

### A Report on the APSA Political Science Education Project

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Graciela Olivarez, *Phoenix, Arizona*

Charles Ornelas, *Santa Barbara, California*

Lee Anderson, *Director*

Richard Remy, *Associate Director*

Since its founding The American Political Science Association has had an interest in pre-collegiate education. Over the years numerous committees, sub-committees and task forces have considered the state of civics and government instruction in elementary and secondary schools. The annual meetings of the Association have regularly included one or more panels dealing with political science education below the level of colleges and universities. The APSA also has been involved in the publication of several books, and many articles and reports examining the role of the schools in the political education of children and adolescents.

In addition to the activities of the Association, a large number of individual political scientists have interested themselves in the problems and promise of pre-collegiate education. A few political scientists have written curriculum materials for elementary or secondary schools. Several dozen members of the profession have directed and otherwise participated in teacher education programs such as the NDEA institutes in government, civics, and international affairs. Many other political scientists have been involved in basic research of relevance to the operation of the schools, such as research on political socialization and the politics of education.

In the past year the tempo of interest and activity has increased. In the spring of 1969, David Easton, then President of the APSA, appointed a Committee on Pre-Collegiate Curriculum Development in Political Science. The report of this committee (published in *PS*, Vol. II, No. 3, Summer, 1969, pp. 339-344) recommended a substantial expansion in the profession's involvement in pre-collegiate education. In June of last year a group of political scientists who attended a conference on "The Disciplines in the Continuum of Teacher Education" sponsored by the Consortium of Professional Associations for Study of Special Teacher Improvement Programs (CONPASS) issued a report (published in *PS*, Vol. II, No. 3, Summer, 1969, pp. 337-338) calling upon the profession to seek ways to improve the education of teachers in political science.

In January 1970, APSA President Karl Deutsch appointed a Committee on Pre-Collegiate Education comprised of Richard Snyder, Chairman, Jewel Prestage, Robert Lane, Fred Greenstein, Paul Abramson, Howard Mehlinger, and David Easton. The Committee is charged with providing leader-

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ship for the Association in the general area of pre-collegiate education, and will be meeting with political scientists and educators throughout the year. For example, in May the Committee met with about twenty department chairmen in a two day conference dealing with the problems of expanding the role of political scientists in the development and dissemination of new curriculum, in teacher education, and in basic research on political learning and the social organization and governance of the schools.

In the spring of 1970 the United States Office of Education allocated several hundred thousand dollars to support the efforts of the profession to improve political science education in elementary and secondary schools. These funds are being used in two primary ways. First, seven independent projects focused upon various aspects of pre-collegiate education have been funded. These projects are described briefly below.

### **Civic Education and Student Participation in the High School**, Teachers College, Columbia University, New York, Alan Westin, Director.

This project will conduct an integrated series of workshops for teams from three schools in the metropolitan New York area on "Student Participation in the High School: New Patterns for the 1970s." The basic objectives of these workshops is to create settings in which the administrators, teachers, students, and community representatives could engage in a fundamental self-examination of their own school's patterns of civic education, school governance, and school-community relations, as these relate to problems of student protest, and new demands for student participation. Issues of equality, due process, dissent, and educational processes would be among the basic areas examined.

### **A School Personnel Training Program in New Curriculum Materials in Political Science**, University of Colorado, Boulder, Colorado, Directors Richard Wilson, Irving Morrisett and W. Williams Stevens.

This program will organize resources to aid 200 social studies supervisors in finding out what materials from the new social studies curriculum projects contain political science subject matter, ideas, and activities. This program will explore with participants ways in which these materials can be evaluated and taught with proper regard for the professional contribution of the subject matter.

### **Political Science Education Dissemination Project**, Michigan State University, East Lansing,

Michigan, Cleo Cherryholmes, Director.

This project proposes to help bridge the gap between political science research and theory, and social studies education by developing and disseminating curriculum outlines and sample materials. These materials will be based upon systematic, middle-range theories that explain political phenomena in socially critical areas including (1) conflict resolution at the international level, (2) urban politics and race relations, and (3) the political socialization of minority group children.

### **Constitutional Rights and Civic Education**,

University of California at Los Angeles, California, Richard Longaker and Charles Quigley, Directors. This project involves the improvement of civic education at the elementary and intermediate levels. It is a continuation of a current project in eight California school districts, broadening out to seven districts in four Western states. The project will sponsor in-service programs and summer workshops in civil liberties education.

### **Political Science Education In Center City Schools**, Federal City College, Washington, D.C., Maurice Woodward, Director.

This project will focus on the place of political science education in the center-city schools in Washington, D.C. Working with teachers in the schools, political scientists and educational specialists will conduct teacher training in political science concepts.

### **Social Studies Field Agent Program**, Indiana University, Bloomington, Indiana, Gerald Marker and Howard Mehlinger, Directors.

This project will train fifteen experienced social studies teachers to serve as social studies field agents during a one year fellowship program at Indiana University. These field agents will then return to their local areas and conduct conferences, workshops and demonstrations in modern behavioral political science education. University consultants will assist in these activities, and special new materials will be developed.

### **Development of Models in Training of Teachers in International Affairs**, University of Denver, Colorado, Maurice East, Director.

This project will try out several different models of teacher training in the international field in a number of Colorado school systems. A national clearinghouse for teacher training in international affairs which will disseminate promising practices in world affairs education will also be established.

Second, U.S.O.E. funds have been used to create a special project called the **APSA Political Science Education Project** which is affiliated with the Department of Political Science and the Social Studies Development Center at Indiana University. The project is directed by Lee Anderson and Richard Remy who are responsible to the APSA Committee on Pre-Collegiate Education.

The overarching goal of the APSA Political Science Education Project is to further a professional interest and involvement in pre-collegiate education on the part of political scientists. To further this goal the Project will engage in several types of activities.

(1) The Political Science Education Project will develop an inventory of political scientists interested in various aspects of pre-collegiate education and establish a rudimentary communication network among these individuals by publishing a newsletter and short articles in *PS*.

(2) In conjunction with the APSA Committee on Pre-Collegiate Education the Project will organize and support several conferences, workshops and related activities for political scientists normally not involved in pre-collegiate education. These will be designed to familiarize the profession with recent developments in teacher education, curriculum development, and research related to political science education and to examine pre-collegiate education as an arena for professional interest and activity.

(3) The Political Science Education Project will seek to disseminate promising research and practices. As a national enterprise, the Project will serve as a central clearing-house for the dissemination of models of teacher training, new curricula in political science, and research products that apply to political science education. For example:

**Curriculum:** In recent years many new curricular materials for political science instruction have been produced. For example, materials for teaching about civil liberties and conflict resolution in elementary schools and materials for teaching about comparative politics and American political behavior in junior and senior high schools are now available. While individual political scientists have been involved in the development of these and other materials, the "new curriculum" in political science remains unknown to the profession as a whole. The Political Science Education Project will endeavor to familiarize the profession with recent innovations in political science curriculum and will identify and

map areas in which there is a need for additional curriculum development work.

**Research:** The problems involved in moving from knowledge acquired through research to its application are well known. In recent years there has been a great deal of research on the development of children's political orientations and on the politics of education which is of substantial relevance to both formal curriculum and the social organization of schools. Much of the knowledge generated by this research is not available to potential users because it has not been adequately disseminated. The Political Science Education Project will seek ways of disseminating research in forms useful to teachers, curriculum planners, and school administrators.

**Models of teacher training:** Considerable experience was acquired by political scientists who participated in the NDEA summer institute and experienced teacher fellowship programs. Some political scientists are currently participating in TTT (Teachers of Teacher Trainers) and other programs of the U.S. Office of Education. Unfortunately, much of this experience has not been disseminated. Moreover, some colleges and universities have created new programs to train political scientists that offer great promise for training teachers, e.g., the "laboratory" established at the University of Minnesota. To date, there has been no effective way to disseminate promising instructional models. Concurrent with the APSA Political Science Education Project, activities are planned for UCLA, Columbia University, Indiana University, Michigan State University, and the International Studies Association. The APSA Political Science Education Project will foster communication among these separate efforts and generally disseminate their work through its own channels.

(4) The Political Science Education Project will seek to provide leadership in political science education by supporting and publicizing new models of teacher education in political science. Primarily, this will take the form of identifying individuals and groups who wish to experiment with new forms of training. While the specific training programs are likely to vary from one institution to another – some aimed at pre-service training, others at in-service training; some directed at elementary teachers, others at secondary teachers, and still others at college teachers – all will draw upon a similar set of assumptions, namely:

a. political scientists must build linkages to other groups, including colleagues in other social science

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disciplines and schools of education, school teachers and administrators, and representatives of the communities served by the schools;

b. political scientists must find linkages among those who are engaged in political science research, those who are creating new curricula, and those who are engaged in teacher education;

c. political scientists who train teachers and who teach those who will train teachers must find ways to assure that the information they are dispensing is appropriate to those who wish to act on the basis of their instruction. For example, in-service training of teachers may need to be moved off the college campuses and into the schools where political scientists can understand better the instructional problems that face teachers.

Individuals interested in the APSA Political Science Education Project should contact Lee Anderson or Richard Remy at:

APSA Political Science Education Project  
1129 Atwater

Bloomington, Indiana 47401

Telephone: 812-337-8583 or 812-337-8584

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### Committee on Women

The Committee on the Status of Women has announced that "in situations involving a pattern of unacceptable practices involving discrimination against women or actions detrimental to the status of individual women faculty members," letters should be addressed to the Association, which will consult with the American Association of University Professors regarding the proper course to follow to resolve the situation. The AAUP staff may be retained in such cases to gather information in cooperation with the Association.

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### Old Proceedings Available

The Association has come upon a limited number of copies of *Proceedings* of the Tenth Annual Meeting of The Association, held at Washington, D.C. December 1913. These volumes are for sale from the Association while they last for \$5 apiece. The 1913 *Proceedings* contain a list of all members of the Association, officers and committees, reports of the Secretary and Treasurer, and Committees, and eighteen papers presented at the meeting.

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### Pre-Collegiate Conference

The Association sponsored a Conference of Departmental Chairmen on Political Science and Pre-Collegiate Education, at Fort Lauderdale, Florida in April. The conference was supported with funds made available by the Consortium of Professional Associations (CONPASS) and the U.S. Office of Education.

Speakers included Richard C. Snyder, Chairman of the Association's Committee on Pre-Collegiate Education, Ohio State University; Karl Deutsch, President of the Association, Harvard University; Robert E. Lane, President-Elect of the Association, Yale University; Lee F. Anderson, Director, APSA Political Science Education Project; and Howard Mehlinger, Director of the High School Curriculum Center in Government, Indiana University. Members of the Committee on Pre-Collegiate Education also attended the conference. Chairmen were invited to comment and make suggestions on the Association's developing activities in the pre-collegiate area.

A list of the attending chairmen follows.

Harry A. Bailey, Jr., *Temple University*  
William Buchanan, *Washington and Lee University*  
James B. Cristoph, *Indiana University*  
William C. Havard, *University of Massachusetts*  
Robert J. Huckshorn, *Florida Atlantic University*  
Richard Johnson, *University of Illinois, Chicago*  
*Circle*  
Samuel Krislov, *University of Minnesota*  
David W. Minar, *University of Washington*  
Lawrence K. Pettit, *Montana State University*  
Don C. Piper, *University of Maryland*  
Charles Press, *University of Michigan*  
Paul L. Puryear, *Fisk University*  
George K. Romoser, *University of New Hampshire*  
Robert H. Salisbury, *Washington University*  
*(St. Louis)*

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**Association Salary Scale Adopted**

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The Council has adopted the following pay scale for employees of the Association, and asked that it be published in *PS*.

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**Salary Scale, APSA**

<b>APSA Position</b>	<b>Equiv. Govt. Grade<sup>1</sup></b>	<b>Present Federal Salary Scale</b>	<b>APSA Salary Scale</b>
Executive Director	17-18, Exec. Level V	28,976-36,000	24,000-36,000
Associate Director	15-17	21,589-32,840	18,000-26,000
Assistant Director	13-14	15,812-24,093	14,000-21,000
Staff Associate	11-12	11,233-17,403	11,233-17,403
Senior Administrative Assistant	9-10	9,320-13,330	9,320-13,330
Administrative Assistant	6-8	6,882-10,987	6,882-10,987
Secretary	4-7	5,522-9,034	5,522-9,034
Secretary Trainee	1-3	3,889-6,393	3,889-6,393
Clerk-Typist			
Receptionist			

For 1969-70, the AA Average Compensation Scale for institutions of higher education as reported by the AAUP is as follows: Professor \$28,490; Associate Professor \$16,350; Assistant Professor \$12,600; Instructor \$9,500.

The A Average: Professor \$22,680; Associate Professor \$14,240; Assistant Professor \$11,290; Instructor \$8,760. These are, of course, 9-month salaries.