

The AP History Test is undergoing major change. The Advanced Placement (AP) U.S. History framework serves as guidance on building the test. Recent change from 5 to 134 pages of guidance marks a major move to central control for education.

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[Writes:](#)

“... The pervasive use of the test has had many sources, but surely its widespread adoption is testimony to the general trust that has so far been reposed in the test. The test has retained this trust by striking a sensible balance between and among different approaches to the American past. In addition, rather than issuing detailed guidelines, the College Board until very recently has made do with a brief five-page document outlining the test’s general framework for the use of teachers, and leaving to them the distribution of their teaching emphases. This was a reasonable, respectful, and workable arrangement.

In this light, the 134-page framework in the 2014 iteration of the test represents a radical change and a repudiation of that earlier approach. It represents a lurch in the direction of more centralized control, as well as an expression of a distinct agenda—an agenda that downplays comprehensive content knowledge in favor of interpretive finesse, and that seeks to deemphasize American citizenship and American world leadership in favor of a more global and transnational perspective. ...”, July/August Imprimis

Our effectiveness in educating our kids is central to their and our country’s survival. McClay, a historian, gives insight into the evolution of the role of historians and of history in the education of our kids. It is not good. Our intellect and energy can serve our kids. Prayer, study, and dialogue can point our efforts in the best direction.

Let us all be servants for our kids. There is a lot of work, very important work, to be done.

John Oss, 8/21/15