unit of International Relations
is offered in 4 H.S.;
an additional $\frac{1}{2}$ unit of U.S. Government and
 $\frac{1}{2}$ unit of International Relations are offered in 1 H.S.;
an additional $\frac{1}{2}$ unit of U.S. Government and
1 unit of International Relations are offered in 1 H.S.;
an additional $\frac{1}{2}$ unit of U.S. Government,
1 unit of Citizenship and $\frac{1}{2}$ unit of International
Relations are offered in 1 H.S.;

Only one principal felt compelled to comment on the lack of emphasis on International Relations in the High Schools. This principal, known to this writer as a bright young man who only recently came to Idaho with a M.A. earned at Columbia, had this to say:

" I think there is a vital need for more stress in our educational systems, both on the secondary and college level, on International Relations. I find students have profound interest. However, they lack adequate background to discuss significant issues. That, I feel, should be the concern of all. I believe all our future teachers should be indoctrinated somewhere in their training with the importance of Political Science."

However, in the near future no course in International Relations is likely to be included among the minimum requirements set by the State of Idaho for graduation from accredited High Schools. This statement is based on the writer's interviews with Mr. O.D. Cole, Supervisor of High Schools, State of Idaho Department of Education.

The course in U.S. Government and the 1 unit required course in U.S. History (which all the reporting High Schools listed among their offerings) may touch upon, but they are no substitutes for, a course in International Relations. True, about two thirds of the High Schools reporting offer a course - and with few exceptions a 1 unit course - in World History (or Modern History). Only about one half of these courses are required, however. Hence such courses, were they even deemed to be substitutes for International Relations courses, could not perform this function, for they do not reach all the students. The same applies to an even greater extent to the other social studies offerings listed by the High Schools reporting. Less than one half offer a usually $\frac{1}{2}$ unit course in Sociology, which is usually elective; a little more than a quarter offer a usually $\frac{1}{2}$ unit course in Economics, which is usually elective; a little more than $\frac{1}{5}$ offer a usually $\frac{1}{2}$ unit course in Psychology, which is usually elective; and less than $\frac{1}{10}$ offer a course in World Geography, and again $\frac{2}{3}$ of these courses are $\frac{1}{2}$ unit elective courses.

(5) Texts Used in political Science Courses in (Senior) High Schools

U.S. Government: 49 H.S. or 80% of those reporting and offering a course in U.S. Government, and 94.23% of the H.S. reporting on the text used (7 H.S. failed to report on the text used), use as text Frank Abbott Magruder's "American Government". The percentage 94.23 corresponds pretty closely to the estimate independently made to this writer by Mr. O.D. Cole, Supervisor of High Schools, that ninety per cent of the (Senior) High Schools use Magruder's "American Government" as the text.

Citizenship: 2 H.S. or 66% of those reporting and offering a course in Citizenship, and 66.67% of the H.S. reporting on the text used, use as text A.G. Hughes "Education and the Democratic Ideal".

International Relations: 3 H.S. or 42.86% of those reporting and offering a course in International Relations, and 50% of the H.S. reporting on the text used (1 H.S. failed to report on the text used) use Frank Abbott Magruder's "National Governments and International Relations".

- 1 H.S. used the "American Observer" (Current history for High School students);
- 1 H.S. uses the United Nations Kit and "Library Material";
- 1 H.S. merely stated it uses no text.

For several years now a State Textbook and Curriculum Development Committee - created by the State Board of Education, which consists of five members appointed by the Governor and the elective State Superintendent of Public Instruction as Executive Secretary - has been preparing lists of textbooks in various fields of study. Once in a particular field of study such a textbook list has been prepared by the Committee and endorsed by the State Board of Education, all public schools must conform within a two year period, using as textbooks in that field only textbooks from the multiple list. During 1952 the Idaho Text Book and Curriculum Development Committee - which consists at present of eight voting members and the State Superintendent of Public Instruction as a non-voting advisory member - will be studying for adoption Social Studies textbooks. All textbook companies and their representatives have been asked to submit to each member of the Committee copies of the relevant texts, and the lay citizens have been invited to examine all of the social studies textbooks that will be submitted at the headquarters of any of the Committee's voting members. Moreover, the Committee has announced that representatives of the various publishing companies will be asked the following questions:

- "A. How does the textbook treat controversial issues?
- B. How does the textbook treat the subject of Communism and Socialism?
- C. How does the textbook develop patriotic ideals, attitudes, appreciations and responsibilities which are essential to the functioning of our American Democracy, in keeping with our heritage, including those contributions from our Founding Fathers?"

The teaching of Political Science will be affected for better or worse by the adoption of a textbook list in the Social Studies, since the publishers were asked to submit also texts on

- (a) Idaho and United States Government
- (b) Civics.

Whether this means that in the future greater emphasis is to be put on the teaching of Idaho State and Local Government, remains to be seen.

(6) The Teacher of Political Science

Mr. O.D. Cole, Supervisor of High Schools, made to this writer the estimate that 95% of the teachers in Idaho's High Schools have a B.A. degree, and 20 to 25% have a M.A. degree. There is no reason to believe that these percentages should not equally apply to the teachers of political science courses, and they are confirmed by a little check this writer made: Among the 66 teachers of political science subjects who returned the questionnaire addressed to political science teachers, he found 5 former students of The College of Idaho; all five have a B. A. degree, and one has also a M.A. degree.

However, a B.A., and even a M.A., does not mean too much, unless the teacher has had an adequate training in the social sciences in general, and in political science in particular.

A High School teacher in Idaho who is teaching a course in political science must have earned 15 semester hours credit in "History and Social Sciences". None of the 66 political science teachers reporting lacked that qualification, and all but 2 or 3% reported more social science credits. For purposes of this report "social science" credits mean credits earned in Anthropology, Economics, History, Political Science, Psychology, or Sociology.

It would have been tempting to establish the "average" and the "mean" of social science and political science semester hour credits earned by the teachers of political science reporting. However, this writer believes the data available to him are not reliable enough to establish such averages and means. He noticed that some of the political science teachers reporting their credits were not sure whether they were reporting them correctly, and in checking the credits reported by the five graduates of The College of Idaho he found that at least four of them had not reported them correctly, though they had made no reservations when reporting their credits. This makes the credits reported by other teachers of political science suspect.*

If we assume, however, that each of the teachers reporting will have at least remembered correctly whether or not he has earned any college credits in any of the social sciences listed above, so much can be gleaned from the replies to the questionnaires:

87.5%	of the Political Science teachers	-	<u>no</u>	credits in	Anthropology
28.12%	" " " " " "	-	<u>no</u>	" "	Economics
<u>14.06%</u>	" " " " " "	-	<u>no</u>	" "	<u>Pol. Sc.</u>
10.91%	" " " " " "	-	<u>no</u>	" "	History
9.37%	" " " " " "	-	<u>no</u>	" "	Sociology
6.25%	" " " " " "	-	<u>no</u>	" "	Psychology

*

The unreliable data lead to these results: social science average: 43.6 semester hours credit; social science mean: 48 semester hours credit; political science average; 20.7 semester hours credit; political science mean: 8 semester hours credit.

In a paper read at the Stillwater Conference (June 1950), conducted by the Foundation for Integrated Education on The Nature of Concepts, their Inter-Relations and Role in Social Structure, Claude E. Hawley, Office of Education, Federal Security Agency, said this:

"There is still an unhappy tendency for a teacher of the social studies to be selected not because of his competence in the social studies, but because he has some time left over after he has taken care of his coaching activities. This sad fact can be traced right back to his college where the teaching of physical culture seems much more important than the teaching of social studies ... One can only hope that the teachers colleges, departments of education and other training institutions of the land will recognize the fact that social studies teaching is not something that can be done with a teacher's left hand as a kind of after thought. To be done properly, the art and science of learning to become a social studies teacher requires just as much time, energy and effort as does any other field of education - if not more."*

The question then seems pertinent how many coaches there are among the teachers of political science in the high schools of Idaho.

From the 66 questionnaires returned by teachers of political science it appears, whereas 31.38% are engaged in coaching athletics, these coaches constitute 66.67% of the teachers of political science having no college credits in political science.

Mr. O.D. Cole, Supervisor of High Schools, told this writer that he has tried to persuade the authorities advising prospective coaches on their college curriculum, that prospective coaches should prepare themselves for teaching other fields of study than "History and Social Studies". Mr. Cole rightly believes that no matter how well a coach may have been prepared at the college level for the teaching of History and the Social Studies, and no matter how good intentions he may have to do a good job in that field, his activities as a coach do not give him the time for teaching adequately subjects that require considerable time spent on reading. Moreover the coach is not ordinarily the bookish type. Mr. Cole knows of only one coach in the Idaho high schools who is a really good teacher of social studies--and he is a bad coach! Mr. Cole suggests that the prospective coach be advised to prepare himself for teaching high school courses in mathematics or commercial subjects, which, once the principles are understood,

*

"The Social Studies in General Education", Proceedings of the Stillwater Conference (Stillwater, Oklahoma: Oklahoma A&M College, 1950), pp. 94-95.

do not require too much continual reading to remain an efficient teacher. So far, however, Mr. Cole believes, the authorities advising prospective coaches on their college curriculum have not been impressed with his views, and are still inclined to advise the future coach to prepare himself for teaching history and social studies, when required.

That the minimum requirement of 15 college semester hours credit in "History and the Social Sciences" is far too low for a teacher of "History and the Social Studies" in high schools, needs, we assume, no elaboration. To remedy, this situation as far as possible, the Department of Education of The College of Idaho is embarking on a new policy. It will be impossible in future to earn at the College a major in High School Education. A student desiring a major that will qualify him for high school teaching, will have to earn either a major in one of the departments other than education, or a teaching major in some field of the high school curriculum. The Department of Education of The College of Idaho is still working on the details of the program, but so much can be said already, that the minimum requirement for a teaching major will be no less than 30 sem. hours credit in that field, and that only those students will be recommended by the College to the Idaho State Department of Education for a Standard High School Certificate, who, along with other requirements, comply with this specific requirement. By this new policy the Department of Education of The College of Idaho hopes to raise the standards of high school teaching, and it may have in time a beneficial effect on the teaching of social sciences, and of political science, in the high schools of Idaho.

(7) Note on Junior High Schools

In but one of the six Junior High Schools reporting is there a distinct required course offered in the field of Political Science. This is a $\frac{1}{2}$ unit course in Civics (American Government), taught by the coach who also teaches courses in "Health" and "Spelling". However, all Junior High Schools must teach some Civics in courses that are offered under such titles as "U.S. History", "U.S. in the Western World", "Social Studies". The State of Idaho Department of Education expects that by taking two such required 1 unit courses the student will also be introduced to U.S. civics from the formation of the constitution to the present, and to Idaho civics from the territorial organization to the present.

Appendix

Included in the questionnaire sent to the High School Principals was an invitation to make comments they believed were pertinent "regarding the training of political science teachers".

Apart from the comment already referred to on p. 3 of this report the following three comments were received:

From a principal who teaches courses in U.S. Government, and who states that he has earned 8 quarter credits in Pol.Sc., 5 sem. credits in economics, 6 sem. credits in Sociology, 16 sem. credits in History and 17 quarter credits in Psychology:

"I do not feel perfectly qualified; but we are doing the best we can.

I would recommend that for myself I should have at least one course in Anthropology and earned ten to twelve additional hours in Political Science. Also another course in Econ. and Soc. would be helpful."

From a principal with a Master's degree in Psychology, 34 sem. credits in Pol. Sc., 32 sem. credits in Economics, 6 sem. credits in Anthropology, 6 sem. credits in Sociology, and 12 sem. credits in History:

"It is my observation that the word 'Democracy' has been overworked to the point that it no longer can be objectively treated as one of several political philosophies.

The training of social science teachers would, I believe, be improved if there were more instilling of a broad perspective rather than the mouthing of now totally ambiguous or meaningless shibboleths, such as the word 'Democracy' has now become."

From a principal whose educational background was not stated:

"Just be sure that they (the prospective political science teachers) do not leave our colleges as Socialists or Communists."

STATISTICAL REPORT
to the
PACIFIC NORTHWEST POLITICAL SCIENCE ASSOCIATION

To Babson

Questionnaire returns from high school principals and political science teachers

I. GENERAL: Altogether, 224 Oregon high schools received copies of the questionnaires. Of these 72 or 32.1% completed and returned copies. This return is not considered to afford a sampling adequate to an accurate analysis.

The schools returning varied in size from 21-2060 students and from 3-73 faculty members. For purposes of evaluation, a breakdown into classes of 0-200, 200-500, 500-1000, and 1000 or more students seemed imperative. Pertinent general data concerning each class follows:

	I 0-200	II 200-500	III 500-1000	IV 1000 over	TOTAL
No. of schools queried	139	49	19	17	224
No. of returns	37	23	10	6	76
Percent returned	26.6	36.5	52.6	35.3	33.8
Population Served: Range	250-3000	1-10 th.	5-20 th.	10-50 th.	250-50,000
Median	1500	5000	15,000	25,000	3000
Size of Faculty: Range	3-12	11-25	26-46	44-73	3-73
Median	6	16	29	50	12
No. teaching P.S.: Range	1-2	1-5	1-6	2-9	1-9
Median	1	2	2	5	2

II. POLITICAL AND OTHER SOCIAL SCIENCE COURSES TAUGHT: Oregon high schools follow a fairly common pattern in regard to social science subject offered. That pattern in its usual form is something like this:

Freshman: World Geography and Orientation (World Cultures; Social Studies) Required

Sophomore: World History. Elective

Junior: U.S. History (U.S. History and Government) Required

Senior: Social Problems (American Problems; Problems of Democracy; Sociology; Economics; Social and Economic Problems). Required.

U.S. Government is usually offered as a separate course within this program, either as one semester of the Junior course or one semester of the Senior course. In less than one-third of the schools sampled U.S. Government was reported as not taught separately but "receiving emphasis" in the U.S. History and Social Problems courses.

	I	II	III	IV	Total
U.S. Govt. taught as separate subject, as part of year course in U.S. History and Govt.	24	15	6	3	48
U.S. Govt. taught as separate subject, as part of year course in Social Prob.	1	1	1	2	5
U.S. Govt. not taught as separate subject	12	7	3	1	23
	37	23	10	6	

Only a few schools, and most of them large ones, offered courses in the social sciences beyond those listed above. Two offered special elective courses in International Relations; one in Pacific Area Problems. Several others listed Economics, Sociology, and Psychology as electives, and a few offered Consumer Economics. Except for U.S. Government and possibly Geography, the Social Sciences taught in Oregon high schools thus appear to be largely presented through the medium of the integrated Problems course or through that of history.

III. SOCIAL SCIENCE TEACHERS

- A. GENERAL: Not all social science teachers, even in schools returning questionnaires, reported. The failure is particularly noticeable in regard to smaller schools. It may be suspected, though without proof, that a higher percentage of well qualified than of poorly qualified teachers made returns. Accordingly, figures concerning teacher status and training are even more untrustworthy than those concerning schools. Numbers of returns in each class of school follow:

	I	II	III	IV	Total
Number of Social science teachers reporting	38	25	17	18	98

- B. COURSES TAUGHT IN ADDITION TO POLITICAL SCIENCE: Virtually all political science teachers taught other subjects than political science, though a number of them were limited to the social science field, and some few in the larger schools taught only U.S. History and Government or only American Problems. As might be expected, returns indicate that specialization in teaching is far more prevalent in the larger than in the smaller schools. In the Class I schools only 12 of the 38 teachers reported that they taught only social science, and of these 12, seven were school principals and three were coaches, indicating that their teaching was only part-time. Among subjects taught in addition to the social sciences by those teachers not exclusively in the social science field, English appeared most frequently, although virtually all other high school subjects were represented as well. Some teachers in the smallest schools, of course, taught practically across the curriculum, through the physical sciences to home economics and physical education. Pertinent statistics follow:

	I	II	III	IV	total
Teaching just Social Science	12a	15b	14c	14d	55
Teaching Social Science and English	6	4	2	1	13
Teaching Social Science and other subjects	20	6	1	3	30
	38	25	17	18	98

- a. of these, 7 are principals, 3 coaches
- b. of these, 1 is principal, 5 coaches, 2 dean of boys
- c. of these, 1 is coach, 1 is dean of boys
- d. of these, 2 are coaches

C. EXTRA-CURRICULAR ACTIVITIES: Extra-curricular activities for which Oregon social science teachers are responsible are indicated in the following table.

	I	II	III	IV	Total
None or advisory only	13	10	12	12	47
Principal or Superintendent	9	1	0	0	10
Dean of Boys or Girls	0	2	2	0	4
Coaching	10	7	2	5	24
Music	1	2	0	0	3
Speech	1	1	1	0	3
Librarian	4	0	0	0	4
Journalism	10	2	0	1	3
	38	25	17	18	98

D. TRAINING: In several, the social science teachers who returned questionnaires appear to have undertaken considerable study in the social sciences, if not in political science per se. Most of them appear to have taken a good deal of history and some economics. Data on number of quarter hours credit in political science and in the social sciences claimed by reporting teachers appear on the next page.

No. of Quarter Credits	I		II		III		IV		Total	
	PS	SS	PS	SS	PS	SS	PS	SS	PS	SS
None	4	0	2	0	2	0	1	0	9	0
1-5	3	0	3	0	2	0	1	0	9	0
6-10	10	0	5	0	2	0	3	0	20	0
11-15	6	0	7	0	4	0	1	0	18	0
16-20	2	0	2	0	0	0	4	0	8	0
21-25	4	0	2	0	0	0	0	0	6	0
26-30	4	1	0	0	0	0	1	0	5	1
31-35	1	3	0	1	0	1	0	0	1	5
36-40	3	2	1	2	1	0	0	0	5	4
41-45	0	2	1	0	1	0	1	0	3	2
46-50	0	3	0	0	0	0	1	0	1	3
51-55	0	2	1	2	1	1	0	0	2	5
56-60	0	2	0	1	2	0	1	0	3	3
61-65	0	0	0	0	1	1	0	0	1	1
66-70	0	2	0	0	0	2	0	2	0	6
71-75	0	1	0	0	0	0	0	1	0	2
76-80	0	3	0	0	0	1	0	1	0	5
81-85	0	1	0	1	0	0	0	1	0	3
86-90	0	1	0	4	0	3	0	1	0	9
91-95	0	2	0	1	0	0	0	0	0	3
96-100	0	2	0	2	1	0	0	0	1	4
101-105	0	1	0	3	0	1	0	1	0	6
106-110	0	3	0	0	0	0	0	2	0	5
111-115	0	0	0	2	0	0	0	1	0	3
116-120	0	1	0	2	0	1	0	1	0	5
121-125	0	1	0	1	0	2	0	0	0	4
126-over	0	4	0	2	0	4	0	3	0	13
Not reporting	0	1	0	1	0	0	0	4	0	6