

News of the Profession

any point of view. Faculty members should feel no obligation or pressure whatsoever to modify scholarly approaches to their teaching or studies in response to stances advocated by outside groups.

While AIA may not yet have resolved its doubts as to the quality of Professor Karasch's work, she learned in January that she is receiving a National Endowment for the Humanities award for research and study next year in Brazil.

Later editions of AIA's newsletter have not provided the kind of detailed assault on a particular professor that characterized the first issue. Pieces did appear on a "self-professed Marxist" professor who went to Nicaragua during college recess to help harvest crops, with a professor dropped from a Catholic university allegedly for being too Catholic, and with an American-born professor holding Mexican citizenship who is contesting deportation. (What any of these cases have to do with accuracy in the classroom was not well explained.) The lead story in the December newsletter was headlined "AIA Worries Moscow," with the text neglecting to mention that AIA has also been treated as a worry in the newspapers of London, Amsterdam, and several other European capitals. The January-February newsletter leads with a story on a controversy among historians of modern Germany that has been exhaustively treated elsewhere; "radical and Marxist" historians are depicted by AIA as supporting one side of the controversy, and AIA, to no great surprise, takes the other side.

The AAUP staff, in advising faculty members who find themselves under questioning by AIA, has discussed with them the advantages and disadvantages of refusing to reply, as did Professor Reader, or of engaging in debate, as did Professor Karasch. Either reaction can be effective, and the approach to take depends a good deal on individual temperament. The choice should be left to the individual, and most university administrations who have spoken out on AIA have made this clear.

As I write this report, a half year after AIA began its activities, the organization seems to be in somewhat of a lull. One would like to hope that the strong opposi-

tion voiced by the academic community to AIA's tactics of monitoring, taping, and exposing those with whom it disagrees has cooled the ardor of its crusade. We can ask, as a student did in Trudeau's recent *Doonesbury* strip, "What kind of scuz-bag would turn in his own. . .?" But another student in the strip was in the process of doing just that, and we have to assume that AIA adherents are still seeking out classroom heresies. Any chilling of academic freedom that this activity may cause is to be deplored, and any professor who may suffer injury from AIA's tactics is one too many. □

Advanced Placement in Political Science Begins in 1987

Kay Lehman Schlozman
Boston College

Secondary school students seeking college credit and/or placement for work done in high school political science courses will be expected to answer multiple-choice questions like those in Table 1—as well as to write essays—when they take the Advanced Placement Examination in Government and Politics, to be given for the first time in May of 1987. The Advanced Placement (AP) Program, sponsored by the College Board, permits students who have undertaken college-level study in their high schools to take an examination that measures their achievement. Although the AP program encompasses 24 courses in 15 fields, there has never been a program in political science.

Origins of the Program

In March 1984, the College Board convened a Task Force to consider the

Kay Schlozman is associate professor of political science at Boston College and chair of the Advanced Placement Government and Politics Test Development Committee established by the College Board in March 1985.

TABLE 1

1. The voting patterns of members of the U.S. Congress correlate most strongly with
 - (A) the population density of their districts
 - (B) their economic background
 - (C) their educational level
 - (D) their political party affiliation
 - (E) the location of their districts
2. All of the following are true about the relationship between regulatory agencies in the United States and the industries they regulate EXCEPT:
 - (A) Agencies usually make decisions without consulting the regulated industry.
 - (B) Agency employees are often recruited from the regulated industry.
 - (C) Agencies often rely on support from regulated industries in making budget requests before Congress.
 - (D) An agency's relationship with a regulated industry may change when a new president takes office.
 - (E) Agency employees often are employed by the regulated industry once they leave the agency.
3. Of the following statements, which holds true for both the Russian and Chinese revolutions?
 - (A) Both drew their primary support from urban areas.
 - (B) Both drew their primary support from disaffected peasants.
 - (C) In both the traditional regime was weakened by foreign invasion and war.
 - (D) In both power was seized relatively smoothly and quickly.
 - (E) In both major roles were played by national minorities.
4. Which of the following accurately describes French trade unions in comparison with those of Great Britain?
 - (A) French unions organize a larger percentage of the country's blue-collar workers.
 - (B) Unions exert a stronger influence on associated political parties in France.
 - (C) The union movement unites the working class more effectively in France.
 - (D) In France a workplace is more likely to be organized by a single union.
 - (E) Communist ideology exerts a stronger influence over unions in France.

Key: 1. D 2. A 3. C 4. E



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possibility of including political science in the AP Program. Members included Richard A. Brody (Stanford University); Richard G. Davies (Culver Academy, Culver, IN); Mary A. Hepburn (University of Georgia); E. Everett Kline, Jr. (Columbia HS, Maplewood, NJ); Kenneth D. Latta (La Marque HS, La Marque, TX); Sheilah Mann (APSA); and Kay L. Schlozman, Chair (Boston College).

Members of the Task Force—in particular, those from colleges—had mixed feelings about the wisdom, much less the feasibility, of establishing an AP program in political science. On one hand, high school government courses have a reputation for being longer on civic-minded platitudes than on political analysis. Furthermore, in the absence of the incentive provided by an AP program, many high schools do not have honors sections of these courses. The effect is that in too many cases, good students are not only finding these courses insufficiently challenging but are actually being driven away from the future study of politics. Such considerations suggested that an AP program in political science would be an appropriate addition to secondary school curricula.

On the other hand, there were questions as to why political science, which has traditionally not been taught in the high schools, should be introduced into the secondary schools at all, especially when those schools are being asked to do more and more. Some of the college teachers expressed a preference that freshmen arrive with better preparation in ancillary fields, especially history, instead. Another set of concerns focused on whether high school social studies teachers, most of whom have been trained in history, would be able to make the transition to teaching political science. Finally, questions were raised about how receptive college faculties would be to a program that might have the effect of depriving them of students. Would not an AP program undermine the enrollments in a large and popular bread-and-butter course like American politics? In an age of concern with body counts, this would hardly be an appealing prospect.

An experienced staffer from the Educational Testing Service (ETS) smiled and observed that these concerns were precisely the ones he had heard raised whenever a new AP program was being contemplated—regardless of the field. In the course of the ensuing discussion the consultants from the ETS spoke to many of the concerns raised by Task Force members. They pointed out that adding political science to the roster of AP offerings would not necessarily draw students away from other high school social studies courses.

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A number of states (including Texas, New York, and California) either already require American government in high school or are in the process of making it a requirement. An AP program would, therefore, only give students an oppor-

tunity to substitute a more challenging version for a course they have to take anyway. In addition, the ETS consultants cited research showing that when students who enter college with AP are placed in advanced courses, they do very well indeed—even when their performance is compared with that of their equally gifted classmates who have taken the regular college course in preparation. What is more, they tend to do better in their subsequent courses in the field. The ETS consultants also indicated that research has shown that AP does not erode enrollments. The overwhelming majority of AP students take additional course work in their AP fields and are substantially more likely than non-AP students both to take advanced work and to major in these subjects.

Assessing the Feasibility of AP Political Science

Task Force members found this information sufficiently reassuring as to justify a systematic evaluation of whether to offer an AP program in political science. The investigation involved collecting information from several sources. Taken together, a survey of college catalogues of the 100 colleges and universities receiving the largest number of AP American History examination grades from May 1983 candidates, a mail questionnaire sent to the chairs of the political science departments in the top 200 AP receiver colleges and universities, and a reading of over 300 course syllabi supplied by 77 of the respondents to the mail survey, suggested that a year-long sequence consisting of one semester each of American and comparative politics would be more likely than several other possible alternatives to gain acceptance by college political science departments.

This conclusion was based on several considerations. The catalogue survey had shown that only a small minority (7%) of departments require a year-long introductory course surveying the discipline of political science. According to the mail survey, the overwhelming majority of departments offer one-semester introductory courses in various subfields—most commonly, American poli-

tics, comparative politics, international relations, and political theory. Of these courses, American politics was both the most likely to be taken by freshmen and the least likely to require a prerequisite. On both these criteria, comparative politics, international politics, and political theory followed in descending order. Interestingly, this rank-ordering was repeated on a very different criterion. Examination of the syllabi indicated that the introductory American politics courses offered on various campuses resemble one another most closely in both their overall approach and coverage of specific topics. There was increasing divergence among the comparative politics, international relations, and political theory courses. These various findings reinforced one another and suggested the pairing of American and comparative politics.

One other proposal was considered and rejected. Since the evidence pointed most strongly to the acceptability of American politics, and since high school American government is required in so many states, why not create an AP program in political science consisting simply of a single semester of American government and politics? The answer is that the College Board had made clear at the outset its policy that AP courses should cover a full year of college-level work. However, in its mandate to the Task Force, the Board has also indicated that there was room for flexibility—for example, by dividing the examination into components and allowing students to take only part of the examination as long as they paid the full fee. Since American and comparative politics are ordinarily taught as separate courses by different instructors in college departments, such an arrangement was appealing to the members of the Task Force.

The preliminary decision to pair American and comparative politics left some important issues unresolved. The sample syllabi made clear that, while there is substantial variation among the introductory comparative politics courses in terms of the number of specific countries included, coverage of Great Britain, France and the Soviet Union is virtually universal. Task Force members felt

strongly that the comparative politics component should include at least one developing country, but the syllabi gave less guidance as to which one(s). The high school members of the Task Force argued persuasively that it would be unrealistic to ask high school teachers to cover more than five countries. Hence,

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the Task Force agreed that the comparative component should include coverage of five countries—among them Great Britain, France, and the Soviet Union—and deferred the selection of the final two countries. In addition, the investigation to this point indicated nothing “about whether the high schools would be interested in offering such a curriculum.

To answer these questions the Task Force undertook a mail survey of nearly 500 secondary schools that offer AP American History. The response from the secondary schools was very enthusiastic: 71 percent of those responding indicated that they would be able to offer the American component within two years; 58 percent that they would be able to offer the comparative component within that length of time; higher percentages indicated that they would be interested in and able to do so within five years. The survey also asked the respondents to gauge faculty and student interest in the politics of various nations. Responses to this item indicated substantial interest in China with no obvious runner-up.

On the basis of this information, the Task Force concluded that an AP program not only would offer political scientists an opportunity to help to improve the teaching of government and politics in the secondary schools but would also provide a means of generating interest in the discipline among talented high school

students. The Task Force recommended that the College Board establish an Advanced Placement program in government and politics consisting of a year-long sequence, the equivalent of two semesters of college-level work in political science: one semester each of American and comparative politics. The latter would cover the politics of Great Britain, France, and the Soviet Union and at least two countries from the developing world. The Task Force also proposed that the examination be divided into two separately graded components, American and comparative, so that students could take either or both parts. This proposal was accepted by the College Board.

Planning the Curriculum and Writing the Examination

In March 1985, the College Board appointed a Test Development Committee consisting of Brody, Davies, Hepburn, Kline, Schlozman, Robert Bennett (R. L. Paschal High School, Fort Worth, TX), David Conradt (University of Florida), and (in October, 1985) Goldie Shabad (Ohio State University). This Committee is in the process of developing the examination that will be administered in May 1987.

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The first task was to determine what the examination should cover and the relative emphasis that should be placed on various topics, an enterprise that stimulated a long and spirited discussion of that chestnut, "What is political science?" In the case of the comparative component of the curriculum, it was

necessary also to specify the particular countries to be covered. The Committee accepted the Task Force's recommendation to limit the comparative section to five nations including Great Britain, France, and the Soviet Union. The Committee then filled the roster by adding China and, at the discretion of the individual classroom teacher, a fifth country to be chosen from among the following: India, Mexico, and Nigeria. This solution—which entails the regrettable omission of such important polities as Germany and Japan—represents an attempt to defer to the results of the high school questionnaire, to the coverage in college-level comparative politics texts and the availability of supplementary reading materials, to the dictates of the 40-minute high school class period, and to the needs of schools serving different constituencies.

The results of these conversations are embodied in the test specifications contained in the preliminary course description published by the Advanced Placement Program of the College Board. (This booklet and other documents describing the Advanced Placement Program, in general, and the program in government and politics, in particular, can be obtained from Despina Danos (18-E), Educational Testing Service, Princeton, New Jersey 08541. A forthcoming article in this summer's *APSA NEWS for Teachers of Political Science* will contain more detailed information and documentation.)

The Committee also confronted the question of the format of the examination. The Committee decided to adhere to the model for other AP examinations (except studio art) and include both multiple-choice and essay questions. The examination will be three hours in length and will be divided into American and comparative components of equal length. These two components will be further divided into multiple-choice and essay sections of equal length.

Since then, the Committee has solicited items from over 40 political scientists in a range of colleges and universities and has assembled six pretests of 60 multiple-choice items each. Thanks to the gracious cooperation of many college departments and instructors, these

examinations are currently being field tested in introductory political science courses across the country. The results of these pretests will guide the construction of the test to be administered in May 1987.

Workshop at the 1986 Annual APSA Meeting

The AP Government & Politics Committee will sponsor a workshop Wednesday afternoon, August 27, in Washington, D.C., in conjunction with the APSA convention. Those interested in learning more about the AP Program—in particular, those whose departments are likely to be receiving AP candidates and those interested in sponsoring a summer workshop for AP teachers—are invited to attend. □

Historical Documentation Advisory Committee Meets at State Department

Warren F. Kuehl
University of Akron

The Advisory Committee on Historical Diplomatic Documentation met in Washington, D.C., on November 8, 1985. In attendance were Robert Dallek, Carol S. Gruber, and Warren F. Kuehl, representing the American Historical Association; Ole R. Holsti and Deborah W. Larson, representing the American Political Science Association; John L. Hargrove of the American Society of International Law; and Bradford Perkins representing the Organization of American Historians. (The committee re-elected Kuehl to the chair).

The committee received helpful assistance from William Z. Slany, the State Department Historian, and his staff, both during the meeting and through written reports circulated in advance. It also welcomed the support of George B. High, Senior Deputy Assistant

Secretary of the Bureau of Public Affairs, who attended the meeting, and Bernard Kalb, Assistant Secretary for Public Affairs for the Department, who met twice with the committee.

The past year has been one of meritorious accomplishment in the State Department Office of the Historian. Answers to some long-standing questions have been developed, and work on the FRUS (Foreign Relations of the U.S.) series has progressed well. Five volumes appeared in 1985 and eleven are in press. The staff has compiled all 27 volumes of the 1955-1957 series.

Positive accomplishments in the Office of the Historian are, however, accompanied by discouraging evidence that the declassification process continues to delay publication. Committee members, reflecting the position of the societies they represent, continue to insist on a 25-year line, while State Department officers consider a 30-year line the objective. While the Committee commends the Office of the Historian, the Secretary of State, and the Department of State for the positive efforts to attain and adhere to a 30-year line, it must be noted that continuing and major effort must be applied. It is evident that the 30-year line has been seriously breached. In 1985 the last volume in the 1951 series appeared. At least three volumes for the 1952-1954 set remain to be declassified, with projected publication ranging from 1986 to 1987, well beyond 30 years. Little progress has been made on clearance for the 1955-1957 series. Thus the outlook is bleak: the FRUS series seems destined to fall farther and farther behind unless direct action is taken to facilitate the declassification process. Thus while commending the substantial progress, members of the Advisory Committee find it necessary to concentrate on problems identified during their deliberations.

Clearance, the FRUS Series, and a 30-year Line

The Committee is charged with responsible advisory oversight of the nation's historical record in the realm of foreign affairs. Our society is a democratic system that prides itself on its openness,