

Communications

To the Editor:

Professors Irish and Prothro in defending their text against Mr. Stephen's incisive attack remind one very much of the famous Vicar of Bray whose religion changed every time the government changed between 1660 and 1703, "What ever shall betide I shall still be Vicar of Bray, sir." Now, it is certainly possible that we as a profession or individually learn but the precise thing which scholars ought to shun like the plague (and which on the contrary Irish and Prothro, alas, fall victim to) is the "learning" that fashionable intellectual emphases are right. On the contrary, what we should do, if anything, is to strive for countervailing intellectual emphases, along the lines long ago stated by the Great Marquis of Halifax in *Character of A Trimmer*, a somewhat more worthy exemplar for us than the Vicar of Bray.

Lewis A. Dexter
Woodrow Wilson International
Center for Scholars

To the Editor:

Since I began my graduate studies three years ago, I have been interested in the number of articles that *PS* has run examining the status of women in the profession of political science (Schuck, Fall, 1969, p. 642; Schuck, Fall, 1970, p. 622; Converse & Converse, Summer, 1971, p. 328; Jacquette, Fall, 1971, p. 530; and Finifter, Fall, 1973, p. 406).

For the last two years I have examined the annual listing of "Doctoral Dissertations in Political Science" to see how many are identifiable as women. In 1971, 81% of the names were male and 13% were female. In 1972, the female proportion of the names dropped to 12%. Inspection of the list by subfields gave women a maximum of 13.4% in 1971 and 15.6% in 1972.

The 1973 list (Fall, 1973, p. 485) gives us a small ray of encouragement. The overall figures show that the breakdown is still in the same ratio: 81% male and 14% female. However, if the list is divided between "Dissertations-in-

Table 1

	Males		Females		Unknown	
Total						
1971	81 %	(1,381)	13 %	(210)	6 %	(104)
1972	82.5	(1,382)	12	(202)	5.5	(91)
1973	81	(1,267)	14	(227)	5	(78)
In Preparation						
1971	80	(769)	12	(120)	6	(50)
1972	80	(702)	13	(114)	6	(57)
1973	78	(647)	17	(137)	5	(41)
Completed						
1971	80	(612)	12	(90)	7	(54)
1972	84.7	(680)	10.9	(88)	4	(34)
1973	83	(621)	12	(90)	5	(37)

Table 2 — 1973

Subject	% Males		% Females		Unknown		Total
	In-Prep	Complt	In-Prep	Complt	In-Prep	Complt	
Philosophy, Theory and Methodology	83	86	14	12	2	3	240
U.S. Government and Politics	75	89	25	11	—	—	235
U.S. Constitutional and Administrative Law	82	93	14	7	—	—	50
U.S. State and Local Government and Politics	80	84	18	16	—	—	207
Canadian Public Administration	100	100	—	—	—	—	7
Foreign and Comparative Government and Politics	81	80	12	8	8	12	101
International Organization Politics and Law	77	79	16	13	7	8	608
	74		16		10		117

Table 3

Subject	% Males			% Female			Total Figure		
	1971	1972	1973	1971	1972	1973	1971	1972	1973
Philosophy, Theory and Methodology	85	87	85	12	12	13	220	238	240
U.S. Government and Politics	80.6	86	83	13.4	11	18	201	232	235
U.S. Constitution and Administrative Law	89	85.7	88	10	12.8	10	87	70	50
U.S. State and Local Government and Politics	—	83	82	—	15.6	17	—	249	207
Public Administration	78	85	80	11	7	19	106	140	101
Foreign and Comparative Government and Politics	77	76	78	10	13	14	563	545	608
International Organization Politics and Law	80	86.4	74	8	7	16	277	192	117

Preparation" and "Dissertations Completed," we find that women comprise 17% of the list of "In-preparation" and men, 78%.

What is even more interesting is the breakdown by subject of the "In-preparation" list: women make up 25% of the "U.S. Government and Politics," 18% of the "U.S. State and Local Government and Politics," and 16% of "Foreign and Comparative Government and Politics" and "International Organization and Law." Women have not made up 16-25% of any of the Lists of the last two years by any form of breakdown.

These figures raise obvious questions about the percentage of women as opposed to men to finally complete their doctoral studies.

If we compare the 1973 figures to those of the past two years, we can note a difference in fields in which women are most heavily concentrated.

According to these figures, the field in which women are most frequent has changed from U.S. State and Local Government and Politics to U.S. Government and Politics, the field with the highest female frequency in 1971. U.S. Constitutional and Administrative Law is the only field to show a decrease in the percentage of women. International Organization, Politics and Law, although a field with rapidly decreasing numbers, shows the sharpest increase in percentage of women, together with U.S. Government and Politics, and a more modified increase in Public Administration. Names which do not readily identify sexual identity are an unknown and no attempt was made to include those in the figures.

If the reader is in an optimistic mood, he or she can take note of the several solid gains made in certain fields and in the number of "Dissertations-in-Preparation" and feel that progress is being made in increasing the number of women within the profession. If, however, the reader is viewing the future from a more pessimistic stance, an overall look at the figures does not necessarily warm the heart: change over the three-year period has certainly not been rapid.

Patricia S. Florestano
University of Maryland

To the Editor:

At the close of last September's APSA Council meetings suggestions were invited about how to increase the organization's revenues, without taking the risk of increasing the dues above what the traffic will bear. I have a suggestion: let's increase the size of the membership.

What this will require, though, is a willingness on the part of the entrenched leadership to allow at least a few substantial concessions to rank and file views and sentiments. During my two years on the Council I have time and again been impressed with the futility of trying to make our current governors understand, let alone allow themselves to be influenced by, a number of widely shared beliefs and attitudes

within our profession, and especially among younger colleagues and graduate students.

The way the student representation issue has been efficiently buried for the time being is a case in point. Last year better than 46% of the voting membership supported a resolution much stronger than this year's; last year's proposal raised constitutional issues and probably suffered defeat for that reason (although D. A. Rustow is in error when he refers to last year's initiative as a constitutional amendment; see *New Political Science*, fall 1973, p. 3; one of my formulations in this year's Resolution may have stimulated this error).

This year constitutional issues were avoided, at least in the final formulation that the Council saw fit to reject, against three votes. The subsequent business meeting, firmly controlled by the leadership, in a location far removed from the more democratic constituencies on or near the Eastern Seaboard, was able to deprive the membership of a chance to consider the merits of the issue under more favorable circumstances this year.

The Ad Hoc Committee's majority report and my dissenting opinion on this question are published elsewhere in this issue of *PS*. I leave it to the readers to reflect on the composition of the Committee and on the majority's unwillingness to yield an inch in the direction of a compromise between the interests of oligarchy and the demonstrated desires of a large part of the organization's rank and file.

How many more such "victories" will it take before most reform-minded political scientists will decide to leave the APSA behind?

Christian Bay
University of Toronto

To the Editor:

The Academic Freedom Committee is the oldest policy advisory body of the American Civil Liberties Union, which itself includes as members many people from the worlds of teaching and research. Our functions are to monitor and assist when academic freedom issues arise, and to provide guidance on academic freedom questions within the ACLU.

Our committee has the sense that present or incipient threats to academic freedom are increasing, that those who are more vulnerable — as teachers or students — face difficult problems now and in the near future. We want to put the weight of the ACLU into the effort to sustain and broaden academic freedom as effectively as possible. To do this we need to know from those who are our constituents, whether ACLU members or not, about instances of violations of civil liberties in education, or about pressures which appear to limit or jeopardize the freedom to teach and to learn, to speak out on matters of controversy, to be protected by due process in appointment, or promotion, and to be free of discrimination on political, religious, racial, sexual or age grounds.

We therefore invite your members and readers to communicate with us when they believe that our help or that of an ACLU affiliate would be useful, or when they see an issue on which we should be providing policy guidance to the ACLU National Board. The more fully and accurately we know the academic freedom situation and trends in the country, the more effective our own work will be. Communications can be addressed directly to me care of the American Civil Liberties Union, 22 East 40th Street, New York, New York 10016.

Sumner M. Rosen, Chairman
ACLU Academic Freedom Committee

To the Editor:

The members of our Association will be pleased to learn, I think, that the Attorney General of Texas agrees with the tenor of their resolution (adopted at the Annual Business Meeting in New Orleans) in opposition to mandatory use of "performance-based" teacher education in Texas. In a detailed analysis issued on January 4, 1974, as Opinion H-197, the Attorney General ruled that it exceeds the legal authority of the Texas State Board of Education to demand teacher preparation programs of this type of the universities. Alternatives must be allowed. And the Board responded to this ruling on January 15th by indicating four alternative tracks which applicant universities might follow in applying to it for approval of

new programs to prepare teachers for certification to teach in Texas' public schools. (Copies of The Opinion and Memorandum are available by writing the Association.)

One may say that "performance-based" teacher education in Texas now has been unmandated. A consequence is quite significant. It is the superiority of the judgment of colleges and universities in curricular matters to that of the educationist bureaucracy of Texas' Central Education Agency which sought for some 18 months to impose this exclusive approach to teacher preparation. Only court action or legislative enactment is capable, under state law, of overturning an Attorney General's ruling; both of these alternatives now are unlikely at best.

While the basis of the Opinion is almost exclusively Texas statutory law, broad constitutional issues receive a glance that is worthy of mention because of keen interest in them elsewhere in similar connections. "You have not asked," the Attorney General wrote to Education Commissioner J. W. Edgar in his Opinion, "that we pass upon particular standards and your questions are not directed to the legality of the 1972 standards. We need not refer to them further than to say that some of them are so vaguely and ambiguously stated as to be impossible of objective application, and some of the apparent demands on institutions of higher education may exceed those the Legislature itself could require."

Ellis Sandoz
East Texas State University

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