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AN INVESTIGATION OF THE RATIONALE, CONSTRUCTION,
OPERATION AND EVALUATION OF AN INTERDISCIPLINARY
ALTERNATIVE HIGH SCHOOL CURRICULUM IN GLOBAL EDUCATION

By

Jonathan Swift

A DISSERTATION

Submitted to
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for the degree of

DOCTOR OF PHILOSOPHY

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ABSTRACT

AN INVESTIGATION OF THE RATIONALE, CONSTRUCTION, OPERATION AND EVALUATION OF AN INTERDISCIPLINARY ALTERNATIVE HIGH SCHOOL CURRICULUM IN GLOBAL EDUCATION

By

Jonathan Swift

This dissertation is an effort to trace, document and evaluate a high school interdisciplinary Global Education program from its origins through its development. The subject of the study is the School of Global Education in Livonia, Michigan. While the study is descriptive in nature it is ethnographic in method: there is heavy description of the students and their work, the community support group, the settings and evaluative designs. All the students and staff in the program are volunteers.

Major findings include:

1. The School of Global Education met its goals;
2. An effective, developmental 3-year language arts/ social studies curriculum can be developed;
3. The teaching staff must have special in-service instruction;
4. Teachers in such a program need both a global perspective and other identifiable characteristics;
5. A supportive family pattern is developed among the participating students;

the first of these is the fact that the system is not self-sufficient. It is dependent on the outside world for many of its needs, and this is a serious disadvantage.

The second of these is the fact that the system is not very flexible. It is not able to adapt to changes in the environment, and this is a serious disadvantage.

The third of these is the fact that the system is not very efficient. It is not able to use its resources in the best possible way, and this is a serious disadvantage.

The fourth of these is the fact that the system is not very reliable. It is not able to perform its functions consistently, and this is a serious disadvantage.

The fifth of these is the fact that the system is not very secure. It is not able to protect its resources from theft or loss, and this is a serious disadvantage.

The sixth of these is the fact that the system is not very adaptable. It is not able to change its structure or function in response to changes in the environment, and this is a serious disadvantage.

The seventh of these is the fact that the system is not very innovative. It is not able to develop new ideas or methods, and this is a serious disadvantage.

The eighth of these is the fact that the system is not very resilient. It is not able to recover from setbacks or failures, and this is a serious disadvantage.

The ninth of these is the fact that the system is not very sustainable. It is not able to maintain its resources over the long term, and this is a serious disadvantage.

6. Much of the effectiveness depends on the curriculum's experiential components;
7. Language arts can be as effective a carrier of Global Education as social studies;
8. The support of the Parent Advisory Association is a strong contributing factor in the success of the program;
9. The most effective recruitment is done by the students themselves;
10. Beyond the initial implementation costs, such a program should cost no more in school funds than regular programs;
11. Commitments from local teacher bargaining units and central district administration need be exacted which will protect for a given time teachers who are going to be trained for and assigned to the program.

Several steps have been taken in this study: a review of the political, economic, ecological and intercultural sources which have brought about global awareness; a special study tracing the historical emergence of Global Education concepts in the language arts and citizenship for a global age in the social studies; many definitions and rationales of Global Education have been gathered and the common elements identified.

ACKNOWLEDGEMENTS

Since one of the characteristics of a Global Education is an awareness of interdependence, it seems fitting to acknowledge here that all of what is contained within these covers is the result of a number of people working together: no one person creates a dissertation. My job was to pull together the work of all these people and try to do justice to their considerable efforts.

My thanks go first to those who worked with me over the years: Shirley Wahlstrom, Harry Nickels, Skip Blunt, Bob Romas, Lois McDonald, Don Bundy, Dick Harding, Margaret Gill who were all part of the team; Dale Coller, Dorothy Bentley, Steve Smith, Tony Aquino, Harriet Shogan, Esther Heusner, Jack McDonald who worked behind the scenes in administration; Janet DeVlieg, Carole Fabian, Arlene Fitzsimmons and Cindy who brought a handwritten copy to the typewriter and thence to a 21st century word processor.

I thank and apologize to my closest friends who put up with me for the two and a half years of my social hermitage: Tom St. Charles, Kate, Sue, Georgia and Russ.

I owe a debt of gratitude to all the students of the School of Global Education but especially to those pioneers who gambled on a program which, fortunately for all of us,

succeeded. They supplied enough substance and excitement to keep me and the project going.

Yet what would any of this have been without my Advisory Committee who were facilitators through the whole process yet who acted more as friends and colleagues than just academic advisors: to Professors Ben Bohnhorst, William Joyce and Stephen Ichudi I extend my warmest thanks.

I reserve the last words for Professor Stanley Wronski, Chair of my Advisory Committee, without whose genuine interest and encouragement I would never even have entered the doctoral program, for Alan Purves who made the doctorate seem a natural direction for me, and for a recognition of spiritual support from St. Jude.

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1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

2. Once the problem is identified, the next step is to define the objectives and goals of the project. This helps to clarify what needs to be achieved and provides a clear direction for the work.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable tasks and determining the resources needed to complete them.

4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress to ensure that the project is on track.

5. The final step is to evaluate the results of the project. This involves assessing the outcomes against the objectives and goals and identifying any lessons learned for future projects.

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CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

THE PROBLEM AND RATIONALE FOR THE STUDY

In the context of educational innovation, any Global Education program is recent, for Global Education itself is a complex of concepts which have emerged only in the last decade. It is because of the increasing interest in this type of education that this study has been undertaken. What Global Education is, what it will look like, what influence it might have is still largely a matter of speculation. Almost all of the literature deals with the theoretical side, with the necessity of such an education, with the potential domestic and international benefits. Even teaching units which purport to have a practical use in the classroom can rarely claim results -- only expectations. There is scant evidence that either a global curricular substance or approach is in wide use across the United States -- even less internationally. What must be considered, however, is that the theory and impetus for such an education are increasing and that the schools which choose to use such a focus are also increasing in number. (See Appendix A for list). Little has been published on the effects that such a Global Education actually has on young people. That, in essence, will be the subject of

this dissertation. What effects does a specific Global Education curriculum have on a particular group of high school students and which of these effects are attributable to the special curriculum or treatment?

The School of Global Education, an alternative school-within-a-school model housed in Stevenson High School, Livonia, Michigan, is the subject of this study. It was initiated as a three year model curriculum during 1977-78, accepted the first group of students in September, 1978, and has operated with 60-125 students each year. The first graduating class (of 29) was in 1981. The curriculum, taught by a team of 3-7 teachers, began with social studies, English, Spanish, science and mathematics. Later, physical education was added. Through the years, that curricular combination was eroded to a 1982 presentation of social studies and English alone. What occurred, why, and the reactions of students, staff and community will be part of this analysis. Many assumptions have been made. Since the school is still operating, the obvious assumption made by members of the public, the media and other outsiders is that this is due to the success of the program. The crucial question is whether or not "success" as it is defined by these observers is the fulfillment of Global Education objectives; the social or academic satisfaction of students, parents, or

administration; the instructional effectiveness of the individuals within the teaching team; the leadership of the Director; the novelty of the project; its very survivability, or some other characteristics yet to be identified.

This study is an attempt to determine what effects the School of Global Education has had on the participants and why. While the project achieved what it set out to do according to the Michigan Department of Education requirements, its continuance and, therefore, ultimate success -- as this study will argue -- may be due to factors besides the substance of the curriculum. These factors may be any one or a combination of the factors listed in the previous paragraph. The conclusions could be significant for other school districts which might be contemplating similar projects.

PURPOSES

1. To show what factors have contributed to the impact of the Livonia, Michigan project known as the School of Global Education.
2. To identify pertinent Global Education elements in the historical development of the School of Global Education's curriculum components -- social studies and English.
3. To define Global Education and identify rationales in

the literature which are an outgrowth of political, economic and ecological world conditions and which may have a potential impact on the curriculum.

4. To draw conclusions regarding this Global Education Project, recommend changes and identify implications for research in the field of Global Education.

DEFINITION: WHAT IS GLOBAL EDUCATION?

Part of the difficulty in arriving at an acceptable definition of Global Education is that it springs from several sources, appears in various manifestations, has theorists whose areas of interest and expertise are different, is a type of education which is still in development and is interdisciplinary in nature. In many cases, terms such as global perspectives, global awareness, international education, international studies, perspective consciousness, global outlook, global literary and worldmindedness are used interchangeably for a Global Education.

Although the concept of "world perspectives" was dealt with by Wesley and Wronski as early as 1958, the first major national curriculum study to devote an entire chapter to Global Education was probably the Report of the National Commission on the Reform of Secondary Education (established by the Kettering Foundation) in 1973. The authors recognize in this study the problem of definition

and offer their version:

Global Education, in the perspective of a curriculum for college preparatory and non-college-bound students, is concerned with scientific, ecological, and economic issues which affect everyone. This includes questions of war and peace, interdependency of natural resources, climate control, the use of the sea bed, the population issue, and other concerns where national positions are not necessarily controlled by inherited, prescientific, political positions (National Commission on the Reform of Secondary Education, 64).

In 1980, Thomas Collins acknowledges that:

A few persons connected with education still prefer the term "international" on the grounds that it is potentially less threatening to certain conservative elements among the public. Evidence indicates that although this fear may be real in some sections of the nation, generally the public now accepts the term "global". A recent study by the National

School Boards Association verifies this point (Collins, A Preliminary Compilation, 9).

Many authors and institutions, however, have come to terms with a form of Global Education and offered their own. Lee Anderson, an early and prolific writer in the field, preferred the term "global perspectives" and, in 1976, suggested that:

Global perspectives can be seen as a set of competencies that enable individuals to participate in the emerging world system in more effective and responsible ways than they could in the absence of these competencies (Anderson, 8).

That same year, King, Branson and Condon defined their concept of global perspectives:

Global perspectives are ways of looking at the world and our relationship to it.

Intrinsic to such perspectives are: (1) an understanding of earth and its inhabitants as parts of an interrelated network; (2) an awareness that there are alternatives facing individuals, nations, and the human species, and that the choices made will shape our future world; and (3) an ability

to recognize that others may prefer different choices. Such understandings, awareness, and abilities are, among others, essential building blocks for effective functioning as individuals and as citizens in a democratic society (Kinq, Branson, Condon, 4).

Other writers began to concentrate on the components of such an education. It is this division which may account for the confusing definitions which attempt to cover every related concept which any author has identified; thus, "interdependence" became a significant component of such a Global Education:

Interdependence means simply mutual dependence -- parts of a whole depending on each other. That simple definition describes one of the basic and important features of the modern world. When we talk about the Shrinking Planet, or Spaceship Earth, or the Global Village, we are acknowledging the fact that the human species is being more tightly bound together with each passing day. We find ourselves caught in huge global webs, although awareness usually comes only when

some sudden jolt in one of the strands -- like the Energy Crisis -- reverberates through all the others and impinges on our personal lives (Victor, Kraft, 1).

Another significant term was "perspective". According to the authors of a United States Government study done in 1978:

The defining criterion is the correct anticipation of someone's feelings when those thoughts and feelings are different from one's own, an ability which does not appear until middle childhood. It is this level of feeling which is required to understand the perspective of those from other cultural groups, as global or ethnic studies objectives often require (McCurley, Torney, 123).

By 1978, many definitions of Global Education were appearing. In a thin volume entitled Education for Global Consciousness (1978), John Telford gave his definition of a program designed to give a Global Education:

It is a program designed to equip students with the necessary skills and attitudes required for world citizenship. It is a curriculum which transcends traditional

subject matter distinctions to concentrate on developing both classroom and field activities which can instill in students a multiethnic sense of humanness, of oneness, of a world consciousness and conscience.

It is a curriculum which focuses on universal interrelated concerns, e.g., hunger, pollution, the population explosion, corporate proliferation, nuclear proliferation, etc. (Telford, 34-5).

The Michigan Department of Education Guidelines for Global Education offered yet another:

Global education is the lifelong growth in understanding, through study and participation, ^{of} the world community and the interdependency of its people and systems -- social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires an understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global Education leads to implementation and application of the global perspective

in striving for just and peaceful solutions to world problems (Michigan Department of Education, 3).

The recurring concepts in these definitions are interdependency, perspectives, conscience and commitment, language communication, interdisciplinary understanding of the world community and certain kinds of worldmindedness. The definitions are rarely at variance. They each differ from the other, however, in the respect that each program, each institution may have its own purposes, goals and focus.

A great many of the current definitions, in fact, include the characteristics that Becker discussed in his seminal 1973 booklet "Education for a Global Society". His Global Education would:

1. Develop skills in information selection and processing.
2. Foster the ability to grasp a variety of common and recurring interactions involving social entities that is, individuals, groups, organizations or nations.
3. Approach the study of man in a global rather than a national perspective, to make clear our common humanity and

emphasize our common fate.

4. Help students understand both the economic and value issues involved in international development and the possibility of multiple loyalties.
5. Encourage transnational and cross-cultural experiences (Becker, 16-37).

The United States Commissioner of Education Task Force submitted a report which recapitulated many of the ideas about Global Education which had been considered by 1979:

Education for global perspective occurs through learning experiences, formal or informal, that increase the individual's ability to understand his or her condition in the community and the world. It includes the study of nations, cultures, and peoples, with a focus on understanding how these are interconnected, how they change, and what the individual's responsibility is in the process. It draws on the various disciplines and expands them to meet changing circumstances. It provides the opportunity to develop realistic perspectives on world issues, problems, and prospects, an awareness of

the relationships between enlightened self-interest and the concerns of people throughout the world, and the basic knowledge and skills essential for life in a global age...

Education for global perspectives must depend on the study of foreign languages, other nations, and other cultures, geographic regions, the United States pluralistic society and ethnic awareness, and such transnational concerns as the environment and energy resources. It is likely to be interdisciplinary and cross-disciplinary (U.S. Commissioner of Education, 4).

Before offering the definition used by the Livonia School of Global Education, I would like to draw the reader's attention to the definitions of four other high schools, to be found in Appendix O.

To conclude this section of definitions of Global Education, I submit that of the Livonia School of Global Education. This definition was reached in 1978, very much influenced by the definitions of the State of Michigan, Becker and Anderson, and became the basis for the developing curriculum. Given the preceding pages, the

reader can determine where the definition stands in relation to historical and national versions and, in a later section of the dissertation, can consider whether or not the curriculum is, in fact, a reflection of this definition. Compared to the preceding definitions, the following is more general. The disadvantage is from the point of view of the observer: it seems vague. From the point of view of the staff and students, however, it may leave greater curriculum flexibility to follow changing topics and interests yet remain within general parameters.

Global education at Stevenson High School involves participants in cultural, scientific, ecological, and economic issues which affect everyone. It promotes an understanding of the values of the many cultures of the world as well as the basic concepts and principles related to world communities (Livonia Public Schools, Global Education, 10).

Global Education can be thought of as a philosophy, a methodology, a content. It is dynamic and developing. No definition can be set in concrete. Robert Hanvey, whose booklet "An Attainable Global Perspective" is more often quoted than perhaps any other source, presented five dimensions of a Global Education by way of extended

definition. But, at the end, he writes:

I have discussed five dimensions of a global perspective. Are there more? I am tempted to be waggish and say no, this is it, the final crystalline truth. But of course there are more, as many more as anyone cares to invent. And that, of course, is precisely the case. Such dimensions are inventions, constructs of the mind (Hanvey, 28).

DESIGN OF THIS STUDY

The method used in this study will be ethnographic. Ethnographic research can be described as qualitative, field, anthropological, or case study research -- sometimes simply as ethnography (Smith, L.M., 1978). This study will use the first two of these methods. Reference to ethnography has been occurring with more and more frequency in professional literature. Fetterman (1982) believes this is due to the disillusionment in the field of education with quantitative methods of research and their results. To support his argument he offers a number of references both of those who began qualitative methods of evaluation research and of those who are dissatisfied with experimental designs in literature. Ethnographic research in education can include quantitative data but does not

rely on it alone. A response to erstwhile concerns that this type of research design lacks credibility has been offered by Goetz and LeCompte (1981), in terms of reliability and credibility by LeCompte and Goetz (1982), in terms of validity by Erickson (1977), in relation to English education by Kantor, Kirby and Goetz (1981) and Florio and Clark (1982), and regarding the role of the participant-observer, an important element in this study, since the writer of this study is also the Director of the project, by James (1961) and Kantor, Kirby and Goetz (1981). The usual setting for ethnographic research is on-the-spot or naturalistic. While it facilitates examination and analysis of causes and processes it precludes control of antecedent conditions and outputs of the inquiry (Guba and Lincoln, 1981) and subjects all the research to continual questioning (Erickson, 1973). It is the interplay between these and the effectiveness of the treatment that is the focus of this ethnographic study.

There are certain characteristics of ethnographic research which can be extrapolated from the literature:

1. There is minimal use of standardized controls;
2. The aim of the study is not to prove replicability;
3. Extensive use is made of field notes as well as interviews, tests, videotapes and sound tapes and survey censuses from all the constituent groups

- (students, educators and community);
4. There is heavy description of the setting in which the treatment takes place, description of the design, data collection and analysis;
 5. The researcher's role and status in the project is clearly identified. The process is, however, personalistic - no observer/participant works like another;
 6. Those who provide data are clearly identified within physical, social and interpersonal contexts when possible.

Numbers 1, 3, 4 and 6 will be most closely followed in this study which is using an ethnographic approach. There is so much material available that several studies could be undertaken. The writer has attempted to select evidence which highlights the development, the ongoing nature of the School of Global Education and the quantity and quality of the outcomes of such a curriculum. To do this, it was necessary to organize all the material so that it could be followed and understood by the reader. As a result, while most of the data is presented in chronological fashion to show development and change, a particular ethnographic pattern has been superimposed, a pattern which seemed to make sense to the writer.

The study of the School of Global Education will be divided

into three areas which will encompass the previously identified characteristics: (a) invention, (b) implementation, and (c) outcomes. The implications of the entire study will be considered in the last chapter. The first divisions, invention and implementation, will trace the project to its source and show the development through process to product, including recruitment of students and development of the curriculum. The next part, the outcomes, will examine the data, both quantitative and qualitative, and will include formative and summative evaluations of this data both by project staff and outside evaluators.

It is hoped that in presenting both quantitative and qualitative data it will be possible to strengthen this study. The diffusion of evaluative techniques is one which is becoming more common, as reported by Fetterman (1982). The significance of ethnography, according to him, is in using the whole trait complex rather than analyzing a few traits. He maintains that internal reliability will be strengthened by the use of multiple and participant researchers, low inference descriptors, mechanically recorded data and student and community member surveys and interviews. By including in the research material the subjective experiences of both the participants and the investigators, this type of study may give a depth of

understanding which some believe is missing in other approaches to educational investigations.

LIMITATIONS OF THE STUDY

The study is limited to Global Education in the United States although there is reference in the Review of Literature to movements and studies done abroad. In this context, however, these non-American studies are largely in conjunction with the United Nations. No attempt has been made to study Global Education curricula in other countries.

An additional limitation is the focus of the study - secondary level education. While certain references may be made to the introduction of Global Education concepts at the elementary level and to the incremental nature of this learning, the study, nevertheless, focusses on the high school curriculum.

There is no attempt being made in this study to establish the School of Global Education as a model for delivery of a Global Education curriculum. That is not to say, however, that readers may not choose to elect this type of approach, nor that they may not learn from the experiences of the staff and students of the School. The study is limited, rather, to determining whether or not the curriculum of the School is accomplishing what it purports to be accomplishing and, if so, what can be learned from these

efforts.

OVERVIEW OF DISSERTATION

In addition to this chapter, there will be five chapters in this dissertation. The following chapter will indicate through an examination of the literature that the theoretical base of Global Education is broad despite the fact that the field is new, that there is a national and international impetus for such an educational innovation, that the literature is not limited to academic circles and that, nevertheless, there is a curricular basis for such a program.

Chapter Three traces the roots of Global Education in English Education. These roots include those elements of Global Education which might be included in a curricular program, elements such as peace studies, international awareness, ethnic studies, multicultural studies and others. The chapter indicates that there is ample precedent in the field of English Education for a Global Education curriculum.

Chapter Four limits the large Global Education component in the social studies to the area of citizenship in a global age. The chapter explores the connections between participation in society and learning, a global perspective, and individual and collective responsibility in citizenship.

Chapter Five will be an examination and evaluation of the total curriculum of the School of Global Education. As stated earlier, the focus of this chapter is on what happened, how it happened and why it happened. There is an abundance of accessible material from the years 1977-83. This material draws on data from students, teachers, administrators, community members, parents and outside evaluators. The chapter will be divided into the three sections explained earlier; invention, implementation and outcomes.

The sixth and last chapter will consider conclusions and implications of this study: First, what conclusions can be drawn from current literature; next, what can be learned from the School of Global Education experience. It is hoped that the findings of this study will be useful to both the School of Global Education and the field of Global Education.

CHAPTER II
REVIEW OF THE LITERATURE

CHAPTER II

REVIEW OF THE LITERATURE

The past thirty years have seen in literature a considerable change in attitudes toward the general areas of international and intercultural education. In fact, what has occurred and will continue to occur is a shift of paradigms in education, the "cultural equivalent of an evolutionary leap" (Robertson, 1979). What tends to obscure dramatic changes is the terminology used. From the '30's to the '70's terms such as "world prospectives", "Global perspectives", "international education", "global education", "development education", "political education", and even "solidarity" have been explored and defined by authors such as Wesley, Wronski, Becker, the Andersons, Hanvey, Leestma, King, Bronson, Condon and others.

It would appear from an examination of the literature which purports to respond to the problems, perceived and unperceived, of global awareness that there are various areas of emphasis. Since this dissertation is concerned with education, the literature selected deals with seminal works of research both international and national as well as with special reports and surveys on global conditions, attitudes and concerns and alternative responses to these by agencies or specific authors. For convenience, the

author of this dissertation has divided the chapter into sections under titles which indicate the relationship to education.

The chapter will be a review first of the literature of politics, economics and ecology which created an awareness of the need for an education termed "global" or "international" or "development". Next will be an examination of the human element within this need -- that of culture and inter-cultural communications. Following this will be an overview of the rationales which have been presented for bringing such an education into the schools together with the literature which has dealt specifically with curricular issues. A final section will then examine arguments suggesting that global education is an area of the curriculum which is incumbent on educators to consider.

I. POLITICAL, ECONOMIC AND ECOLOGICAL CONTENT

When Adlai E. Stevenson in a speech before the Economic and Social Council in Geneva on July 9, 1965, referred to the earth as a little spaceship on which we travel together "dependent on its vulnerable supplies of air and soil" he was probably unaware that the term "spaceship" and the concern for limited global resources would expand to the immensity of today's organizations, commissions, councils, writers, scientists and educators. It is an apt metaphor. No doubt it has become even more widely used as a result of

the international interest in space exploration.

By 1972, however, a number of reports had begun on the predicament of mankind. The Limits to Growth, a report to the Club of Rome (a global society dealing with pressing global issues) suggested that within some seventy years, our social and economic system could collapse unless drastic changes were made.

In 1980, Willy Brandt, Chair of the Independent Commission on International Development Issues prefaced the report, North-South: A Programme for Survival, with a plea for change in our attitudes. Although the Report was going to the Secretary-General of the United Nations, Brandt added:

We expect much of those among the young generations who will soon carry major political responsibility. And we are convinced of the great role education has to play: a better knowledge of international, and not least North-South, affairs will widen our views and foster concern for the fate of other nations, even distant ones, and for problems of common interest. The Commission feels that schools all over the world should pay more attention to international problems so that young people

will see more clearly the dangers they are facing, their own responsibilities and the opportunities of cooperation - globally and regionally as well as within their own neighbourhood (Independent Commission, 10-11).

Constantly, through this period of time, however, other international agencies were working very hard to bring about public and educational awareness of a need for increased understanding of global dynamics. Most notable among these was UNESCO. In 1974, this organization made a Recommendation Concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms. While much in this Recommendation is unknown to Americans, the work to implement has been carried on. Four subsequent conferences sponsored by UNESCO were arranged to monitor the effectiveness of the statement in member countries. An "International Meeting of Experts on the Role of Social Studies in Education for Peace and Respect for Human Rights" was held at Michigan State University, East Lansing, in May, 1976. A direct result of this was the UNESCO Handbook for the Teaching of the Social Studies (which will be discussed later in this chapter). In June, 1978, a symposium was held in Wisconsin focussing on

international human rights in primary and secondary school programs and on teacher education. In 1980, another conference was held in Finland focussing on the teacher education section of the Recommendation. In late 1982, UNESCO held a conference for all member states to review all progress made in implementing the 1974 Recommendation - Global Education was a feature of the United States report (Tucker, 14-17). Other national conferences have resulted from the UNESCO initiative.

Concomitant with these reports and the increased concern about human rights came the international crisis literature of nuclear disaster, ecological pollution, over-population and the survivor mentality found in such books as Alas! Babylon (Pat Frank), Silent Spring (Rachel Carson), Ecotopia (Ernest Callenback), The Population Bomb (Paul Ehrlich), The Human Prospect (Robert Heilbroner), The Twenty-ninth Day (Lester Brown), The Fate of the Earth (Jonathan Schell) and many others. While many of them may have been less than totally accurate, they were especially effective in challenging attitudes of a global public and in contributing to change.

NATIONAL

By the late 1970's, Americans began to suspect they were not prepared for the kind of problems facing the nation. Two reports were requested by President Jimmy Carter. The

first of these, in 1979, dealt with foreign languages and international studies (Report to the President from the President's Commission on Foreign Language and International Studies, 1979). This report, based on massive national data, experts' reports and Commission hearings, made recommendations touching on the teaching of foreign languages and international studies in elementary, secondary and tertiary education as well as attitudes and support for these studies in the public sector. The findings were dramatic if not unexpected. The Commissioners found that the programs and institutions for education and training for foreign language and international understanding were both inadequate and continuing to fall behind other countries of the world. The recommendation was that the growing deficiency be corrected in order to secure the national objectives for entering the twenty-first century. It is included here because its power depended on a political climate which changed completely with the following Administration. The second dealt with national priorities for the decade of the 80's to respond to problems of economic growth and stability, society and United States world policy -- in short, world interdependence. The Report, which only touched education, was not negative. It stated, nevertheless, that:

it is clear that many people are dissatisfied with one or more aspects of public school education. Included among the dissatisfactions is the performance of the school system in providing:

Adequate understanding of topics such as conservation, world interdependence, and sex-role stereotyping

(Report of the President's Commission for A National Agenda for the Eighties, 94)

There was satisfaction in the public schools' provision of other areas of knowledge.

At this same time, United States Commissioner of Education Ernest Boyer had established a task force to report on Global Education. This Report delineated:

1. The nature and purpose of global perspectives in education,
2. The steps to be taken to develop global education within the United States educational system, and
3. The recommendations for action (U.S. Commissioner of Education task force on Global Education, 3-15).

But the members of Congress had already discussed the general area of global/international awareness and indicated in the "Hearings Before the Sub-Committee on International Operations of the Committee on International Relations, House of Representatives", in 1978, that they supported the contention that worldmindedness is necessary if the United States is to manage its political and economic future in an interdependent world. (Quoted in the report of the first Kent Conference on Comparative and International Education.) While many terms had been used widely to describe this sort of education, it was clear that "Global Education" was becoming the umbrella term used by many to cover areas that were political, economic, ecological and cultural.

This same national conference at Kent State University declared that:

Large numbers of organizations, public and private, and of individuals, some well informed and financed, and others merely enthusiastic, have sought to create an enlightened public opinion on international issues.

Despite the efforts of such groups over more than a century, competent contemporary observers declare that they have not made

American citizens well enough informed to create and sustain a responsible foreign policy (Kent Conference, 11).

In 1980, a certain reading segment of the American public was exposed to the Global 2000 Report to the President from a group (appointed by President Jimmy Carter) whose findings were disturbing.

They indicate the potential for global problems of alarming proportions by the year 2000. Environmental, resource, and population stresses are intensifying and will increasingly determine the quality of human life on our planet. These stresses are already severe enough to deny many millions of people basic needs for food, shelter, health, and jobs, or any hope for betterment (Council on Environmental Quality, iii).

By 1981, of course, the economy of the United States was such that the preoccupation of the average American was not the Global Report - even though many of the very symptoms listed within were manifesting themselves - but the politics and perceived international trade imbalances to which he could ascribe his frustration. Despite the lack of wholesale citizen awareness or endorsement, a number of

responses to the problems were undertaken. The United States contributed actively to a series of megaconferences convened by the United Nations on such topics as Human Environment, Population, Food, Human Settlements, Science and Technology for Development and others. The United States Government is working with other countries currently in attempting to alleviate the crises. Much of the difficulty lies in lack of sufficient popular awareness and support for these efforts which still fall far short of what is needed.

However, continuous reports and references to reports are increasing to some extent the popular awareness of these political, economic and ecological problems. An unprecedented era of global cooperation in many areas is emphasizing the nature of interrelatedness which is beginning to be noticed by the layperson.

SPECIFIC AUTHORS

Much of this awareness is due, however, to individual authors. R. Buckminster Fuller became a hero to students of the global environment by developing his concepts of "Spaceship Earth" and synergy (Fuller, 1969). A combination of species unity and planet loyalty was advocated by Barbara Ward and Rene Dubos in Only One Earth, an oft-quoted, often poetic work which was published in nine different languages.

Our links of blood and history, our sense of shared culture and achievement, our traditions, our faiths are all precious and enrich the ecosystem. But we have lacked a wider rational of unity. Our prophets have sought it. Our poets have dreamed of it. But it is only in our own day that astronomers, physicists, geologists, chemists, biologists, anthropologists, ethnologists, and archaeologists have all combined in a single witness of advanced science to tell us that, in every alphabet of our being, we do indeed belong to a single system, powered by a single energy, manifesting a fundamental unity under all its variations, depending for its survival on the balance and health of the total system (Ward, Dubos, 219).

The significance of Ward and Dubos' work undoubtedly lies in the ability of these authors to fuse a vision of the human species yearning for unity in a pluralistic and often divided world to an abundance of hard scientific data and come up with conclusions that are hopeful, less pessimistic than previous reports. They suggested, in this modern age of instantaneous communication and computerized

retrievability that a social priority must be the complete sharing of knowledge about the planet, about its systems and their interdependence. Our very existence is threatened by lack of global knowledge. Yet we cannot assume that all this change can be wrought at the local level. The issues are too great. What human beings need is a new capacity for global decision making and global care.

One of the major issues from small to global communities is hunger. People such as George Borgstrom have devoted a lifetime to making the world aware and responsive to the problem (Borgstrom, 1973). Arthur Simon in his book Bread for the World describes that problem and what people can do collectively and individually. He writes about "lifeboat" and "triage" ethics which can dominate our attitudes and actions (Simon, 1975). The great debate on the world predicament is continued by Stephen Schneider in The Genesis Strategy. He offers a few fundamental attitudes which can direct his readers toward a more optimistic global future and spur them on toward educational action:

1. Humanity, collectively and individually, is worth preserving;
2. Humanity can be preserved;
3. The prevention of human catastrophes during the transition period to a

steady-state world order should become
the number one world priority;

4. The world predicament is not likely to
be solved without a high level of
international cooperation and reduction
in the level of belligerency;
5. Forecast disasters will occur unless
massive preventive measures are taken
soon;
6. The gravity of the world predicament
and recognition that proposed solutions
have no guarantee of success are
neither causes for despair nor reasons
to adopt a wait-and-see attitude
(Schneider, 336-7).

Schneider's attitudes, it is to be noted, eschew despair and espouse a high sense of global ethics. Hunger in the world, for example, is not simply a global economic catastrophe: if it is preventable or reduceable by human effort and international cooperation and nothing is done, that is morally reprehensible.

The futurist, Herman Kahn, Director of the Hudson Institute, listed in The Next 200 Years certain trends among which were:

- Accumulation and increasing use of

- scientific and technical knowledge;
- Worldwide industrialization and modernization; also growing concept and realization of a world ecumene (but "ecumene" not "community," "world city" not "global village", and "world market", not "marketplace") - that is, impersonal and businesslike interactions as opposed to the close human ties implied by the world "community", "village" and "marketplace"; but also a growing, if still fragile, sense of "world public opinion" and of shared responsibility for all human beings;
- Increasing literacy and role of mass formal education - the "knowledge industry" as opposed to direct personal experience;
- Future-oriented thinking, discussion and planning (Kahn, Brown & Martel, 182-4).

What is disturbing in this work is the depersonalization that is emerging -- the "world city" rather than the "global village". However, the business of Kahn and other futurists is to predict future possibilities based on trends that are already visible. Changes in popular

attitudes and behaviors can, of course, change the outcome of these trends. Can education inject compassion into market ethics? One of his concerns is what education is doing now. The surfeit of information, he believes, has resulted in a mind-boggling condition wherein students cannot get past the overflow of information and its retrieval. Their focus changes from experience as a major operational asset to knowledge with a banking concept. The result is that they cannot "see the forest for the trees," in fact they now have an acquired inability to see the real problems, instead, they forage around on the periphery. They have what he calls an "educated incapacity".

In The Vast Majority, A Journey to the World's Poor, Michael Harrington, social critic, activist, sociologist and prolific popular writer examines what is being done to make Americans aware and responsive to global political, economic and ecological needs. He concludes with a denunciation of America's failure to make the citizenry aware of global injustices and, in fact, of her complicity in abetting this condition:

If Americans could become conscious of our place in the system of international inequity, that could be the beginning of change. We are a decent and charitable people. We want to do right. But in this

overwhelming area of human life, with the fate of the vast majority of humankind at stake, we do not even suspect what the right is.

Our editorialists are always telling the wretched of the planet that they must change themselves if their agony is to come to an end. That is a comfortable, paternal truth. It ignores a more difficult problem: that we the people of America are, in our cruel innocence, at the very center of the system; that we, the most decisive power in the world, must change from within too. The shocking, incredible fact is that we could, if we wanted to (Harrington, 254-5).

A few authors declare that there is nothing more important than learning to cope with the energy crisis both as an economic problem and as a security imperative (Yegin, Hillenbrand, 1982) or that technology has created "techno-peasants" who are technologically illiterate, whose global future is in the hands of technocrats (The Techno/Peasant Survival Manual, 1980). One congressman, in language suggestive of the Pentagon, goes so far as to state that America's neglect of foreign language teaching will be a

threat to our ultimate security (Simon, P. 1981). A major work called Global Rift: The Third World Comes of Age suggests that people of all ages are now becoming "subject" peoples, that is they are subject to the dictates of the global market economy. Education for this present and future world is an imperative. Because of so-called Third World conditions prevailing in urban centers everywhere (uprooted farm families, exploitation of minorities, structural unemployment and destruction of the environment) we need to support and look to the Third World for help in dealing with the changes in our own society (Stravrianos, 1981).

Many references to the clock, to the "29th day", to the leaves in the lily pond are attributable to Lester Brown and his work, The Twenty-Ninth Day. The image is a metaphor which is tied in with the mathematical concept of doubling: 1, 2, 4, 8, 16, 32, 64 etc. The story is that a lily pond contains a single leaf. Each day the number of leaves doubles. If the pond were to be completely clogged on the thirtieth day, when would it be half full? On the twenty-ninth day? There are five billion people on this planet. Is this, asks Brown, the twenty-ninth day? Are we in the process of committing global, ecological suicide? Brown, the President of World Watch Institute, describes the need for profound changes in our attitudes toward the

planet and the human species and for new social structures to prevent what he views as catastrophe (Brown, Twenty Ninth Day, 1978). In a later article, "Ecology Lessons From a Lily Pond", he describes how children learn globally, locally, and stresses their need to understand changes, otherwise any movement toward realistic solutions will be severely delayed. He concludes:

In time of rapid change, young people have an advantage in that they have less "unlearning" to do. With most of their lives still ahead of them, they also have a greater stake in the future, in creating an economic system that is sustainable over the long term. The challenge to teachers is to harness this interest in a way that will benefit the students, the educational system, and the community (Brown, "Ecology Lessons", 76).

II. CULTURAL AND INTERCULTURAL CONTENT INTERNATIONAL

As Global Education has crystallized over the last decade, it has been apparent that, while political, economic and ecological awareness is of great importance, we live in a technological world brought about by humans. To change anything in our world requires changing the attitudes and

the minds of these same humans. A significant report to the Club of Rome, entitled No Limits to Learning, underlined this realization. The multi-national concern for economic growth, it would appear, is not matched by the concern for humane values, for cultural identity and for the development of human potential.

As a decade of global problems draws to a close, the agenda of human issues is still expanding. There is growing insistence that all global studies and explorations of future trends in society be based on broader perspectives and visions that keep an imperfect but unique quality of "humanness" as the forefront of our thinking. But how is this to be done? The ingenious models, elaborate global studies, and international conferences have brought us to a threshold which now must be crossed if we are to make headway in grasping the globality and interdependence of phenomena and people (Botkin, Elmandjra and Malitza, 6).

For these authors, the nexus of world problems was a human challenge that asked whether or not conventional human learning processes were still adequate today. In their

work, they distinguish between two kind of learning: maintenance and innovative. The first of these is the traditional where any change was stimulated by the shock of external events. It is a type of learning characterized by fixed outlooks, methods and rules for dealing with problems. It is important, even today, insofar as it maintains an established pattern. For long term survival, on the other hand, the second type of learning is vital. This is the kind which brings restructuring, new outlooks, reformulation to problems which have escaped solution.

Throughout history, the conventional formula used to stimulate innovative learning has been to rely on the shock of events. But the global problematique introduces at least one new risk -- that the shock could be fatal. This possibility, however remote, reveals most clearly the crisis of conventional learning: primary reliance on maintenance learning not only is blocking the emergence of innovative learning, but it renders humanity increasingly vulnerable to shock; and under current conditions of global uncertainty, learning by shock is a formula for disaster (Botkin, Elmandjra, and Malitza, 10).

They claim that a global dimension is essential to innovative learning and, in brief, offer five conditions or policies which would promote a new learning perspective:

1. Eradicating poverty and meeting the most basic human material and non-material needs in the shortest time possible;
2. Making people more aware of the structural conditioning and manipulation in the world of learning;
3. Helping individuals locate themselves according to their needs and desires;
4. Respecting global cultural identity and diversity;
5. Devising new norms and participatory arrangements to facilitate the sharing of knowledge nationally and internationally

For these authors there are many issues which comprise the world's problems but three stand out: energy in all its forms material and human, the mal-orientation of science and technology, and learning within various cultural environments.

Basic to an understanding of cultural issues is awareness of ethnicity, of racial prejudice and stereotyping, and

human rights. In 1967, a Statement on Race and Racial Prejudice was prepared by a committee of experts on race and racial prejudice at UNESCO, Paris. The major pertinent article in this study was number fourteen which stated:

The school and other instruments for social and economic progress can be one of the most effective agents for the achievement of broadened understanding and fulfillment of the potentialities of man. They can equally much be used for the perpetuation of discrimination and inequality (UNESCO, Statement on Race).

The document goes on to describe the power of education for change. Educational resources, therefore, must be used for good. To do so, they should be subject to several principles:

1. All curricula should contain clear, scientific understandings about both race and human unity;
2. Formal and vocational education should be accessible to all;
3. Where the economic conditions of certain groups of people has resulted in lowered access to educational opportunities, the remainder

of the population has a responsibility to prevent the perpetuation of such inequality;

4. Teachers should be made aware, in training, of the current prejudices which they might, however unwittingly, pass on.

SPECIFIC AUTHORS

A classic work on prejudice for global educators is Gordon W. Allport's The Nature of Prejudice which examines exhaustively linguistic and psychosocial factors, theories of prejudice and the choice of scapegoats and the acts of perceiving and thinking about group differences (Allport, 1954). Useful also to teachers is Mary Ellen Goodman's study of very young children and how they develop openness or prejudice - Race Awareness in Young Children (Goodman, 1952).

That there is a connection between cultural anthropology or cultural studies and Global Education has been indicated by several authors.

James Banks, in his Multiethnic Education: Theory and Practice, devotes an entire chapter to a demonstration of the problems and promises offered by the links between multiethnic and Global Education.

Education about ethnic groups in the United States can be characterized as Anglo-centric and culturally encapsulating. Education about other nations is often is often nonreflective, extremely nationalistic, and Eurocentric. The study of other nations is often limited to a study of nations in the Western world with scant attention paid to nations in Asia, Africa, and the Middle East. If students develop the ability to view events and situations from the perspectives of ethnic groups in this nation, they will be better able to view events within other nations from the perspectives of the peoples who are the major participants in these events. We can reduce nonreflective nationalism and ethnocentrism in students by helping them to become more ethnically literate and competent citizens in their own nations (Banks, 211-12).

He hypothesizes that students must possess clarified and positive ethnic identifications of their own before they can attain reflective and positive national and global identification. According to him there are five stages

through which individuals must pass: ethnic psychological captivity when individuals internalize society's negative beliefs; ethnic encapsulation or ethnocentricity; ethnic identity clarification during which individuals learn to accept themselves; biethnicity which leads to participation within two different ethnic cultures; multiethnicity and reflective nationalism which permits individuals to participate comfortably in several different ethnic groups within one nation; finally, globalism and global competency, the stage in which individuals acquire positive identifications and the knowledge and skills necessary to function effectively throughout both the nation and the world (Banks, 220).

It is difficult not to relate Banks' stages of development with those of Piaget and Kohlberg as the student moves from psychological captivity to the independence of reflection and commitment. The question for the global educator, and Banks provides considerable assistance, is how does one effect change in ethnic awareness? His conclusion is that current America is locked into an Anglo-Saxon ethnic group to experience self-alienation and shame. The educator's task then is to highlight the multi-ethnic values and achievements which contribute to today's pluralistic American as well as global society. Only the ethnically aware and secure individual can begin to be globally aware

and secure. Needless to say, this is only one aspect -- vital as it may be -- of a Global Education.

Robert Hanvey, whose oft-cited pamphlet Attaining A Global Perspective includes a heavy cultural component, suggested, in ITE Reports on International Education: The Global Context, the United States Role, that, as far as Global Education is concerned,

There does seem to be an emerging agreement about a configuration of topics, issues, concepts, and goals associated with the term (e.g., multicultural education, food needs, conflict, population growth, and the arms race) (Olson, 35).

Multicultural education and Global Education, while not synonymous, do appear to be considered partners (Cortes, 1980; Olson, 1981).

In Cultural Sight and Insight, Gary R. Smith presents a handbook for global educators to identify culture and cultural roles (Smith, 1979). Cornelius Lee Grove of the American Field Service continues to publish further studies on the values of cross-cultural research, experiences, communication and the orientation of sojourners (Grove, 1976, 1982). Basic to much of this is the concept of self-perception and identity (described by Banks previously). Roszak parallels Freire in the idea of liberation of the

individual and the development of a culture of the individual (Roszak, 1979). Newmark and Asante (1976) talk about education within a world context of people and emphasize the communication of real similarities and differences rather than exoticisms. Brigham Young University, long a center of intercultural study (attributable in all likelihood to the Mormon missionary activities), states that intercultural communication is essential for today and is most effective when the following "keys" are used:

We have empathy for the feelings, values, needs, and insights of others.

Our communication is positive and pleasant, an evidence of our good will and sincerity. Humility helps us learn from others and from our own experience.

When feasible, we use the language, and manner of expression of the other people.

We show we care, inoffensively. We pay the price of research, and reap the reward.

Our praise is appropriate and sincere. We use caution if criticism is necessary.

Where possible, we suspend judgement until all the facts and in -- especially during conflict.

Our demonstration of trust is exemplified by keeping our word.

Essentially, we keep the confidences of those with whom we communicate

We become increasingly aware of and continually use feedback received from other persons and other sources to make communication complete (Language Research Center, 12).

It can be readily seen that these keys are based on affective learning and response. If student change is desirable with a Global Education then attitudes play a significant role.

While many global educators are beginning to learn the value of intercultural studies coupled to global development studies, multicultural educators like Banks, Smith, Grove and others have come to recognize the significance of the international dimension in adding to their understanding of cultural pluralism not only in their own countries but in others. A knowledge of one's own diverse cultural character becomes a vehicle for increasing understanding of other societies say Schmieder and Crum (1977).

In a recent paper, Professor Angene H. Wilson advocated crosscultural experiential learning for teachers who, after

all, are the ones who transmit and facilitate learning and attitudes in the schools of the nation (Wilson, 1982). She maintains that a necessary condition for understanding another culture is "uncoercive contact with the alien culture through real exchange" (Wilson, 4). She states that there are at least four reasons to justify this kind of learning for global educators:

1. Teaching itself is a cross-cultural encounter;
2. Cross-cultural experience aids self-development;
3. Cross-culturally effective persons have characteristics desirable for effective teaching;
4. Cross-cultural experience leads to global perspectives necessary for Global Education to happen in schools.

Some writers are concerned about the implications of the very terms used. Harold Rosen, talking at the "English in the 80's" Conference in Australia, in 1980, put his considerable experience about sociology and psycholinguistics into a presentation on "Multicultural Education and the English Teacher". He cited from "Observations on the Report of the Select Committee on Race Relations and Immigration", London, 1978, and warned:

A French colleague, Xavier Couillard, puts these matters better than I have done.
Preferring the word intercultural to multicultural, he warns against the schools

"teaching" cultures to children in the typical academic manner so that the very bearers of these cultures cannot recognize themselves, and also against the dangers of "folklorisation", the ransacking of cultures under the voyeuristic gaze of the dominant.

Intercultural education, by contrast, must be based on the active expression and exploration by the pupils of their sense of their lives in the here and now, of their intercultural experience. In the absence of real equality we need to give scope to the expression of tension and conflict not to muffle its discordant and strident notes (Rosen, 18).

Many associations attempt to produce materials which will facilitate such intercultural awareness in the classrooms. The National Association for Foreign Student Affairs has released a 100-page book on ways to encourage crosscultural learning in K-12 schools using foreign students as resources (N.A.F.S.A., 1982). Recently, the State Board of Education of New Jersey, following other states, endorsed Global Education. It "suggests involving local multicultural resources in the teaching-learning process

and recommends using curricula that focus on the interdependency of world cultures" (Citizen Education Newsletter, 7).

There are certain conclusions which can be reached about the multicultural component of a Global Education. Interestingly enough, they resemble those of Brian V. Hill (1979) who was commenting on another multicultural global society - Australia:

1. Intercultural education is a perspective not a package;
2. Perspective must be infused into all studies;
3. Cultural or ethnic elitism impoverishes and erodes the sense of global community;
4. Intercultural education needs more than resources the school can offer - the community must be involved;
5. Teacher education needs to acquire a new and less narrow perspective;
6. An intercultural awareness implies the awareness of the responsibilities of membership in a multi-cultural community (Hill, 25-28).

III. RATIONALES FOR GLOBAL EDUCATION IN SCHOOLS

INTERNATIONAL

Why should Global Education be taught in the schools? Do those who advocate it speak about the same thing? Is the secondary level of education the best time for exposure, experience and/or training? These questions and others

will be addressed in this section beginning with the research on student international awareness and understanding. Research relating to school age global awareness relies primarily on three well sampled surveys:

1. Civic Education in Ten Nations (conducted by Torney, Oppenheim and Farner for the International Association for the Evaluation of Educational Achievement (I.E.A.), funded by USOE and international agencies);
2. Other Nations, Other Peoples (conducted by the Educational Testing Service, funded by the United States Office of Education);
3. What College Students Know About Their World (also conducted by the Education Testing Service, funded by NEH and the USOE, sponsored by the Council on Learning).

The Civic Education study of 1971 comprised more than thirty thousand students aged 10, 14 and 17 to 20 in ten western nations (including the United States). This study indicated that there were considerable differences in the patterns of national and international knowledge and interest in these countries. For example, fourteen-year-old students in Israel and the United States were more knowledgeable about their national political processes than comparable students in the other countries. On the other hand, United States students were less knowledgeable about

international institutions and processes than the fourteen-year-olds in any nation except Ireland. The United States was also the only nation where there was substantially less interest in discussion of international rather than national political issues (Torney, Oppenheim, and Farner, 1975).

The largest United States study of concepts and attitudes in international understanding was Other Nations, Other Peoples (Pike and Barrows, 1979). More than 1700 fourth, eighth, and twelfth graders from twenty-seven states were surveyed in 1974. The results indicated major misconceptions on the part of students about elementary geography, about politics and about people in the international news. Among the conclusions of the report were:

At grade four perceptions of nations showed a pronounced "we-they" view, with the United States set far apart from all other countries. Israel, Egypt, and Russia form a triad of similar countries that are undesirable, relatively poor/weak, and not like us. China and Japan are viewed as the most similar (pair)...At grade 8...The United States joins the world through its similarity to England and France in one

sense, and to Mexico and Spain in another. East Germany and the USSR now receive the most negative evaluations (undesirable people and nation, people not free). The occidental-oriental distinction continues to be very powerful. Variations between grades eight and twelve are minor (Pike and Barrows, 44).

The ETS/Council On Learning survey entitled What College Students Know About Their World dealt with 3000 college freshmen and seniors, and students in two-year colleges. Preliminary conclusions supported the contention that students were unable to see the United States in the context of a global view. There was a tendency to magnify out of proportion the problems and achievements of the United States in comparison with other countries. While it can be said that American students knew their country was ethnically and linguistically pluralistic, they assumed it was more so than India, Nigeria, and Iran. Their misconceptions indicate to what extent they lack a global perspective (Barrows, 1981).

Certainly, other studies have been done -- a classic study was done with 3300 children aged 6, 10 and 14 from eleven parts of the world (Lambert and Klineberg, 1967). Their studies indicated that children begin to see a country as

similar or different to their own in various stages. It is not until about fourteen that they are likely to focus on political characteristics. Of special interest to Global Education in the United States is the authors' conclusion that American children of about ten years of age were interested in foreign people who were seen as dissimilar to themselves as well as to those who were similar; however, by fourteen these students had much less positive views of foreign nations.

Other research work has dealt with the child's sense of national identity (Piaget and Weil, 1951), the development of children's ideas of country and nationality (Jahoda, 1963), and the measurement of United States' chauvinism (Caplow and Bahr, 1979). Ways of describing basic student orientations -- "internationalist", "nationalist", "social protectionist" -- were identified as the result of another study of some 10,000 students in eleven countries (Klineberg, Zavalloni, Louis-Guerin, and Ben Briks, 1979).

In addition to the studies described above, items from the ETS/Council of Learning survey instrument have been adapted for precollegiate samples and data are currently being collected from 2,500 high school students (Torney-Purta, 12). An additional review of research has been done by Judith Torney-Purta in a paper commissioned by the National Institution of Education in 1981 entitled "The Role of NIE

in Stimulating Research on International Education Relating to Human Rights and Fundamental Freedoms", a report of a meeting of experts held at UNESCO House in March of that year. The clarification was made that:

The phrase "international education" should be considered to embrace the entire range of the recommendation's concerns and to cover as well the meanings associated with such terms as "development education" and "global education" which have come into use in recent years (UNESCO, "Implementation of the Recommendation", 3).

and

Learning is cumulative, and international education at the secondary level should build upon that carried out at the primary level. At this stage the curriculum offers a wide range of possibilities. Cognitive aspects of international education can be treated with greater sophistication. At the same time affective aspects should not be neglected, as students are usually at a stage of development when they are particularly sensitive to ethical values... It is essential to develop participatory

modes of education in the classroom, school and community (UNESCO, "Implementation of the Recommendation", 7).

It is clearly implied here that there should be an international dimension to primary education which should be continued into secondary education and, indeed, beyond. If coupled with the research presented earlier relevant to child development in national, ethnic and international awareness, there is a strong case for K-12 education. In fact, this same UNESCO document states and then develops the point that

As pre-school education is institutionalized and generally available only in the developed countries, it is all the more imperative to ensure that the foundations of international understanding and respect for human rights are firmly laid at the primary level (UNESCO, "Implementation of the Recommendation", 6).

A year earlier, in Belgrade, UNESCO developed what was known as the "Belgrade Charter" advocating "a new global ethic" and a "world-wide environmental education programme that will make it possible to develop the new knowledge and skills, value and attitudes" that young people throughout

the world will need to improve their quality of life. These skills require usage, experience. It would, of course, be inaccurate to report that only Global Education embraces experiential learning; however, it appears that the element of experience, of personal involvement is of paramount importance in a Global Education. In a UNESCO work called "An Experience-Centered Curriculum", David Wolsk (1975), of the Danish Institute for Educational Research, describes the use and significance of student experience in the classroom.

Through the activities, which are referred to here as experience situations, the pupils become aware of the complexity of their own behaviors. They experience the difficulty of describing how they have arrived at certain decisions. Thus they learn to be more cautious in judging people and events and drawing conclusions. In sum, the methods and materials used aim at strengthening education for international understanding not by increasing direct teaching, which by itself may have only little effect on attitudes and behaviour, but by introducing an indirect approach designed to lay the basis for a genuine

understanding of the psychological and social realities which condition events and relationships at all levels (Wolsk, 7).

This UNESCO sponsored experiment which Wolsk describes was based on the premise that a deeper understanding of human motivation and behavior can come from such an experience-centered curriculum: It can assist young people in becoming aware of their self-interests, of altruism and responsibility. Although this aspect of Global Education is often commented on in the literature, there is, needless to say, nothing new about this. Forty-five years ago, John Dewey (1938) emphasized the significance of experience in education of the child. The requirement was that

experiences in order to be educative must lead out into an expanding world of subject-matter, a subject-matter of facts or information and of ideas. This condition is satisfied only as the educator views teaching and learning as a continuous process of reconstruction of experience. This condition in turn can be satisfied only as the educator has a long look ahead, and views every present experience as a moving force in influencing what future experiences will be (Dewey, 87).

Thus, while Wolsk and others emphasize the experiential aspect of teaching for international understanding, this may be no more than a reaffirmation of what good teaching was supposed to be a half-a-century ago.

Expanding on this theory and others, Dr. Robert Muller, Assistant Secretary-General at the United Nations, in his new book New Genesis, Shaping a Global Spirituality (1982) offers a rationale which focusses not only on the facts of the world and self-interests but also on moral responsibilities to fellow human beings. Many of the arguments he presents for a Global Education have been given before. His vantage point, of course, is from that very organization which is truly global and his task is to work for all without favoring one. He discusses many global situations and problems, and adds:

A child born today will be faced as an adult, almost daily, with problems of global interdependent nature, be it peace, food, the quality of life, inflation, or scarcity of resources. He will be both an actor and a beneficiary or a victim in the total world fabric, and he may rightly ask:

"Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate

my behaviour as a member of an interdependent human race?" It is, therefore, the duty and the self-enlightened interest of governments to educate their children properly about the type of world in which they are going to live (Muller, New Genesis, 22).

He refers to the former Secretary-General of the United Nations, U Thant, a teacher who believed that education held the keys to the future and that mental fulfillment was superior to material life, moral qualities superior to mental qualities, and spiritual fulfillment superior to mental life (Muller, New Genesis, 24).

These qualities, appropriate to human beings and the study of their cultures, appear to be implicit for many writers in their descriptions of Global Education.

NATIONAL

In April, 1978, the United States Department of Health, Education and Welfare (Office of Education) brought together a team of five individuals to draft a rationale for Global Education in the schools. They made six points all based on the necessity of a Global Education.

1. It is necessary to help America's youth

"catch up with the reality of an interconnected world".

2. A Global Education then is also needed to inform students and make them aware of the consequences of certain global conditions; to raise their consciousness to these facts and to develop in them a sense of responsibility necessary to remedy social and physical global problems.
3. In a less dramatic, though no less important way, America needs a Global Education for the development of national leadership for trade, defense and foreign policy.
4. Another reason for Global Education is that ours is a pluralistic and multicultural society.
5. Fifth, failure of the education system to deal with the interconnected reality of the twentieth century may add to the alienation felt by many American citizens... Today, it appears that national survival requires the substitution of education for faith in

national leadership. To the extent that Global Education can achieve this, it becomes essential.

6. Important also is the moral imperative for a Global Education (Larkin, Weinman, Lowe, Botkin, Sullivan, 2-6).

(James Botkin, one of these authors, teamed with two others to present an international report, one year later, to the Club of Rome. This report, entitled No Limits To Learning, was discussed in an earlier section.)

Some state educational agencies had, in fact, already begun to move in the direction of a heightened international awareness in the schools. As early as 1970, the New York State Regents affirmed their commitment to international education as a means of helping citizens to deal with global problems. Later, in 1976, they directed:

the State Education Department to establish standards of basic knowledge about world political, social, economic, and cultural issues and to incorporate questions about these issues in State examinations (Regents, 7).

Special projects were planned and undertaken to produce curricular syllabi and materials.

Many of the rationales in the literature on Global

Education deal with an expanded, a modernized version of citizenship which includes a world perspective. A 1977 conference sponsored by the United States Office of Education addressed the topic "Education and Citizenship" and in the Report devoted a section to "Global Perspectives Education". In this,

John Richardson, Jr., Assistant United States Secretary of State and head of the Bureau of Cultural and Educational Affairs in the State Department, warned that citizenship education could not be confined to learning about and participating in our own national institutions. He termed as new in the perspective of world politics the need to develop a capacity to negotiate, bargain and persuade, to avoid having to dictate that which is no longer feasible.

A global dimension in the elementary and secondary curriculum is fundamental to the State Department's ability to perform constructively... A transnational international perspective must reflect reality and avoid the hypernationalism that impairs our strength to deal constructively

with other nations (Council of Chief State School Officers, 61-3).

In September, 1979, the "Eleventh Annual Gallup Poll of the Public's Attitudes Toward the Public Schools" had found that knowledge of the interdependence of nations and foreign relations was by now regarded as an essential school subject by sixty percent of the public (Gallup).

SPECIFIC AUTHORS

In an article discussing the views of fifty distinguished world citizens and educators on the future, Harold G. Shane wrote that most of the panelists agreed on

1. The need for educators to develop a spirit of global community -- of planned interdependence and dynamic reciprocity -- which respects multi-ethnic and poly-cultural differences both in the United States and abroad;
2. Promotion of "human geography" -- a grasp of planetary cultures as they exist today (Shane, The Views, 108-9).

Jean Houston, President of the Association of Humanistic Psychology, who calls us all "planetary people" believes that we must help a new generation turn away from some of the attitudes that have been held historically and develop curricula based on global facts rather than nationalistic

perceptions:

The United States today is especially prey to the pathologies attendant upon resentment and projection, for much of the American self-image was woven at such a time when the style of our nation was to see itself as the Best, the First, and the Goodest. It is not the difficulty of obtaining fossil fuels that is the source of our decline. It is our failure to recognize the genius and value of other cultures and other people. We do not acknowledge them on their own terms. We make short shrift of their potential by immediately investing them with our own (Houston, 50).

Part of the perceived difficulty in American schools appears to have been a heavy reliance on "nationalistic" education. In a 1976 article, Jack Nelson discussed the difference between a "nationalistic" and a "global" education and why it would be advantageous to seek the latter.

Global Education in the schools draws from the increasingly obvious concept of interdependence and those human issues

which are supranational.

Schools, however, exist within the legal and political boundaries of nations. They are usually perceived as major institutions for conveying national values and loyalties to the young citizen. With the burgeoning of nationalism over the past two centuries schools have been given a large share of the responsibility for strengthening the sense of nationhood in the minds of a people. Nationalistic education is a term that fits this process of instructing people in the virtues of their own country and the evils of those deemed enemies (Nelson, 33).

Unfortunately, his conclusions are not encouraging. The greatest difficulty is the fact that nationalistic education is firmly cemented into the nation's curriculum -- overt and hidden -- and that this schooling toward national patriotism with implied notions of national superiority in the face of potential adversaries impedes movement toward a recognition of global interdependence and firmly supports uncritical patriotism and chauvinism. Evidence provided by Nelson and, according to him, in a large body of literature suggests that the benefits of

patriotism are eroded by a covollary conditioning in hatred and distrust.

Rose Lee Hayden's rationale for a Global Education is based on competent citizenship. "Citizens need to be knowledgeable about the world so as to oversee their own government's behavior in it (Hayden, 1)," she says. Or put more strongly: "An education which does not prepare students to live in a highly interdependent world is no education at all (In Olson, 34-5)". As former Deputy Director of the Peace Corps, however, she sees Global Education also as something the United States needs as a nation:

In sum, this nation requires: a cadre of experts about other peoples and cultures; professionals in business and government capable of successfully transacting transnational negotiations; scientists and technicians able to share and extend the frontiers of human knowledge on a global basis; and citizens knowledgeable enough to support tough leadership decisions and capable of responsible participation in a democratic society (Hayden, 3).

Sven Groennings, a professional staff member for the United States Senate Subcommittee on Education, Arts and

Humanities, a writer, and a frequent panelist on national Global Education seminars, feels that the fundamental reason for a Global Education in the schools is that the world has seen change in global relationships at an accelerating rate and education has not kept pace. There are, according to him, five elements in today's world which impel us to offer young people a Global Education:

1. The relationship of the rest of the world to future jobs and standards of living;
2. The global interdependence of national security;
3. The interdependence in communication;
4. The discovery that in higher education scholars are interdependent in terms of discovery and knowledge, that there are international dimensions in research, teaching, and contract work;
5. The crowding of the agenda of future world politics by very basic issues of interdependent relationships, problems which can only be resolved cooperatively (Groennings, 36-7).

Since 1961, the State of Pennsylvania has mandated the

study of human interrelationships in world cultures (Schell, R., 3). As Groennings suggests, however, there is more needed. Although the study of world cultures may be a part of Global Education, it is not the equivalent. Robert Schell explains that there are several differences:

1. Global Education goes beyond the social studies and draws on many disciplines to help individuals understand their world;
2. It emphasizes concept development;
3. There is developmental sequence which stresses the present and future as well as the past (Schell, R., 3).

Whatever the rationale for Global Education in the schools whether it be economic, political, humanitarian, religious or any other, according to Hans J. Morgenthau (1948) the central focus for the study of international relations is power. Humans all strive for power whether for the power of knowledge or for political power - domestic and/or international.

This is reminiscent of Lee Anderson's "competency in exercising influence" which he believes is fundamental to a global perspective; thus, any examination of the rationales for Global Education developed by professional organizations elicits the question: What kind of "power"

are they seeking albeit legitimate? Power is necessary to effect change is the likely response.

PROFESSIONAL ASSOCIATIONS AND AGENCIES

The Organizations for the Essentials of Education, comprising some twenty professional organizations, released a document in 1981. In a sense, the document is a response to the call in the seventies for the "basics".

What are the essentials of education?

A CALL FOR DIALOG AND ACTION

Educators agree that the overarching goal of education is to develop informed, thinking citizens capable of participating in both domestic and world affairs. The development of such citizens depends not only upon education for citizenship, but also upon other essentials of education shared by all subjects.

The interdependence of skills and content is the central concept of the essentials of education. Skills and abilities do not grow in isolation from content. In all subjects, students develop skills in using language and other symbol systems; they develop the ability to reason; they undergo experiences that lead to emotional and

social maturity. Students master these skills and abilities through observing, listening, reading, talking, and writing about science, mathematics, history and the social sciences, the arts and other aspects of our intellectual, social and cultural heritage. As they learn about their world and its heritage they necessarily deepen their skills in language and reasoning and acquire the basis for emotional, aesthetic and social growth. They also become aware of the world around them and develop an understanding and appreciation of the interdependence of many facets of the world (Organizations for the Essentials of Education).

Although, it must be noted, this is not a rationale for Global Education, it does show the global perspective reflected in a common document largely due, one might suspect, to the influence of the National Council for the Social Studies on the organization. What do specific associations say about Global Education? The National Association of Secondary School Principals in January, 1978, devoted an entire "Curriculum Report" to the subject. In it, they presented a rationale based on developments --

political, economic and educational -- which are bringing about a global age. They stated that educators must focus their efforts "on motivating students to become contributing participants in a global society and on providing them with the intellectual and other tools essential to productive participation" (NASSP, Curriculum Report, 1-2). The National School Boards Association with the cooperation of the Longview Foundation, in 1979, conducted a survey of a nationwide sample of school board presidents and superintendents. Some interesting information was collected regarding Global Education. Though not every respondent was familiar with the concept, it was listed as important to more than sixty percent of the respondents and as overdue to twenty-five percent. A further eighty percent felt that it was an area school board members should know about (NSBA, 1980). The National Association of Elementary School Principals presented their rationale for Global Education in the 1982 booklet Getting Started in Global Education by Collins and Zakariya which continued their Children and the World, 1981 Project. Both the National Assembly on Foreign Language and The National Council of Foreign Language and International Studies see foreign languages as a vital element in any Global Education. The reader has to consider, however, that, although their rationales for the inclusion of foreign

languages in Global Education may be strong, there has been in the last decade an abysmal decline in the study of foreign languages. In a booklet entitled "Toward Education with a Global Perspective", the National Assembly states the relationship quite succinctly:

International understanding and language proficiency have become essential in an interdependent world, where each country's survival depends on its ability to understand and cooperate with other nations. Issues of peace, economics, and global harmony hinge on the strengthening of the ties among people of diverse cultures. International trade and domestic employment, energy resources and foreign markets, diplomacy and cross-cultural interactions all require greater understanding of how other people think and live (National Assembly on Foreign Language, 1980).

Established in 1980 as a response to the President's Commission Report "Strength Through Wisdom", the National Council of Foreign Languages and International Studies is "a non-profit organization focussing public attention on the critical importance to the United States of effective

communication with and comprehensive understanding of the world beyond our borders (National Council on Foreign Language)". It has three Task Forces, one of which deals with elementary, secondary and undergraduate education and concentrates on the current need for qualitative improvements. The Association for Supervision and Curriculum Development has devoted several publications to Global Education notably the well-researched article "Global and International Perspectives" found in the 1978 Yearbook. A recent ASCD Update (January, 1983) offers an article by Executive Director Gordon Cawelti who argues for the inclusion of world religions study in the public school. His contention is that international policies and confrontations often relate directly to religious views and, therefore, just as we need increased multicultural study of this country so also do we need a global perspective on world religions. The National Council for the Social Studies has devoted space in its publications, and time at its many conferences to the topic and, in fact, has a special interest group. H. Thomas Collins has made a preliminary compilation of other selected national membership organizations and their statements on Global Education. Included in this list (besides those already listed above) are the American Association of School Administrators, the Council of Chief State School Officers,

the National Council of Teachers of English and the National Education Association (Collins, Preliminary Compilation). More have been added since that 1980 draft paper.

While separate state departments of education have developed rationales for Global Education - Oregon and Pennsylvania, for example - Michigan was one of the first to be involved in formulating rationales and funding school projects. The final Michigan document, "Guidelines for Global Education", appeared in 1978 offering a three-page rationale but that audience was limited to the interested few. In 1980, however, a revision of the widely read "Common Goals of Michigan Education" brought a new student learning goal. Each student in Michigan should:

Acquire the knowledge, skills and attitudes needed for effective participation in a pluralistic, interdependent, global society.

- a. acquire the knowledge about persistent global issues such as food, population, and energy problems
- b. understand and appreciate the interrelatedness of local and national problems with those confronting the global society

- c. develop skills and attitudes for effective communication and cooperation with people from cultures different from their own both at home and abroad (Michigan Department of Education, Common Goals).

IV. CURRICULUM ISSUES IN GLOBAL EDUCATION

As used in this section of the Review of Literature, an issue is a statement, topic or proposition about which reasonable persons can offer differing and debatable points of view. It might also be useful to the reader at this point to clarify the distinction between a global perspective and global knowledge. One must really distinguish between "knowing" and "having knowledge". Knowing is a process or function. A student who knows has learned how to function using his intellect. "Having knowledge", on the other hand, suggests a bank concept: His personal and social experiences are now preserved, ready for some future use. Clearly, however, the process of knowing is dependent on having knowledge. A student's ability to function intelligently is dependent on the accumulated experience in his bank or his access to other banks. Conversely, having knowledge means nothing unless one can use this knowledge intelligently.

In Global Education, a student knows (uses a global

perspective) because he has available to him an accumulation of global knowledge (Phenix, Philosophy, 298-311).

INTERNATIONAL

The 1965 UNESCO book International Understanding at School tends to be cognitive (although experience oriented). The authors suggest three themes as the basis for a curriculum in international understanding: a) study of the United Nations and its related agencies; b) study of other countries; and c) study of human rights. This is not especially helpful to one who writes curriculum but it is a beginning. The authors stress, however, the additional element of participatory rights for the students involved:

Schools have found that the impact of their programmes depends to a large extent on what might be called the "preconditions" of education for international understanding. An especially important factor is the atmosphere of the school... The principles of human rights should be reflected in the organization and conduct of school life, in classroom methods, and in relations between teachers and students and among teachers themselves. The experience of a number of schools indicates that if pupils are given

a voice in some of the affairs of the schools, and particularly in the planning of activities to be carried out in connection with the project, they gain valuable experience not only in exercising rights but also in handling responsibilities (UNESCO, International Understanding, 23).

The remainder of the book describes approaches and examples of specific projects used by the UNESCO Associated Schools.

A much more recent UNESCO work is the Handbook for the Teaching of Social Studies. It is made clear, however, by Stanley Wronski that "education for citizenship is not the exclusive property of social studies" and that the traditional approach to learning according to the "expanding environment" is outmoded.

Such a neat progression does not correspond with the real experiences of children.

Given almost instantaneous global communications, more and more young children receive messages from all parts of the world. The orderly progression implied by the "expanding environment" is now irrevocably altered (Wronski, 27).

In this same volume, Denis Lawton, the British curriculum

specialist, analyzes the social studies curriculum in terms of a global approach or perspective.

It is easy to deal with a global education curriculum as a package, or series of units in the various disciplines. But this view has been criticized as a "banking concept" of education by Freire in his Pedagogy of the Oppressed (1971). Lawton suggests that the curriculum should be thought of rather as a set of rights in return for the voluntary surrendering of some element of social liberty. As students surrender some liberty to attend school, they acquire the right of access to certain kinds of knowledge and experiences. In this way science and the social sciences give them right of access not just to a good job but to effective participation in a world dominated by these kinds of knowledge. Lawton argues further that this applies to the curriculum of Global Education because rather than include information for its own sake or for the curriculum innovator's sake, the knowledge is selected because it is deemed important for the access rights to an interdependent world which it gives young people.

If we apply this formula for curriculum planning to a variety of countries, it is apparent that some basic rights of access to knowledge fit all nations, although the detailed content in terms of subject-matter

will vary considerably from one country to another. For example, all children have the right to know how their own society has developed historically. They also need to know something about the political, economic and social structure of their society: They can only participate in, and possibly change their society if they have a good understanding of how it works at the moment. And all children have a right to knowledge of world society and international relations, together with recent historical developments at that level (Lawton, 55-6).

Also in the Handbook appears a paper on the "Role of the Social Studies in the International Education of Children and Young People". The curriculum for these authors, Anderson and Becker, rather than a content, is a set of student capacities to be developed. [These capacities are similar to the ones developed by Lee Anderson earlier (Anderson, Goals of Education)]. They are here reduced to three:

1. To perceive and understand their involvement in global society;
2. To make judgements and decisions about world affairs;

3. To exert influence on world affairs.

Even with these capacities, a student is not yet quite ready for the globe. Everything is on a scale and we move along slowly. While developing capacities, amassing knowledge, accumulating experiences, we cannot lose sight of the fact that we are always simply approaching international understanding.

If it is true that the European system of education aims at individuality, is it then to be wondered at that Europeans educated in this way have some difficulty in finding the right place for the organic tribal relationships of the Africans? We may sum it up by saying that to the Europeans "Individuality is the ideal of life", to the Africans the ideal is the right relations with, and behaviour to, other people. No doubt educational philosophy can make a higher synthesis in which these two great truths are one, but the fact remains that while the Europeans place the emphasis on one side the Africans place it on the other (Kenyatta, 124).

Westerners may extoll individuality in Global Education but Africans are more conscious about the community.

Since we also value the community, perhaps we can learn from Kenyatta's point:

While a European can learn something of the externals of African life, its system of kinship and classification, its peculiar arts and picturesque ceremonial, he may still have not yet reached the heart of the problem. In the mass of detail presented to him in what is called "authoritative books", he often loses his way as in a maze of knowledge not yet intelligible because not yet related. With his preconceived ideas, mingled with prejudices, he fails to achieve a more sympathetic and imaginative knowledge, a more human and inward appreciation of the living people, the pupils he teaches, the people he meets on the roads and watches in the gardens. In a word he fails to understand the African with his instinctive tendencies (no doubt very like his own), but trained from his earliest days to habitual ideas, inhibitions and forms of self-expression which have been handed down from one generation to another and which are

foreign, if not absurd, to the European in Africa (Kenyatta, 117-118).

The curriculum in a Global Education can, no doubt, benefit from the point of view of others in the international community. Perhaps an element of this education is "to see ourselves as others see us." According to Mehlinger and Tucker in their study of international education in countries other than the United States:

It is thus the duty of the Japanese people to develop mutual understanding with other peoples, building up world-mindedness and an active desire to improve relations with others (Mehlinger, Tucker, 56).

If other countries are studying Americans, and Americans are studying others perhaps an element of this global curriculum, then, should be how others see us.

In A Guide For the Perplexed, the late philosopher E. F. Schumacher wrote on the significance of this very point:

Self-knowledge to be healthy and complete, must consist of two parts - knowing my own inner world...and "knowing myself as I am known" by others... Without the latter, the former may indeed lead to the grossest and most destructive delusions (Schumacher, 94).

At the United Nations, Assistant Secretary-General Robert Muller is optimistic and spiritual. He would organize his global curriculum, which he calls a "world core curriculum", around categories:

1. Our planetary home and place in the universe
2. Our human family
3. Our place in time
4. The miracle of individual human life.

What sets Muller apart from others who have offered rationales for global studies of some form is his deep spirituality. In his essay "A World Core Curriculum" (1981), he states that certain questions must be asked before beginning any curriculum. Does life and what humans do make any sense? If there is some cosmic force or Creator in the universe, can human beings ascertain what are their objectives, functions, expectations and destination? Is it a duty to find out? He offers intuitive responses to these questions and concludes that, since humanity has become the manager of this planet, there is a responsibility to teach the newcomers so that they can benefit from acquired knowledge, skills and arts of living and pass these on in turn, enhances, to the inheritors of the planet.

NATIONAL

One of the early published discussions of Global Education in the United States was contained in a 1973 Kettering Report which made a number of recommendations for the reform of secondary education. Relative to this curriculum, the authors stated:

The education of the nation's adolescents must be superior to that of their parents. Part of this superiority must be an enhanced sense of the globe as the human environment, and instruction to this end must reflect not only the ancient characteristics of the world, but emerging knowledge of biological and social unity (National Commission, 62).

While this, too, can be considered general we do have reference to a multiplicity of disciplines and also, by implication, to their interrelationships. A further development of curriculum and teacher in-service has been advanced by the Charles Kettering Foundation and the North Central Association than by any other organization (excluding NCSS). Following the 1973 Kettering Report, a Handbook for Global Education was produced in 1977 to start groups of educators thinking about curriculum. By 1977, they were able to produce jointly the first copies of an

entire program of in-service in Global Education. The program focussed on four "essential" themes:

1. Valuing diversity,
2. Understanding the world as an interdependent system,
3. Developing effective working relationships with others,
4. Understanding prevailing world conditions, the process of change, and emerging trends (Kinghorn, Shaw, vii).

Each of these themes was then broken down into goals, then divided into implications for Global Education and implications for school improvement. Last came interdisciplinary suggested ways to respond. At no time was a "package" offered. Jon Rye Kinghorn, who has been and remains the guiding light in this project, emphasized the idea of Global Education as a means of school improvement. His approach may be psychologically more attractive to teachers who continually feel "put upon" by new projects, new courses, new materials. He himself explains the significance of the four themes:

The frame of reference established by these four themes allows the participants to relate what they are learning to their own lives. By relating classroom content to

the themes, teachers can help students see that content in a new, exciting, and useful way.

Over a period of time, possibly several years, each teacher responds to the four themes so students can relate what they are learning to the themes. Global issues need not be introduced every day or with every topic, nor need the themes be connected artificially to the class material.

Teachers are asked only to make responses they feel are appropriate, professionally to judge how to relate their material to an increased global perspective, and to examine and perhaps to improve their present practices. The curriculum component represented by the four themes is not a prescription but rather a program focus for the staff to use for their benefit

(Kinghorn, 453-4).

What Kinghorn, the Kettering Foundation and the North Central Association have done moves the field of Global Education further along the scale of explicitness -- although few if any organizations want to tackle a complete syllabus of instruction. That is left to the individual

local curriculum offices and the schools. Yet not everyone can tolerate this looseness or ambiguity. Writers for the Council for Basic Education are dissatisfied with global educators and their apparent disarray. They do not believe that Global Education is "the answer". Part of their difficulty, perhaps, is their inability to separate the "basics" of Global Education from the exotic practices of some teachers. In the following remarks, the Council for Basic Education author reacts to a conference on "The Successor Generation" held in Washington, March, 1981.

The presentations were well informed, and the following discussions were lively. Yet the conference came to no clear conception of what international studies ought to comprise. Indeed, the disarray of American education was manifest, as far as preparing the successor generation for leadership in the Atlantic or the world community.

Perhaps the chief value of the conference was the bringing together of such a variety of organizations that directly influence American education.

Invited to make a suggestion, CBE's representative urged the Atlantic Council's working group to help give definition to

"international studies". Needed now is definition of components that are suitable and practicable for instruction. What specifically, should elementary school children study? What can they learn? What should and can teenagers study in secondary school?

CBE does not believe "global education" is the answer (Basic Education, November, 1979). Nor will dressing children up in the native costumes of other native children or teaching teenagers how to prepare ethnic foods get the successor generation very far. Good basic education in history, geography, and foreign languages ought to provide a start, however (Council for Basic Education, 10).

Among the plethora of publications on Global Education are many voices, some already cited, who value basics such as language, history, geography, mathematics, the sciences, and the arts. There does not appear to be any suggestion whatsoever that the accumulation of global knowledge and skills obviates the necessity of teaching those fundamental skills and knowledges which are essential to social survival and career or job entrance. What is discussed

appears to be enrichment or rearrangement of the curriculum or both. It is recognized by many authors (including Lasch, 1981 and Stokes, 1981) that what occurs on the local level often determines what happens nationally rather than the reverse; thus, if the "back to basics" movement is a grass roots one, so also might the "Think globally act locally" movement be a grass roots one which is attempting to prove that the seemingly intractable problems of today's planet are in fact manageable.

These arguments for participation and success in beginning to solve problems which are ultimately global however, are tempered by other authors. In an earlier section of this chapter, Ward and Dubos (1972) warned about oversimplification of complex problems, of the dangers of localism and stated that many problems can neither be approached nor solved locally. What many of the new Global Education curricula suggest is a new type of loyalty going beyond mere nationalism. This is not an exclusive nor destructive type of loyalty but rather that which generates a loyalty to the planet as a whole and supplements that of smaller communities -- somewhat like having two countries -- one's own and the planet Earth (Kenworthy, 1970; Ward and Dubos, 1973; Becker, 1973). A social studies text which attempts to do this is one written by Kenworthy entitled Social Studies for the Eighties (1981).

In this, he tries to show, via a "methods" book, how elementary and middle school students can be brought to a global awareness.

Some authors believe, however, that a primarily cognitive education cannot bring about the changes that are necessary for a Global Education to be successful. Rachel Cohen writes about elementary school children. The questions for the reader are -- if this has already been done in the primary grades, what would happen in the secondary? A second question, of course, is then -- if it has not been done in the primary grades, should it be done in the secondary?

Feelings of empathy towards others depend on a sense of personal fulfillment. The accumulation of knowledge will not make the individual feel any closer to his neighbour. It is rather through their own personal experiences, and the analysis of their own behaviour and that of others, that human beings arrive at a better understanding of their own and their fellows' motivations and sentiments and a better appreciation of the relationships which underlie communication between individuals. Consciousness of oneself and

of others not only renders the individual susceptible to change within himself; it also leads him to accept others...

The socio-affective approach is thus essentially based on an experience - or "experience situation" - which the individual shares as a member of a group, which he then describes and analyses in order to express what he has experienced, his attitudes and his reactions, and to become aware of himself, and which he finally generalizes in its relationship to other external, real-life situations.

Thus, in contrast with the "traditional approach", the socio-affective approach has no specific content, nor has it a specific knowledge to impart. It constitutes an objective, which we may define as the creation of the behaviour necessary to achieve international understanding (Cohen, 3-4).

It must quickly be pointed out to the reader that the statement "the socio-affective approach has no specific content" means exactly what it says: the approach has no content. Curriculum includes many elements. While a

global educator may adopt Rachel Cohen's approach to teaching within the curriculum that same global educator would have to deal with a specific content.

Spokespersons for several academic content areas have articulated a global/international approach. Browder (1982), writing in The Bulletin of Atomic Scientists, states that science is completely international, that it is even more transnational in its roots than political, social or cultural conditions. A long-term view of the nation's future, he explains, demands a more extensive implementation in education of the international scientific component. There is, he concludes, a national crisis in preparation for the future and there has been a curious silence, even complacency in the United States scene.

Former President of the National Council of Teachers of English, Alan Purves, in what he termed an "undelivered presidential address", wrote:

So many of us consider that we are alone.
So many think that what happens to us in
Massachusetts, or Illinois, or Arizona is
the only reality. To be sure, such thinking
is natural and human. But as teachers of
language and literature, surely one of our
reponsibilities is to the imagination. And
surely we should be able to imagine the

problems of teachers of Farsi in Iran, of Setswana in Botswana, of Mandarin in Peking, of Portuguese in Brazil. They are us and we are they...(Purves, On the Metamorphosis, 18).

Literature is indeed a challenge to the imagination. In it one can travel the globe, suffer the deprivations of famine in India, the shifting Sahelian sand dunes, the flood, the earthquakes, the joys, the sorrows and the aspiration of fellow human beings in all corners of the globe and bring it all as experience, albeit vicarious, into the classroom. The author of this dissertation discussed the global element of the English curriculum in an article in the English Journal (Swift, 1980).

Because of the holistic nature of global issues and the interrelationships between the various subject matters, it is well to consider the admonition by Becher and MacLure (1978) that critics have a tendency to point at the competitive acquisitiveness of separate disciplines. Every group of subject matter specialists, not the least of whom are the interdisciplinarians, want to claim the maximum number of goals for their teaching. If all these goals were actually taught then the curriculum would be grossly redundant. Richard Pring (1975) offers several reasons to support the interdisciplinary approach:

1. Education includes integrating the disciplines to bring them to bear on a problem which does not fit the limits of one discipline;
2. The student's curiosity and free inquiry are the final systematization of knowledge;
3. The very method of inquiry is unitary and there is no justification for the proliferation of methods of understanding upon which disciplinary fragmentation is often based;
4. The value of knowledge depends on needs, needs give selection, direction and purpose and thereby integration;
5. Certain concepts (e.g. power, communication) are so complex, so central to our deliberations, that they need special examination and offer fresh entries to different areas of knowledge (Pring, 272-8).

Interdisciplinary, cross-cultural and international curricula have been the main topic of several well-known works, among which are two yearbooks by ASCD -- the 1973 Education for Peace and the 1978 Improving the Human

Condition. The National Education Association, in 1979, released Mehlinger, Hutson, Smith, and Wright's book Global Studies for American Schools which made four assumptions about curriculum for a Global Education:

1. American youth must acquire knowledge, attitudes, and skills that will enhance their capacity to cope with world developments;
2. Eleven to thirteen-year-olds are at an optimum age to undertake a serious study of world developments;
3. It is possible to design instructional materials which treat important social phenomena while anchoring the lessons in areas of interest to young adolescents;
4. Studying about the world from a global perspective will help students develop important skills and attitudes more readily than the more typical regional-cultural approach to world geography.

It is to be noted in passing that this emphasis is on the social studies and that the assumptions are less than concrete. On which of these can a curriculum be built?

The last ten years have seen many national conferences on

global/international studies. From the "National Seminar on the Implementation of International Schools", however, came a book of the Proceedings. In it are discussed at length issues in curriculum related to international studies from the point of view of the arts, languages, humanities, mathematics, sciences, physical, vocational and home economic education along with other topics such as school organization, student recruitment and teacher preparation (Purves, 1981).

Yet Global Education in the curriculum whether elementary, secondary, or tertiary level can be both formal and informal. H. Thomas Collins in an article in Principal lists what should be happening in the total curriculum if the school considers itself globally-oriented. It should:

1. Pay special attention to the concepts of "systems" and "interdependence" and emphasize that problems, choices, and solutions are interconnected and must be dealt with in an integrated manner;
2. Be future oriented and include consideration of the unintended or unanticipated outcomes ("surprise" effects) of our present actions;
3. View all subject areas as sources of data and not be limited to traditional

- content or sources of information;
4. Focus on a limited number of major concepts that are repeated at multiple grade levels;
 5. Include the study of important global issues at levels of sophistication suitable to the age and interests of students;
 6. Concern itself with informal, out-of-school learning and use the local community as a minilab;
 7. Feature cross-cultural awareness and consideration of other people's perceptions of issues and realities in a multiethnic, pluralistic society and world;
 8. Teach that individual humans -- men and women equally -- can make a difference, while avoiding unwarranted optimism or excessive pessimism;
 9. Build on a solid knowledge and understanding of the local community, the state, and the nation as prerequisites to global understanding.
- (Collins, East of Gibraltar, 16-17).

Textbooks are appearing (again in the social studies) which offer this global and human species orientation. Windows on Our World (1976) was certainly one of the first, edited by the global educator Lee Anderson. Global Insights, in 1980, emphasized, too, the human side of the world and the similar goals, needs, problems and aspirations of its interrelated inhabitants. In their Preface, the authors state:

The learning objectives of Global Insights are not limited entirely to skill development. It also is the objective of the text to develop the attitudes of empathy and tolerance and the capacity to understand and relate well to others. For this reason, the text focuses on people rather than on nation-states or institutions (Farah, Flickema, Hantula, Johnson, Kane, Karls, Leppert, 3).

Some authors have focussed on specific skills or knowledge to be developed in the curriculum. Peace education and conflict are common topics. Roger Fisher is the author of an unusually simple book for high school readers on International Conflict for Beginners (1969). Dealing with confrontation is a difficult task: Fisher simplifies it. For those concerned with the ethical and theological

perspectives, Jegen and Wilber have written Growth with Equity (1979) which explores aspects of development education and responsible means of action for dealing with the global problem of hunger. For those especially concerned with the role of values, Jack R. Fraenkel prepared a position paper for the Center for Global Perspectives project, "Global Perspectives: A Humanistic Influence on the Curriculum" (1976), entitled "The Role of Values in Developing a Global Perspective". At a May, 1982, conference in Easton, Maryland, entitled "Shaping the Future of Global Education", a number of leading globalists reported on the current state of Global Education nationally. Among these was Mary Soley who gave an interim report on the "Global Studies in Geography Project". She discussed the knowledge domain, the skills to be developed and the perspective to be sought in this model curriculum. While dwelling on the area of geography in particular she, nonetheless, questioned what knowledge is most important and stated that one of the project's tasks was "to enhance student capacity for perspective development, by providing instruction in three areas: self-awareness, group-awareness and cross-cultural awareness" (Soley, 13). Her concern was for the proper instruction for students at a level appropriate to their cognitive, ethical and emotional maturity. A similar concern is treated at length by

Judith V. Torney in "Psychological and Institutional Obstacles to the Global Perspective in Education", a chapter in Schooling for a Global Age (1979).

It appears that the type of curriculum envisaged as "global" necessitates a strong sense of responsibility. Piaget, whose work on cognitive development has been described at great length in the literature and whose findings cannot be ignored, views moral development as following its own sequence of three stages (Piaget, 1948). They are: a blind obedience stage, an interpretation-of-the-rules stage and an interpretation-of-the-act stage. While he believes that the second stage - the switch from objective to subjective moral judgements occurs about the age of seven - it can occur later. Those who teach in secondary schools will find a cross section of stage two and three students. A global perspective requires facility beyond the second stage. In addition to this, however, Piaget reports that children between the ages of five and fourteen move spatially from an egocentric view of their environment to one of sociocentricity. (This goes beyond his 1929 Child's Perception of the World.) In the more recent research, he postulates that the developmental notion of country follows three stages: nation/state/town have equal importance in the first stage; in the second stage, he does not believe that state and town are a part

of the nation although he realizes they are in it; by the third stage, the child has made the necessary cognitive adjustments (Mehlinger, 567).

Kohlberg's research has also contributed to the global approach inasmuch as he has attempted to establish universals of moral development by expanding his research and conclusions to many cultures.

The resulting research from these and other persons points to a high school student who is aware of nationhood and the world, can make increasingly complex moral decisions, and is in the midst of an identity search which is largely brought about by his social and cultural environment. It is with this student that many wish to create a secondary curriculum that will be called a Global Education.

Several authors have attempted to find a focus or set of organizing themes on which to hang this global curriculum. The North Central Association's "Four Essential Themes" have already been discussed. The New York based clearinghouse, Global Perspectives in Education (formerly the Center for Global Perspectives) suggests four concepts: communication, change, conflict (and resolution) and interdependence. In addition, they add four types of competencies:

- the perception of one's involvement in
the world system;

- making decisions;
- making judgements; and
- exercising influence.

Joyce and Alleman-Brooks (1979) suggest a set of roles and organizing themes which are pertinent throughout the globe. While these are found in a book about elementary and middle school social studies, they seem particularly appropriate for K-12 interdisciplinary attention.

Lifelong Roles

Family Membership

Citizenship

Occupation

Avocation (leisure time)

Personal Efficiency (goal setting and accomplishment)

Organizing Themes

Consumerism

Ecology

Energy

Government and Politics

Human Equality

Human Life Cycle

Intercultural Relations

Legal System

Media/Communication

Morality

Alternative Futures (Joyce, Alleman-Brooks, 5-8).

And what do writers say about study of the future in a Global Education curriculum? As can be seen from the foregoing review, some writers see a Global Education in economic terms, some in psychosocial, some in cultural, some in technological terms. Some are pessimistic.

This education for the future is not going to be an easy task says Gerald L. Kincaid in his 1979 article "Learning to Live in a Global Village" because the world is faced with a number of dilemmas about which citizens everywhere currently feel impotent.

1. Interdependence requires trust and cooperation; present vested interests produce distrust and conflict.
2. There is a need to reduce consumption of nonrenewable resources, but that would increase unemployment.
3. Inflation should be reduced; but, under our present system, that would cause unemployment.
4. Rising unemployment and inflation.
5. There is a need for economic equity and justice for the "have-nots", but, under

the present system, that could reduce the "haves" to a level that could be disastrous for the total society (Kincaid, 108-9).

A futuristic approach to Global Education, according to Iozzi and Cheu, should develop the skills necessary for complex problem solving and decision-making in order to tackle these dilemmas. (On this many authors seem to be agreed.) The projected global issues will be largely moral and ethical but cast in a social, scientific or technological context. Accordingly, the goals of such an education should be:

1. Increased skills in dealing with problems containing multiple interacting variables;
2. Increased decision-making/problem-solving skills incorporating a wider societal perspective;
3. Increased critical thinking in the evaluation of consequences and implications of alternative actions;
4. Increased knowledge of the broad issues emerging and projected for the next quarter century and beyond (Iozzi, Cheu, 124).

Their suggestion is that if an alternative curriculum model is being sought, the best response is the socio-scientific reasoning model. Combining theories from both Piaget and Kohlberg, this model, which they describe in detail,

is the incorporation of the hypothetico-deductive mode of problem-solving with the social and moral/ethical concerns of decision-making (Iozzi, Cheu, 126).

To achieve these problem-solving and decision-making skills in education for the future will be difficult -- especially in the traditional setting because in this setting little has been done to study complex systems at work.

Occasionally, one system at a time has been studied -- such as the economy or the environment. This doesn't help, however, because what is missing is a study of the complexity itself, the interrelationships of two or more variables. One area of study does just this. It is called the "general systems theory" and, according to Kauffman (1976) should have a place in the curriculum since it has radically transformed almost every area of science - social, physical, biological. This system's theory is especially important for all future-oriented education. Of course, Kauffman states, it is important to distinguish between the human and the natural systems. In the former, there is a unique capacity for imagining the future, seeing

alternatives and acting to cause change in the world.

In her doctoral dissertation, Sherry Schiller (1980) related both futurism and Global Education as inseparable aspects of the same global content of the theories and philosophies of many leading futurists, and the relationship to a global perspective. This perspective may be indicative of a kind of revolution. But then, we are living in a type of revolution says Charles Reich -- quoted in Futures Conditional.

There is a revolution coming. It will not be like the revolutions of the past. It will originate with the individual and with culture, and it will change the political structure only as its final act. It will not require violence to succeed, and it cannot be successfully resisted by violence. This is the revolution of the new generation (Theobald, 97).

What does this revolution mean in terms of the secondary curriculum? Who or what will effect it? That the schools respond to public priorities for education is a fundamental principle in curriculum building.

Speaking to the Society of Education Officers in London in 1973, Mr. Edward Heath, then Prime Minister, said:

We try as a society to indicate to the

professionals the human values, the social attitudes, the cultural traditions, the range of skills we wish them to foster in the young people we entrust to their charge. Thereafter we leave it to their professional responsibility and expertise to decide how to translate our wishes into courses and syllabuses and methods of teaching and learning designed as fast as possible to meet the needs of each individual (Becher and Maclure, 47).

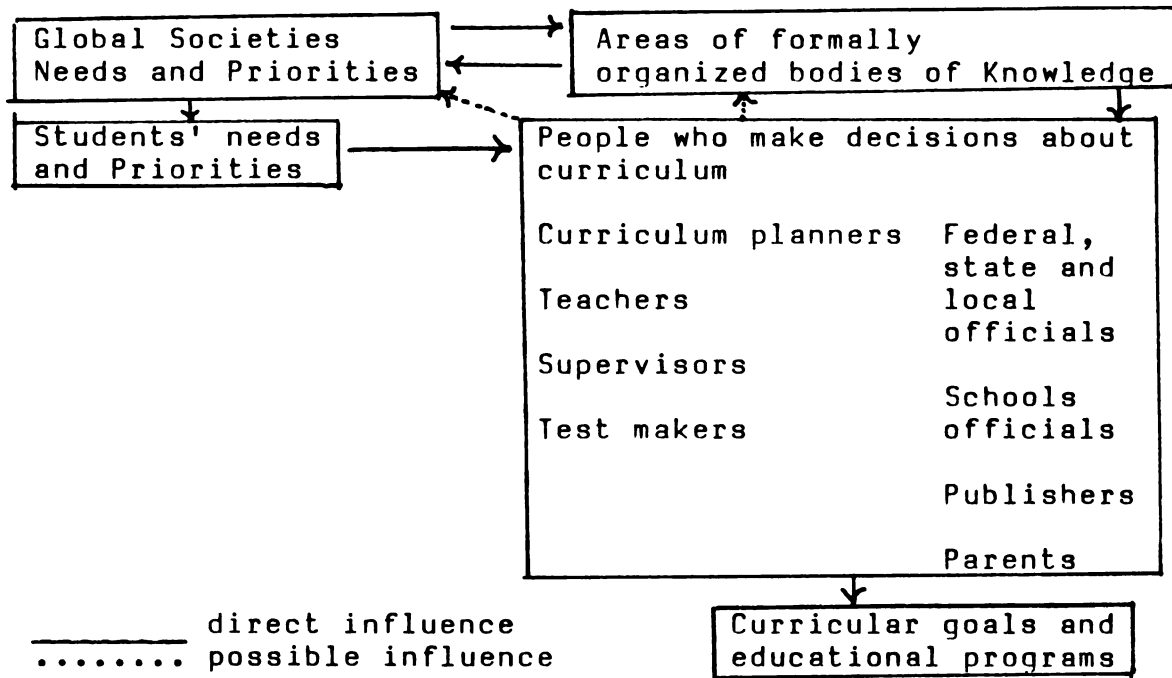
That same year in the United States, after an exhaustive study of secondary education, the National Commission on the Reform of Secondary Education stated that the purpose of public secondary school education is to provide quality educational opportunities for both the common and the unique needs of the students. This quality education means, in terms of common needs, the ability to perform basic skills, in terms of unique needs, the ability to use knowledge and skills for success in future work or leisure. To do this, the school must diagnose need and prescribe action. One must realize, however, that

because American schools serve the needs of society, the purposes of education must be modified as society changes. If

educational goals are to be of practical value, they cannot clash with the realities of a changing economic and social situation. They must be developed in a participatory way with input from students, parents, and the general citizenry. The values which legitimize educational goals are the product of experience, and to a degree they change with experience. If the schools are to be responsive to society, educational goals must be reconstituted periodically (National Commission, 25-7).

To reconstitute educational goals is neither easy nor instantaneous. Responding to society means determining the condition of society: needs, goals, problems, resources etc. Many influences are at work and the determination of what capacities will be nurtured and which values will be inculcated in students is itself subject to many influences. These are summarized in this author's adaptation of a scheme by Denis Lawton:

FIGURE I: ADAPTATION OF LAWTON SCHEMA



(Lawton, "Foundation for the Social Studies", 37)

The scale of global change with which young people are faced is enormous -- from technology to the arts. A global culture is emerging which is affecting societies throughout the world in a very profound way. Though schools and teachers play a key role in this preparation for the future (according to the authors and reports cited in this chapter) their influence may be less than educators would like. Reynolds and Skilbeck (1976) suggest that despite the minimal power which teachers and schools might have to influence society, the scale of social change is such that it places a professional obligation on education to foster a reflective, an active response to cultural change. Most important of all the variables is the response of the teachers themselves and the kind of model they become to their students.

In a National Education Association sponsored study (1977), Harold G. Shane and his committee offered a number of conclusions to assist both school and teacher to focus on future curricular issues:

1. The concern for a global community has emphasized for educators the need to stress the concepts of multiethnic, polycultural and multilingual education in both United States and other pluralistic societies;

2. As a positive force for peace in a world capable of destroying itself, education must provide survival skills in conflict resolution and in learning to replace narrow nationalism with international perspectives, discrimination with equity and authoritarianism with participation;
3. Learning is a continuum of experiences from childhood to old age;
4. The value of the learner's experiences may be more important than the routes taken even if they go beyond the schools;
5. A consensus needs to be reached on "commandments" for protection and care of the resources of an overexploited environment.

The majority of the authors cited in this chapter closely link the study of global issues with a study of the future. Yet educational systems across the nation are unwilling to accept responsibility for initiating programs that examine the future.

One reason for this neglect of future issues in formal education is the implicit

and unquestioned faith in learning by shock...

They continue to maintain practices and methods that can best be described as obsolete, over-specialized, incomplete, or inappropriate -- in short, irrelevant.

Long "learning lags" are accepted as inevitable; interdisciplinary studies are rejected in favor of specialization; vital issues and perspectives are neglected or in some cases considered taboo...

There are many cases where such learning lags may be thirty years or longer, by which time the original reason for the change may have disappeared (Botkin, Elmandjra, Malitza, 68-9).

Contemporary reasons for changes, however, appear to be so great that they simply cannot disappear. They can only increase the crises or be dealt with immediately. The global educators in this chapter have said that education is one way of dealing with the crises, that curriculum is what has to be changed to fit global and individual needs and that what is done in the classroom must reflect an image of the future for young people who will be living most of their lives on a 21st century planet.

When we make judgements or predictions about a probable world of the future, we are voicing a call to action whether we realize it or not. That is, forecasts tend to suggest how we best can adapt to our assumptions about changing conditions (Shane, 14).

CURRENT PROJECTS

While there is an increasing proliferation of K-12 Global Education programs, available evaluation evidence is scant.

This is probably due to the fact that the organizers spend most of their energy on promoting the program and finding support and therefore do not have the time or interest to stand back and review the work they have done - unless it is expressly required by those who fund the program. The New York Times for October 26, 1982, generalizes that times in education are changing. They cite one or two documents which they claim have demonstrated that the schools are ready for Global Education. Their interpretation is that the documents stress an infusion approach to the curriculum rather than the addition of a separate course. What they are referring to primarily is a pamphlet put out by the American Association of School Administrators entitled Global Education; A Personal Experience. These authors described 17 programs with 12 different approaches. They

are descriptive, however. As in so many of these documents, there is little evaluation except to say that these seventeen programs - of all those examined - are programs that are working.

The report done by Dr. James Becker and Merry Merryfield entitled Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects does evaluate several projects to find out how "they were operated and what those most closely associated with them learned that might benefit other such efforts" (Becker, Merryfield, 1).

The authors chose 20 Midwest projects from 50 nationally, then focussed on six which they believed were most representative. Qualitative methods were the basis of their data collection using multiple interviews and documentation. The six projects were selected on the basis of diversity in scope, funding, background or base, geographic area and audience served. Their findings suggested that there was a commonality of purpose and perhaps even strength in the diversity of the projects although an intellectual vagueness which could contribute to lack of support in academia; only projects with strong local or regional links are likely to survive; the best national support may be a coalition of co-equal partners rather than a heavy, centralized national office; key

leaders play a crucial role in the survivability of a project; materials used provide a clue to the focus of the program and contribute to its success; inservice for teachers contributes to the success of the programs.

They conclude with their findings on the leadership characteristics of the successful program: ability to function effectively within local controls, awareness of what is happening elsewhere in the field, willingness to attend to the political and personality factors affecting the project and sensitivity to the culture of the school.

Writing in the September, 1981 (V. 2, No. 1) issue of the Global Educator, Robert Hanvey examines several high school magnet programs in international studies - Atlanta, Milwaukee and Cincinnati. Like the Livonia School of Global Education these are schools-within-schools. Hanvey writes with approval on the advantage of racial mix in these magnet programs, on the important foreign language element in each curriculum and on the emphasis on language use in communication. Yet he draws the attention of the reader to several special advantages: first of these is the extent of administrative support that is shown even in the personal involvement of the administrators themselves. An expression of this is the fact that a full time coordinator is assigned to the program. Finally, there is a special academic connection with local professors who

take a special interest and devote time even to chairing local curriculum committees.

Michigan's four Global Education projects have not yet received a published evaluation. However, the staff of the State Department of Education did "in-house" evaluations throughout the duration of the three projects which have terminated - Menominee, Grand Rapids and Farmington - and for the continuing School of Global Education in Livonia. In a recent interview, Dr. John Chapman, Social Studies Consultant with the Department and closely associated with the projects, indicated that the main state or even national benefits derived from the projects were first awareness in educational circles (especially Michigan) that there was a need and that there could be several useful responses. In addition, there was the reaction of the public. "The fact that we said we were funding made people around the state say, 'If they're giving that much there must be something we should do in that area even if we didn't get the funds'." As a result of this awareness, certain goals were imbedded in the State objectives for social studies and fine arts - goals which furthered a global perspective. Certainly, he believes, a long term gain was entry into the bureaucracy - in spite of the fact that he has found little administrative support for the programs beyond the seed-money first granted. In the two

longest living projects, it was - in his opinion - the charisma of the Directors which prolonged the life of the projects. In the case of Menominee, when the Director left, the project ceased to exist. In retrospect, says Chapman, "we did not give those project directors enough of a framework at the start as to what are the parameters... What is it you want us to do?... And they themselves were not involved in some other projects to (be able) to say... I've finished three years. Now you can give me the money and I'll know what to do" (Chapman, 1983).

In a report published by the University of Pittsburgh and the National Council of Foreign Language and International Studies, Professor Paul Watson presents profiles of 14 national Global Education projects: 8 were visited and profiled, 6 only profiled on their own literature. These are again, however, just that - profiles. There is no attempt to evaluate in detail. In a sense, the evaluation is implicit: they are, after all, chosen from out of all the national programs which work.

His findings are particularly useful, however, in delineating the differences between regular high school diploma programs and the international projects. He found that each project differed in some or all of the following ways: a foreign language requirement; a higher level of expectation of student performance; a greater definition of

course requirements over-all; greater demands on teachers; more coordination of curriculum and instruction across subject matter lines; closer ties with at least some community organizations and groups; a greater sense of community among students, among teachers, and among students and teachers; specific content changes in at least a substantial number of course offerings. He concluded that "the programs visited are important contributions to dealing with what the internationalist would consider as imperative in American Education... Those who follow the pioneers, if they do their job well, will bring American education to the point of establishing international studies as a necessary and accepted component of the system (Watson, 39-40)."

CONCLUSIONS

Having examined the literature relating to political, economic and ecological issues, to cultural and intercultural aspects of education, to rationales for including a form of global education in the schools and to discussions of curriculum issues, it is now possible to extract from all these certain conclusions. Is there such a curriculum as Global Education? The answer is, apparently, yes. Of what does it consist? There are essentially three areas: Knowledge, attitudes and experience/participation. Whatever method is used to

deliver this curriculum, it cannot be considered simply as a course, either in one academic discipline or in several. A Global Education necessitates the acquiring of a perspective. Regardless of whether this education is introduced at an elementary, secondary or tertiary level it takes place over a period of several years. It would attempt to ensure that students' future behavior would reflect certain elements. In addition, to augment the strength and lasting effect of the instruction and experiences, a concerted effort would have to be made to enlist the support of those people, previously listed, who make the decisions about curriculum.

I. KNOWLEDGE

A. Knowledge about:

1. Their own ethnic roots and cultures
2. The geography and sociology of the United States and the world as multi-cultural societies
3. The history and development of major societies and their impact on contemporary world conditions and events
4. The planetary environment and its interdependent systems
5. The location, significance and extent of global national resources
6. The principles, development and potential of

science and technology on the planet and the human species

7. The development, problems and potential of law and government, local to global
8. Alternative solutions used and to be used to maintain peace in conflict situations
9. Future dangers and opportunities and the possible modifications necessary in human behavior
10. The interplay of the various academic disciplines to bring a holistic rather than a single-disciplinary response to a problem
11. A foreign language

B. Knowing how to:

1. Identify and assess their own and others' connection with global issues containing multiple interacting variables
2. Make judgements and decisions regarding the interdependence of global human rights and responsibilities
3. Exert influence for local, national and global change
4. Determine global trends and evaluate alternative responses

C. Having an understanding of the concepts:

Interdependence, change, power, human rights, conflict,

cultural identity, intercultural communication, species responsibility and related concepts.

II. ATTITUDES

1. Interest in learning about other peoples and cultures
2. Willingness to re-assess one's own views
3. Respect for others' views, faiths, cultures, and customs
4. Willingness to accept humanity's unity in diversity
5. Willingness to seek peaceful solutions to conflict
6. Tendency to be compassionate, empathic
7. Acceptance that the world community is interdependent
8. Acceptance that one can have various loyalties from local to global
9. Readiness to accept that responsible citizenship for the future includes planet awareness and shared responsibility.

VALUES: While peace, equality, altruism, compassion, empathy, truth and critical consciousness are a representative few, the ultimate value is that it is worthwhile having this knowledge, these attitudes and values and then acting on them.

III. EXPERIENCE/PARTICIPATION

A Global Education which aims at critical consciousness requires the experiences that comes from the students direct participation in learning over a period of time.

This education is a lifelong process for which participation acts as motivation, clarification and reinforcement. Especially important is the attempt to give the students a voice in the planning of activities to be carried out in connection with any of the projects for international understanding; thus, they gain experience not only in identifying and handling human rights but in recognizing and dealing with the consequences of action. These experiences are both developmental and cumulative.

It may be useful to the reader to see those global issues most frequently mentioned in the literature. Certainly, any curriculum in Global Education would have to deal with one or more of these depending on the type and duration of the courses.

FREQUENTLY CITED GLOBAL ISSUES

1. Overpopulation
2. Depletion of Natural Resources
3. Environmental Pollution
4. Cross-cultural Relations
5. World System Interdependence and Reciprocity
6. Alternative Futures
7. Economic Distribution, Equity and Justice
8. Denial of Human Rights
9. Intergroup Conflict
10. Nuclear Arms Proliferation

11. Energy Sources

12. Malnutrition and Inadequate Health Care

Most of those educators involved in curriculum building seem to feel that certain of these issues deserve immediate attention - namely, malnutrition and inadequate health care, conflict, nuclear arms proliferation and overpopulation. These topics and the others are appearing more and more frequently in professional journals, newsletters and curriculum reports when groups throughout the country begin to examine needs and possible responses as a result of their increased awareness brought about by early global educators.

In brief, according to the literature reviewed in this chapter, there is such a concept as Global Education. It deals with issues which are internationally and mutually vital. It necessitates a global perspective which is achieved by acquiring knowledge, developing attitudes and participating in learning experiences, the majority of which have been identified in the concluding section of this chapter.

CHAPTER III

LANGUAGE ARTS:

THE DEVELOPMENT OF MULTICULTURAL AND GLOBAL ASPECTS

CHAPTER III
LANGUAGE ARTS: THE DEVELOPMENT OF MULTICULTURAL AND
GLOBAL ASPECTS
INTRODUCTION

From the reading in the previous chapter, one might consider two distinct levels of awareness and two areas of study in a Global Education. The first level of awareness is that of need - the need to know how little we know about the world and how we are related; the second level is awareness of a body of information and skills which will help us participate effectively in today's world. This information leads us to two areas of studies: the first concerns global issues such as hunger, overpopulation, human rights etc.; the second of these deals with the cultures of the peoples of the world - this includes their languages and literature, their sociology, their arts and crafts, religions, history, geography and politics.

For English teachers, the primary area is culture. That is not to say they cannot or should not deal with what appears to be outside language and literature. By virtue of skills and knowledge these teachers are facilitators of cultural communication. Their global approach, then, is cultural - or, better still, multicultural. As a result of this, English education has approached Global Education by a

devious route. That is not to say, of course, that it has been more devious than other disciplines. Late developments touch interest beyond the arts - a concern for the literature and writing in science and technology and the global issues contained within. There is a beginning to this development.

THE NINETEENTH CENTURY AND BEFORE

American society was born in mono-culturalism and segregation. Those settlers who, in flight from Western Europe, founded their colonies, fully intended to maintain these conditions and, in 1642, recognized sufficiently the necessity of education to pass, in Massachusetts, the Nation's first compulsory education act. As the colonies became these United States, however, the diversity of the population greatly increased and brought about various changes. This was particularly true in education since the growing emergence of the "lower" classes in such a democracy brought with it new awareness, new needs - indeed new demands.

The attitudes of Americans toward foreign immigration in the first three-quarters of the nineteenth century may correctly be described as ambiguous. On the one hand, immigrants were much desired to swell the population and importance of

the states and territories...on the other hand, the arrival in an overwhelmingly Protestant society of large numbers of poverty-stricken Irish Catholics who settled in groups in the slums of eastern cities activated dormant fears of 'Popery' and Rome (Gordon, 91-2).

This unsettled feeling of which so many Americans complained was only to increase. What, at first, was difference of religious views became class, national, ethnic, and cultural differences as the United States moved inexorably forward to a twentieth century multicultural society. Class, culture, and American education became well-nigh inseparable. Everything in the schools' developing nineteenth century curriculum emphasized a literary standard which was a vestige of Matthew Arnold's larger doctrine of culture. The university entrance examinations served no less to propagate this doctrine.

It is difficult to transpose that doctrine from its nineteenth century setting, just as it is difficult to separate it from a genteel tradition in American arts and letters which supported it. Developing from mid-century, it was an aesthetic which offered a kind of polite refinement and

moral edification. A major feature of this genteel cultural stance was its celebration of an earlier, purer American past. Art, and literary art in particular, was a defense against the moral crudities of the present (Piche, 23).

During the last few years of the nineteenth century, Henry Beers of Yale University put the attitude toward a multicultural society and its literary products in perspective by complaining sadly that the "American nightingale had stopped singing." Nevertheless, he concluded, even that silence was preferable to the:

...notes of these foreign songbirds...
 novelists and poets in this country who
 strike no root in American soil, who are
 neither in the English nor in the older
 American tradition...(but who are)
 Italians, Russians, Jews, Irish
 Germans(sic), Slavs (cited in Lewisohn,
 98).

Although the last twenty-five years of that century had begun with a long debate on the failure of schools to teach the "basics" - English speech and writing, by the mid-eighties English as a subject had become more significant, marked by increasing attention to the ordered

discipline of literary analysis. But this attention to literature was brought about because of an intimate association with university classicists, those guardians of nineteenth century "culture". Public education - beyond mere literacy - was based on preparation for the university where a student would reach those socio-cultural goals of humane cultivation with a good sprinkling of religious indoctrination. Certainly the "Great Books" - the classics - were a vital part of this accepted regime and their very title litterae humaniores suggested that anything other than they would have to be considered less human. It is this attitude that led Harry Levin to refer to them as "the archaic masks of gentlemanly caste" (Levin, 355).

Thus, in the face of increasing ethnic and linguistic diversity, various literatures and their hotly debated values, as well as the practical arts of language, became an insolvable multicultural problem in the high school English curriculum.

In their book, Minorities and the American Promise, Stewart and Mildred Cole examine the concept of culture and, in particular, the complexity of that culture called "American". Their conclusion is that:

If American education is to fit youth for living in a society whose structure and dynamics are so largely determined by a

diversity of culture-group interest, then every classroom of the nation must share in answering the question: How can boys and girls, who themselves personify divergent cultural heritages, learn to understand, accept, appreciate, and respect their physical and social differences and at the same time unite their understandings and loyalties so that the American people may become 'one nation, indivisible, with liberty and justice for all'?

What is confusing, perhaps, is the apparent dichotomy between an anthropological definition of culture as that which "encompasses the behaviors, beliefs, and attitudes, and also the products of human activity, that are characteristic of a particular society or population" (Ember, 23), and the everyday connotation we give to culture that it is "a desirable quality that we can acquire by attending a sufficient number of plays and concerts and trudging through several miles of art galleries" (Ember, 23). It is clear to see, however, that our everyday definition is intimately linked with the values of pre-twentieth century Western Europe.

The term "multicultural education" has a wide range of

meanings relating to the multiple cultural, racial, religious and socio-economic relationships within the school and community. To avoid giving the impression that there can be, within the education system, a separate strand identified in the same way as science education, mathematics education, or social science education, perhaps the term "education for a multi-cultural society" would seem more appropriate.

EARLY TWENTIETH CENTURY

Between 1885 and 1951, millions of rural citizens as well as European immigrants arrived in the cities. These migrants, pluralistic in life styles and mainly polyglot - settled in squalid tenements near factories which provided them with finances at subsistence level. Here the one-roomed school was no longer adequate. Pleas for education reform became a demand as social workers like Jane Addams and educators such as John Dewey and William Heard Kilpatrick faced the problem of developing an educated citizenry in a pluralistic democracy.

At the turn of the century, only a few of those eligible American teenagers attended a secondary school. That school, a relic of the 18th and 19th century, having changed but little, incorporated a curriculum which was decidedly aristocratic and anachronistic. Criticism of the school increased as leaders in government and education

responded by modifying curriculum here and there, certifying teachers, and centralizing schools. Programs were developed to Americanize the foreigners, emphasizing conformity to white, middle-class, Western European values of patriotism, culture, cleanliness and social living. The school became the stage for this neutralizing process known as the "Melting Pot" and, by 1920, the public school was extended to include a possible twelve years of preparation for democracy and, ultimately, a pluralism unforeseen by those earlier generations.

Percival Chubb, who for a time was Director of the Ethical Culture School in New York, was a pioneer at the turn of century in emphasizing the cultural and civic values of the English curriculum rather than the purely academic. He conceived the responsibility of the English teacher to be more than the molding of intelligent readers, capable writers and talkers (a task he did not denigrate). He saw this subject as one which has a vital role to play in the formation of character and social values, in the spiritual enlargement and discipline of young hearts and minds which are, in some way, to be touched by this English teacher. He was not only humane but prophetic when he wrote:

We must have "persons" to teach and to beget personality in the young. The more machine-driven civilization becomes, the

more personal power and individuality must we generate by education to ensoul the growing bulk of regimented workers and the swelling plants where they congregate. Education must drive after the "making of souls," not in squads, but singly and individually. Recognizing that modern industry is a large-scale assemblage of "parts" - parts of men included - education must save the situation by laying hold upon the whole man. As this salvation from the minutely subdivided, routine work of the big factory and big-scale industry must, for the present at least, be accomplished largely through men's leisure, I believe that the greatest call of the hour on humanistic education, in which English takes the lead, is to train for the right use of leisure (Chubb, XV).

Reading has a significant role because it is in books that the child vicariously experiences the values of other kinds of people in the neighborhood of the world. Chubb showed an incisive awareness of the developing child and the socio-psychological stages at which a perception of the

world and its diverse people begins.

Uncharacteristically of his time, he expressed concern about our weak perspective of the world, and tied this in with what, to him, seemed a logical process - that of Americanization. While the following was written in the 1902 first edition of his book, The Teaching of English in the Elementary and Secondary School, it is curious to note that it remained unchanged in the 1930 edition:

We know the tragic results of a narrow nationalism not yoked with a generous internationalism; so that American citizenship must be consonant with world citizenship. Americanism and Americanization necessarily comes first; but it cannot be divorced from world citizenship. Now, America has been world-settled...the most mixed and cosmopolitan nation in the world. Hence our need of this dual consciousness and outlook. This is why our literary diet should meet this twofold purpose of making us good and distinctive Americans - good citizens of this republic; and at the same time good citizens of the world, good national neighbors (Chubb, 562-3).

The social or ethical change of education has always been carried by literature from the beginnings of our recorded civilizations. Recall Plato's argument in The Republic: In order to discuss the good life, we have to discuss the good society - but in order to discuss the good society we have to discuss the kind of education that will bring it about and maintain it; thus, there is no image of the good life that does not necessitate a set of educational objectives.

The English curriculum in the early years of the century was based on a philosophy which sprang from Western Europe. That literature bears the burden of carrying both culture and ethics is averred by many who strongly influenced American English classes - the teachers of English literature in England. In 1908, William MacPherson, English Master in a county secondary school in Kent, wrote:

...it may be asserted, on the principle of 'Art for Art's sake,' that the ethical element in literature is essentially irrelevant and should be for the educated critic a negligible quantity. To this it may be replied that the teacher is concerned not with the trained critic but with the immature student; nevertheless, apart from this

consideration, and from the standpoint of method it is important that we should form some idea of the meaning and value that belongs to this principle of 'Art for Art's Sake'. Since all literature may be regarded as an imitation of life, the principle cannot mean that literature is indifferent to moral distinctions: they exist in the universe, and therefore they must be reflected in literature (MacPherson, 9).

What is fascinating is the paucity of reference to the ethics involved in imposing a literature and a culture on people of such diverse ethnic, national, and socio-economic values. This imposition is what constituted the process known as assimilation, or metaphorically as the "melting pot". Since up to forty million southern and eastern European immigrants consisting of Czechs, Moravians, Poles, Slovaks, Jews, and Greeks poured into the United States in the 1800's, solutions had to be found to take care of them in our schools: There were three (Baptiste, 10).

The first of these was the process of assimilation. This "melting pot" concept was one first-forwarded by de Crevecoeur in the 18th century and propelled through time as far as the 1980s. It was and is a myth which gave

hope of assimilation into the teeming multitudes of the new land with a golden future to millions of immigrants who joined with Israel Zangwill in his 1909 play, The Melting Pot, to romanticize optimistically:

It is the Fires of God round His Crucible.

There she lies, the great Melting Pot -
listen! Can't you hear the roaring and
the bubbling? There gapes her mouth - her
harbour where a thousand mammoth feeders
come from the ends of the world to pour in
their human freight. Ah, what a stirring
and a seething! Celt and Latin, Slav and
Teuton, Greek and Syrian, black and yellow
- Jew and Gentile -

"Yet, East and West, and North and South,
and the polar and the pine, the pole and
the Equator, the crescent and the cross -
how the great Alchemist melts and fuses
them with his purging flame! Here shall
they all unite to build the Republic of
Man and the Kingdom of God. Ah, Vera,
what is the glory of Rome and Jerusalem
where all nations come to worship and look
back, compared with the glory of America,
where all races and nations come to

labour and look forward! "Peace, peace to all ye unborn millions, fated to fill this great continent - the God of our children give you peace" (Zangwill, quoted in Handlin, 150).

The "melting pot" was a myth because the various cultures were never dealt with on an egalitarian basis. Where some cultural limits were accepted, others were ignored, rejected, ridiculed. It was not even, in fact, until many years later that the first high school course in world literature received any recognition. The second solution was that of "Americanization". While Teddy Roosevelt articulated the more positive aspects of adaptation to the new world with its patriotism and pride, perhaps nothing more vividly describes the negative aspects of this educational solution - which was, in fact, espoused by millions - than the following statement by Elwood Cubberly. Yet Cubberly was acknowledged in educational literature to be one of the better known contemporary educators of the early twentieth century.

The southern and eastern Europeans are a very different type from the north Europeans who preceded them. Illiterate, docile, lacking in self-reliance and initiative and possessing none of the

Anglo-Teutonic conceptions of law, order and government, their coming has served to dilute tremendously our national stock, and to corrupt our civic life...

Our task is to break up their groups of settlements, to assimilate and to amalgamate these people as part of our American race, and to implant in their children, so far as can be done, the Anglo-Saxon conceptions of righteousness, law and order and popular government, and to awaken in them reverence for our democratic institutions and for those things in our national life which as people hold to be of abiding worth (Cubberly cited in Krug, 768).

BETWEEN THE WARS

The time of a multicultural society had clearly arrived but Anglo-Saxon cultural "imperialism" as yet prevented its reflection in the English class. But a stirring of discontent began about World War I. At first, the sense of a social "mosaic" rather than a "melting pot" was a cultural argument rather than an educational one. Writing in an Atlantic Monthly of 1916, Randolph Bourne argued for a new type of nation in which the various national groups

would preserve their separate identities and cultures uniting as a "world federation in miniature". Here would be a nation where many minorities could live harmoniously maintaining their integrity yet contributing to a model whole where they could become part of a cultural mosaic (Bourne, 95).

Yet English teachers still held out for the classics while toying with the concept of social significance of literature. In the first edition of his book, The Teaching of English, Charles Swain Thomas wrote:

The trend of choice should generally be toward the classics. Almost everyone nowadays is an avowed progressive but many of us are progressives with a certain well-defined qualification. We wish to make haste slowly; to advance - but to advance with caution (Thomas, 187).

Elsewhere in his 1917 book, however, Thomas gives a hint that perhaps the way is being paved for a less narrow view of literature - perhaps even the perception of excellence in others:

...we must all admit that the most practical interpretation of literature is not seen in mere intellectual, emotional, or aesthetic response; it is seen in the

realm of actual living - higher conduct
growing out of a higher idealism (Thomas,
32).

Lest we feel too optimistic, however, he adds later that
"true culture comprises an acquaintance with all...the
literary forms" (Thomas, 193).

By 1924, there begins not only a quest for
internationalism, for peace, for other cultures, but an
awakening of language consciousness. Certainly, English
had been the language of the classroom. For the first
time, however, came with the political sense of
multiculturalism an awareness of a culture's right to its
own dialect or speech. Horace Kallen wrote about a dream
in which America would become a "democracy of
Nationalities" where there would be a multiplicity of
values within a pluralistic society. He coined the term
"cultural pluralism" and described, in somewhat dramatic
terms how the diverse elements of these cultures would
combine to produce another, more harmonious one:

The common language of the commonwealth,
the language of its great tradition, would
be English, but each nationality would
have for its emotional and involuntary
life its own peculiar dialect or speech,
its own individual and inevitable esthetic

and intellectual forms. The political and economic life of the commonwealth is a single unit and serves as the foundation and background for the realization of the distinctive individuality of each nation that composes it and of the pooling of these in a harmony above them all. Thus "American civilization" may come to mean the perfection of the cooperative harmonies of "European civilization" - the waste, the squalor and the distress of Europe being eliminated - a multiplicity in a unity, an orchestration of mankind (Kallen, 124).

Curiously enough, at this same time, Russell Sharp was putting a new focus on composition. The emotional crises of World War I had had, of course, predictable effects - an upsurge in international awareness (but with increased world wide communication a greater awareness of various national characteristics), a renewed and more fervent patriotism, and a more insistent demand for expansion of the study of American Literature. Sharp added to this a caveat:

Insistence on increased emphasis upon the American is more likely to result in

provincialism than patriotism (Sharp, 34).

Apparently, the idea of a multi-ethnic American literature had not occurred to this educator who claimed that everything within his book had been tested under real classroom conditions. Despite this, we can assume, at least, that the English classroom for him had offered a new way of dealing with social issues. His novel aim was to develop the individual as a social being by confronting him with problems of social content (Sharp, 21).

In fact, he went so far as to suggest:

...in the first year, a close coordination between composition and civics...

Combinations between a teacher of English and a teacher of civics are so arranged that the content material of the civics course is utilized in the expression work of the composition (Sharp, 39)

To recapitulate: By 1924, there has been an increase in awareness of the scope and necessity of American literature, the growth of an awareness of global interdependence with the suggestion of cultural pluralism in our own country, and a plan for the teaching of composition which will use examination and evaluation of social issues as content for writing.

Within only four years, peace education, human relations and world citizenship find their way into the English classroom. William Carr, in proselytizing for "world citizenship" organized and enumerated the kinds of beneficial effect the discussion of a work of literature should have:

1. It should relate examples of the settlement of disputes by peaceful methods and the disadvantages of the use of force;
2. It should give a true picture of war and its results;
3. It should present examples of the evil results of narrowmindedness and prejudice and the good results of a tolerant attitude of mind;
4. It should give a sympathetic and accurate picture of the life and problems of other nations (Carr, 186).

It is important to note that the author was predicting: he was not telling the reader that this was what actually was happening in English classrooms. In addition, however, one ought to note that, while "world citizenship" in the English classroom is not identical to multicultural awareness, there are, nevertheless, similar elements which

do, indeed, indicate a radical departure from the traditional literary analysis of classics. In fact, Carr, while listing her "shoulds", was probably aware of the fact that high school courses in world literature had, by then, begun: The first experiment was at the Lincoln School in 1926 (Stolper, 480). What were the outcomes of this type of content and instruction in the English classroom? According to Carr (1928), there was a clear diminution of provincialism and national prejudices.

Corollaries of the increase in self-confidence, according to Stolper (1935), were an increased ability to listen and a rise in respect for dissimilar views. Perhaps most valuable of all, however, was the beginning of a sense of perspective which could so easily develop in students who immersed themselves in the diversity of world culture and literature. At least one writer, however, warned English teachers of the need to keep their world citizenship and culture in a realistic perspective:

Psychologically, it would be a sounder policy for us to ignore the topics of peace and international good will than to dwell upon them with an assumed enthusiasm that the child's meager background cannot compass. What, then, can we do? Two things.

The first, but by no means more important, is the breaking-down of prejudice among our students by cultivating a realization of the existent common background, economic and social, among the people who make up our cosmopolitan school groups. The recognition of minority interests is basic to a democratic society. Our actual contribution as teachers demands freedom to give an honest answer to pupils asking questions permitting of more than one minority viewpoint. We must be willing to defend our beliefs and yet refrain from propagandizing our pupils as we do so. An instructor who confines his teaching within the limits of his own experience is failing in the profoundest educational service that he might render (Shoemaker, 673-5).

Yet the 1930's highlighted progressivism and Dewey and Rosenblatt and "intercultural" and "interracial education". Educational writers began to stress the influence of literature and communication on the psycho-social development of the child. Whatever value was needed could be found by searching through literature: It was sure to

be there.

Literature, like religion, in my opinion, influences personality, informs and creates it, on deeper, more fundamental levels than does moral precept, ethical exhortation, or any sort of incitement to immediate social adjustment. These latter sorts of instruction lead to action of some sort; literature produces and perpetuates those states of feeling which result in value - the most authentically and distinctly human of all our motivations (Campbell, 105).

If, indeed, literature had such great power then it was clear that the values it conveyed would become the values of the readers. As literature changed, so would the values of the reader. As a minority writer argued for his culture and his issues, so (perhaps) would the reader.

The earliest educational agency pursuing an intercultural interest in selected schools was the 1937 Committee for Intercultural Education led by Rachel Davis DuBois who had previously published articles on developing sympathetic attitudes toward peoples and on interracial education. It was not, however, until 1939 that a formal Bureau was created. It began its work under the direction of the

progressivist William H. Kilpatrick and Stewart G. Cole (Cole and Cole, 1954). In his book, Cole claimed that four social forces were contributing to the formation of a philosophy and program of intercultural education in the country at that time. They were:

1. The increased knowledge that the social scientists have provided as to how racial and cultural group membership influences the thought, motivation, and behavior of person;
2. The rising sensitivity of democratic citizen to the dangers of unrestrained prejudice, discrimination, and segregation;
3. The growth in educational theory to include the principles of depth psychology and inter-group dynamics, leading to an improved approach to the teaching of subject matter and classroom management; and
4. The revolutionary world situation in which the agents of democracy and totalitarianism struggle for supremacy, profoundly testing the qualities of citizenship essential

to the establishment of democratic human relations in this country as well as elsewhere on earth (Cole and Cole, 219).

There was a great deal of talk about these progressive ideas, many of them voiced eloquently by Louise Rosenblatt who, seeing clearly the power of literature in contemporary society, wrote:

The vicarious participation in different ways of life may have a ...broadly social liberating influence.. (This) can help the youth to realize that our American society is only one of a great variety of possible social structures. When this insight has been attained, the individual is able to look at the society around him more rationally. He is better able to evaluate it, to judge what elements should be perpetuated and what elements should be modified or rejected (Rosenblatt, 221).

Taking advantage of this interest in social sensitization, the Bureau for Intercultural Education launched a program with the United States Office of Education to reach students everywhere - especially through drama. The radio series, "Immigrants All - Americans All," released in

1938-9, which was reputed to be popular with thousands of students across the country, was the first project. Then, taking advantage of research by the Federal Theater Project, the Bureau conducted an experiment with the documentary-play method in selected high schools to highlight intercultural issues (Cole and Cole, 223).

By 1937, the study of world literature in some schools across the country had already been instituted. A referendum on the English Committee of the North Central Association of Colleges and Secondary Schools' "Recommendation on World Literature Study" showed an affirmative vote of nine hundred and fifty-four of the one thousand sixty-five teachers who participated in the referendum (Barnes, J., 734). This indicates, of course, not much more than a rising interest in this new area of study.

Elsewhere, about this same time, other courses, other units were springing up: a publicized unit on the community - roots, diversity, relationships and aspirations - was born in Santa Barbara, California; a Seattle, Washington, high school offered a course in folk literature from various national sources obtained through immigrant story-tellers; and ninth graders in a Gary, Indiana, class gathered and translated, with the help of their parents, poetry of fourteen nationalities (Broening, 243). Nor was the

language of American youth of the time ignored. Writing in the English Journal, Walter Barnes stated:

'In service of youth' we should, as teachers of the mother-tongue, focus our teaching upon language as a social phenomenon, language as group conduct, language as a means to 'doing things' as a running accompaniment to other activities, upon the psychological rather than the linguistic, the sociological rather than the logical, aspects of language (Barnes, W., 289)

It is important to take note here the use of "should". There is little evidence that these focuses had permeated America's classrooms at that time. Nevertheless, the way was being paved for world literatures and psycholinguistics which were to play an important role in multicultural education for the English classroom.

WORLD WAR II TO THE '80'S

The World War II brought some remarkable dichotomies: many national groups were welded together in great patriotism, others, notably the Japanese, suffered extensively; courses on immigrants were inaugurated, with conclusions that:

The children have learned more about their own country: they have learned to have

respect for people of other nations,
whether at home or as immigrants to our
country (Bynum, 64).

...yet racial intolerance abounded. But those years of the
early 1940's did bring some understanding on the part of a
few educators.

However patronizing the following remarks may appear today,
it was heartening to read:

A friendly attitude toward a Chinese child
in his neighborhood would likely, if
wisely fostered, carry over into a
broader, tolerant understanding of the
Chinese people. A friendship formed for a
German family, an understanding of their
way of life, may later lead him to
understand that German people are human
beings who love and fear and strive to
improve their ways of living just as
people in this country do (DeBoer and
Jacobs, 143).

and a little further, among a list of understandings which
promote peace, DeBoer and Jacobs (1940) describe the kind
of adjustment to community life which will assist students
in understanding the cultures, races and creeds of their
neighbors as well as the human need for progress and change

in attitudes.

Yet even these remarks did not refer as clearly to our relations with racial minorities as did the following by Martin D. Jenkins who attempted to alert educators to what was about to happen (a couple of years later in Detroit) when he made a plea for the pluralistic society envisioned years before by Kallen. Jenkins added, however, the need for a recognition of the Blacks with their individual differences. Undoubtedly, other racial minorities could relate to his remarks:

The task of the school at this point is to encourage the development of democratic racial attitudes among pupils...Teachers of the language arts in the secondary schools have a particularly fine opportunity to attain this objective through a program of directed reading experiences designed to illumine the background, contributions, and problems of minority groups, and a program of instructional activities that will enlist the constructive participation of minority group members (Jenkins, 103).

By 1943, the ideas of "intercultural education" were widely known - if not practiced in the classroom. The term

"intercultural" defined by Vickery and Cole (1943),...is used...to describe the relationships between and among all racial, religious, ethnic, and socio-economic groups in the United States whose patterns of behavior are distinctive in one or another important respects (Vickery and Cole, 179). But, they maintained, this type of education was not simply a formula for achieving some kind of cultural interchange. It was an attempt to preserve cultural differences within the boundries of the United States so that social problems could be reduced and the American way of life could be enhanced by cultural interaction while building a national loyalty in the face of international interdependence. Certainly one of the national problems unsolved at that time - perhaps even in our own - was that of racial and ethnic rights. It is sad that the authors felt obliged to add that a great problem was that:

of encouraging the first social and cultural interchange among the members of white, Negro, and Oriental races, consistent with a policy of race separation so far as intermarriage and family life are concerned, a policy to which all parties are committed for the indefinite future (Vickery, Cole, 181).

What was the position at that time of the National Council

of Teachers of English? The 1942 N.C.T.E. pamphlet Teaching English in Wartime is one of the more contrived pieces of literature available from that time. Perhaps the intention was worthwhile because it does try - in reaching out to English teachers nationally - to make them more sensitive to the values of other nations and the amalgamation and assimilation (once again!) of immigrants in this country. The editor, Neal Cross, suggested that:

Disunity arises in the United States not only from the variety of national and racial groups in our midst but from the differences between people because of economic, social and geographic divisions...our problem is to help students see all people as individuals rather than as members of groups (Cross, 14).

The real problem was that the contributing authors did not offer practical solutions to the problems of teaching English in wartime or any other time. A year later, the editors of English for Social Living stated:

Language is the universal fabric that binds us together when racial, national, social, and economic barriers separate us (Roberts, Kaulfers, and Kefauver, 3).

In exploring attitudes toward language in the multicultural society of the 1940's, these authors synthesized the aims of both the N.C.T.E. and the 1941 Stanford Language Arts Investigation. They spoke of a "creative Americanism" which would develop an understanding and appreciation of American society as part of past and present world cultures and which would develop cultural integration in the future by effective communication in English classes. They traced the purposes of the investigations to identify and disseminate language arts programs which could provide insights for the future in order to meet the needs of a rapidly changing and more pluralistic conscious nation. Given the world of the 1940's, they stated:

It would be rather strange if so close and intimate a part of man's thought as his education in speech and language were to remain fixed while his industry and government underwent drastic world shifts and over turns (Roberts, Kaulfers, Kefauver, 27).

At this point in the study, some remarks on the English Journal, originally the official organ of the National Council of Teachers of English and its particular role would be appropriate. An examination of the contents of the Journal from its earliest times reveals pedagogical

trends and attitudes that were related to historical tendencies. While such topics as American literature, international affairs, peace education, world-citizenship, intercultural courses, and others developed in the years 1920-40, one should not assume that these innovative thoughts and practices described were widespread classroom practice. Much depended on the philosophy of the editor as well as the interest of the times. For example, where many references to "peace education" came about as a result of American participation in World War I, this category had entirely disappeared from the English Journal Index by 1937. But, starting in 1943 -about the time of the Detroit race riots - emerged the category "Intercultural Education". (This term and concept had been part of the general education scene for at least six years.) The following year, this was changed to "Intercultural Relations" and for the next five years remained so. The high point in interest was reached in 1946 when there were no fewer than eighteen articles on intercultural relations. But this title, too, was changed in 1949 to "Human Relations". The reflection of philosophical progression is seen by examining articles and terminology in the English Journal during those last years of the forties. The year the war ended brought three articles on intercultural education to readers of the English Journal. One dealt

with "fair play" and interracial concerns (Watts), another with underprivileged students in a New York City community (Gallant), the third by Helen Hanlon and Stanley Dimond of the Detroit Public Schools discussed the racial minority problems which confront the English teacher and offered suggestions of projects to meet these problems (Hanlon and Dimond). No doubt, the well-publicized horrors of ethnic brutality perpetrated in Nazi Germany of the thirties and forties, the obvious racial inequities brought to light after the Detroit riots, and the formulation of human rights through the new United Nations Organization brought an environment which was ready for social, educational, and legislative change. One can, of course, never be certain whether the articles in the English Journal reflect classroom practices or visions of teachers across the country or philosophies of the editorial staff. A combination of the latter two seems likely but this could be salutary as a type of English education in-service for N.C.T.E. members and other readers. Given the number of subscribers to the monthly Journal from year to year, the coverage is large. The danger, however, is in assuming that a plethora of articles on a given trend indicates widespread practice. This is simply not so.

The year 1949 brought a series of reports in the English Journal from the N.C.T.E. Committee on Human Relations

describing appropriate materials and units. This series of reports was spread over several years, sporadically, but by 1954 the category of "human relations" was no longer a "draw". During that year, however, Cole and Cole (1954) published a widely disseminated outline for intercultural education. It prescribed:

1. Study of physical anthropology that includes concepts such as race, creed, class, and sex;
2. Study of cultural anthropology;
3. Study and correcting of authoritarian and ethnocentric assumptions in American culture that breed prejudice, divisiveness, and kindred diseases; and
4. Development of respect for the individual and intergroup understanding (Cole and Cole, 219-22).

Unfortunately, this book was like a "voice crying out in the wilderness". Minority awareness, interculturalism, cultural pluralism had all but faded. Even the 1956 report of the N.C.T.E. Commission on the English Curriculum seemed to be written with a view to past conservation. Purporting to meet the new needs of youth, the report concentrated not

on all the language arts but on literature. It studiously enumerated general and individual needs and specifically referred to relations with those of "all ages, races, nationalities, and creeds", as well as such topics as fair play, individual differences in reading and age, "broadened thinking" (whatever that is), pleasure, moral values, and emotions. There is, however, a conspicuous absence of any treatment of the pluralistic society in multicultural or multiethnic terms. One has to assume, then, that in the mid-fifties N.C.T.E. did not consider this a concern of English teachers - unless one unit on "Back-Country America" would be deemed a response to a multicultural America. We should add to this response three pages devoted to the traditional teaching of world literary classics (Commission, 125-30). During the remainder of this decade, institutional support for intercultural education and its by-products waned. The most significant catalysts to the later rejuvenation and reshaping of the concept were the 1954 "Brown vs. Topeka Board of Education" United States Supreme Court decision, the civil rights demonstrations and social consciousness raising by Blacks, and the Civil Rights Legislation of the sixties:

Removal of the segregation veneer
uncovered an anglo-centric racist, biased
educational system...This system placed

one group of people in a superior social position and others in an inferior position.

Perhaps the most momentous aspect of the 60's civil rights demonstrations was the emergence of a new spirit by Black people which transformed them from Negroes to Blacks or Afro-Americans...This immediately led to a questioning of the educational process to which Black youngsters were being exposed...

Other minorities became caught up in the new spirit consciousness of Blacks. Cries of "LaRaza" and "Viva Chicanos!" were heard from some Hispanic groups...The challenging of the Bureau of Indian Affairs by Native Americans on the education of their youth is another indicator of the acceptance of cultural pluralism over the melting pot or Americanism philosophy (Baptiste and Baptiste, 13-4).

Popular magazines, newspapers and television of the time began to explore the depth and complexity of American racism. The wholly unexpected successes of the Blacks in

the South led to a rise of white ethnicity that, too, was unforeseen. The millions of Americans who identified with some ethnic or cultural group began to become aware of other inequities. Black Power, Polish Power, Italian Power, and other ethnic "powers" became not only popular slogans but, indeed, methods of operation. Educational institutions were brought to the brink of chaos - demonstrations in high schools and colleges were almost commonplace. The cry went out for the study of ethnicity. Many believed, as Laurence Cremin, that education was the means of change, that:

One literally cannot understand American history apart from it, so often have Americans expressed their political aspirations in educational terms. Education has been, par excellence, America's instrument of social progress and reform...(Cremin, 113).

As a result, we began to see the re-birth of electives, the disappearance of anglo-dominated literature anthologies:

more attention...given to the cultural characteristics, value systems, the impact of socio-political problems and the status of different ethnic groups in American society in both historical and

contemporary perspective (Baptiste, Baptiste, 24).

The English curriculum was vulnerable to attack. This came as no surprise. It has been shown earlier that literature and language bore the burden of "culture" and that this culture was clearly Western European, in fact anglo-dominated. It has also been shown that Zangwell's "Melting Pot" was a myth, that assimilation was a cruel hoax, that prejudice against immigrants and racial minorities had not only been condoned but indirectly fostered in the "new" Americans. Small wonder, then, that the English curriculum should be called to expiation. Literature conveyed ideas, and the manipulation of ideas meant power. Dwight Burton (1959) mildly acknowledged this when he wrote:

The novel, for example, has been a powerful shaper and inciter of public opinion of social issues and conditions...In contemporary American literature, social themes, particularly involving race relations continue to be explored vigorously. Teachers have realized...that literature...can aid in improving human relations and in developing a rational approach to social

problems (Burton, 78-9).

Besides this, new autobiographies, new heroes, new Thermopylaes brought insight and pride in youth's diverse racial/ethnic backgrounds. Emphasis on intercultural and human relations re-emerged. Socio-linguists began to tell the public that language perception and delivery were culture bound and that teachers in the English classroom needed to be more sensitive to this. Abrahams and Troike (1972) maintained that one of the strongest sources of problems in intercultural communications between students and teachers in the classroom was sociolinguistic. Moreover, continued denigration of their special speech patterns alienated those students both from their teachers and their schools and resulted in negative educational experiences.

Researchers attempting to create English curricula which would respond to the needs of the time began to probe experimentally the effect of ethnic literature on children. One of the more fascinating studies was reported by Charles Dan Brisbin (1971) who checked the Galvanic Skin Response of children while they were reading ethnic literature. He found that when the youngsters were treated to positive role ethnic literature there was physiologically no emotional re-orientation indicated although there was a verbalized change. (Needless to say, this experiment

proved neither that literature does NOT influence our attitudes nor that the interaction of literature and other class variables is not salutary.)

Editor Richard S. Alm of the English Journal, out in Hawaii during this time, chose not to follow the ethnic movement which was gathering momentum as it reached the seventies. In fact, it was not until 1973 that an article appeared on "Black English". In this, the author (Smith, H., 1973) considered the myths about the speech patterns of Blacks and investigated both the literature and the arguments on "Black" English as opposed to "standard" English. Her report, culled from E.R.I.C. documents of that era demonstrated the amount of discussion the multi-ethnic revolution had engendered. The report was brief, objective, and most useful in bringing to the general English teaching field an annotated list of works which dealt with the concern of an individual's right and opportunity to use his/her own language pattern. The knotty and unresolved question was, of course, what should an English teacher do about non-standard English in a multicultural classroom?

This article signaled an increase in multicultural awareness which had finally become nation-wide in the seventies. Books, media kits, curricula, teacher seminars proliferated. To his credit the new editor of the English

Journal, Stephen N. Judy, published a series of articles on multiculturalism including such topics as "Mexican-American Short Fiction", "Chicano Folklore", "Trends in Modern American Indian Poetry", and "Toward a Grammar of Chicano English", the latter by Ricardo Garcia who, at the beginning of his article, makes an incisive point:

If everyone could accept the premises that nobody speaks English exactly the same, and that nobody's dialect of English has a monopoly on linguistic precision, this essay would not be necessary (Garcia, 34).

By the year of the Bicentennial, 1976, English Journal was publishing frequent articles on multicultural English teaching dealing with Black, Native-American, White Ethnic, African and other minorities.

But probably from the point of view of thousands of readers of the English Journal, the most notable contribution of multicultural education was the entire March, 1977, edition devoted to multicultural literature. We had come a long way from Elwood Cubberly and his disciples. Philosophies had been enunciated, policies written, new anthologies collected, curricula changed, teachers trained and re-trained, much had been accomplished but much remained to be done. Neither prejudice, irrationality nor brutality

had been eliminated. But education, including what happens in the English classroom, is still the most compelling force for change. Multicultural education can now be thought of in gestalt terms - abandoning the "melting pot" for the "mosaic". According to Geneva Gay, this view recommends that:

Students be exposed to a broad range of multifaceted, inter-disciplinary content and experiences about many different ethnic groups, both minority and majority: that sensitivity and responsiveness to different ethnic lifestyles penetrate the core and totality of the teaching - learning enterprise; and that culturally pluralistic content and perspectives be incorporated into all educational experiences, whether formal or informal, for all students in all grade levels (in Baptiste, Baptiste, 23-4).

CURRENT STATUS

By the end of the seventies, the term "Global Education" was appearing in various professional journals with increasing frequency. In December, 1980, the English Journal printed an article by this author summarizing what Global Education means to English teachers:

It is a new teacher attitude toward the pertinence of study to life in the future; it is a new type of teacher inter-action; it is an emphasis for the student and teacher on individual as well as group responsibility, on multi-cultural awareness inside and outside the continental United States, on the enormous human movement and commerce to and from the United States that illustrate the notion of global interdependence, on the newly realized world culture into which all nations plug; it is a multi-disciplinary way of relating knowledge, skills, attitudes, and experiences to tomorrow's living in a global community (Swift, 46-7).

Since that time, several articles have explored both content and strategies in Global Education for the English classroom. Alan A. Kay (1982) suggested strategies for increased global awareness through genealogy education. Virginia F. Frazier wrote:

Literature offers an opportunity to give students a broadened perspective of global problems - a "piecemeal" approach, it is

true...Is not the "Wanderer" or
Anglo-Saxon literature somewhat
reminiscent of the "boat people" of today
(Frazier, 44)?

The parameters of a Global Education by English teachers are limited only by imagination and their global orientation. Some deal with topics, others deal with geographical areas - Russia, its literature, its society and its relation to Americans (Markovich, 1982). Many teachers see science fiction as a global concern for the future because in reading about alternative futures we are considering the destiny of humanity not just Americans. It takes little imagination today to envisage the world community of tomorrow with its attendant problems and alternative solutions says Azar (1982). Science fiction can help to introduce these concepts to a generation who will have to deal with them.

One teacher of speech (Sellers-Hoffman, 1982) believes that the area of Global Education is rich simply because it does cross disciplines as do speech, reading and writing. There are "limitless possibilities for integrating global studies content with relevant process-skills practice", she writes, then offers a list of topics that are, indeed, cross-disciplinary concluding with the question: "What questions need to be considered in making global policies

concerning this topic?" (Sellers-Hoffman, 60-3). This kind of discussion in an English classroom requires skills at the top of Bloom's Taxonomy of cognitive skills.

In an article suggesting the global significance of science and its use in the English classroom, Suzanne Free (1982) emphasizes the equal interdependence of world systems and of academic disciplines. Just as religion and science have become receptive to each other's methods and perspective so must science and the arts.

An as yet untapped resource in the English classroom, according to Cornelius Grove (1982), is the exchange student. Grove maintains that all the little "presentations" by exchange students do no more than whet the appetite and leave the real global learning unaccomplished. What is needed is repeated visitations and in-depth communication about values, needs, aspirations and concerns:

From the point of view of a teacher of English, a consequence of pupils learning about the values and patterns of behavior prevailing in a foreign nation is increased pupil motivation not only to read, think, and write about life in that nation, but also to read, think and write about life in this nation. A consequence

of their learning to read and write phrases in a foreign language eventually may be a desire to learn that language, but immediately may be a greater appreciation of language as an indispensable means of human communication and therefore increased tolerance for the effort required to master the grammar and vocabulary of the English language (Grove, 37-8).

English Education can indeed contribute much to Global Education according to many of the writers in this chapter. The approach can be multicultural; it can be through literature; it can be through the humanities; it can be through writing and speaking on global issues and it can be through student exchange.

Branson and King in Global Perspectives: The Human Dimension maintain that there are two great crises in the global age - the crisis of habitat and the crisis of being human (which involves both self-knowing and humanity-knowing). This latter crisis is, of course, a dimension of literacy and the power of language. Recognizing this, Kenneth Goodman, President of the International Reading Association, in an address to the 1980 International Conference on "English in the 80's" in

Australia, stressed the three reasons why we should focus on global language and literary programs:

1. The relationship between literacy and the world upward pressure of popular minority movements,
2. The need for mass education as nations develop,
3. The recognition that oracy and literacy are keys to knowledge.

CONCLUSIONS

Have we reached a point where we understand the relationships between Global Education and the English classroom? Many writers have now dealt with the question. Let us summarize this chapter.

Forty years ago, a multicultural component in the English curriculum was the dream of a few educators. In many American high schools today, though by no means all, it is a reality. Perhaps the English curriculum to remain dynamic has to be tossed hither and yon by radical writers for this idea or that approach. But there is, in the opinion of many teachers, both movement and improvement. A realistic appraisal of Global Education in the English classroom, however, would have to place the movement at stage one - orientation. The comparison between the development of the multicultural movement and the young

Global Education movement is neither haphazard nor fanciful. For the English teacher the latter is a logical continuation of the former. In addition, both recognize:

- Wider visions of the creative productivity of humanity,
- The need for positive individual ethnic identification before attaining national or global identification,
- The significance and power of language in communicating and exerting influence,
- The power of literature in recreating experience and in fostering empathy and compassion,
- The need to encourage young people to share in the languages and literatures of all peoples not those of a predominant culture, and
- The need to deal with stereotypes, prejudice and cultural misinformation.

They both start from the premise that this approach is not simply a new topic but a fundamental redirecting of the philosophy of both curriculum and teacher. A teacher with a global philosophy could probably adapt his curriculum to the goals of Global Education. But the best global syllabus in the school like the best multicultural syllabus

of instruction would fail if the teacher remained within the paradigms of anglo-dominated culture and pre-psycho-linguistics.

According to the literature cited, the rationale for an English component in Global Education appears to be one or a combination of the following:

1. Divergent points of view can be fostered especially well in the English classroom along with the skills of observation, analysis, evaluation, and judgement. The awareness that other individuals, peoples, nations see the world differently is essential to our understanding of tomorrow's relationships.
2. Literature is a map of where humanity has been, is, and is headed: it is a reflection of the universal problems, values, and activities of all humankind.
3. Myths, symbols, metaphors, translation, and other forms of expression are all culture oriented. Such study in the English classroom

alerts students to potential keys for richer human relationships.

4. The benefits of comparative approaches in literature, humanities, and languages are potentially greater than hitherto represented.
5. Literary and linguistic stereotypes can be most effectively analyzed in an English classroom.
6. Facility in language (spoken and written) is fundamental to exercising influence.
7. The skills of reading, writing, speaking, and listening can be taught in many contexts of experience and are vital to the acquisition of knowledge, skills and attitudes.

The task for global educators seems to be two-fold:

1. Articulate the concepts and methodologies of the global perspective,
2. Help receptive educators adapt or create curricula.

One might add that the global educator working in the field of English must be able to emphasize the cultural,

the humanistic component of Global Education and show the interrelationships with other aspects of life. It is harder to imagine the connection between literature and economics than it is to see the economic causes of hunger within the art of Dicken's Oliver Twist or the relationship of ecology and literature in Rachel Carson's Silent Spring. Both language and literature belong in a Global Education curriculum.

A final note: It is as difficult for a global educator not to moralize as it is for a multiculturalist: How does one teach about human rights without resorting to ethics? One author (Mellert, 1982) says that the actions we take today will shape the world of tomorrow; therefore, we have responsibility. In fact, he states, the kind of world we bequeath the generations that follow us is all a question of moral responsibility. It is clear, moreover, from reading about Percival Chubb's dream of America at the turn of the century to assessing the dreams of today's writers on "Spaceship Earth" that there is within many of these writers an enthusiasm, a conviction, a sense of vision and responsibility that is often persuasive. It is for the critical reader to separate fact from fancy, reason from emotion, literary zeal from grandiloquence - and that today is no mean task.

CHAPTER IV

SOCIAL STUDIES AND CITIZENSHIP IN THE GLOBAL AGE

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"Citizen participation in public life is essential to the health of our democratic system. Effective social studies programs help prepare young people who can identify, understand and work to solve the problems that face our increasingly diverse nation and interdependent world." So begins the statement on the "Essentials of the Social Studies" which is an extrapolation of the document "The Essentials of Education" (Essentials of the Social Studies, 2).

Citizenship education is new only in the sense that it is a new mountain of a continuing range. We have talked about citizenship since 1776 - as have many other countries. Given the knowledge we have acquired in the last twenty years internationally, it is not surprising to find, then, that many social studies teachers are in programs which are, indeed, different.

Part of the difficulty in the past has been, of course, that citizenship is the kind of activity in which it is very difficult to assess results. This makes it discouraging, even frustrating, to teachers who need feedback on their efforts. It also makes it an almost impossible area for research. Citizenship has been

considered a matter of behavior in adult life; it is, then, a long-term aim of education and the behavior-to-be-assessed is generally only assessable in crisis situations even though it is presumably continuous.

The international community has recognized that in recent years there has been a suspicious if not downright hostile attitude in many students and in some teachers toward "teaching citizenship". Allied to this is a very sticky feeling about "patriotism" with not so subtle accusations of chauvinism, even ethnocentrism. Yet we know that children do, in fact, develop attitudes of preference toward people of their own nation quite early (Tajfel, Nemeth, Jahoda, Campbell & Johnson, 245-53). In Civic Education in 10 Countries, Torney et al. (1975) found to their surprise that there was in fact, a collection of themes - cognitive, affective, behavioral - which were accepted as common in all ten countries: practicing tolerance and showing respect for others, demonstrating logical and critical thinking ability in problem solving, etc.

Recent American professional literature has dealt, and continues to deal with citizenship education. Educational Leadership (October, 1980) devoted an entire issue to the topic with such writers as Richard Remy, Laurence Kohlberg, Roosevelt Ratliff, Lee Anderson, R. Freeman Butts, Mark

Schug and others.. Social Education (December, 1981) dealt with such topics as "Understanding What it Means to be a Citizen" (Branson), "Political Science and Citizenship" (Gillespie), "Psychology and Citizenship" (Knight and Howell), "Sociology and Citizenship" (Wronski). All of these contribute to new developments and approaches. Chapter II of this dissertation has, in fact, cited most of the authors who have been actively publishing a wealth of information on the global condition which is now causing educators across the world to re-evaluate curriculum.

Since one of the primary tasks of education is preparation for the roles we assume in life, it is natural to assume that citizenship education in the 1980's is not, of course, citizenship education of the 1930's.

Just as the United States is not merely a collection of 50 states, where "interstate" relations are a step above the ordinary citizen, neither is the world a collection of isolated countries. To the contrary, increasing global interrelatedness, on the individual and societal levels, is a global fact of life. Whether for good or for bad, each of us exercises citizenship within the context of a global age--a fact that has far reaching implications for citizenship

education (Anderson, Rivlin, 64).

As a result, we have to look at what current educators are saying about citizenship education for, as James P. Shaver suggests in his 1981 editorial comment; "Citizenship is commonly considered to be a major goal -- perhaps the major goal -- of social studies education (Shaver, 527)".

Many authors previously cited, who consider themselves social scientists, are agreed that citizens need to perceive their education today in a global context. The globalization of our daily lives makes this an inescapable reality. It affects our decision-making individually and collectively and heavily impinges upon the practice of all those activities which link individuals to public affairs. While the global character of these activities may be a fact,

...the quality in the exercise of citizenship is a variable. Responsible and effective citizenship is a goal whatever the context - family, local community, nation or global society...Competencies relating to life style decisions, work-related activities, social action, and political activities are important in the exercise of citizenship in today's world

(Becker, Michigan Department of Education,
9-11).

Yet responsibility has been preached before -- to generations of Americans. Social studies as an academic area has swayed like a reed in the wind attempting to respond to every new social concern and/or fad. Ross and Yashon suggest that citizenship education is a term which makes non-educators cringe (Ross, Yashon, 1980).

It appears that effective citizenship education through the social studies (which do not hold exclusive instructional privileges) should consider in greater measure than before rights as well as responsibilities and participation in decision-making, international as well as local or state.

In 1980, twenty-four authors of social studies textbooks responded to a questionnaire formulated by Joyce and Alleman-Brooks. The latter were attempting to determine goals for the '80's. Six of the thirty goal choices were given high priority ratings by fifty percent or more of the respondents:

Goal 2: Clarify and examine their values -
50%.

Goal 3: Acquire the experience and
knowledge that promotes local and
national citizenship - 62.5%.

Goal 4: Acquire the experience and

knowledge that promotes global citizenship - 66.7%.

Goal 5: Deal with problems associated with their own environments (for example, energy, ecology, poverty, conflict) - 70.8%.

Goal 6: Function effectively within the dominant American culture and various ethnic subcultures - 58.3%.

Goal 8: Understand different values and life styles of others - 50% (Joyce, Alleman-Brooks, 60-71).

It is important, I believe, to note that the three highest priorities of the high priority goals are those relating to citizenship in the global age. What is appearing nationwide -- to be more accurate, internationally -- is the emergence of a world paradigm in the thinking of educational theorists and practitioners alike. This paradigm is clearly affecting our thinking in a number of different areas. Here is a paragraph from a position paper by Lee Anderson as he considered the role of the social studies in international schools at a University of Illinois seminar. He lists scholars in history, geography, economics, political science and sociology who attest to

the emergence of a world system paradigm.

The emergence of a world system paradigm is also evidenced in the work of a large and growing number of scholars challenging the validity of the traditional state-centric paradigm in international relations scholarship, e.g. Chadwick Alger, Robert Keohane, Joseph Nye, Jr., Edward Morris, Richard Mansback -- to name a few. It is manifest in the effort of scholars such as James Rosenau, R. Harrison Wagner, Peter Gourevitch, Daniel Chirot, and Wolfram Handieder to reconceptualize the interrelationship of domestic and international affairs. It is evidenced in challenges to the validity of the traditional distinction in normative philosophy distinguishing the ethics and morality appropriate to domestic and international societies, e.g. Fouad Ajami, J. Galtung, and Charles Beitz (Anderson, Social science curriculum, 3).

That this paradigm and the previously mentioned concerns

have permeated thinking in the last decade is suggested by the description of trends in social studies education offered by the West Virginia Department of Education in 1979. Among several is:

Focusing on the concept of culture with the goal being to stimulate a "global frame of reference".

Certain basic research is significant to understanding change in citizenship education. Two studies - one in political awareness done by Greenstein in 1965 and one on children's views of foreign people, done by Lambert and Klinebert in 1967, are important (in Herman, 46-71).

The former criticizes the theory that political awareness moves up the ladder from neighborhood to nation and world. The indication is that in terms of leader-personalities, the child can cope with local leaders and national or international leaders yet not consider state leaders. The researcher, moreover, found that awareness of the executive precedes awareness of the legislative. Congress is a group that "takes orders from the President". Interestingly enough, among adults, too, state government is perceived as less important than local or national. Orientations, then, which affect our political awareness and participation at the secondary school level and even later in life can be formed at a very early age. Some research suggests that

the optimal age to begin formal political education is at 13 (Langeveld, 1979).

In a study of three international groups of children, Lambert and Klineberg found that there is strong cross-national evidence that children are most inquisitive and friendly toward foreign people and most prone to see others as similar at the ten-year age level than at either the six or fourteen-year levels. However, any early training emphasizing contrasts in culture, people etc. leaves the impression that foreign people are different, strange, unfriendly. It might be added that in this process the continued contrast of others with "our own" produces an exaggerated and caricaturized view of one's own nation and people. It is not surprising, then, that as early as six years of age children begin stereotyping their own group with over-generalized statements about personality types - and yet they describe foreigners in much more objective terms. Stereotyping foreigners does not begin usually until after ten. Between 10 and 14, at the junior high middle school, conceptions of national groupings seem to have broadened enough so that a balanced attention can be given to both home groups and foreigners both of which can be thought of with a certain degree of objectivity. The study also draws attention to the influence on self-image which education in "contrasts" can cause. In some national

settings children see themselves as persons or boys and girls; in others, they distinguish themselves in racial, religious, national contrastive terms. This same attitudinal development applies even to ethnic groups within one nation. Early in life, children learn terms and concepts about what is "untrustworthy" or "hateworthy" with the emotional meaning. It is simply a matter of time before these children can integrate emotion and content to conform with the desires of others. Given enough contrasts, it is not long before they find that "_____ " is synonymous with "bad". In cognitive terms, it does not take long before those same children can rationalize the necessary generalizations to support the prejudices or biases of models of imitation.

If we link all this with stages of development (Kohlberg, Piaget, Erickson, Fenton, Fraenkel) we can see that, in these early stages, approved conduct for the child may well be the acquisition of environmental prejudices. What complicates their education is that while schools are impressing on these students that it is improper to make anti _____ remarks, no one has bothered to inspire them with the desire to give active respect to these groups as human beings (a concern which is finding its way into the curriculum under the label of "human rights education"). This is particularly true in homogeneous

socio-economic communities. In fact, according to Miel and Kiestler (1967), even physical environment can have an affect on the child's growing sensitivity to or fear of diversity. The look-alike rows of houses in a suburb, the same race-class-general religion masses, the minimal exposure to diverse cultural activities, the fenced out differences, all must leave an indelible impression upon a young mind as to what may or may not be advantageous in diversity (in Herman, 254).

"The task of teaching a subject to a child at any particular age is one of representing the structure of that subject in terms of the child's way of viewing things." (Bruner, Process, 33) states Jerome Bruner in his Process of Education (1960). One of the inherent problems in the teaching of social sciences is found in these words. It is, in fact, not the structure of the subject but the structure of the child's experiences and awareness that should be the determining factor, according to Bruner. When we consider this in relation to the burden of the traditional "expanding environments" curriculum, we begin to see the real need for a totally different approach to citizenship education. Space does not determine a child's perception of others as much as the limitations of the child's psychological, sociological, and cultural understanding and attitudes stemming from experiences. It

is these which will determine how a child will develop as a citizen of a nation and as a participant in a world society.

Ploghoft and Shuster (1971) suggest that young children universally come into education with an awareness of social implications, though not necessarily an articulation of these implications. They suggest a list of eleven endemic social concerns. The significance of these is in their very universality.

1. Family membership and other human groups
2. Social roles filled by people near to him
3. Social control within the family and in the nearby community
4. Scarcity and desire for things that he and others want
5. Dependence of human beings on other individuals
6. Special institutions in society: religion, education, family
7. Conflicts with others over valued objects and activities
8. System of values, sensed but not specific or clear

9. Territoriality, man's use of boundaries
10. Time as a controlling factor in human activity
11. Space in its psychological and physical dimensions (Ploghoft, Shuster, 194).

There are, then, certain observations which can be made about the concepts with which these young children have to grapple:

1. Concept development requires the reorganization of experiences;
2. Varied experiences do more to promote concept development than repetition of the same experience;
3. Concepts develop from vicarious experiences and from noting similarities and differences as well as from direct experiences;
4. Concepts are acquired chiefly through the medium of words;
5. Concepts develop slowly in a child's mind;
6. Concepts develop at different rates for each person;
7. Concepts vary in degree of depth, accuracy, emotion, and value content in

an individual's mind (Fancett, 21).

The conclusions we might draw from all this, therefore, are that a social studies curriculum should be characterized as experiential, individualized, flexible, and fresh in order to provide the best soil for the acquisition and growth of concepts about citizenship. The dangers of verbalization without understanding, lip-service to precepts of conduct, are reduced if students are encouraged to produce, for example, illustrations of what a concept means to them. Certainly, out-of-class experiences promote this concept development and can be used by a teacher in aiding students to see relationships between "real" life and the classroom.

Given what we know as educators about the globalization of our lives, about the world paradigm, about the shortage of global resources, about the need for a participating citizenry, what kinds of options are open to us? In 1977, Gerald W. Marker listed five but stated that there were probably others emerging.

Option 1 Since there isn't much anyone can
do to turn things around, we
should let (young people) enjoy
their childhood.

Option 2 We should at least acquaint
students with the various points
of view, and let them draw their

own conclusions.

Option 3 In addition to making students aware of the debate concerning what the future holds, teachers should encourage students to take individual actions.

Option 4 They must also be taught to realize that problems as vast and complex as those we face really rest in the hands of powerful agencies, such as national and international governments.

Option 5 History is full of dire predictions, most of which never came to pass. The "global dilemma" is a passing fad which will only distract us from the basic content and issues which would constitute the social studies (Marker, 17-18).

Marker believed that for the social studies educator who is an optimist the choice is clear but not all would agree with him. Much of this depends on the approach used in looking at current educational needs and the concomittant emphases which must be put on the curriculum.

In a 1978 report to USOE, two authors examined the research on what they called "perspective-taking". According to these authors,

the defining criterion is the correct anticipation of someone's feelings when those thoughts and feelings are different from one's own, an ability which does not appear until middle childhood. It is this level of feeling which is required to understand the perspective of those from other cultural groups, as global or ethnic studies objectives often require (McCurley, Torney, 110).

Their research indicates that...

Although the history of international education programs has roots which go back nearly one hundred years in this country, the attempt to foster a truly global perspective through citizen education can be traced back about ten years; emphasis on international human rights and on transnational linkages is even more recent (McCurley, Torney, 111).

Yet their findings are fundamentally optimistic, certainly in the sense that research on perspective-taking

...has greatly accelerated in recent years as a result of its increasing recognition as an essential element in cognitive and social development. Perspective-taking is seen by many as a prerequisite for the development of an understanding of government and society and willingness to participate in behavior which benefits others (pro-social behavior)(McCurley, Torney, 110).

They conclude that perspective-taking is a requirement for citizenship in an ethnically pluralistic society. They suggest that part of citizenship education should be intercultural ethnic studies, a point which has been made by many other authors. (See Chapter II.)

An inescapable part of citizenship also is politics and that requires certain competencies on the part of its practitioners. The "good community" (Corl, 1981) builds on research to bolster the political competencies of its young people. R. W. Connell proposes a developmental model which indicates that there are discrete stages wherein children digest their impressions in their individual way rather than become simply products of socialization factors. By the age of high school, "we may say that...a majority had formed political outlooks which...had an inner unity and

could be characterized as wholes" (Connell, 89).

Figure 2: STAGES IN THE DEVELOPMENT OF POLITICAL BELIEF

Interpretations		Stances	
Stage	Characteristics	Stage	Characteristics
At 7	1. Intuitive thinking	1. Politics not problematic	Most judgements ad hoc, unqualified, not consistent. A few stable attitudes formed under adult instruction
	2. Primitive realism		
At 10 or 11	3. Construction of political order	2. Politics Problematic	a. positions taken on issues; preferences expressed b. Alternative actions considered and sometimes taken
	4. Ideological thinking		
At 16		Ideologies	

Politics (within the concept of the world system paradigm) combines ideas and events. It encourages students to think in terms of cause and effect or cause and consequences as well as multiple interactions, to balance cost against benefit and to realize practically that political decisions can be made and changed by common effort (Langeveld, 23). This feeling that one can influence one's world is often called political efficacy. From thirteen to seventeen, young people should be given the opportunities to practice the competencies, the capacities to which they are being introduced, for

...it is then and for the next few years that they are strongly interested in themselves as persons and in their peers. This ego involvement is something which cannot, and should not, be ignored. On the contrary, it is an asset to political education, because it provides a chance to acquire an interest in political affairs, at first at the micro- and meso-levels, and later even at the macro-level (Langeveld, 44).

To support this feeling of being able to influence one's world, young people need the opportunity to practice these participatory competencies within their educational milieu.

Some authors (Newmann, 1975) believe that the previous approach of asking students to "think about" or "take interest in" is useless. They must actually go through the processes of government and influence-using right in the school building. Needless to say,

the schools are often perplexed by the paradox of increased student involvement. The line between getting students involved and granting them authority is fine indeed, and presents a problem that few schools have satisfactorily solved. Thus, the gap between what is discussed in the classroom and what exists in reality remains, and students find such a discrepancy disturbing and discouraging. The very complexity of the process of a course with a significant participation component works against its widespread use (Marker, 79).

On the optimistic side, positive political attitudes can be developed in order to influence local and global change.

The more participant oriented and the less authoritarian the school climate the more positive the political attitudes of its students. Positive political attitudes also seem to result from greater

participation by students in school
governance and extra-curricular activities
(Marker, 76).

Less optimistically, perhaps, Torney-Purta deals with much research which indicates that although school curriculum can be effective in transmitting political knowledge it is not influential in forming or changing attitudes, furthermore, in her international studies she confirmed that

scores on scales measuring democratic
values and interest in political
participation were highest among students
whose classes included few printed drill
exercises and a great deal of opportunity
for students to express their opinions in
free discussions where teachers respected
their points of view (Torney-Purta, 15).

Some authors believe it is crucial for educators to use all means at their disposal to help them understand the development of their students and to aid these students in understanding better subjective to objective topicality -- their micro-, meso-, and macro-worlds (Langeveld, 1979). But, he warns:

The danger of this approach is that many
fundamental differences in dimensions and

characteristics are swept aside, but, even worse, there is a personalization of politics which can probably never be totally avoided and macro-structures may appear all too easily (Langeveld, 50).

The age of globalization has challenged the "expanding environment" notion. Small wonder, when young children can watch people and events of history-in-the-making on their television sets while it is all happening - regardless of space and time.

It is the task of political education to help children find their way in modern society, to make things a little more transparent; to provide young people with concepts to order their own world; to assist them in their reflection on their own lives, so that they can discover some of the social and political forces which can impede their personal development; to let them discover that many of their problems are typical of their social situation and that they share them with their peers; and to help them to avoid the personalization of political and social forces and events which is so normal at

that age (Langeveld, 44).

How can all this be accomplished in the curriculum of the good community? It can be accomplished by keeping in mind that we cannot think only in terms of content but rather in terms of the way students will use that content for their liberation. The social studies community is well suited to problem or issue-oriented education wherein the students can form their own conclusions and venture solutions in their classroom, their school, their neighborhood or their world; thus, the learning process has a supportive, a democratic climate. Their own education itself can become a system for examination, analysis and evaluation as in Langeveld's curriculum model wherein he shows the development of aims, content, processes, and structures at the micro-, meso- and macro- levels.

Having examined what many authors believe ought to be included in citizenship education, let us look briefly at what other authors believe citizenship education actually has been. Barth and Shermis (1980) analyze the traditions, assumptions and intentions of the twentieth century social studies. According to them, there are several groups within the profession who nominally accept the same goals but who interpret them in quite different ways. The positions are founded on three traditions:

The oldest tradition - indoctrination of the young in what is taken to be the basic values of a society that is worth preserving - we have called Citizenship Transmission. Citizenship in this tradition is interpreted to mean participation along approved lines, the holding of socially beneficial values-- e.g., altruism, tolerance, independence. Integration is practiced but what is integrated are values which are clothed in songs, stories, myths, textbook chapters and homilies. Neither the source nor form of the values makes little difference as long as they can be arranged so as to persuade and convince.

The second tradition we have called Social Science. This refers to the notion that the social studies is essentially reducible to a particular social science discipline. Citizenship tends to be defined as decision-making. The assumption is that decision-makers are best produced by a thorough, rigorous training in the knowledge-gathering techniques of a social science discipline. Integration along conceptual lines. That is, what is

integrated are the concepts, theories, processes, attitudes and skills of one (and in recent years a combination of many) social science discipline.

The third tradition we have called Reflective Inquiry. Based upon ideas from the philosophy of John Dewey concerning problem-solving, democracy, decision-making and other key constructs. Reflective Inquiry proponents define citizenship in terms of decision-making under morally ambiguous circumstances. The entire position is based upon the assumption that decision-makers are trained by a process of acquiring problem-solving skills, wherein the "problem" is internalized or "owned" by a student. Integration is defined as philosophical reconstruction in which data from outside - from any source whatsoever - is utilized to facilitate the process of the reconstruction of experience (Barth, Shermis, 9-10).

In his 1983 dissertation, Orimoloye discusses at length the development of these traditions and describes Shermis's more recent clarification that reflective inquiry tradition

responds to the unresolved conflicts of the culture, whereas the social science tradition identifies problems on the basis of unresolved and persistent issues within the disciplines. From the point of view of Global Education, reflective inquiry is probably the closest of these three to the development of a critical consciousness. Yet Orimoloye offers an even closer fourth tradition which he calls the Social Criticism and Action Model. This model attempts to free students by not only helping them to interpret and criticize that which is restrictive and oppressive in society, but also to assist them in initiating action in the service of human rights -- freedom and well being. This critical theory does not align itself with any class nor interest itself in what society is presently like: Rather, it focusses on the potential of its citizens. It is not only a positive philosophy of citizen action but a model of skills for the alteration of determinant social structures.

If citizenship has been a concern across the years, it has also been a concern across borders. Throughout the world, countries express the importance of producing an informed citizenry. In the UNESCO Handbook (1981), Wronski list such countries as Japan, the United States, Greece and Tanzania as countries which employ "a wide range of social institutions to induct new members into its society, to

transmit the cultural heritage to the young and to develop in its people a feeling of national pride (Wronski, Social Studies, 25-6)." As a democracy, the United States reflects the continued concern of educators at all levels. In 1977, the National Association of Secondary School Principals issued a curriculum bulletin devoted to "Education for Citizenship". In it, the author(s) stated:

while the national debate over the meaning, context, and usefulness of citizenship education continues outside, most of the action goes on in the school (NASSP, Education, 3).

There are four approaches to this type of education, according to their study: content, perspectives, decision-making process, and participation. If the writer may be permitted an observation, the danger in examining these approaches as separate is that the reader can assume first, that these are always separate, and second, that they ought to be separate. This chapter has already offered the ideas of authors who see most of these as related and as being, quite appropriately, aspects of the same citizenship education. Perhaps the National Council for the Social Studies affords some guidance in this respect. In their Position Statement on Global Education (1982), they weave a tapestry with Global Education (or the world system

paradigm?) and the basic goal of social studies education:

Global education refers to efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence (Position Statement on Global Education, 36-7).

followed by the statements:

The recommendations offered here follow from the NCSS Curriculum Guidelines, which state that "the basic goal of social studies education is to prepare young people to be human, rational, participating citizens in a world that is becoming increasingly interdependent"...

A global perspective should permeate the total spectrum of social studies goals, offering, materials, and instructional strategies. Global education needs to be

viewed as part of the foundation of social studies education and as being more fundamentally important than a mere addition to the curriculum.

If this is not clear enough to the readers of NCSS, the authors (members of the International Activities Committee) state with greater precision:

World affairs have often been treated as a spectator sport in which only the "expert" can participate. The increasing globalization of the human condition has created additional opportunities and responsibilities for the individuals and groups to take personal, social, and political action in the international arena. The curriculum should demonstrate that individuals and groups can influence and can be influenced by world events. Furthermore, the social studies curriculum should help to develop the understandings, skills, and attitudes needed to respond effectively and responsibly to world events.

When we examine the ideas of NCSS on Global Education and apply them to the instructional goals offered by Research

for Better Schools, Inc. in 1978 to the National Institute of Education, we begin to see emerging a blueprint for citizenship education in the late 1980's.

The goal of Citizen Education is to prepare students for current and future responsibilities in their interpersonal, community, and political lives by fostering the acquisition of the following knowledge, skills, and dispositions leading to personal satisfaction and the realization of democratic principles:

Knowledge

- * Knowledge of the dynamic institutions and systems that exert influence in our society -- law, economics, politics, religion, international relations, ethics, and technology
- * Knowledge of the historical and contemporary context of recurring social issues related to the above institutions
- * Knowledge of the major issues and problems forecast for the above areas and others that may emerge

Skills

- * Inquiry skills -- which enable learners

to select, organize, evaluate, and use information, with special, but not exclusive, reference to problem solving and decision making

- * Interpersonal skills -- which enable learners to engage in communication, act cooperatively, exercise leadership, and take part in arbitration
- * Action skills -- which enable learners to formulate problems, generate alternatives, set goals, plan strategies, consider consequences, and evaluate courses of action

Dispositions

- * Respect and caring for others
- * Commitment to equality of all persons
- * Commitment to rationality
- * Commitment to personal freedom limited only by the above commitments
- * Identification with positive primary groups, and local, national, and world communities
- * Commitment to action and participation
(Research for Better Schools, 5).

That citizenship education is not a course, nor a track,

nor a single discipline is plain to see from the foregoing. Although it may be the single most significant set of concepts that social studies has to deal with it is elusive both in understanding and in definition. What must be taken into account as we try, according to Roosevelt Ratliff, is the kind of society in which we live today -- a highly pluralistic, multi-ethnic one -- and the suppressive quality of acculturation for Americans citizenship in the past. This, of necessity, makes the school's role more complex.

If the aim of education is to develop citizens who are politically, economically, and scientifically literate, then it must include ethnic literacy.

An important aspect of ethnic literacy is development of knowledge about various ethnic groups -- their values, experiences and socialization (Ratliff, 50-1).

Ratliff's is an important argument for educators and, as he says,

...if the aim of education is to prepare competent citizens who will communicate with, relate to, and interdepend on others who are ethnically diverse, then the teaching and learning of ethnicity must

become a priority in citizenship education
(Ratliff, 50).

If citizenship is really significant then it goes beyond even the social studies and must permeate lives in order to produce a certain kind of cooperative and political behavior.

Students need many opportunities to consider and reconsider the concept. They should be encouraged to examine it from a political science perspective, from a philosophical viewpoint, and from the vantage point of economics; but they also need to consider citizenship in historical perspective (Branson, 531).

says Margaret Stimman Branson. At the same time, writers Richard S. Knight and Stuart Howell maintain:

We have found psychology to be a social studies subject which can contribute to personal growth and citizenship. As students develop a sense of identity, work to develop a positive self-concept, refine their values, and experience empathy and feelings of good will toward others, they are acquiring an important core of personal responsibility which is the foundation of

citizenship in a democratic and pluralistic society (Knight, Howell, 543).

And Stanley Wronski, himself a globalist, suggests that:

For social studies students, an understanding of the concept of culture, with its multifaceted nature, provides a powerful intellectual tool which is of immediate and long-term use in fulfilling their role of citizen. For example, the concept of culture has analytic power in enabling a citizen to make public policy decisions about minority groups within the United States and nationality groups abroad (Wronski, Sociology, 545).

He asks what the possibility might be that a world culture is beginning to manifest itself. What then would be its ingredients? According to Joseph J. D'Amico, many studies spaced throughout the century indicate that a key to citizenship efficacy is indeed, participation. Perhaps more emphasis needs to be placed on this. This chapter has already traced the significance of political socialization in the citizenship nexus. D'Amico adds:

The education rationale for student participation is founded in studies related to political socialization...

The assumption behind this rationale is straightforward: if children are given the chance to make decisions and be contributing participants in school society, they will, through practice and reinforcement, grow up to be better decision makers and more effective participants in American society (D'Amico, 44).

He makes four recommendations:

1. Allow open discussion and opportunity for dissent.
2. Allow and encourage youngsters to take initiative in defining and carrying out their own learning experiences.
3. Allow and encourage students to participate in making all decisions about things that affect them.
4. Relate learning experiences closely to the real world (D'Amico, 45).

Lee Anderson appears to be able to wrap up participation, a global perspective and responsible citizenship by grouping them under four types of needed competencies for young people in the last decades of the 20th century:

1. Competence in perceiving one's

- involvement in the world system,
- 2. Competence in making decisions,
- 3. Competence in reaching judgements, and
- 4. Competence in exercising influence

(King, Branson and Condon, 12).

He describes each of these competencies as a compound of cognitive, perceptual, social and emotional capacities --each of which can be broken down into even more specific abilities; thus, he develops an exhaustive chart of abilities needed for responsible citizenship in a global age. It is thus the contemporary end product of what citizenship education might entail in the global age.

From the research described in this chapter, the conclusions regarding citizenship education appear to be quite clear, despite the plethora of disparate curricular suggestions. I believe the warranted conclusions are that:

- 1. Positive action should be encouraged rather than mere proscription.
- 2. Citizenship education must be reflective of a highly complex, pluralistic, multi-ethnic society that reaches from the local community to the far reaches of the globe.
- 3. Of the four approaches to citizenship education - content, decision-making, participation, and perspectives - the perspective approach, which sees our nation as part of a series of global

systems, offers the most encouraging direction for change. It presents a global view within which the other approaches can find a balanced niche.

4. Students must be permitted experiential learning, where participation is integrated with instruction.
5. Life is made of alternatives. Students need to examine in an instructional setting methods of alternatives identification and conflict resolution.
6. A variety of unrepetitive experiences should be used particularly those which lead to skills necessary in exerting influence on public affairs.
7. The emphasis in early elementary social studies should neither be on contrasts nor solely on American or ethno-centric models.
8. The elementary social studies curriculum must be re-structured so that it builds upon recent research about children's acquisition of concepts, prejudices, and positive attitudes to society and participation therein.
9. Elementary education can, in fact, focus on local and national/international issues and

personalities.

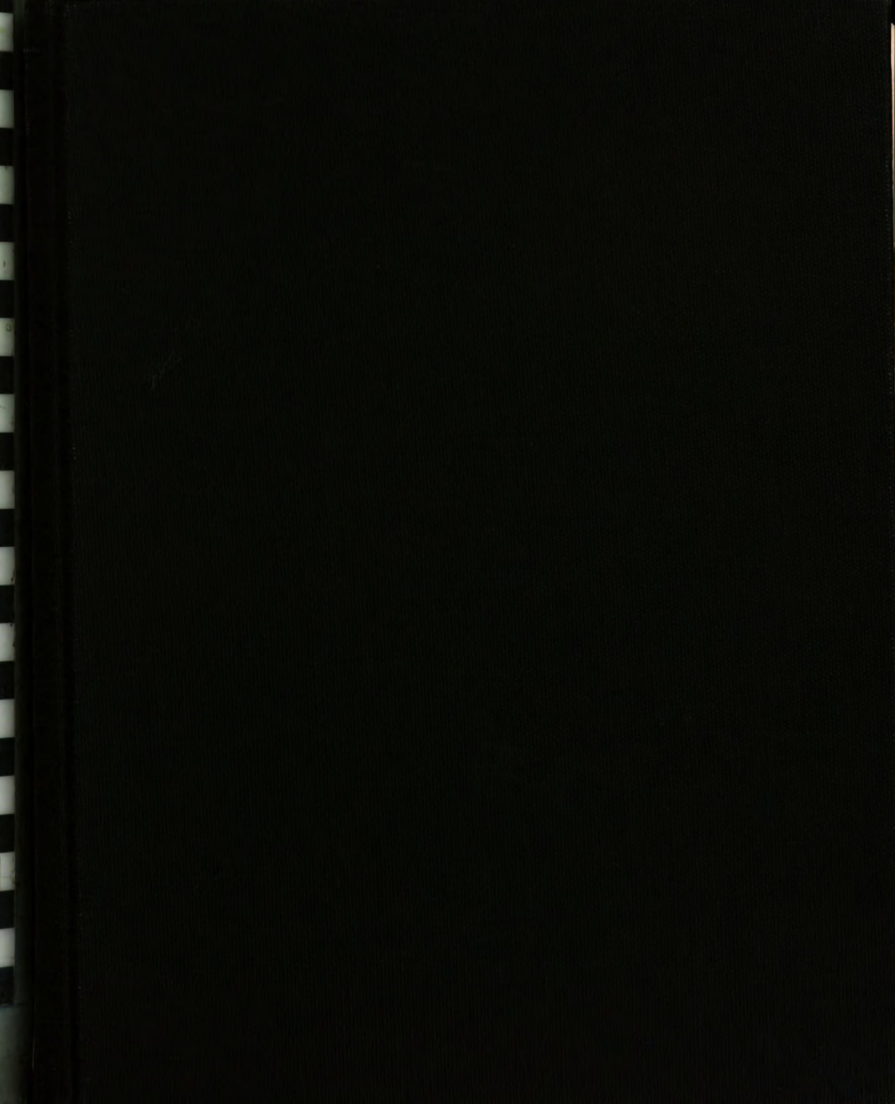
10. The concerns and problems of citizenship need to be approached in a holistic fashion with a recognition of the interdependence of systems and people.

11. Various loyalties can be fostered and supported -- to community, nation and planet.

As we examine these conclusions, we should consider them in the light of questions relative to the apparent decline in social studies student interest including and beyond the elementary level. What have our children learned about citizenship in their early, formative years that does not come to fruition in later years? Is the decline possible because of a student perception of repetition - or a backlash against the "rap" era, the "do-your-own-thing" era - or a greater need for classroom control in the era of decreasing student acquiescence to authoritarianism - or the increasing teacher fear of repercussion for experimentation/innovation/creativity - or the increasing number of older teachers whose methods were petrified in their earlier teaching day in less flexible form than the times in which they now live - or because, in fact, there are few communication links which will allow significant research and models to filter down to current classroom teachers - or because the majority of administrators

applaud a controlled classroom and high test results on national norms and pay little attention to John Goodlad's claim that the principal has powerful influence on curriculum for the good (or the bad)?

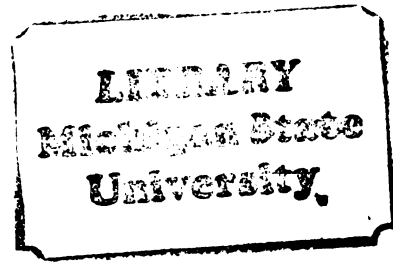
Educators may applaud those in the national and state offices of education and those enthusiastic teachers who read and who attend conferences of the NCSS, but they can never assume that all of those aforementioned are representative of the majority of teachers. The task, then, colossal as it is - is for David to bring down Goliath and set up a new kingdom for, as Wordsworth wrote, "the child is father of the man."



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PROGRAM INVENTION

By late 1976, the staff at the Michigan Department of Education announced funds would be available under (Federal) Title IV C to support innovative programs in a new area called Global Education. Few people knew just what that area was. Grants were to be given on a competitive basis. As a result many districts hastened to submit proposals. Livonia was one of these. The four high school principals were asked if they were interested. Only one responded affirmatively; thus, in December, a meeting was arranged between members of the Livonia Curriculum Department and the department chair of English, Science, Social Studies and Mathematics. After further discussion it was agreed that a proposal should be submitted and that it should be dual focused: a multi-discipline Global Education curriculum and an alternative school-within-a-school. The proposal was submitted, accepted, and a grant of \$54,690 was awarded. Because of the fact that much in the project has changed since 1977, it is probably useful to present here an abstract of the total proposal. The first acronym used to identify the project was U.N.I.T.E. (Understanding Nations Interdependency Through Education). Most of the staff were dissatisfied with this name and so it was quickly changed

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to S.A.G.E. (Stevenson Alternative in Global Education), then to A.R.G.U.S. (Alternative: Resources with Global Understanding and Skills) and finally simply to the School of Global Education.

The abstract of the initial proposal is contained in Appendix B. It is important for the reader to be familiar with this in order to understand the changes and outcomes that resulted. There is an additional point to be made, however. The project needed a Director. There was considerable discussion as to whether or not this position should be full-time or part-time. The State Department suggested full-time, Livonia and the teachers involved held out for a director who also taught and who, therefore, would have a working knowledge with the teaching team and the teaching units. At this point, there was no real view of how much work the position would entail in the years to come - since no real discussion had taken place at the district Central office level about the future of the project. The teachers had speculated but no long range plans or commitments were made. This applied also to the positions of Director of the School of Global Education and of the members of the teaching team - most of whom were subsequently laid off.

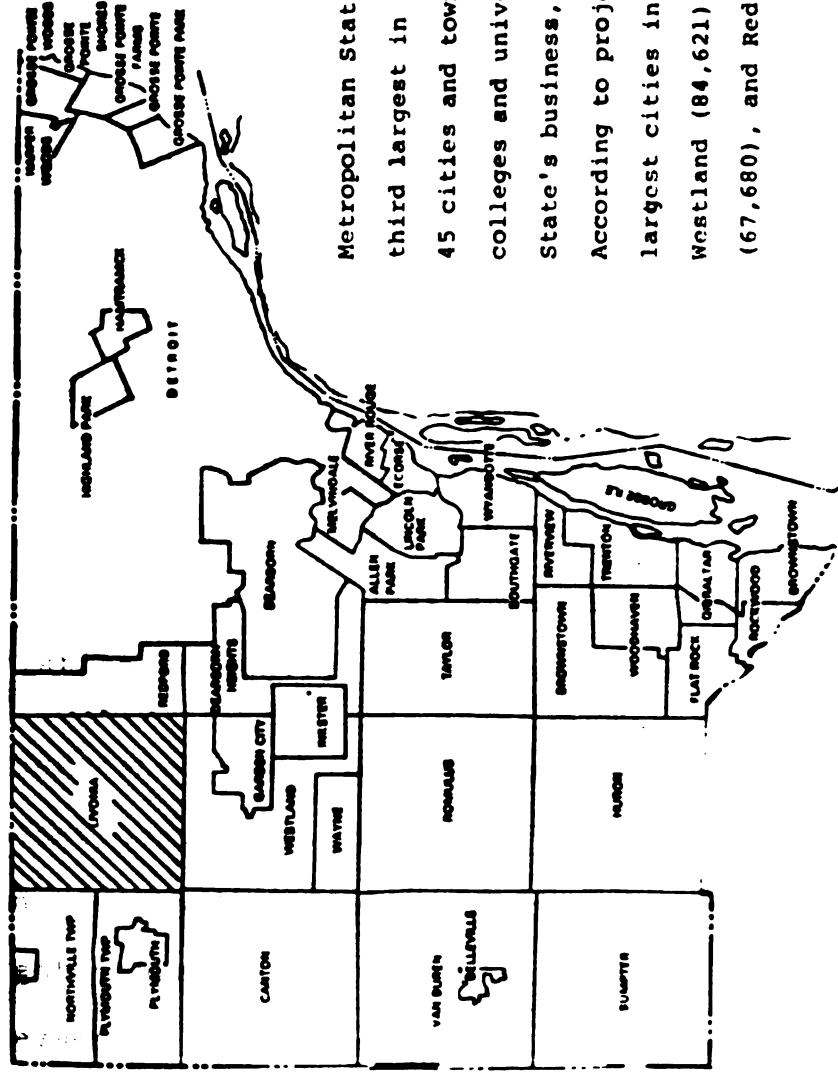
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Fig. 1. Schematic diagram of the experimental setup. The diagram shows a cross-section of a container with a liquid level. A vertical tube is inserted into the liquid, and a piston is located at the bottom of the tube. The piston is connected to a lever arm, which is pivoted on a point. The lever arm is also connected to a spring. The spring is attached to a wall. The diagram is labeled with various components: 'Piston', 'Lever arm', 'Spring', 'Wall', 'Liquid', and 'Air'.

The above county is one of the most fertile in the State and is one of the best for the production of wheat and corn.

FIGURE 5: LIVONIA - DEFINITION OF THE AREA



The Wayne County Prime Sponsor area consists of Wayne County excluding the cities of Detroit, Dearborn, and Livonia. It is one of eight CETA prime sponsors within the Detroit SMSA (Standard Metropolitan Statistical Area). Wayne County, the third largest in the United States, is comprised of 45 cities and townships, 36 school districts, several colleges and universities, and a major portion of the State's business, industry, population, and resources. According to projected 1980 census figures, the largest cities in the balance of Wayne County include Westland (84,621), Taylor (77,454), Dearborn Heights (67,680), and Redford Township (58,379).

Total Population	2,330,733
Total land coverage (in sq. mi.)	627.2
The Out-Wayne County ICB September 1981 Revisions and Updates	

*Excluding the cities of Detroit, Dearborn and Livonia

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LIVONIA: DESCRIPTION

A study done in 1957 indicated that Livonia's adult population was young, 25-34, 75% of whom had pre-school or school age children. This necessitated an extensive school building program at the rate of two classrooms a week by the mid-60's. By the 1970's, Livonia began to experience school declines which are now expected to continue to the 1990's. By the early '70's, the average adult age had risen to 35-44 with a corresponding drop in the number of children. The 1975 estimated population was 118,000. By 1981, according to the Out-Wayne County Interagency Collaboritive Body, that population had dropped to 104,660 with a labor force of 44,825 and 2725 unemployed.

Livonia was a prosperous community. In 1970, it had a median family income of \$15,216, the largest median income of all American cities with more than 100,000 population. The largest occupational group in this predominantly white, Christian community was managerial and professional.

To understand what follows, particularly in terms of student population, staffing and administrative support, it is necessary to be aware of the changes in the city in recent years. Despite the statements made under "Needs Assessment" in Appendix I, Livonia has been considered upper, middle class economically. The depressed economy

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has affected the city insofar as migration patterns, population trends and job availability affect student population. According to the January 4, 1982 report of the Livonia Education Association/Livonia Board of Education Study Committee, the enrollment decline affects both curriculum and staffing. The table below summarizes the district enrollment figures under which the School of Global Education Operates:

FIGURE 4: SCHOOL ENROLLMENT TABLE

Year	High School Enrollment	Student Loss	Planned	
			Positions Lost	Retirement H.S.
1981	8310			
1982	7630	630	25	6
1983	7060	570	19	6
1984	6550	510	17	7
1985	6320	230	8	3
1986	5720	570	19	10
1987	5150	600	19	
1988	4640	510	17	
1989	4080	560	19	

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There are currently four high schools with a total enrollment of 8,310 students. Given current averages, three high schools could handle the student population as early as 1984. Another high school could be closed in 1989. Total loss of students in this decade is expected to be 4,230. The total loss of positions is expected to be in the nature of 141. A separate LEA study was conducted of possible retirements, and it is clear that retirement is not the answer to the number of lost positions each year.

Curricular Program

Reduced numbers of students will have a serious impact on the program made available for students. The number of course offerings, particularly those in special areas such as foreign language or advanced math and science, may have to be severely curtailed. If not totally eliminated, they may have to be merged. Class consolidations will have to be seriously considered, or the result will be elimination. Magnet school programming may become more prevalent. The quality of the current course offerings is bound to suffer as more students are lost.

Staffing Assignments

Due to the declining number of students and the resultant paring down of the curriculum, the following effects could occur in staffing assignments:

1. More part-time assignments.

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2. More teachers teaching outside of their major area of expertise.

3. More teachers with multiple building assignments.

These resulting affects may seriously hamper the quality of instruction and staff morale in the following way:

1. Loss of staff

Each high school will probably lose four to six staff positions each year for the next 10 years. The losses of specific teachers will be determined by seniority, certification and qualifications, therefore, it's difficult to assess which specific positions or departments will be impacted. For instance, because lay-off is determined by seniority date, a particular school may lose four English teachers and no math teachers. The result will mean more surplusings, more interbuilding transfers and, possibly, more part-time assignments.

2. Reassignment of staff

Many more staff members, because of their seniority, will have to be reassigned in teaching positions for which they have certification but little or no practical experience. In some cases, teachers may have to go back to school to upgrade their certification to meet North Central standards. Another negative side effect will be multiple building assignments, or less

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than full time assignments, particularly in courses selected by smaller numbers of students. Both of these results could have serious impact on teacher attitudes and morale.

3. Morale of staff

The impact of the potential changes in curriculum, loss of staff and teacher reassignments may have a severely traumatic effect in the attitudes and self-images people bring with them to their work place. The natural outgrowth of these factors will cause a lowering of morale as teachers face an uncertain job picture. This may have an impact on their job performance.

SUMMARY

The severe enrollment declines that have impacted Livonia Public Schools' elementary and middle school grades will continue through the high schools for this entire decade. The side effects that result will mean smaller and fewer high schools; at least 140 teacher positions eliminated; a sharply reduced curriculum; changed teacher assignments; and a potential instructional and morale problem.

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FORMULATING AND SELECTING THE GOALS AND OBJECTIVES FOR THE SCHOOL OF GLOBAL EDUCATION

By spring, 1977, it was clear that an alternative, three year, multi-disciplinary school could not open by September of that same year. The State Department of Education, therefore, gave permission to use the year 1977-8 as a development year in order to start operation by September, 1978. The first problem was assembling a faculty advisory committee. (The problems attached to this will be considered later under "Staff Reaction".) The Faculty Advisory Committee set about determining what the dual set of goals would be for Global Education and an alternative. Their procedure could be summarized in the following model:

Model for Selection and Ranking of Objectives

- Stage 1 - General discussion with whole Faculty Advisory Committee. Notes taken of ideas relative to G.E. and alternative.
- Stage 2 - Writing team takes ideas and puts them in list form.
- Stage 3 - Committee approves tentative list.
- Stage 4 - Semester plans for each discipline - chronology, content, general skills are written with G.E. ideas in mind.
- Stage 5 - Team writes out units with general and specific objectives based on integration of courses and

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outline of objective.

Stage 6 - The G.E. and alternative goals are set in rank order.

Stage 7 - All unit objectives are examined to see if they meet all G.E. and alternative objectives and if the emphasis is on the appropriate ones.

Stage 8 - Polishing - edit or add where needed.

The result of this process was a set of prioritized goals for the Global Education Curriculum and the alternative school:

Prioritized Goals of Global Education

In addition to the existing curricular goals at Stevenson High School, the following are emphasized within the Global Education Project. This curriculum aims:

1. To increase students' awareness of the nature and development of world literature, languages, and the arts and their interrelationship with national behavior(s).
2. To make students aware of community, national and international economic relationships and problems.
3. To make students aware of the processes of decision- and judgement-making based on the evaluation of data.
4. To foster self-awareness and independence.
5. To increase student awareness of scientific and

technological achievements and their relation to society.

6. To make students aware of the relationship between people and natural resources.
7. To increase their understanding of the development of the Earth.
8. To enable students to perceive the relationship between United States' goals and goals of other nations.
9. To increase students' geographical understanding.
10. To increase their understanding of human history.
11. To make students aware of the nature of national and international law and the use of law in resolving conflict.

Prioritized Goals of the Alternative

This alternative at Stevenson High School will provide, within a large high school structure, a small community of students and teachers which will:

1. Provide greater opportunity for individual learning and development of independence in study by allowing a greater flexibility in method and choice of area of study.
2. Allow an interdisciplinary curricular focus on international understandings.
3. Allow increased flexibility in scheduling

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students' and teachers' time and increased mobility in utilizing community resources.

4. Foster closer interpersonal relationships among students, parents, and teachers.
5. Provide an opportunity for students of differing ethnic and academic backgrounds and aptitudes to share common learnings.

In March, 1978, Dr. Alex Lotas, a consultant for the Michigan Association for Affective Learning, analyzed the two sets of goals and concluded that they would respond to both cognitive and affective needs of the students.

STAFF REACTION

While members of the Faculty Advisory Board, including the potential teaching team members, were writing the unit plans and lessons for the curriculum, discomfiture was increasing among the ninety staff members of Stevenson High School. A printed description of the project had already been given to parents at the February, 1977 parent meeting for incoming 10th graders although the Livonia Board of Education, at that point, had not yet officially approved the program for implementation. The faculty were also aware that a notice had been sent to all of them asking for teaching volunteers. Four were chosen but they were four of those who had originally been part of the project. Other faculty members were reticent. Faculty reaction of

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that time is best explained by the Director of the School of Global Education in the 1978 Log:

February and March, 1977 - During these two months, we met last hour of each day, the four people who had finally volunteered. There were no other teachers who volunteered to be on the team. Many teachers felt it was a foregone conclusion that the department chairs would do the job. They didn't approve of this. The four department chairs, however, were left with the project.

We met the last hour of each day and invited anyone on the faculty who was interested to come in and discuss the project with us. Very few people came in to discuss it. Part of the reason was lack of interest. Another part was that the teachers were not free 6th hour and so were unable to come in. There was a great deal of concern that spread from staff room to staff room, from one lunch to another lunch. The questions that seemed to concern the faculty were the following:

1. What is the student-to-teacher

ratio?

2. Who gets paid for what?
3. If we follow the plan that we suggested of having an alternative with only four teachers for three years, wouldn't there then be the danger of the predominance of one viewpoint?
4. Wouldn't there be a danger of the utilization of one methodology? The very nature of social studies, for example, seems to cry out for use and understanding of multiple approaches.
5. What about the danger of student boredom with one viewpoint and one teacher for three years and one particular discipline? And what about teacher boredom if the teacher had the same students for three years?
6. Many of the teachers questioned the expertise of the team. Would they have sufficient background and experience in all subjects to cover the material adequately.

7. What about personality clashes? Could the students go in and out and if they didn't get along with the teacher, could they dump the class?
8. Will the student be free to move in and out of the program during the three year period?
9. Will regular teachers not in the program have to assume an added student load, or an increase of preparations due to a reduction of their regular sections?
10. Would there be enough qualified people left to teach the usual offerings once the team members were formed?
11. Is the program to be team taught by two or more teachers? Do they know how difficult a job this is?

Other concerns were that students in the program would have reduced or unavailable electives in art, music, business, family life, industrial arts, and physical education. This would seem to narrow their experience. Many of the teachers

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believed that the global education student would be better than average. If so, his spark and inspiration would not be available to regular students in general classes. His absence would also diminish the number of class sections aimed at better-than-average students. The plan would hurt those students good in some areas that require different courses than those which global education would provide. There seemed to be a feeling that separating the students and teachers into a "school within a school" would be likely to divide and cause friction between those and the rest of the staff and students at Stevenson. Part of the difficulty at this particular time during the month, was that we had not agreed on a specific program. We had many ideas, we had put some of them in writing, we had talked about a team of four teachers, we had talked about an interdisciplinary approach, but nothing had been fixed and so there was a great deal of rumor and many of the details were kept relatively

secret because of the fact that we had not had the plan approved by either the Board of Education or the State of Michigan and therefore we could not talk as though it were a fait accompli. We had to talk of it in terms of ideas, projections, whatever, and so the rumors were rampant and many people were very, very angry at concepts they believed were in the program which in reality were not. In brief, because of the fact that we did not plan the project sufficiently well in detail and went to the faculty too soon, went to the parents too soon, we, in fact, made it a very difficult situation.

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IMPLEMENTATION

RECRUITMENT OF STUDENTS

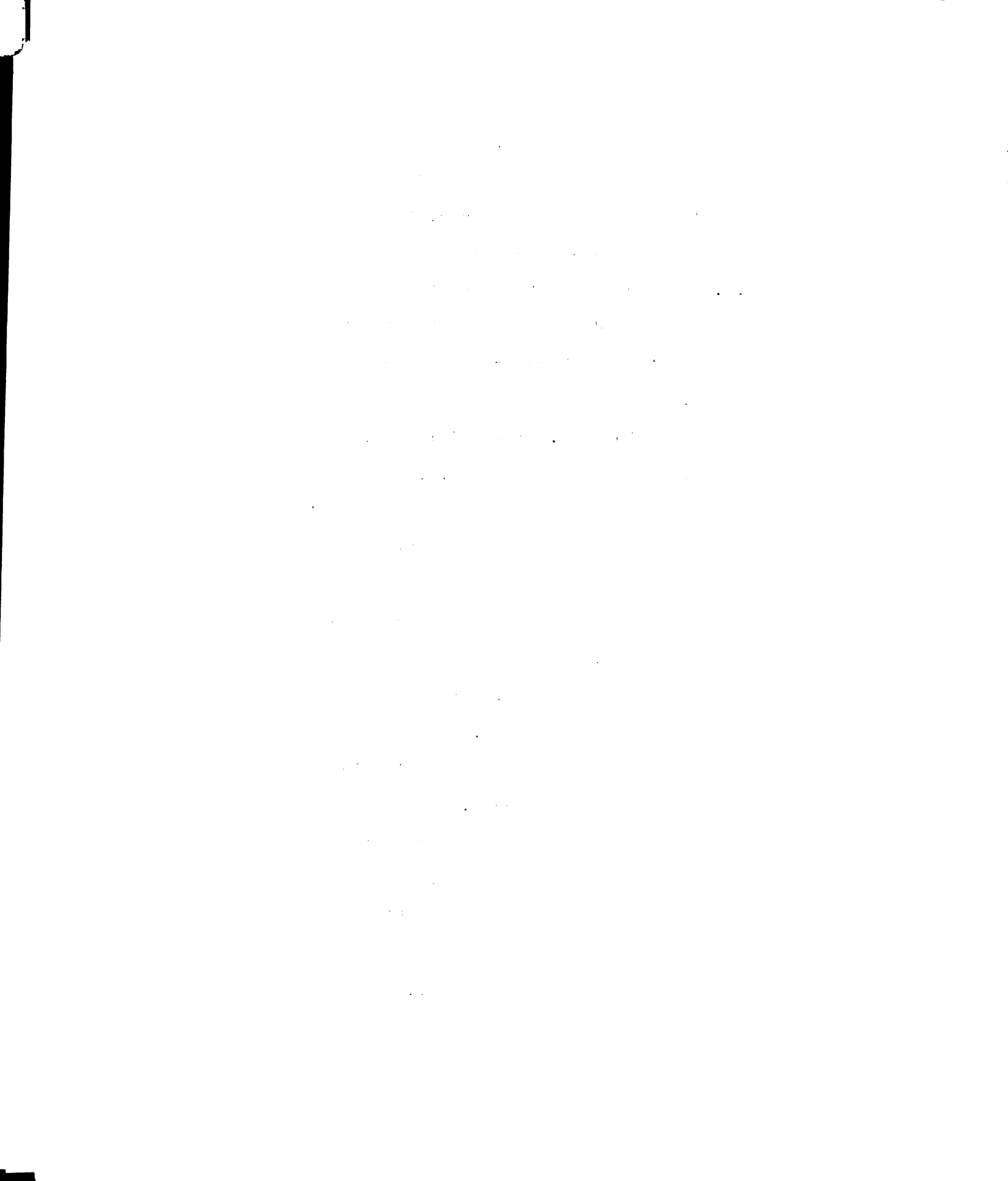
By June, 1977, despite the difficulties and opposition of some faculty members, all parents of incoming 10th graders were invited to a meeting. About 120 parents came. Their questions, according to the Director's Log, included a concern about what students would have to do without in order to be in the new program. Would they have to do without music - band, orchestra or choir? would it mean they couldn't take vocational subjects of business education?

Following this meeting which generated positive parent reaction, two members of the G.E. teaching team went to the three feeder junior high schools. The results are described by the Director in his Log:

June 10 and 13, 1977 - On these days two of the team went to the junior high schools attempting to give a presentation on global education. We ran into great difficulty because there was only one more week of school and the junior high principals explained that these days were already taken up for trips to Cedar Point and other activities for the students. It

would be very difficult, therefore, to come in and explain to the students what global education was; however, they would be glad to make an announcement over the P.A. that any student interested in global education could come down to the lunchroom and meet the teachers from Stevenson High School. In a couple of the cases we got about ten students. The difficulty, of course, was that when that P.A. announcement was made, the students didn't know what on earth global education was and, therefore, would not be attracted to it and certainly would not come down to such a meeting. The upshot of all of this was that we got to very, very few students before the semester ended. School closed on June 17 and by that time we also lost our social studies teacher, who felt that, due to personal reasons, he could no longer be part of the program. Peer pressure was very great by this time coming mainly from a few very active and verbal members of the faculty...

By late summer, the staff had been



informed by the State Board of Education that a year would be allowed to develop the program. The same Faculty Advisory Committee and teaching team recommenced their work in September. By January, recruitment was begun again. The hurdle to be overcome was that recruitment had been started the previous year, then aborted. This time, Livonia Director of Secondary Education, Jack McDonald, and the Curriculum Department put more weight behind the drive for recruitment. The following stages were adopted:

1. Conference with Junior High principals
2. Conference with Junior High counselors
3. Conference with Junior High teachers
(from list of possibly interested
faculty submitted by Jack McDonald)
4. Presentation to Junior High classes
(those suggested by principals)
5. Invitations out to:
 1. interested
students
 2. those
recommended
by counselors

and teachers

6. Meeting at Stevenson High School for students, parents, staff
7. Applications to be filled out at junior high school then forwarded on to us

The students were all given a document answering the questions: What do the terms mean? What will I study? How long is my school day? Why is Global Education important to all of us? What are the main advantages? Am I eligible?

This document was printed in a commercially made brochure to increase the visual attractiveness. (See Appendix C) The result was a final registration of 75 students. The flood of students that was expected at the time of the proposal didn't come.

CURRICULUM

Each year, from 1977 to 1980, a year-long syllabus of instruction was developed for each discipline until the collection included three years each of English, social studies, science, mathematics and Spanish.

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English and Social Studies

These studies followed a loose chronological approach ranging from earliest man on the globe through his ascendancy and nationalism to speculation on his future. The sequence included world history and development first, then American, then a study of America and the economic and political world facing the 21st century. Students were to be introduced to literary forms as they occurred in the time span. Recent forms such as the short story and the novel were to appear in concentration later in the curriculum. At all times, there was emphasis on the basic conventions of Standard English in oral and written composition. Such areas as music, the fine arts, and architecture were incorporated into the developmental structure of the curriculum content.

According to the Director's Log, there was considerable pressure from the Central Curriculum Office to include a few weeks of values clarification activities in the first few weeks. This was attempted in the English and social studies block. Subsequent discussion with students, however, indicated that they were "turned off" by this high school barrage of values activities. Since that time, many of these activities have been incorporated into the program over the year.

Mathematics is a branch of science that deals with the study of numbers, shapes, and patterns. It is a fundamental part of many other sciences, including physics, chemistry, and biology. Mathematics is used to describe the natural world and to solve problems. It is a creative and logical discipline that requires a lot of practice and patience. Mathematics is also a beautiful subject, with its own unique language and symbols. It is a subject that can be enjoyed by people of all ages and backgrounds. Mathematics is a subject that is always changing and growing, and it is a subject that is always worth studying.

The mathematics program at our university is designed to provide students with a strong foundation in the field. Our faculty members are experts in their respective areas, and they provide high-quality instruction and mentorship to their students. Our students are encouraged to explore their interests and to develop their skills through a variety of courses and activities. Our program is also designed to prepare students for careers in mathematics and related fields. We offer a wide range of opportunities for our students, including internships, research projects, and competitions. We are committed to providing a supportive and challenging environment for our students, and we are proud of the achievements of our graduates.

As a student of mathematics, you will have the opportunity to work with some of the best minds in the field. You will be challenged to think critically and to solve complex problems. You will also have the chance to collaborate with your peers and to learn from their experiences. Mathematics is a subject that is always worth studying, and it is a subject that can lead to a rewarding and successful career. We encourage you to pursue your studies with passion and dedication, and we are confident that you will achieve great things.

Our mathematics program is a testament to the power of education and the importance of a strong foundation in the field. We are committed to providing our students with the best possible education, and we are proud of the achievements of our graduates. We encourage you to join our program and to explore the world of mathematics. We are confident that you will find it to be a rewarding and challenging experience. We are also confident that you will be well-prepared for whatever challenges you may face in the future. We are proud to be part of your journey, and we are committed to supporting you every step of the way.

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Mathematics

The mathematics program in the three year curriculum consisted of instruction in the traditional areas-- algebra, geometry, trigonometry, and precalculus mathematics. Computer math was also a part of this program since the language of the computer is now universal. Several enrichment topics such as the history of mathematics, the contributions of significant mathematicians as they affect society, mathematics in architecture and the arts, and the interpretation of statistics were to be included or integrated with other studies or within the mathematics program. A learning lab was projected, not only for students in need of special assistance or tutoring in the basic skills, but for the highly motivated student who works well individually or in small groups.

Science

As with the other disciplines, science was chronologically integrated with the rest of the program. Emphasis was on sciences and technology and their impact on the nation and the world. A full range of offerings was planned.

Spanish

The emphasis here was clearly on speaking and understanding the language as well as increasing the students' understanding of the cultures and national priorities of Hispanic countries.

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FIGURE 5: CURRICULUM DESCRIPTION OF THE SCHOOL OF
GLOBAL EDUCATION

<u>Sequence I</u>	<u>Sequence II</u>	<u>Sequence III</u>
<u>English:</u> Development of Language, Writing, and Communication (including writing and research skills) Mythology, the Beginnings of Drama, Creativity and the Humanities.	<u>English:*</u> American Literature with World Literature and the Development of the Novel, Short Story, Poetry, and Drama (This will include writing skills and optional creative writing).	<u>English:</u> Contemporary World Litera- ture, Trends and Notable Authors, New Directions In Drama, the Novel, Poetry, and Non-Fiction, Science Fiction and Futurism.
<u>Social Studies:</u> Introduction to Archaeology, Sociology, Geography, Anthropology, Psychology, Economics, and Political Science	<u>Social Studies:*</u> American Pluralism in History and Government. Native and Immigrant Trends, Foreign Policy.	<u>Social Studies:*</u> Problems in Global Inter- dependence. Studies in Major Global Issues (e.g. Energy Resources and the Use, Popula- tion, Food and Nutrition).

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CURRICULUM DESCRIPTION OF THE SCHOOL OF GLOBAL ED (cont'd.)

<u>Sequence I</u>	<u>Sequence II</u>	<u>Sequence III</u>
<u>Science:</u>	<u>Science:</u>	<u>Science:</u>
Science of the Earth: Beginning Astronomy, Geology, Meteorology and Oceanology.	Basic Chemistry with Emphasis on the Earth and Mineral Resources.	Global Issues found in Physics and/or Biology (if enrollment supports staffing)
<u>Mathematics:</u>	<u>Mathematics:</u>	<u>Mathematics:</u>
History of Math, Algebra, Geometry and Advanced Placement Math. (and/or)	Historical Development in Math. Algebra Geometry, Advanced Placement Math. (and/or)	(To be taken outside of the Global Ed. School) (and/or)
<u>Foreign Languages:*</u>	<u>Foreign Languages:*</u>	<u>Foreign Languages:*</u>
Beginning and Intermediate Spoken Languages.	Intermediate and Advanced Spoken Languages	Advanced Spoken Languages.
	<u>Physical Education</u>	
*Possible Independent Study	*Including Independent Study	*Increased Independent Study

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(Note: In all three sequences, the possibility of credit for community activities on an individual basis was explored by students, teachers, and community members.)

Note: Students in the School of Global Education could also choose other courses in Stevenson High School as electives to fill a five-hour day. In this manner, they keep in contact with friends in the other parts of the school. They were encouraged to continue, when possible, the development of skills and talents already identified and to explore new opportunities.

The foregoing was a description of what was to be developed and implemented. Over the initial three-year period, English, social studies and Spanish continued, science was dropped at the end of two years due to lack of student interest and staff availability, mathematics proved to be impossibly difficult due to the small number of students and the large number of offerings. The result is that only English, social studies and Spanish appear in the printed syllabi of instruction for the three-year Global Education curriculum.

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Resources: Persons and Materials

Many individuals were of assistance in preparing and implementing the curriculum. Chief among these were staff members from the Global Studies Center and the African Studies Center at Michigan State University who worked with the staff of the School of Global Education in preparing and in presenting materials on Africa and in building test instruments. The development of this high school program depended on other individual faculty members from Michigan State University, Wayne State University and the University of Michigan as well as consultants from the Wayne County Intermediate School District and the Livonia Public Schools Curriculum Department. In addition, members of the Global Education Faculty Advisory Committee made a series of visitations in 1977-8 to a number of alternative schools in the Midwest.

Materials for the program were selected according to the specific objectives and criteria suitable for the School of Global Education. (See Appendix D) Those necessary for teacher and student use were selected and purchased from the funds of the Title IV C grant each year until 1980. At that time, the Livonia Public Schools began to pay a proportionate student population sum for texts and supplementary materials. According to the Director,

there has been no shortage of funds necessary to purchase materials.

Testing

One of the objectives in the development of the project was the writing of a test known as the Global Understanding Test (G.U.T.). This was a test which had two parts - one for Sequence I and one for Sequence II. Both of these were test-run, re-written and administered. The consultants on this test were from Michigan State University's Department of Curriculum. The difficulty which persisted in this test was that it was primarily factual. It did not test higher order skills nor did it assess affective responses (See Appendix E). This posed a continual problem because of the emphasis put on psychometric testing by the Michigan State Department of Education. The problem, according to the Director and team members, was that they personally were not sufficiently creative about evaluation beyond the pencil and paper test and they got minimal help from the Michigan Department of Education. It should be added, however, that in the operation of the school the Department of Education personnel were both supportive and flexible. The problem, in the opinion of the four Michigan G.E. project directors, may lie in the nature of competitive grants. Often, other staff members from the

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four funded Global Education projects were working on the same problem. Due, however, to the suggestion that only those who succeeded would be funded the following year and that the number of projects funded would decrease, there was little spirit of real cooperation. Materials were circulated but personnel did not work cooperatively on common curricular problems.

Activities

Early in the development of the program, as a result of other school observations made by Faculty Advisory Committee members and subsequent discussions, it was agreed that the curriculum of the School of Global Education would include student participation, activities and simulations in and out of school and guest speakers. Accordingly, plans were made at the beginning of the 1978-9 school year to establish student committees for various tasks, to tap parent and community expertise and to explore the possibility of financial help to get the students out into the community. The results of this intention will be discussed in the next section.

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OUTCOMES

THE STUDENT VOLUNTEERS

Before examining the outcomes of this program, it is important to look at the students themselves. What kind of student finally volunteered and continues to volunteer for such a program? According to Rosenthal and Rosnow (1975) there is a considerable body of research on the characteristics of volunteers. Among the characteristics cited are that volunteers tend to be:

1. More intelligent
2. Higher in need for social approval
3. More sociable
4. More unconventional
5. Less authoritarian

What is known about the students who volunteered for the School of Global Education? More is known about the current students than about the original ones simply because there was a limit to the amount of testing and surveying that could be done at that time. According to the Director and team teachers, attracting and holding the first volunteers was a priority; therefore, they kept testing and surveying to a minimum. Later tables, also from the Director's records, will show that these first volunteers were more intelligent in terms of standardized tests. They were certainly students who were active and

sociable.

FIGURE 6: TABLE OF 1979 STUDENTS

Number surveyed	- 66
Number involved in school teams and clubs	- 64
Number working part-time	- 41
Number at Career Center	- 3
Number in outside of school activities	- 65

The table above indicates a high level of activity. What it doesn't indicate is the number or frequency of participations. Many of these students were involved in two or even three sports or outside activities.

Why did they join the program?

FIGURE 7: STUDENT REASONS FOR JOINING PROGRAM

	<u>1978</u>	<u>1982</u>
Number of Students	70	62
1. Change of school style	15	0
2. A new educational program	15	3
3. To get to know students & teachers better	13	0
4. To develop independence	12	0
5. To acquire good background for college and future	10	0
6. Fun, interesting content	9	26
7. Interest in ethnicity, world affairs, current events	8	4
8. Activities of the program	4	2
9. Interdisciplinary work & method easier	4	8
10. Group work in classes	4	0
11. Peers or siblings recommend it	0	13
12. Persuasiveness of the student recruiters	0	4
13. Parents wanted it	0	2

Some of the responses here could, of course, not have been given by the first group since the second group had a program already in existence. It seems clear from this that current students now join the program for different reasons. Striking is response number 6. It is, apparently, fun and interesting content which attracts the largest number of students today while a minimal

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number are interested in world affairs at that point. Logically enough, this may be the very reason why the program is needed. The 1982 group, reflective of Livonia, are, although racially almost homogenous, multi-ethnic in origin. Of the 120 students (57 boys, 63 girls) in the program who claim national roots:

1. 33 countries are represented although, of course, many trace multiple roots
2. The 10 top national origins are: German (70), Irish (53), English (45), Polish (27), Scottish (27), French (22), Italian (20), French-Canadian (12), Hungarian (10), Swedish (10) and Canadian (10)
3. Others are (in descending order): Dutch, Native American, Czech, Yugoslavian, Russian, Welsh, Finnish, Austrian, Greek, Ukrainian, Lebanese, Maltese, Norwegian, Belgian, Lithuanian, Syrian, Danish, Korean, Romanian, Bulgarian, Turkish and Portuguese
4. The group is 119 Caucasian, 1 Asian

More of the current students, possibly reflecting the times, are working part-time than the 1978 group by 74% to 62%. What this part-time work may do to studies is a problem on which researchers are still working. A slightly greater proportion of the Sequence II students

(average age - 16) work than the Sequence I students (average age - 15) which is to be expected.

The tables below describe even further the characteristics of the students. The following questions were asked: How many of you are engaged in clubs, sports, or other activities? How many of you consider that you can communicate (even minimally) in a foreign language? How many of your parents can do the same? Which languages? How many of you have travelled - within the U.S., to Canada, overseas? Do you or others believe you have a special talent - if so, what? What words would you use to describe yourself? The results are shown below:

FIGURE 8: STUDENT SURVEY - QUESTION ONE

How many of you are engaged in clubs, sports or other activities?							
	<u>1 Activity</u>		<u>2 or more</u>		<u>Total</u>	<u>Total</u>	<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Boys</u>	<u>Girls</u>	<u>Part.</u>
Sequence 1	10	10	13	7	23	17	40
Sequence 2	10	10	13	15	23	25	48
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FIGURE 9: QUESTION TWO

How many of you consider that you (or your parents) can communicate in a foreign language?

	<u>Self</u>	<u>Parents</u>
Sequence 1	31	24
Sequence 2	55	45
Totals	55	45

Which languages? Students

Spanish, French, German, Italian, Greek, Macedonian,
Polish, Romanian, Korean, Maltese

Which languages? Parents

Spanish, French, German, Danish, Polish, Russian,
Italian, Portuguese, Hungarian, Greek, Albanian,
Japanese, Macedonian, Ukrainian, Romanian, Korean,
Maltese

FIGURE 10: QUESTION THREE

How many of you have travelled - within the U.S., to
Canada, overseas?

No travel	Within U.S.	Canada	Overseas
4	113	88	31

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FIGURE 11: QUESTION FOUR

What words would you use to describe yourself?

Sequence I - Easy-to-get-along-with, funny, sensitive,
caring, shy, friendly, nice, pleasant,
intelligent, honest, fun-loving

Sequence II - Nice, outgoing, likeable, concerned,
caring, shy, honest, friendly, easy-going,
fun-loving, easy-to-get-along-with,
sensitive

FIGURE 12: QUESTION FIVE

Do you or others believe you have a special talent - if
so, what?

	No. of	One Talent		Two or More		
	Students	Boys	Girls	Boys	Girls	
Total						
Sequence I	62	8	11	17	21	57
Sequence II	58	8	10	15	13	46
						103

Talents listed: acting, drawing and painting, singing,
musical instrument playing, dancing,
sports. Musical talents predominated.

What, then, is the composite volunteer in the School of
Global Education?

The typical student is a girl who joined the program because it was "different": She is Caucasian who claims German, Irish or English ancestry. An active person, she is engaged in at least one outside activity as well as her part-time job. She has travelled in the U.S. and Canada but speaks no foreign language, nor do her parents. Her personality is generally outgoing and easy-to-get-along-with but she considers herself sensitive and caring about others and talented in some form of music. This composite was shown to the current team teachers in the program who concurred. One of them pointed out that an immediate indication of caring was that the students had been exceptionally active raising money and collecting food at Christmas for the needy - and that project was run by three girls.

Early in 1979, the Faculty Advisory Committee had drawn up a list of possible student characteristics to look for in class (see Appendix F). This list was given, in 1980, to five of the teachers who had taught or were teaching in the project. The question preceding the list of characteristics was: Which of the following characteristics have you noticed in respect to Global Education students compared to your regular students? The last five words of this should be noted particularly. The results were as follows:

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Unanimous Agreement

- Lowered absenteeism
- Increased willingness to participate in oral discussion
- Increased tolerance for the opinion of others and increased listening to others

Agreement of 4 out of 5 Teachers

- Increased willingness to help others
- Willingness to defend own opinion on basis of logical evidence
- Increased readiness to cope with more difficult problems
- Increased relevance of answers
- Increased sensitivity in social relations
- Lessened anxiety about approaching something new
- Increased accuracy of observation and/or inclusion of more relevant detail
- Increased search for alternative answers

Since the topic of attendance/absenteeism had come up for several years, the Director and the team of teachers in June, 1982, ran a check. They chose at random a week during the year (February 15-19, 1982) and compared absentee figures of the School of Global Education with the entire Stevenson High School. The following table shows the extent of absenteeism:

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FIGURE 13: ABSENTEEISM (IN PERCENT OF STUDENT BODY)

Feb. 15-19, 1982	S.H.S.	School of G.E.
Monday	9.7	5.9
Tuesday	9.9	1.5
Wednesday	9.7	4.5
Thursday	10.7	3.0
Friday	9.8	0.0

These results seemed to bear out the observations on lower absenteeism. It should be noted, however, that unlike the student body of the total high school, the students in the School of Global Education have identified themselves as volunteers.

STATISTICAL DATA

Because the School of Global Education was initially funded by the Michigan Department of Education under Title IV C, there were certain requirements. One of these was the development of a test - the Global Understanding Test (G.U.T.). Another was proof that the students in the project did better on the test than a comparable group of students. It goes without saying, however, that if Group X is given a treatment, Group Y none, then both groups are tested on the treatment, the expected results will indicate a higher awareness of the treatment on the part of Group X. This is one of the reasons why this dissertation is submitting supplementary

statistics and information - to give a more comprehensive evaluation of the curricular project.

First, what is the Global Understanding Test (G.U.T.) and how was it developed? (See Appendix E.).

The Global Understanding Test was developed locally in two parts over a two-year period as Sequence I then Sequence II were introduced to the School of Global Education curriculum. It was designed to test concepts and generalizations related to Global Education. Part I of the Test corresponded to the curricular content of Sequence I, Part II to Sequence II. Since the test was developed in the fall of 1978 there was no time to carefully field-test it or to develop a set of local norms before giving it as a pre-test; thus, the types of scores used in conducting the analysis were raw scores (50-point maximum).

The final comprehensive test development process involved the following steps:

1. Writing new test items by members of the Global Education staff
2. Screening of the items by the evaluator and the social studies coordinator in the district
3. Rewriting of items by the Global Education staff, the evaluator and the coordinator for social studies
4. Examination of the first and second test items by a

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team from the Global Studies Center, Michigan State University, headed by Ms. Jan Parisian and Dr. Stan Wronski, Professor of International Education, Michigan State University

5. A half-day meeting of the Global Education staff, the evaluator, and district coordinator for social studies with the team from Michigan State University to rewrite the test items
6. A final revision of test items for both Parts I and II resulting from the half-day session by the Global Education staff

The instrument is not objective-referenced but rather survey in nature.

There were several steps taken to insure that the test would have content validity. First, the people who developed this initial pool of items were the members of the Global Education staff at Stevenson. On the local level, these people probably have more expertise in the area of Global Education than any other group of teachers in Livonia. Involved in the process were

Ms. Jan Parisian, Director of the Global Studies Center at Michigan State University and Drs. Stan Wronski, William Joyce and Justin Kestenbaum also of Michigan State University. The resulting test instrument reflected what teachers at the local level believed was

appropriate for use on a pre-post-basis.

The reliability of the test was examined after both the pre- and post-tests. The Kuder-Richardson 20 Estimate of Reliability produced a coefficient of .798 from the pre-test and .827 from the post-test. These estimates of reliability are respectable estimates for this type of a test and the developmental process used.

What, then, were the outcomes of this test as it was administered in 1978-9 and 1979-80? The files of both the evaluator, Dr. Anthony Aquino, and the Director of the School of Global Education, Jonathan Swift, offer some detail.

The evaluation design for the Global Understanding Test was a pre-post, treatment-comparison group design. The first pre-test took place in September, 1978, and the first post-test in May, 1979. The treatment group consisted of all students in the School of Global Education at Stevenson High School (72 students). The comparison group was selected from each of the other three high schools in the Livonia Public Schools. At each of these high schools, a tenth grade regular English teacher volunteered his/her class. English classes were selected since all tenth grade students are required to take the course and students are randomly assigned to these classes by the computer in the scheduling process.

From the above it is seen that the results of the tests are in good agreement with the theoretical predictions.

The results of the tests are also in good agreement with the results of the tests conducted by other investigators.

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From the beginning it was clear, according to Livonia Public Schools evaluator Dr. Anthony Aquino, that there were at least two problems which affected the evaluation of this objective. The first problem concerned the nature of the test. As originally described in the project proposal, it was to test concepts and generalizations related to global education. The extent to which it did so is questionable. It was primarily a test of knowledge and facts.

The second problem related to several "poor" items on the test. These "poor" items were later removed from the scoring and thus did not influence the analysis of the data.

During the first project year, a problem occurred relating to this objective which required a modification of design. The group of students from the comparison group was not the same for both the pre- and post-tests. Classes were selected for the pre-test in September, and at mid-year students were rescheduled for second semester. These original comparison group students were thus scattered across many classes. To pull them from their classes to take the post-test met resistance since it would create several inconveniences and disturbances. Thus, a new group was randomly selected to take the post-test. This required that true gain scores could not

be calculated. Thus, group means were used in evaluating this objective.

The following table reports the 1979 group means.

FIGURE 14: G.U.T. POST-TEST RESULTS

SECTIONS OF TEST	GLOBAL EDUCATION			COMPARISON GROUP			t-value
	N	X	SD	N	X	SD	
Humanity as Species	70	9.671	1.947	80	7.100	2.089	7.838*
Humanity and Technology	70	6.029	1.843	80	3.413	1.715	9.051*
Humanity and Society	70	12.471	1.895	80	8.800	2.652	9.894*
Humanity and Arts	70	3.229	1.569	80	2.100	1.319	4.783*
Humanity and Environment	70	11.657	2.756	80	5.788	3.371	11.738*
Total Test	70	43.057	7.549	80	27.200	7.903	12.564*
*p <.05							

Since earlier results of the G.U.T. indicated that there was a significant difference between treatment and comparison groups on the pre-test, the analysis of covariance model was considered as an appropriate model for examination of post-test results. Before undertaking this analysis, a "quick check" was made to determine if the effort was justified.

The analysis of covariance is essentially the same as the t-test, but with the post-test difference adjusted to take into account differences between groups at pre-test time. To check whether the adjustment was likely to affect conclusions, two simple calculations were made.

(1) The unadjusted post-test difference was tested using a t-test. (2) The post-test difference with maximum adjustment (entire pre-test difference added to post-test score of group which was lower at pre-test time) was tested again, using a t-test. Both t-tests indicated a significant difference, which implies that the analysis of covariance, if it were calculated, would also be significant (This "quick check" procedure is described in: A Practical Guide to Measuring Project Impact on Student Achievement, published by the U.S. Department of Health, Education and Welfare, Office of Education, 1975).

The above-described "quick check" was made for the total score on the G.U.I. The results indicated that the unadjusted post-test difference was significant ($p < .005$, one-tailed probability). The adjusted post-test difference was also significant ($p < .005$, one-tailed probability). Thus, the analysis of covariance, if calculated, would also indicate a significant difference. The conclusion which can be drawn from this analysis is

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that the treatment group outperformed the comparison group on the post-test, even after the post-test mean was adjusted for the comparison group. Thus, the probability is high that something occurred to the treatment group which caused students to score that well.

A further problem was apparent to Dr. Aquino. The Global Education program at Stevenson was planned to accommodate 60 - 140 tenth grade students. The students were supposed to be selected to be "representative of the general population in terms of sex, ability and background" (Project Application - 1978-79). Selecting students on the basis of these characteristics implies that the number of applications to the program exceeds the number of students selected, or that the students who apply to the program are all accepted because they are reflective of the selection criteria. The reality of the situation was that all students who applied for the program and could work into its schedule were accepted for the program. The question becomes: Are they representative of the general population in terms of sex, ability and background?

The characteristics of the student population of the Global Education program are also an important issue as they relate to the selection of the comparison group for

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the evaluation of this objective. The comparison group was selected from "regular" tenth grade English classes in the Livonia high schools.

Students are assigned to these classes on a random basis; thus, the probability is high that any one class would be reflective of the general population in terms of these characteristics.

Regarding sex, the first Global Education program enrolled 45 boys and 27 girls. This proportion is not reflective of the general population on the variable of sex.

Data was collected on the students in the Global Education program in order to get an indication of their ability and achievement levels. This data was then compared to the general Stevenson population and to the school district population. The data is historical in the sense that it is reflective of these three populations when these students were in eighth grade. However, it was the most current set of test results available for all students. The instruments used were standardized, norm-referenced tests which were taken as part of the school testing program in 1977. The ability test is the Short Form Test of Academic Aptitude (SFTAA), and the achievement test is the Comprehensive Test of Basic Skills (CTBS) -- both published by the California

Test Bureau. The scores reported are the IQ scores for the SFTAA and scale scores for the CTBS.

FIGURE 15: COMPARISON OF GLOBAL EDUCATION STUDENTS' ABILITY AND ACHIEVEMENT

SFTAA-CTBS - 8TH GRADE SCORES - 5/77

	GLOBAL EDUCATION			STEVENSON H.S.			DISTRICT			T-VALUES	
		X	SD	N	X	SD	N	X	SD	N	
TOTAL											
IQ	113	11.386	66		104	12.761	644	103	12.691	2396	6.044
READING											
TOTAL	635	62.174	66		582	83.231	649	573	82.711	2419	6.369
LANGUAGE											
TOTAL	638	84.190	66		583	92.204	648	569	87.867	2419	5.010
ARITHMETIC											
TOTAL	616	65.744	66		576	78.404	645	565	80.226	2406	4.618
BATTERY											
TOTAL	627	66.580	66		575	83.618	642	563	82.109	2385	5.866

*All t-values have $p < .001$.

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Based upon the ability and achievement data, it appears that the students in the Global Education program at Stevenson have, in fact, significantly higher ability and achievement means than do tenth-grade students at Stevenson and in the total district. This analysis helps to better understand the nature of the students served in Sequence I of the program. It also raises a serious question about the appropriateness of the comparison group used in the primary analysis for this objective. There was no readily available data to check student background.

The primary analysis indicates that students in the Global Education program, Sequence I, outperformed students in the "regular" program on the achievement measure used (the G.U.I.) and that this difference can be attributed with some confidence to the Global Education program. However, the supplementary analysis reveals with strong evidence that perhaps the comparison group used for the primary analysis was not appropriate.

The second pre-test took place in mid-October, 1979, while the post-test was administered in mid-May, 1980. Students in the comparison group were students who were enrolled in the Basic Composition (English) course during the first semester of 1979-80 at Bentley High School, a neighboring school to Stevenson in Livonia. In addition,

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another group of students was selected from Bentley High School. These were students who were enrolled in each of two United States History classes. These students were in grade 11, while the students in the Basic Composition course were in grade 10.

In the selection of the comparison group(s) several factors were again considered -- student grade level, student course selections, and administrative ease in administering the test. Since students in the Global Education program were in grades 10 and 11 (there were also a few 12th graders), the evaluator was looking for courses at Bentley High School where such groups of students could be found. At the 10th grade the Basic Composition course was selected since every student is required to take this course. Most all other courses are mixed grade-level courses. In selecting such a course, it must be understood, students are scheduled into each section of this course with the assistance of a computer. The class members are assigned to each section on a random basis. Thus, the section selected as a part of the comparison group should be thought of as a cross-section of the 10th graders at Bentley High School. The 10th graders in the Global Education program appeared to be similar to the students in Basic Composition class according to the data given later in this study.

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At grade 11, two United States History classes were selected primarily because practically all students in this course are in the 11th grade. The class is a required class for graduation. Data reported later, however, indicates that this group of students was not similar (on the variables selected for examination) to the 11th grade students in the Global Education program. The instrument used as a basis for the evaluation of the objective was the locally developed Global Understanding Test, Part II. Like Part I, this test is a 50-item test. The following tables summarize the pre- and post-test results for the 1980 Global Education and comparison groups.

FIGURE 16: RESULTS OF PRE-TEST, 1980

	Experimental Group			Comparison Group			t-values
	N	X	SD	N	X	SD	
Grade 10	16	13.06	5.771	25	14.20	4.732	.659 ns
Grade 11	42	21.50	6.347	56	21.03	4.909	.390 ns

FIGURE 17: RESULTS OF POST-TEST, 1980

	Experimental Group			Comparison Group			t-values
	N	X	SD	N	X	SD	
Grade 10	15	26.40	5.438	18	21.50	5.899	2.481(p<.05)
Grade 11	36	32.75	5.917	38	24.00	4.746	7.00(p<.01)

All the differences from pre- to post- for both groups were statistically significant ($p < .01$).

There is, however, more to assessing student achievement in Global Education than testing for knowledge of facts. From the beginning of the project, the Global Education staff members indicated to the evaluator that students, through the Global Education program, would acquire an understanding of higher order global education concepts. They identified four major concepts: Interdependence, Communication, Change, and Conflict (resolution).

The following are the steps the Global Education staff used in attempting to develop an instrument to assess higher order concepts. It should be understood that the development is still not complete but that the steps reflect progress to date.

- a. Arrangements were made by the Project Director to work with Dr. Stanley Wronski, Professor of Education, College of Education, Michigan State University.
- b. The Project Director, a project teacher, and the district social studies coordinator met with Dr. Wronski and attempted to work toward the development of a question (to serve as a model) to assess the higher order Global Education concepts.
- c. The group examined Bloom's materials (Taxonomy of

Educational Objectives) and arrived at the conclusion that the higher order concepts needed to be assessed using higher order skills (application, analysis, synthesis, evaluation) identified by Bloom.

- d. The group decided to draft a question related to the global issue of hunger and to use the essay as the response mode.
- e. The essay question was administered to all Global Education students to determine at what cognitive level students were able to respond.
- f. The essays were read by the Project Director and a project teachers. The "best" papers were identified.
- g. The essays were later read by Dr. Wronski and Ms. Parisian, Director, Global Studies Center, Michigan State University. They independently identified the "best" papers.
- h. The papers identified by Wronski and Parisian as the "best" papers were also the papers identified by the Project Director and Project teacher.
- i. The project staff examined these five "best" papers to determine the criteria which made them the "best" papers.
- j. The criteria were the following:

1. Accuracy of observation
 2. Evidence of a synthesis of relevant detail
 3. Perception of the interrelationships of two or more global systems
 4. Care and creativity in offering alternative solutions to the issue
- k. The project staff and the evaluator agreed that any assessment of student effectiveness on a higher order skills test question should be done by evaluators who had worked together to develop rater reliability.
- l. A final sample question for assessing student understanding of higher order Global Education concepts was:

Hunger, both local and global, does not occur in isolation from other problems; in fact, it might be caused by or be the cause of these other problems. Analyze one aspect of hunger in the world showing the global effects of hunger on one or more other global systems. (Examples are weather, politics, transportation, etc.)

As in the previous year, a supplementary analysis was performed in 1980 to determine what differences existed between the Global Education and comparison groups. Since the Livonia Public Schools have a computerized record of standardized tests students have taken over the

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past five years, it was relatively simple to retrieve test results for students in both groups. The standardized test results retrieved were again from the Comprehensive Test of Basic Skills (1968) and from the Test of Academic Aptitude (1970), published by the California Test Bureau/McGraw Hill. Students in both groups were administered these tests when they were in the 8th grade as part of the total district testing program. Eighth grade is the last grade level at which all students in Livonia were tested. These results are displayed in the table below.

FIGURE 18: SF-TAA and CTBS RESULTS

EIGHTH GRADE

	N	I.Q.		Total Battery	
		X	S.D.	X	S.D.
<u>Experimental Group</u>					
present 10th graders	16	105	9.243	553	73.735
present 11th graders	38	114	10.803	629	62.870
<u>Comparison Group</u>					
present 10th graders	23	105	12.195	548	62.200
present 11th graders	56	104	10.856	578	65.806

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At grade 10, there is no significant difference between the two groups. At grade 11, the differences are significant ($p < .001$) on both the IQ ($t = 4.395$) and the total battery $t = 3.787$).

Based on these findings it can be concluded that, for the purposes of the primary analysis, there is no difference between the ability and the achievement levels of the 10th graders in each group; that is, they appear to have been drawn from the same population. At the 11th grade, however, the experimental group appears to have (at least historically) attained a significantly higher level of performance on both the ability and achievement measures than the comparison group. Whether this difference is enough to account for the differences exhibited in the primary analysis has not been subjected to study.

It appears, then, from the analysis conducted as a part of this objective that students in the Global Education program outperformed students who are in a "regular program" at another high school. What caused them to perform this way is another question. We have some evidence that perhaps a related factor could be the students' previous (historical) ability and achievement levels. However, to be more conclusive would require further study.

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SURVEYS

Trying to determine the attitudes of students in the Global Education program, the Director, with the cooperation of team teachers and students, wrote a series of surveys. The first of these dealt with the students' participation in a simulation called the Great Lakes Model United Nations (GLIMUN). Each year, students from the School of Global Education go to another city for five days where, with several hundred high school and college students from the Midwest, they role play various United Nations delegations.

Operational games or educational simulations are designed to be serious representations of social or physical systems. They are means through which information can be organized, problems posed and interest stimulated. For some researchers, the jury is still out on the value of games. One must recognize the element of time consumption in both the design and use of the simulations. The natural question is: Are the results worth the time cost? In addition, most simulations give verbal or written instructions about how participants ought to behave. Can these instructions exert subtle pressures that make participants conform to expectations rather than respond to the structure of the game? In a program which purports to use simulations and

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inter-disciplinary learning to make students more globally aware and responsive to their social environment, it is natural that questions of motivation and self-perception should be raised. It is also important to know why these students have volunteered for the program. Is there anything which distinguishes the volunteers from the non-volunteers? This study looked at student response to literature and global issues as well as their use of language arts to determine the answers to two questions: 1) Are the Global Education students different in their choice of literature and issues, and 2) do they use a variety of language arts?

Research indicates that simulations are motivators which generate enthusiasm for learning. They lead students to more sophisticated and relevant inquiry. They encourage realization of the interconnectedness of political, social, interpersonal, cultural and economic factors. They appear to produce a more relaxed, natural exchange between teacher and students. In addition, according to Newmark and Asante (1976), games are an excellent means through which to express and experience different cultures and are, therefore, especially useful in a global education.

A simulation is distinguished from a game insofar as in the latter both rules and chance are more powerful than

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the decisions of the players. Simulations may include certain features of games and role-playing but according to Cari Shay,

they are intended to more authentically model reality, to provide a larger role for player decisions in determining outcomes, and to form the basis for discussions of structure, functions, and processes in the real world (Shay, 1980).

Within the last decade, the games theory has been given more attention. While the practice has been found primarily in the social studies classroom, it has crept in (by way of inter-disciplinary studies) to the English class. Topics and activities dealing with war and peace were described by Bornstein (EJ, 1974). In December, 1975, Suhor dealt with games in the English classroom as part of an English Journal research round-up. Others have suggested simulations of life situations (Carlson, 1969; Hawley, 1975; Brewbaker, 1972; Krupar, 1973). Most of these dealt with the expansion of student language experiences from the point of view of the world beyond classroom walls. Naturally, this "world" was the community - a community of teacher/student/student transactions (Troyka, Nudelman, 1975) which generated the motivation not only to respond in composing but to interact in the larger community. Stanford and Roark

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(1974) analyzed and explained group development in the classroom and the substance of group communication which leads to personal expression and synthesis in composing - both oral and written. In fact, earlier (1973) Jones and Stanford had even suggested transforming all schools into learning communities.

At the basis of all this is, of course, language. Promoting talk in the classroom is as important as ever before.

The main interest here is in exploring the reaction of selected students to a particular type of simulation - the Great Lakes Invitational Model United Nations (GLIMUN) which took place in the spring of 1982. Preparing and carrying out such a simulation involves many "English" skills as well as the acquisition of specific information relative to other cultures and political entities. In addition, the hypothesis was that the volunteers for this program had some special interest in things global - in other cultures, in human rights, in vital global interdependent issues but (except for the research done on volunteers in general) there was no data on what characterized them.

Forty volunteer high school students (9th - 12th grade) from the School of Global Education elected to role-play the United Nations delegations from 7 countries. They

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made the choice of country in November, 1981. The next few months were spent researching both cultural information and political positions of their chosen country relative to the United Nations topics of debate at the 85th United Nations Sessions (1981). During this time besides their regular daily schoolwork, they experienced reading (mainly non-fiction); note-taking; individual and group research; evaluation and discussion; oral presentations; formal resolution writing; decision-making, both individual and group; parliamentary procedure and help from outside resources - both human and material. At the end of the preparation period, they participated in the Model United Nations at a hotel convention center in London, Ontario, for 5 days - simulating the operation of the United Nations organization.

There were several questions posed relative to this entire program:

1. Would volunteer students in this particular program choose to read different newspaper headlines from non-alternative students (in a comparison high school group)?
2. Would the volunteer students in the program choose to read different books from non-alternative students in a comparison group?

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3. What priorities do students in this program put on global concerns as contrasted with the comparison group?

And, finally,

4. What perceptions did the students who participated in the Model United Nations have of themselves and their language activities?

To gather this information, four surveys were written:

1. A Survey of Headlines (as yet unvalidated)
 2. An Annotated List of Books (From NCTE's Reading Ladders, 1981)
 3. A Survey of World Issues (From the E.T.S. study, College Students' Knowledge and Beliefs, 1981, p. 145)
 4. A Survey of Responses to GLIMUN
- (See Appendix G for copies of these surveys)

This study was not intended to deal exhaustively with any one of these areas but rather to suggest areas of student perception and values worthy of further investigation.

The working hypotheses were that:

1. Students had had varied oral and writing skills;
2. They had perceived that the GLIMUN experience was profitable to them;
3. They had become aware of the need for human

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relations skills;

4. The Global Education group would choose different books, newspaper headlines, and issues from a non-program group.

Identification on the GLIMUN Survey was by sex and grade so that analyses could be done later by sub-group if desired. In the other three parts of the instrument - "Newspaper Headlines", "World Issues", and "Book Selection" the interest was only in total group characteristics. The "List of Books" and "Headlines" surveys were given two weeks after the other two parts since it was felt that there would be less influence from the United Nations experience and, thus, it would be possible to determine more accurately if there were any special characteristics of this group.

Surveys 1, 2 and 3 were given to another group of students (N = 60) who had not participated in the program and who, in fact, attend a non-public school in another district. These non-participating students were in the 10, 11 and 12th grades. The students in the G.E. program were 9, 10, 11 and 12. The reasons for including the 9th graders were the following:

1. In this program, they are in the same classes as 10, 11 and 12th graders.
2. An examination of their course grades indicates

that they do as well as (if not better than) their upper class peers.

3. They participate as equals in all simulations and exhibit as much (if not more) responsibility.
4. Random examinations of the standardized Comprehensive Test of Mental Maturity (C.T.M.M.) scores show similar scores (the 12th graders were slightly lower).

Results of the GLIMUN

Group A = 31 - 1st Timers

Group B = 9 - 2nd or 3rd Timers

1. During GLIMUN
 - 74% of the Group A felt it was easier to understand than anticipated as contrasted with 11% in Group B 55% of who found it just as they had expected
 - about 83% felt good about being in a hotel for 5 days, 55% felt independent.
 - on their delegations - 87% of Group A felt the delegations should work as a team, 100% of Group B
 - 90% said they'd "do it again"

2. After GLIMUN

- 88% were happy about the experience
- 63% had a feeling of accomplishment
- 68% felt more knowledgeable about other countries
- 50% felt better about working with others
- 52% were more willing to tackle new experiences
- 65% felt they were more likely to influence their world

3. On the use of language arts in this simulation:

- 96% wrote letters
- 95% took notes on their own from reading and lectures
- To be satisfied with important writing which they did (letters, resolutions etc.), 18% rewrote once, 18% twice, 20% more - that is, 56% voluntarily rewrote
- 78% felt the lessons in parliamentary procedure were helpful

- the best kinds of learnings for them were:
 - A. 68%-group work
 - B. 65%-individual research
 - C. 43%-listening to teacher lecture or advice (higher % with older students)
- about 55% of Group B and 13% of Group A said they did more than 16 hours of research using (80%) the local public library and (65%) the school library: Most of their information came from magazines (83%). Of this material, 48% of Group A and 55% of Group B found it comfortable to read, 19% of Group A and 22% of Group B found it hard to read. More of Group A (42%) found the material interesting than of group B (11%)
- 30% of the students spoke publicly at general sessions more than 3 times, 35% at least once

- 68% had more than 3 discussions with strangers about UN business more than 3 times
- To accomplish their tasks, they had to use their skills in persuasion (43%), diplomacy/tact (45%), bargaining (35%), compromise (73%) and even threatening (10%)

Interpretation

In summary, students did use reading, writing, listening and talking with practical purpose, with various intended audiences and with responses from these audiences. A large majority of them were happy about the experience itself and about the effect it had on their self-perception and confidence. They believed that they had acquired knowledge and skills relative both to global issues and countries and to human relationships in face-to-face meetings. They became more aware of and indicated an appreciation of the dynamics of groupwork and personal interrelationships. The vast majority said they would be willing to repeat their GLIMUN experience. What is curious, perhaps, is that there were no remarkable differences between the younger beginners and the older, more experienced students. The older students

The fifth part of the document outlines the responsibilities of the accounting department. It states that the accounting department is responsible for ensuring that all financial transactions are accurately recorded and reported. It also notes that the department is responsible for maintaining the accuracy of the financial data and for providing timely and accurate financial information to management.

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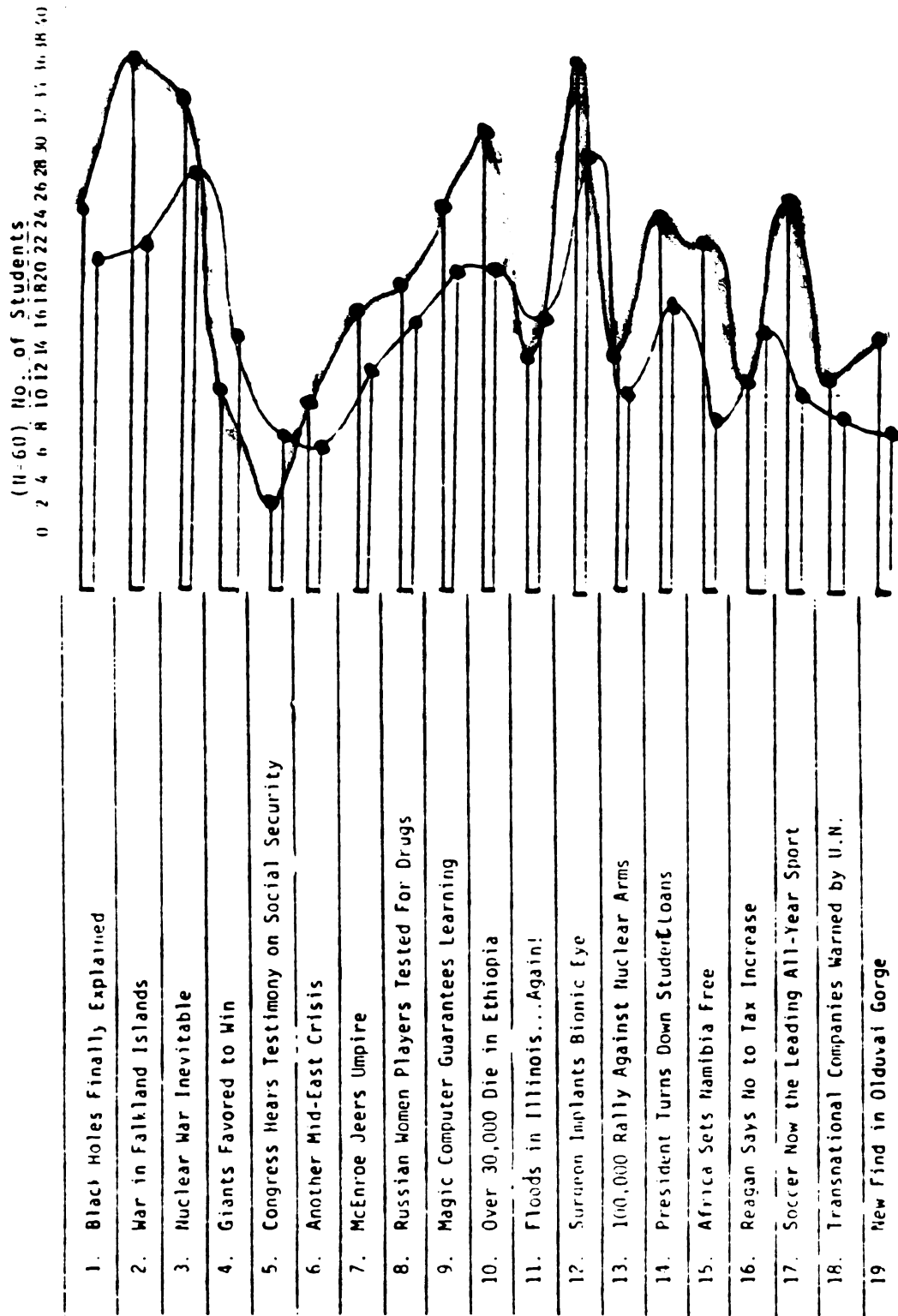
The ninth part of the document outlines the procedures for maintaining proper records of all financial transactions. It states that all transactions should be recorded in a clear and concise manner, and that the records should be kept in a secure and organized manner.

tended to rely more on teacher input. While the younger students had a little more difficulty reading the material, they considered it more interesting than the older students who were in the reverse order.

FIGURE 19: NEWSPAPER HEADLINES SURVEY RESULTS

 G.E. Students
 Comparison



Results "Newspaper Headlines Survey"

1. The curves of both groups are much alike although
2. The G.E. groups seems to express greater interest in reading (ie "would like to" as opposed to "might" or "would not read")
3. The "spikes" for the G.E. group are global events, futuristics and soccer.
4. The "spikes" for the comparison group are war and futuristics.
5. The greatest differences (more than 10 students) are in two global events (Falkland Is., Namibia) and soccer. Lesser but important differences (more than 5 but less than 10) are nuclear war and global events.
6. One of the lowest points for the G.E. group is #16.
7. The lowest for G.E. is #5.
8. The lowest for the comparison group were #15 and 19.

Interpretation:

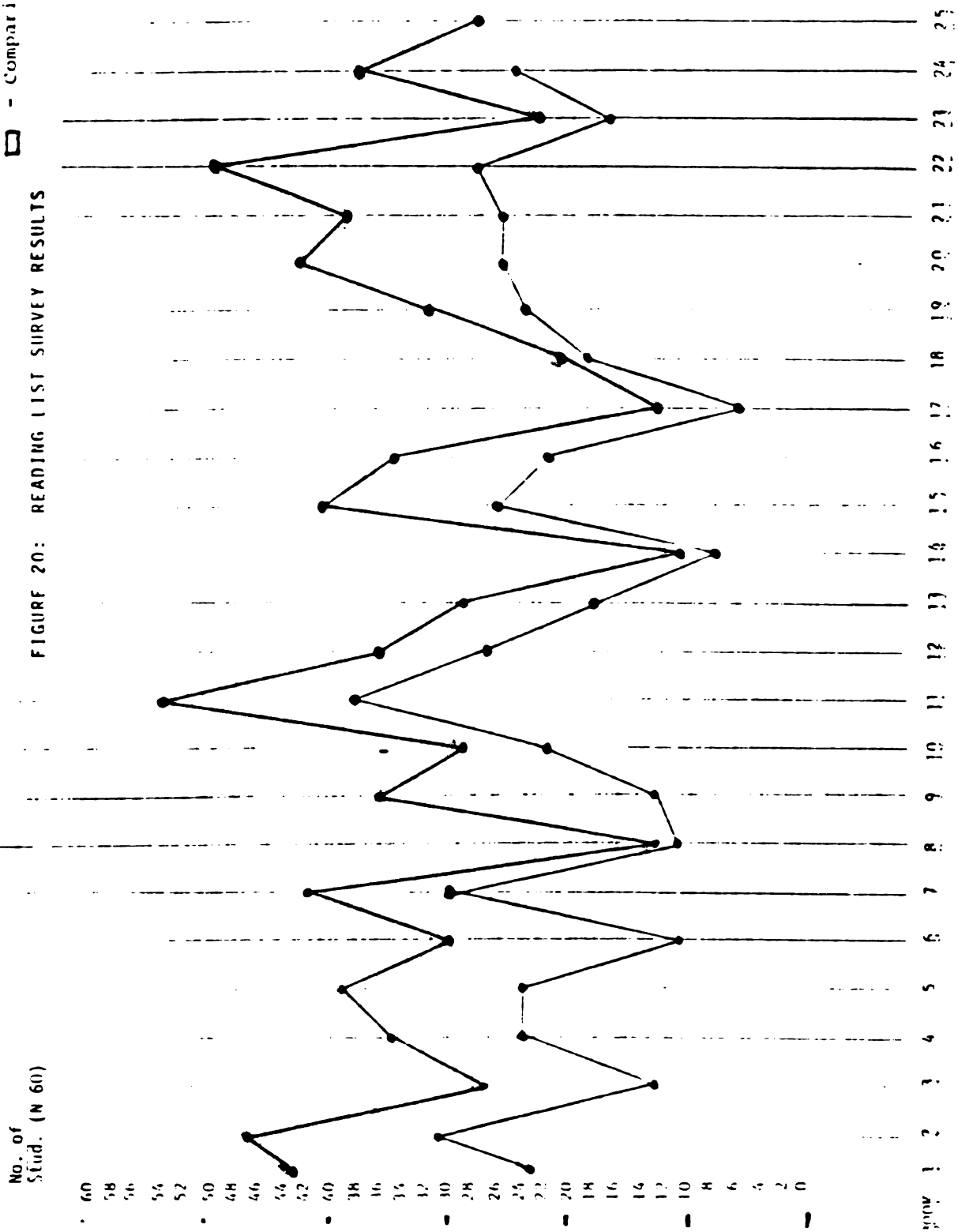
It is likely that the similarity in the 2 curves moves toward a kind of validity in terms of predictable response of teen-agers, 9th to 12th grade. It is not surprising that the G.E. group should be out ahead in the deadlines on Falklands, Ethiopia, Namibia and Olduvai Gorge. This



requires specific information which would be part of a Global Education but not necessarily part of the regular curriculum. The lowest points for the G.E. group are those concerning social security and income tax. A speculation could be that this is due in large part to those 9th graders who feel furthest away from these topics. (On looking into the response sheets, the Director found, for example, that only 12% of the 9th graders "would like to read" such articles.) Finally, the interest in soccer for the G.E. group is explained by the fact that it is the number one global sport and that one third of the school's soccer team are members of the School of Global Education.

□ - G.E.
 □ - Comparison

FIGURE 20: READING LIST SURVEY RESULTS



Results "Reading List Survey"

1. Again the curves of both the G.E. group and the comparison group are surprisingly similar.
2. The G.E. group indicates a greater willingness (i.e. "like to" or "might" read).
3. There is a very distinct difference in the G.E. group from #8 to #9 which deals with blacks and whites in Soweto, South Africa.
4. The second highest G.E. "spike" occurs on book #22 which is a story dealing with both the handicapped and futuristics.
5. The comparison group drops disproportionately low on book #6 which is about a boy's survival in a Brazilian city slum.
6. In #10, interest for G.E. drops but climbs for comparison group. This story deals with the effects of industrialization on an English child.
7. #25 has been discounted. Half of the comparison group did not have #25 printed on the bottom of their response sheets.

Interpretation

Apart from the difference in the willingness to read - which is quite marked - there are NO really obvious conclusions. The curves are remarkably similar which means that if there is a difference it has to be more

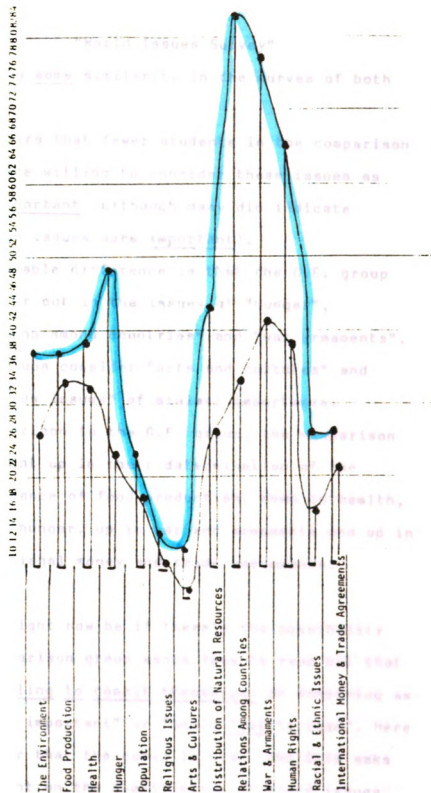
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subtle, perhaps in terms of single choices. One might cautiously ask if the few differences suggest that G.E. students are more oriented toward "others", toward the future and hope for change, whereas the comparison group are more industrial or "daily-life" oriented. Given the fact that the G.E. group is homogeneously white, middle-class and that the comparison group is heterogeneously ethnic middle and working class, it is surprising that the interest of the comparison group dropped low on the book about the Brazilian boy's survival and yet the interest of the G.E. group was high on the story about blacks and whites in Soweto, South Africa. Perhaps this is because the very homogeneity of the G.E. group makes them curious about others. Perhaps, it is because their Global Education is making them more open and interested.

- G.E. Students
 - Comparison

FIGURE 21: WORLD ISSUE SURVEY RESULTS

Percentage of students choosing issue as VERY IMPORTANT



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RESULTS"World Issues Survey"

1. There is some similarity in the curves of both groups.
2. It appears that fewer students in the comparison group are willing to consider these issues as very important (although many did indicate that the issues were important).
3. A noticeable difference is that the G.E. group moves far out in the issues of "hunger", "relations among countries" and "war armaments".
4. Both groups consider "arts and cultures" and "religious issues" of minimal importance.
5. In comparison to the G.E. group, the comparison group went up in their determination of the significance of food production, down in health, down in hunger, up in war and armaments and up in international money and trade agreements.

Interpretation

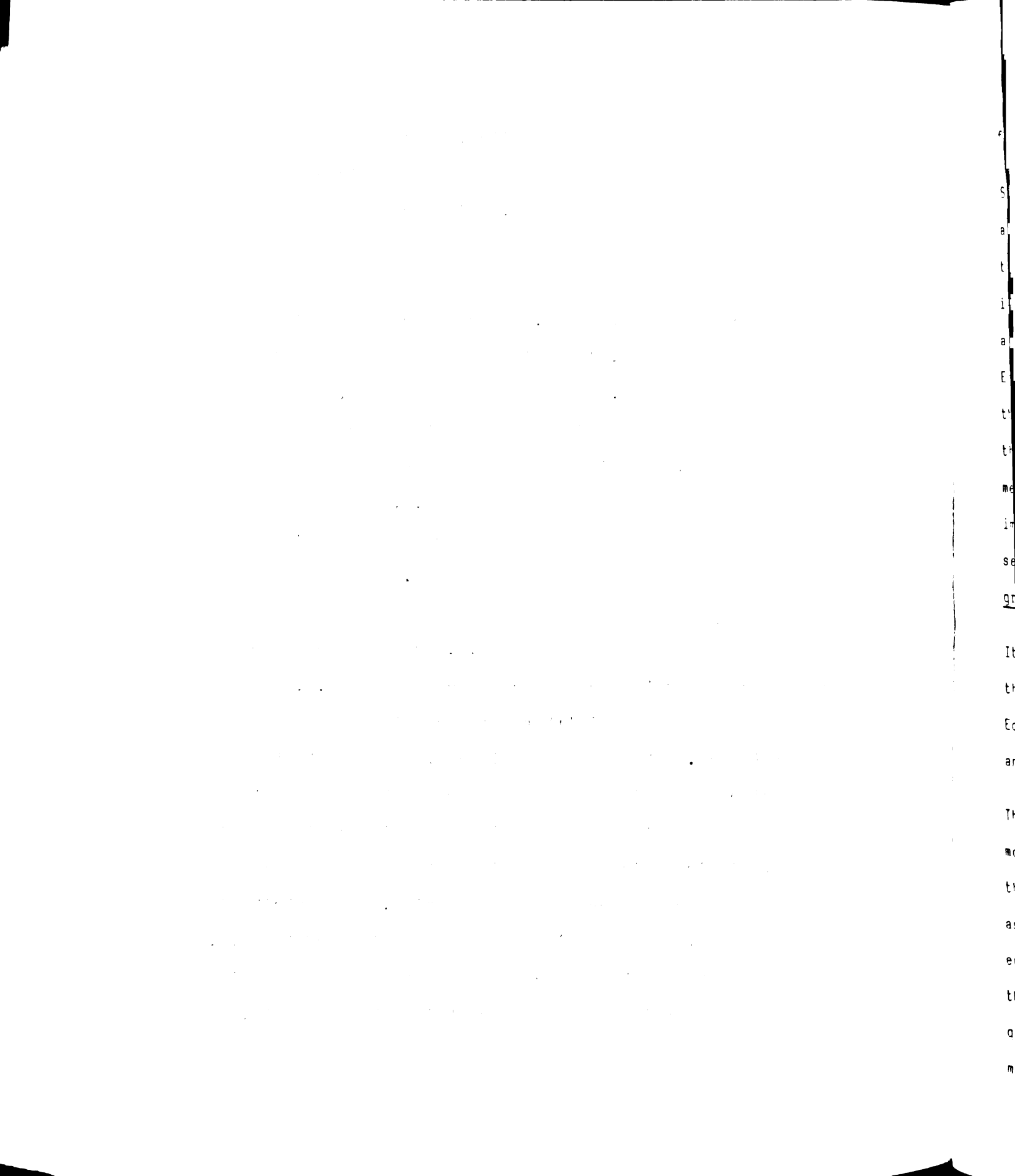
The speculation might now be if there's the possibility NOT that the comparison group wants less to read but that they are less willing to commit themselves on something as definite as "very important" or "would like to read". Here again, it is clear that the curve is lower and this asks only for commitment on the significance of world issues. While they both place "arts and cultures" and "religious

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issues" at the bottom of the list, this becomes more interesting when we realize that the comparison group is a mixed Catholic school of 1700. This may NOT mean that the students in the comparison group do not consider religion personally important but simply that the issues are not of global significance. The G.E. group moved ahead in their choices of "hunger", "relations among other countries" and "war and armaments". This is to be expected, however, since much emphasis had been put on those during the previous year. The indication here may be, since the responses are anonymous, that these G.E. students are not just producing answers to quizzes but have actually internalized these responses as values.

General Conclusions

The issues and topics that the G.E. group selected as significant are the ones which, according to E.T.S., the media and professional literature are of great significance. The conclusion is not, however, that the comparison group is unaware of issues but rather that they may be unaware of the comparative significance in global terms. Their choices seem to indicate a more immediate and applicable interest (food production, war distribution of resources, money etc.) whereas the choices of the G.E. group seem to point to an expanding interest both in time and in space (relations among countries, human rights,



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futuristics etc.).

Since the members of the homogeneous G.E. group range in ability from remedial to gifted, we cannot simply assume that their greater willingness to read is due to intellectual ability. It may be due simply to experience and training in the Livonia language arts or the Global Education program. On the other hand, it may well be that volunteers for the G.E. program tend to look beyond themselves for experiences in space and time while the members of the comparison group simply tend to have more immediate, more personal priorities. It remains to be seen what would happen if we compared two Global Education groups, one from each of the same schools.

It seems quite acceptable to state that, on the basis of this data, the choices made by the students of the Global Education program are commensurate with the goals of such an education.

The earlier assumptions made for this study were, for the most part, borne out. Certainly, this is true as regards the language related activities for GLIMUN. The fourth assumption, however, was not given as strong an endorsement by the data. Instead, it appears that, while the difference in willingness to choose and to read is quite remarkable, the reason why this is so is open to much speculation and possible future study.

STUDENT REACTIONS TO CURRICULUM

How did the students in the program react to the content and activities of the Global Education curriculum?

Probably the first questions that any investigator would want answered are: Do the students know what Global Education is for them and why it is important? Following are sample replies from students who have been in the program one year:

Laura:

Global Education is a learning process in which we can learn about past, present, and future in a world-wide, or global way. We can also see how the various countries around the world affect us.

Cindy:

Global Ed is a class that explores the relationships between events and their world wide effects.

Different cultures and systems of understanding are examined and explained. You learn the significance of others in daily life.

Dan:

Global Education is a special block class English/Social Studies which deals not only with the teaching of these two subjects but also deals with outside cultures, their way of life, and also focuses on current events.

Lisa:

Global Ed is a class that teaches English and Social Science in a different manner. We learn about what affects us as a citizen and as a student. We don't sit down and learn from a boring text book. We actually experience what we can.

Mike:

Global Ed is an alternative to the regular curriculum of English, history, etc. It has more of a world perspective on how we learn these subjects.

Beth:

A combined class of English and social studies which goes beyond the basics of regular teaching. Global Ed teachers go beyond the duties they have.

To the question "Why is Global Education important?" some of the replies were:

Lisa:

Global is important because it gives the students a "pre-course" in what's going on around the world without the chance of "cultural shock" when we enter the world in the future. G.E. gives us facts and realizations that give us the opportunity to change the world for the better.

John:

It teaches you to look at things in a worldly

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perspective and not just in a biased American way.

Jim:

Global Ed is important because the world has many people who don't care about what happens and we need people who do care and this is a good way to learn more.

Lisa:

Global Ed is important because you learn more about the world - you learn things most high school kids our age don't ordinarily know.

Bill:

It is important because it helps you accept and understand these cultures, which will be helpful in the future.

Ken:

It is important so that we are not sheltered from views and cultures of the world.

Cindy:

Global Ed is important because it gives us the knowledge we need to get along in the world with its many complications. We learn how to deal with people from different backgrounds and understand their point of view.

All of the students in the program have to choose a total of 5 "ethnic events" in the course of the year. An

"ethnic event" for them is described by their teachers as any opportunity which brings them into contact for a period of time with people of ethnic groups - other than their own. These events can be - but are not limited to - interviews, home visits, restaurants, festivals, folk celebrations, religious activities etc. While it is to be noted that every student is required to participate in such an event and then write a paragraph reaction to it, the students have complete freedom to choose the event and to write whatever they want to say. Reactions varied:

Chris:

My experience dealt with going to Ann Arbor with Chris Unger and his father. His uncle worked for a band named Blackfoot. All the members are true Blackfoot Indians from a reservation in Florida. We talked about where they originated and some of their ancestors. Two members wore all the Indian jewelry. The other two braided their hair and dressed the true Indian part.

Bill:

We went to the Eastern Market which is a large open air market where you can buy some fantastic food, anything from oranges to freshly slaughtered piglets. There was no single ethnic group here, there were blacks, whites, Arabs, Greeks, and many other races

and nationalities. What separated me from them was that I was from a middle class family whereas they were mostly poor. I really felt like I stood out. I felt uncomfortable. I suppose blacks and Asians feel that way here.

John:

My first ethnic experience was a visit to the Spanish part of Detroit. The signs were all written in English and Spanish including the army recruiting office. I also stopped in many of the stores which had Spanish art and clothing. What really amazed me was that the army printed literature in two languages. America really is pluralistic.

Tom:

On Oct. 3, 1981, my confirmation class, myself included, took a trip to a Jewish Sabbath Service at the Temple Bethal in Birmingham, Michigan. The inside of the Temple was huge. The ceiling was about 150 feet and the length of the Temple was much longer than that. It was quiet, airy and very comfortable. The service was 45 minutes long and at times was quite interesting. It was a change of pace and enjoyed it overall. It showed me how another ethnic group practices their religion. It gave me a better understanding of the Jewish people and their beliefs.

Rick:

I met a friend who's from Iraq. He invited me over to his house for dinner one night at 9 pm. But we did not eat until ten o'clock, that's the Iraqi customary dinner time. Their customs are a little different from American customs. They always drink wine with dinner, and each person takes a turn to give the dinner prayer, and no one is allowed to talk until the prayer is finished.

The dinner was pretty good but the food was very spicy. I had what looked like potato chips with some kind of hot sauce, rice, brok (which is made out of flour, meat, and vegetables), and dalmh (which is made out of grapes, vegetables, flour, and meat).

Some students put more into their papers than others. This one seemed worthwhile reading in its entirety. Chuck, the writer, seemed to use a particular outline which he has probably drawn from his schoolwork.

A Talk with Nobbie

For my third ethnic experience, I interviewed an 18-year old Japanese foreign exchange student, Nobuaki Inamura, who is now living with our next door neighbors for three months. Since his real name is difficult to say, Nobuaki has been called Nobbie as a nickname. I decided I would interview Nobbie on

the culture in Japan such as music, art and literature.

We started off with music, and I learned that music is about as popular in Japan as it is in the United States. Japan has most of the same categories as the United States, such as rock, country, etc. Nobbie said that pop was by far the most popular type of music in Japan.

Next we talked about art. Although Nobbie isn't very familiar with art in Japan, he said that the Japanese liked drawing, painting and making pottery and sculptures. He noted that the Japanese were colorful and preferred light colors. Nobbie said that there were many art museums in Japan, but mostly the older people enjoyed art rather than the teen-agers.

We continued with literature. I learned that there are many types of literature such as poems, plays, short stories, etc. He said that among the younger generation, mysteries were very popular.

When talking about food and eating habits, Nobbie told me that the Japanese have three main courses a day and sometimes snacks in between just as we do. In Japan, the female always cooks at home and a male is always the chef at restaurants. The Japanese have

rice with every meal including breakfast. Some of the unusual foods are raw fish, seaweed and squid.

On the subject of religion, he said that Buddhism is the most widespread although other religions were present. He is a Buddha, but isn't very active. His grandparents are practicing Buddhists.

Through talking with Nobbie, I learned that although there are many differences, the younger Japanese have much the same interests as we Americans.

Not all the students' experiences are happy. For various reasons, which they often explore in the classroom, some are unhappy about the event.

Danielle:

My first cultural experience was by far not my most exciting. This experience was a trip to a Jewish Synagogue. I had this experience in late September. On this trip I was accompanied by my mother and her friend Mrs. Bochenek. I found the experiences most uncomfortable. When we first entered the Synagogue there was a man reciting something in Jewish. The entire thing continued in this manner. I would not like to return to the Synagogue again.

My second experience was the most enjoyable of the three. This experience took place on November nineteenth. This experience was cultural in the

effect that the woman that spent the day at our house was from Africa. I met this woman through a biblestudy to which my mother belongs. I enjoyed this experience the best because I was able to find out about the mission in Africa, and because I made a new friend.

During the year 1978-79, some of the students, according to evaluator Anthony Aquino, took part in additional experiences. Of the 72 students, 5 worked in a specially arranged community service program in the Detroit Spanish Series, 10 participated in COSMOS (a YMCA sponsored week-end for international students), 12 went to New York to spend a week-end in the Spanish section of the city. While many of the students the following year wanted to take part in the community service program, it was no longer possible because of transportation difficulties.

In November, 1982, the majority of the students in Sequence II spent two days (ie. two class periods) - according to the Director of the School of Global Education and the "English as a Second Language" teacher, Ms. Marian Kemp - interviewing other teen-agers from various parts of the world. They worked in teams interviewing one non-American student so that they could pool their interviewing talents and their abilities to record the interview. Here are excerpts from the papers

of two teams:

On Judy (China)

Our interview with Judy was quite an interesting experience. We were faced with a shy, fourteen year old girl who could understand and speak only a limited amount of English.

Confronted with a culture very different than ours, we tried very hard to make her feel comfortable. Communicating was more of a problem than we thought. Judy told us that she understood our questions and comments, when in actuality she didn't comprehend our English. We continued to simplify and break down our language, to the point where we were acting out words and phrases...

Our culture and customs are obviously very different from the nervous young girl's we talked to. Instead of letting us know she didn't understand us or tell us she was uncomfortable, she just didn't show up for our second day of talks.

We all feel that we've learned a lot about Oriental culture from our experience, as brief as it may have been, with Judy. We only touched the surface of our differences, but we're very grateful she let us learn with her.

On Zarko (Yugoslavia)

"I still feel lonely, which is unusual because I wasn't lonely in my country."

Spending his senior year in Livonia, 17 year old Zarko Paleric still feels very much alone. When he speaks of friends back home in Yugoslavia, his usually smiling face takes on a wistful, homesick look. His boisterous manner and easy laugh disappear and a serious attitude takes their place.

Zarko speaks of his friends in Yugoslavia in a subdued, honest voice. He says that although family is important to him, his friends come first in his life. That's one of the major differences, in Zarko's opinion, between the U.S. and Yugoslavia: friendships.

"There are no real friendships here (U.S.)", says Zarko, "(In Yugoslavia) everyone is ready to give their lives for each other..."

Another difference between American life and Yugoslavian life is the amount of friendliness in the neighborhoods. In Zarko's neighborhood, everybody knows one another and gets together to celebrate birthdays and holidays quite frequently.

But in Livonia, sometimes one does not even know all the people on their street...

All of the students in Sequence II, during the spring of 1983, were doing some research on their own national and cultural roots. According to their teachers, this was to help them become more aware of their ties with the past and the reality of a pluralistic society - national or global. But what is their vision of the future?

After discussing the future for a year, in 1981-2, some students spent time comparing their predictions with the expert futurists whose work they had been reading. They considered several areas: self-evaluation for future values and behavior, peer evaluation, national and international predictions of values and behaviors. As a group, they were clearly positive and optimistic in their outlook. They saw an increase (in the future) in awareness of world values, in public service and patriotism, in changing personal values and in group-oriented values. They saw a decrease in various types of chauvinism and in international isolation. Some expressed their ideas better than others.

Kathy:

"We, as the future, either have our heads in the sand hoping in our idealism or we have strong philosophies toward the continuing and betterment of our lives in

this democratic country."

Tom:

"If the Global group proves correct, a garden of eden, or an almost utopian society is waiting at our doorstep. If, however, the futurists prove true, man is in for one of his worst times since the fall of the Roman Empire, a replay of the breakdown of society."

Steve:

"In the international (relations) category, we should be experts too. Our responses were on the nose with experts in six out of seven categories. Those six categories were all positive (in spirit) which brings a little hope into this otherwise depressing survey."

PARENT INVOLVEMENT

In November, 1978, pursuant to the objectives of the original Livonia Global Education proposal, a Global Education Community Association was formed. According to the records of the Association, the goal was "to support students and faculty in the pursuit of their goals in Global Education". The specific objectives at which they arrived after several meetings were:

1. To function in an advisory capacity to the Global Education staff, on request;
2. To develop additional educational opportunities for Global students;
3. To promote interpersonal relationships between parents, teachers and students;
4. To promote community awareness of the Global Education program;
5. To encourage the continuation and expansion of the Global Education program.

This committee has been particularly active and has grown from 5-10 regular members in 1978 to over 40 in 1982.

Among their accomplishments have been:

1. A mayoral proclamation of "Livonia Global Awareness Day" (See Appendix H)
2. "Global Awareness Day" activities
3. Raising funds so that the students can go on field

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1862.

2. The second part is a report from the Secretary of the Treasury, dated January 1, 1862.

3. The third part is a report from the Secretary of the Interior, dated January 1, 1862.

4. The fourth part is a report from the Secretary of the Navy, dated January 1, 1862.

5. The fifth part is a report from the Secretary of the War, dated January 1, 1862.

6. The sixth part is a report from the Secretary of the State, dated January 1, 1862.

7. The seventh part is a report from the Secretary of the Army, dated January 1, 1862.

8. The eighth part is a report from the Secretary of the Navy, dated January 1, 1862.

9. The ninth part is a report from the Secretary of the War, dated January 1, 1862.

10. The tenth part is a report from the Secretary of the State, dated January 1, 1862.

11. The eleventh part is a report from the Secretary of the Army, dated January 1, 1862.

12. The twelfth part is a report from the Secretary of the Navy, dated January 1, 1862.

13. The thirteenth part is a report from the Secretary of the War, dated January 1, 1862.

14. The fourteenth part is a report from the Secretary of the State, dated January 1, 1862.

15. The fifteenth part is a report from the Secretary of the Army, dated January 1, 1862.

16. The sixteenth part is a report from the Secretary of the Navy, dated January 1, 1862.

17. The seventeenth part is a report from the Secretary of the War, dated January 1, 1862.

18. The eighteenth part is a report from the Secretary of the State, dated January 1, 1862.

19. The nineteenth part is a report from the Secretary of the Army, dated January 1, 1862.

20. The twentieth part is a report from the Secretary of the Navy, dated January 1, 1862.

21. The twenty-first part is a report from the Secretary of the War, dated January 1, 1862.

22. The twenty-second part is a report from the Secretary of the State, dated January 1, 1862.

23. The twenty-third part is a report from the Secretary of the Army, dated January 1, 1862.

24. The twenty-fourth part is a report from the Secretary of the Navy, dated January 1, 1862.

25. The twenty-fifth part is a report from the Secretary of the War, dated January 1, 1862.

26. The twenty-sixth part is a report from the Secretary of the State, dated January 1, 1862.

27. The twenty-seventh part is a report from the Secretary of the Army, dated January 1, 1862.

28. The twenty-eighth part is a report from the Secretary of the Navy, dated January 1, 1862.

29. The twenty-ninth part is a report from the Secretary of the War, dated January 1, 1862.

30. The thirtieth part is a report from the Secretary of the State, dated January 1, 1862.

trips

4. Speaking with the Livonia Public Schools Central Administration on behalf of the School of Global Education, its program and continuance
5. Finding and making arrangements for speakers
6. Operating a "phone squad" for overnight parent communication
7. Publicizing the School and Global Education in the public media
8. Supporting verbally and with social evenings the cause of the Livonia project for continued State funding
9. Finding vehicles and drivers for field trips

From time to time, many of these parents attended classes or presentations by guest speakers. Teachers met with parents often to keep them informed of both student progress and curricular activities. Some of the class assignments involved the entire family in, for example, television viewing. During the showing of All Quiet on the Western Front, students and parents were given a set of questions designed to provoke family discussion. The following day in class, students discussed family responses to the questions:

Family Activity:TopicsQuestions

Technology

1. How did technology dehumanize the soldiers of World War I? Cite specific examples from All Quiet. Has the process continued in current society?

Universality of
Coming-of-age

2. Was the disillusionment experienced by Paul and his comrades a natural part of coming of age? Was it unique? How did the behavior and attitudes of Paul and his friends change through the course of the story?

Patriotism

3. Discuss the importance of patriotism to a country. What role does it play in All Quiet? Consider especially the talks of the schoolmaster, Kantorek.

Leadership

4. In war there are natural leaders and chosen leaders. Discuss the difference between Kat and Himmelstoss. How do the boys react to each? Why is Himmelstoss so disliked?

- | | |
|-----------------------------------|--|
| Impact of War | 5. Why was Paul unable to relate to his family and community when he went home on leave? Did World War II, Korea and Vietnam veterans have similar problems? (The movie "Coming Home" might be a good movie to see.) |
| Individual and the State | 6. At one point in <u>All Quiet</u> , the men theorized on why they are fighting. What insights into their characters do their discussions provide? Is there a difference between the political state and the common people? |
| Sex Roles and Human Relationships | 7. Discuss the friendship between Kat and Paul. Do men in combat develop a camaraderie different from that of men in peace? Are there certain things that only men can share? Or only women? |

One of the persistent questions asked by parents, members of the community, teacher and counselors is: Will this curriculum enable the student to go to college? There appears, after countless parent discussions, to be no problem about whether or not students would benefit in

life. Most parents who expressed any opinions on this to the teachers were supportive. But what about college? Of the first group of 28 graduates in 1981, according to the Director's records, 7 expressed no desire to continue into college. All others were accepted by the college of their choice, four by more than one college. One parent, Mrs. Judith Banyai, described the reaction her son got from the College Admissions Departments:

Three years ago as parents of a son considering enrollment in the School of Global Education, we were concerned over its effect on his chances for future college enrollment. There was no doubt in our minds that the philosophy of the program was not only exciting in its scope and depth but the staff dedication and interest was unique. However, the program was new and untried. How would Global Education on a high school transcript be interpreted and accepted by college admissions officers? Could our son's high academic abilities and goals be fulfilled? Would the lack of Rhetoric and Logic on his transcript be a hinderance to acceptance at the college of his choice? All of these were and are legitimate parental concerns.

Mark will graduate in June after helping to pioneer a new educational concept, Global Education. He

applied to three colleges and was accepted by each. His admissions interview at Kalamazoo College, reputed to have the most selective requirements in Michigan, centered on his participation and accomplishments connected with Global Education. Instead of a short half hour interview it stretched into one and a half hours as they pursued with interest its "fantastic" concept. The prestigious University of Michigan School of Engineering admitted him with no further action. The Oakland University School of Engineering and Honors College admitted him to a simultaneous program of study. Three academically superior colleges felt that the School of Global Education had not only basically prepared him for university level work but provided him with experiences and skills unavailable in a regular high school setting.

The School of Global Education fulfilled its educational goals. It academically provided Mark with the skills to succeed on ACT and SAT college entrance exams and to experience regular high school material enhanced by lectures, field trips, volunteerism, seminars and participation in the Great Lakes Model United Nations. It is a definite

plus on his high school transcript. The colleges are impressed.

Because the outcomes of such an education for students were a legitimate concern, the Director submitted to Michigan State University (1979) and the University of Michigan (1981) Admissions Offices a complete file of the curriculum at the School of Global Education. The responses were positive (See Appendix I). One response suggested that any student "who has completed Global Education with above average marks should be well prepared...". The other stated that students in the program would "be advantaged educationally...". Needless to say, this is not a guarantee of admission. It does indicate, however, that the offerings of the School of Global Education are, apparently, satisfactory for college admissions. Appendix J lists further community responses of those who have participated in activities of the School of Global Education.

PROJECTS

There were further outcomes of the program. As stated earlier, there was a considerable attempt to get students out into the community in their ethnic experiences and in their simulations. Two further exemplary simulations involved the global problems of refugees and of hunger. (See Appendix K) Each of these required preliminary study

on the topic by each student and some academic performance such as reporting orally or in writing. In addition, all students left the school to go out into the community for a half-day experience - one of those in downtown Detroit. The simulations used many adult community members, another Livonia high school, a local church and had wide television coverage.

Additional field trips were planned each year so that all students had access to at least one free field trip. The other trips ranged from minimal cost to expensive depending on the distance travelled and time spent away from home. From 1979 to 1982 there were 23 field trips offered, ranging from local visits to the Detroit Institute of Arts or the Eastern Market in downtown Detroit to London, Ontario, Washington D.C. and Mexico. This should be considered in the light of constantly reduced local school support for any curricular field trips.

To bring the world into the classroom, the Director's records show a total of 37 guest speakers in a four year period (1978-1982). (This does not include guests from eleven countries.) Those speakers ranged from author Wayne Dyer and Bishop Thomas Gumbleton to a Muslim Imam, Olympic figure skaters and a delicatessen cook.

THE SURVEY OF GLOBAL UNDERSTANDING

One of the concerns of the School of Global Education staff in 1981 was the fact that much of the evaluation used "in-house" prepared materials. As a result, they informally tried the "Survey of Global Understanding" at that time being given by the Educational Testing Service nationwide. The test was given to the 28 seniors, the results run through the district computer, and the mean scores compared with the E.T.S. nationwide results.

Figure 22: Test Results of Survey of
Global Understanding

Students	Mean Scores
2-year college students	40.5
4-year college freshmen	41.9
4-year college seniors	50.5
School of Global Ed. seniors	53.5

The mean for School of Global Education seniors while not significantly higher than college seniors is, nonetheless, at least equivalent. One might conclude, then, that the high school graduates of the Global Education program have as much global understanding as the average university senior. The highly significant difference ($p < .001$) between Global Education seniors and college freshmen, however, indicates that something has happened during their Global Education to cause a difference. One should note that the comparison is between college students and the School of Global Education high school graduates some of whom did not go to college, others of whom may not continue to a fourth year of college.

CHANGES IN PROGRAM

What changes took place in the program from 1978 to 1983?

The most obvious one was, of course, the reduction from the original English, social studies, Spanish, mathematics and science to English and social studies.

The first change, however, according to the records of the School of Global Education, was the addition, in 1979, of physical education. The instructor was a woman who was very much interested in world sports, leisure time activities, the international history and development of physical education and the theory of games. Since every student in Michigan is required to take physical education, she suggested developing a Global Education course. She did. It was very popular with the students. The following year she was given a different assignment and the Global Education program died out.

The Global Education schedule began with a modular-scheduled four-hour day. Classes ran from one-half hour to two hours. Sometimes there were half-hour study periods. For those taking Spanish, the lecture and laboratory times had to be squeezed in - only 24 of the 72 students were taking Spanish. While the teaching staff with the help of a supportive counselor were able to

tailor every student's schedule to needs, many of the regular school faculty were upset because students from the School of Global Education were out in the corridors on the half-hour instead of at bell-time on the hour. The result was that the schedule began to be curtailed in order not to alienate other teachers. This alienation was not reduced by the field trips which took some few students out of their other classes.

The next change, occurring in 1981, was the elimination of mathematics from the program. Too many courses have to be offered to make it feasible to offer the Global Education mathematics options. As a result, the students were directed into the regular school mathematics classes according to their individual abilities and preferences. It must be added, however, that while the mathematics instructors were flexible and cooperative, they were neither knowledgeable nor willing to find out nor creative enough to establish the relationships between mathematics and a Global Education. This may have been due to lack of time, effort or inclination.

As in mathematics, the problem of science in the Global Education curriculum was one of interested and knowledgeable staff availability. Too many teachers were



being laid off due to declining enrollment and the Science Department Chair, who was also the Global Education science teacher, could neither find interested and qualified teachers to staff the 3-year Global Education Sequences nor was he able or willing to do it himself. In addition, at this same time there were inter-personal problems in the teaching team. Most of them were due to program frustrations and perceived lack of support, questions of leadership style in terms of the Director, and student perception of team lack of cooperation.

Spanish, which had begun as a last minute addition, produced remarkable results. At the end of the three years of language study, the Global Education students took the Advanced Placement Spanish Examination and succeeded. These students were the first in the 15-year history of Stevenson High School even to take the examination. Unfortunately, the numbers in the classes were very low and two language levels had to be combined. The intolerable result for the teacher was five classes with, in fact, seven preparations. Finally, the low registration meant that even her job could not be maintained and, in 1982, she was assigned elsewhere in the district. The Spanish component was discontinued.

The numbers of students have changed. For four years, the student enrollment stayed constant between 65-72. This was in spite of the addition each year of a new sequence. In those four years there were never more than two sequences going at the same time. This meant students were constantly dropping out as well as coming in. Why did they drop out? According to interviews with team teachers, the Director, counselors, parents and students, the main reasons were:

1. Confusion in the first year about schedules and the new techniques of interdisciplinary learning;
2. The excessive use the first year of "get-to-know-you" activities, of values clarification games;
3. Inability to determine who the teachers would be the following September (due to teacher lay-offs);
4. Expressed desire to take other courses in the regular high school offered in the same time slot as Global Education courses;
5. Declining interest in the Global Education peer group - closeness can be boring;
6. Negative comments by other teachers in the building and by counselors (one counselor wrote parents a letter warning them that the Global

Education curriculum might not be acceptable for college admission);

7. Unreal comparisons with the regular school curriculum the students had, in fact, never known.

Each year, the Director and other teachers and/or students visited the three junior high schools to recruit. The results were only good enough to maintain 60-70 students in the program. In the spring of 1982, the Director decided to let only students and parents do the recruiting. Since two junior high schools had by now been closed, there was only one to visit. This time there were 68 new students recruited bringing the highest total enrollment - the School of Global Education - 120 for the school 1982-3. Apparently, recruitment of new students by students is more effective than by the director. Part of the successful increase is due also to the increased awareness, interest and attention given to the 8th grade social studies teacher by the School of Global Education staff. The 8th grade teachers now feel they have a greater commitment and knowledge of the Global Ed. program. One must add, also, that by this time these same teachers have had some feedback from their former students who are now in the program.

Included in Appendix L is the report on the School of

Global Education by James Becker and Merry Merryfield of Indiana University who spent two days at the School after examining all the available literature and questioning the Director by telephone. Their conclusions relate to the development of the programs, the significance of parent involvement, teacher opposition, student enthusiasm and activity, the curriculum recruitment and the combination roles of the Director.

The most recent and final evaluation of the students of the School of Global Education to be considered was done in 1982 by the International Education Assessment Project (H.Thomas Collins, Ward Morehouse and Judith Torney-Purta). The evaluation included student responses to a 25-item test of global understanding, based on previously administered tests as well as an examination of the curriculum and related materials. Their conclusion sent to the Director in March, 1983, was:

Your program in global/international education has been identified as a successful one. We would appreciate very much having further information so as to be able to consider it for inclusion in a handbook of exemplary programs...(Appendix M).

It is hoped that the information presented in this chapter will indicate to the reader why the School of Global

Education might be considered successful. In spite of the several evaluations which indicate success on the basis of tests, it is this writer's contention that success is due to the composite curriculum which involves students in experiences chosen to sensitize them to the human condition, in experiences which necessitate their active participation in simulations of global issues and experiences which highlight their membership and responsibility in a pluralistic society. Conclusions about this curriculum and its implementation will be made in the following chapter.

SUMMARY ASSESSMENTS (1983)

If in the course of the three-year curriculum these requirements were fulfilled and evidence presented, "yes" will be checked. If there is some doubt, "weak" will be checked.

I. STATE REQUIREMENTS FOR THE SCHOOL OF GLOBAL EDUCATION

	W	NO	YES
The project will be deemed successful if			
a) A completed plan for the use and operation of the Global Education School will be developed which will provide for its integration into the regular high school facility.			X
b) A completed Global Education instructional program including materials and activities, will be developed for the participants of the alternative school and the regular high school.			X

II. STATE OF MICHIGAN GUIDELINES FOR GLOBAL EDUCATION

	W	NO	YES
A school system should provide both cognitive and affective experiences such as:			
A. A sequential study of world geography.			X
B. A sequential study of at least one foreign language	X		
C. A sequential study involving the basic concepts of history, economics, politics, anthropology, science, and the arts.			X
D. A study of various social, political, and economic systems from a non-ethnocentric standpoint.			X
E. A study of the operation of our international labor and business networks.		X	
F. A study of the international communication and travel networks	X		
G. A study of the causes and effects of pollution.	X		
H. A study of the uses and abuses of energy.	X		
I. A study of the global implications of natural disasters.	X		
J. Encounters with artistic expressions of other cultural groups.			X
K. Involvement in scientific studies from a global perspective		X	
L. Awareness of instances of the denial of human rights.			X
M. Exposure to different religions.			X
N. Awareness of the causes and solutions of domestic and world hunger.			X
O. Awareness of world health problems.	X		
P. Resolution strategies for resolving personal, intergroup, and international conflicts.			X
Q. Cultural activities of different racial and ethnic groups.			X
R. Participation in people-to-people exchange programs.		X	
S. Person-to-person contacts with official and unofficial representatives of other countries.			X
T. Participation in community programs with a global orientation.			X

III. SCHOOL OF G. E. - PRIORITIZED GOALS OF GLOBAL EDUCATION

	W	NO	YES
1. To increase students' awareness of the nature and development of world literature, languages, and the arts and their interrelationship with national behavior(s).			X
2. To make students aware of community, national and international economic relationships and problems.			X
3. To make students aware of the processes of decision-and-judgment-making based on the evaluation data.			X
4. To foster self-awareness and independence.			X
5. To increase student awareness of scientific and technological achievements and their relation to society.	X		
6. To make students aware of the relationship between people and natural resources			X
7. To increase their understanding of the development of the Earth.	X		
8. To enable students to perceive the relationship between United States' goals and goals of other nations.			X
9. To increase students' geographical understanding.			X
10. To increase their understanding of human history.			X
11. To make students aware of the nature of national and international law and the use of law in resolving conflict.	X		

IV. SCHOOL OF G.E. - PRIORITIZED GOALS OF
THE ALTERNATIVE

	W	NO	YES
1. Provide greater opportunity for individual learning and development of independence in study by allowing a greater flexibility in method and choice of area of study.			X
2. Allow an interdisciplinary curricular focus on international understandings.			X
3. Allow increased flexibility in scheduling students' and teachers' time and increased mobility in utilizing community resources.			X
4. Foster closer interpersonal relationships among students, parents, and teachers.			X
5. Provide an opportunity for students of differing ethnic and academic backgrounds and aptitudes to share common learnings.			X

INTERRELATIONSHIPS

There is always some discussion between teachers in Global programs, between teachers and students, between students and students, and between parents and all others.

Sometimes these discussions are at formal meetings, other times they are after classes in homes or in the halls of the school. What emerges from these discussions, however, are the interrelationships of the elements of this curriculum as these people all perceive it in their own way. What follows now is a synthesis of some of these observations.

Little came from the fact that there were four funded global projects in Michigan. While there were great possibilities for cooperation, production of new materials and further in-service done by the experienced project participants, little of this happened. The cause of this seems to be:

1. Conflicting messages from agencies at the State Department of Education,
2. A sense of competition fostered between the directors by the State Department,
3. Discouragement of cooperative project ventures by both state and local institutions,

4. Lack of proper in-service of directors to deal with the problem of pioneering,
5. Lack of publicity from the State Department throughout Michigan,
6. Absolutely no follow-up of the projects. In fact, current work in Global Education being done statewide by the State Department seems to ignore completely any participation by the funded projects. The message to interested districts, then, is confusing. The School of Global Education and its Director are often invited independently, however, to do in-service, conferences, or to share experiences.

On a local level, the early problem in student recruitment in Livonia was lack of commitment and statements from the Central Office that the program would exist for at least 3 years. Instead of operating several years in advance, everything seemed to be year to year. Many students, parents, counselors and teachers couldn't accept this.

Initial lack of success with the School of Global Education related to unrest, leadership dissatisfaction and resentment of the Stevenson High School staff. Some few were antagonistic on pedagogical bases. Most of the problem was related to the power struggle between the female principal and a counselor who was the teacher's association representative. The turning point in numbers

of students came (1) after the new principal who came in concentrated on building tranquility and (2) after the students themselves went out to recruit new participants.

Part of the initial reticence, however, seemed to be due to parent and student incertitude about college acceptance of the program. Once Michigan State University and the University of Michigan sent letters of approval, this nervousness ended. There is still at least one counselor, however, who continues to tell parents and students that the program has no future (after five years). This does have an effect on recruitment. Some parents hearing this don't want to take the risk. It helped when the middle school principal read these letters and then espoused the program. While he did not want to single out this program as better than others, he still let his staff know that he considered it a worthwhile program. That approval still ~~supports~~ recruitment in the middle school.

Much of the student interest in global events, issues and other countries stems from the model U.N. According to the teachers, there is a clear upsurge in both interest and knowledge after the simulation. This carries on (diminishing somewhat) until the next. In the meantime, new students are fired up and advised by older students who form relationships with younger students. Sometimes these relationships are leader-follower relationships,

other times brother-sister, still others are purely social. The younger students, however, are often inclined to listen to their peers rather than to their teachers. When older students prove to be unsuccessful leaders in the simulation (ie. heads of delegations), that too can be a learning experience for the younger students. They learn the mechanisms for changing or removing the unsuccessful leader.

Within the curriculum, getting the attention of these students is not always easy. Students today are less impressed by the flash audio-visual aids. They are so accustomed to slides and film strips that there has to be much discussion and repetition for them to be effective. This is useful within the Global Education context, for this allows current television reports and dramas to be shown in the classroom in relation to global issues.

After some experience with guest speakers, the students no longer appear to act differently with them - even when they are specialists or prominent individuals. The only criterion seems to be the dynamism of the speaker. The most popular and fascinating speaker for the students during 1982-3 was a cook from a local delicatessen who talked about building his own house in North Carolina, setting up passive solar energy in the house, and harvesting a crop of little-known plants.

Assignments like the one which brought together some of the Global Education students and some foreign students for two days were effective in increasing global awareness - on both sides. Some of the students still refer to these experiences. These relationships, however, were uncultivated. It appears that more should have been done to make them initially beneficial and durable. Enough of the relationships have been continued to indicate the strong possibility that a project like this could have a lasting effect on students' understanding of others.

While much of this curriculum seems to encourage students to participate in learning activities that will increase their awareness of global issues, there does not seem to be conclusive evidence that they can analyze these issues, break them into component parts and show relationships. That does not mean there aren't students who can do this. There are, at this point, however, no assessable assignments - other than debates at the model U.N. - which clearly work on these skills. Some of the students in their research papers have shown ability but it is not widespread. Such an ability demands higher skills and, while students are doing it in the literature class, they do not appear to be doing enough of this in relation to global issues.

FINDINGS

Students:

1. Graduates indicated in their surveys that they believed they had benefited from the program both in preparation for further studies and in their perception of the world. Further discussion with many of them indicated their belief that the perception came as a result of the time spent in the program with this particular group of students and teachers not because they entered the program with any interest or knowledge of world affairs (See Appendix N).
2. The best recruitment for the program was done by the students themselves. They were able to translate into their own terminology and perception what happened in the program. Global Education teachers working with the middle school teachers, however, increased the free flow of information to the younger students about the School of Global Education program.
3. The students in the program, by assent of the team teachers, bore out research findings on the characteristics of volunteers (already described in this chapter).
4. The tests given the Global Education students indicate - quite expectedly - that they do better on global awareness questions than those who have no

preparation for such questions.

5. These students make different choices of books, newspaper headlines to read and global issues than non-program students. The indication is that since their choices relate to what is happening in the Global curriculum that there is a connection. Whether it is a clear cause-effect relationship has not been proven.

Curriculum:

1. Foreign language should and can easily be an integral part of such a program if staffing will allow it. Those students who remained in the short-lived Spanish component did exceptionally well. Not only were their language skills highly developed but so was their awareness of Hispanic countries and cultures. Three of the students are currently studying in Spain.

2. A mathematics component is more difficult to establish in a school-within-a-school Global Education program but not impossible. The difficulties are mainly logistic because of the student/teacher ratio and types of mathematics courses needed. Such a component requires some research and planning and much creativity - teacher flexibility is not enough.

3. Additional finance can be kept at a minimum depending on how much time and effort all participants are willing to invest. Seed money is helpful to plan and implement

the program - primarily for teacher planning time and some supplementary materials. Texts for the courses would come out of the normal school budget. Parent support and fund-raising ensures the field trips.

4. Evaluation within the curriculum cannot be purely cognitive, cannot be only paper and pencil. What appears certain in this chapter is that a large part of the global perception is affective. Evaluation and curriculum building, therefore, must address what the students do, what they volunteer for, how they feel. This requires careful and imaginative evaluators.

Staff:

1. When beginning such a project care should be taken to keep the entire staff of the school informed of all developments and to encourage them to give input to the project. Without this, myth, rumor and ill-will are rampant and it is difficult to recoup such lost personal relationships. This is one of the major blunders of the School of Global Education project. Much hostility was incurred at the outset which improved within two years only to the level - according to the team teachers - of apathy. Now the stumbling block for teachers in the regular schools appears to be excusing Global Education students for field trips.

2. The team teachers, their personalities and methods, played a crucial role. In September 1981, the drop-out rate was heavy because a teacher on the team during the previous year was uncommitted to the program and the students and made his feelings clear. Teachers on the team must be volunteers.

3. The leadership of the Director was most useful in boosting morale, acting as mediator and spokesperson for the program, generating enthusiasm in the community and winning support of the administration.

4. It is important, however, that the Director be viewed as a member of the team. The team approach is synergistic and students are aware of this. It is one of the attractions of the program. It tends, according to some students, to build a family relationship.

5. Some allowance must be made to in-service teachers who are going to be on the team and to ensure that these teachers will be with the team for a period of time. It appears to be both senseless and curricularly dishonest to install a program and then lay off the trained staff, offering in return untrained and/or unwilling teachers.

6. The support of the high school administration was crucial for both implementation and survival of this project. If central office staff support the program, they have to be willing to step in and help when something

more than local school help is needed. This school-within-a-school could not have begun or continued without the long term commitment of the school principal.

Parents:

1. Unusual as it is to have a high school parent academic support group, the Advisory Association of this project was crucial. The support, encouraged by the Director from the inception of the program, grew over the years as they experienced the program through their children, as chaperones and in the public media. Yet their support, as the evidence indicates, was not only financial but moral, philosophical, emotional. Their own creativity is reflected in working with the students on the program for the annual Global Awareness Day. It appears to this researcher that the Community Advisory Association is a key element in the perception of success.

CONCLUSION: PRIMARY FACTORS IN SUCCESS

The main clues in determining what factors make this a successful program are found in

1. The graduate's reactions
2. The recruitment pattern and surveys
3. The commitment and energy of the parent group
4. The enthusiasm and personalities of teachers involved.



When asked what elements contributed to the success of the program, graduates indicated teachers were at the top of their list (See Appendix N). Although given the opportunity, they did not add to the remainder of their priorities - guest speakers, course work, fellow students, and the model U.N. This should be coupled with the survey of entering students which indicated that they came into the program for fun and interesting content with minimal interest in world affairs. Since the population of the School of Global Education increased dramatically (1982) as a result of student in place of teacher recruiters, attention must be paid to these indicators. First, students will not be attracted to the program simply because of an interest in world affairs: the program must be demonstrably more attractive than others. Next students who are trained do their own peer recruitment better than adults. In short the success of the program is not due to the goal of the program, namely a global awareness - but to the "delivery system". In short, to deliver something deemed worthwhile by educators and the community at large, it must be attractively packaged and presented.

Little of this would have come to pass had it not been for the enthusiasm, eventual dedication and support of a number of parents. They set up recruiting schedules and

bank accounts for students so that they could earn money and participate in events which cost money. They found guest speakers and transportation for field trips. Most of all, when administrative support waned, they went to the high school principal and the district superintendent to persuade them that the program was worthwhile.

Finally, the Director and the teachers by agreement of students, parents, administration and outside evaluators carried much of the weight of the program. The evidence of this chapter indicates that they needed and exhibited tact, endurance for pressure and personal vituperation, willingness to work beyond the program, ability and interest in developing close relationships with students and the ability to work with other members of the faculty in both compromise and confrontation.

In Chapter I, the question was what defined the success of the School of Global Education, what effects the curriculum had on the participants and why. What emerges from the documentation is the human side. Students are attracted by the humanity of their teachers, by the fun and excitement of learning whatever the content may be and by dealing with a diverse group of their peers. That they learned and benefitted from the substance of a Global Education appears to be partially due to the fact that they wanted to be and remain part of an attractive program

and partially that they perceived this as a worthwhile curriculum for their future needs. The support of parents gave support to their decisions as to whether they would enter, continue in or drop out of the program. Those very characteristics which the students look for in teachers are the characteristics global educators hope to produce in their students.

CHAPTER VI
SUMMARY, CONCLUSIONS, AND IMPLICATIONS

SUMMARY

For generations, humans have been talking about common needs, concerns and aspirations. It is only within these last few years of this millenium, however, that the interconnectedness of global systems and the fragility of this planet have become so clear. Education has a vital role to play in increasing this awareness and in guiding young people toward alternative responses to the problems facing all of us today.

For this study, a thorough search of the literature was done - especially to find the common concepts, issues and skills undergirding understanding of not only the academic world but the scientific, economic and technological worlds. Given the fact that the education to prepare young people for these concepts, issues and skills, called Global Education, is a recent construct, the question in this study was whether or not there could be a delivery system for such an education and whether or not that program could be effective. A study was made, thus, of the School of Global Education in Livonia, Michigan, which purports to be an alternative response to this American educational need. Over the past five years, its curriculum has been invented, implemented, evaluated and modified so that it now has the following characteristics:

- I. The Academic
 - A. Three Sequences (years)
 - 1. Past: Cosmos Formation to Age of Exploration
 - 2. Present: Age of Exploration to 1980s
 - 3. Global Futuristics.
 - B. Two Disciplines: English, Social Studies
 - C. Team Teaching
 - D. Interdisciplinary Studies
 - E. Reading Research: both required and chosen
- II. Global Issues: Seminars and Simulations
 - A. Two-four per year
 - B. Students Assume Responsibility for Research
 - C. Individual and Group Projects
- III. Resource Speakers and Materials
- IV. Field Trips
- V. Model United Nations
- VI. Community (Parental) Involvement

It is now possible to draw certain conclusions about this curriculum and its development.

CONCLUSIONS

These conclusions fall into several areas: bringing change to the school, in-service for teachers, the teaching staff, the students, the curriculum, the parent group, and testing.

Change

1. The Director and teaching staff of the school did not take into consideration the climate of the school. Many of the interpersonal conflicts at the beginning could have been avoided if care had been taken to introduce the project in a less threatening way.
2. Not enough care was taken to promise only what could be delivered for certain. Cutting back and changing what had been promised could account, in part, for the lack of growth in student population. Failure to carry out promises led to lessened credibility.
3. The structure and specificity of the curriculum did eventually lead to credibility and acceptance by students, parents, and university admissions offices. This became a long-term advantage which appeared to be, at first, limiting.

In-Service

1. This was one of the weakest areas for the School of Global Education and had a direct bearing on the quality of the teaching and thus the receptivity and enthusiasm of the students. Much of the difficulty was due to the fact that only the Director stayed with the program during the five years studied. All other teachers, including those trained, were moved or transferred out. It was not until the year

1981-2 that any instructional stability was reached. These teachers, by experience and not by special in-servicing, became Global Education teachers. There was never any commitment on the part of the Central Curriculum Department to preparing these teachers by way of in-service. The Director pulled the team together frequently to plan and/or resolve difficulties. There was, of course, the syllabus of instruction for English and social studies which served as a guide for new teachers who had to know what the course context was about.

2. The teachers on the team needed to learn how to explain the need for a Global Education without creating adversarial reactions in their colleagues. They needed to be trained to understand the school and community culture and the effect of that culture on any attempt at change and few of them were.

Teaching Staff

1. A major problem faced by all the teachers was team teaching in an integrated curriculum. Here, several difficulties surfaced: interpersonal relations, time to work co-operatively, emotional demands, patterns of instruction, field trips outside of school hours, sharing of duties and scheduling of teaching units. There was a workshop on team-teaching but in less than a year those participants had left the program.

Students

1. It is clear that human relationships between students and between teachers and students in the School are of greater importance than in the regular school. This, however, is not unusual in alternative schools.
2. Cooperation and competition seem to be an integral part of student interpersonal relations - even in terms of the delegations in the model U.N.
3. Students reacted negatively in the first month of the program's inception to values clarification activities. They felt a month was too long and demanded "substance". These techniques are now built in and the students respond positively.
4. The family pattern developed seems to enhance the awareness of belonging and responsibility for one's own actions, and the right to fail in the act of creativity stimulates initiative.

Curriculum

1. Interdisciplinary work helps students understand better the relationships of systems. It is also, they claim, more interesting.
2. It is possible to write a 3-year high school syllabus of instruction which is incremental and which implements the objectives of a Global Education.

3. Much of the effectiveness of this curriculum, both from the point of view of student interest and student learning, depends on the experiential components. The concept of breaking down the walls of the classroom to let students out and to let experts in is endorsed by alumni, current students, parents and teachers.
4. The effectiveness of the curriculum appears to be increased by the use of resource materials and group activities within the classroom.
5. The syllabus, as written, is never covered completely. In order to include many of the activities and learnings of a global nature, some of the traditional units are dropped. In a sense, this is a reflection of the recurring reference to flexibility and change - one of the global concepts.
6. The language arts can be as effective a carrier of Global Education as social studies, particularly when the focus is on the multicultural aspects of society and creativity.

Parent Group

1. Without this group, many of the activities could not have been accomplished. It is difficult to imagine the School continuing as it is without the support of these parents.
2. Frequent meetings (monthly or bimonthly),

accessibility to teachers by phone at home or in school and openness appear to have built, over the years, mutual trust and respect.

3. These parents tend to influence several members of the family, as well as neighbors, to join. They are, therefore, important in recruitment.
4. It is important, in assembling such a group, to specify the goals of the association so that there be no sense of threat in the professional decision-making of teachers and administrators.

Testing

1. Not enough was done to determine affective change, largely because no diagnoses were made at student entry.
2. There seems to be clear and plentiful evidence of cognitive learning of global facts and concepts.
3. What is not clear, in the data, is exactly how specific affective responses are to be achieved and measured. Since much of this falls into the areas of behavior modification and citizenship at some future date, it is difficult to determine whether the students who test well today will be participating global citizens tomorrow.

IMPLICATIONS

Change

1. In bringing change to schools, insisting on control groups seems fruitless. This is an experimental mode wherein variables can be controlled and manipulated. In most school districts, change is complex and the question really is whether a complex program can accomplish what it sets out to do even with minimal control over the variables.
2. Before any program is considered for a school-within-a-school, adequate provision must be made for the staff of the regular school to have both communication and input in a structured way.
3. While there may be some question about the role of the school principal as the key instructional leader, it is strongly indicated that without the support of the building principal any project can founder. The principal can use both discretionary monies and influence to support programs which he believes to have high credibility.
4. Every method must be used to bring to the attention of the community all the plusses of the program in order to develop, as quickly as possible, good public relations. Skill should be used to present the information and materials in as polished a way as possible. In a world of slick presentations, little

allowance is made for educators who cannot do likewise.

5. Two kinds of fatalism became evident in the larger school staff: the antagonistic fatalism of the older, tenured teacher and the paralyzing fatalism of the discouraged, "pink-slipped" (rified) teacher who didn't want to be involved because he probably wouldn't be there the following September.

In-Service

1. While the attitude and global philosophy of the teachers is of the utmost importance, they should be offered workshops which range from awareness to issues to skills to team building and leadership, depending on the roles they are individually about to assume.
2. Staff development contacts in the field of Global Education have been too heavily focussed on social studies and foreign language teachers at the secondary level. There is little evidence that this has had much impact on student enrollment patterns.
3. As much concern needs to be paid to ways to effect change as to the content itself. In addition to global studies, teachers need to be trained well in diagnosing needs, anticipating school environmental problems as well as working with community members in initiating and maintaining good public relations.

Like it or not, the teachers in an alternative are as highly visible as the alternative itself and they are, therefore, public relations officers.

4. Global Education teachers, regardless of discipline, need to get away from their own culture to experience one that is different, otherwise too much is vicarious experience which becomes third hand when it finally reaches students.
5. While the philosophy of Global Education is vital, it is important to move to practical day-to-day classroom management and instruction as soon as possible. Many of the worries of new teachers and those outside of the School were based on what they would have to do differently in the classroom.
6. The teachers need to be taught - especially in writing the syllabus - not to expect more from students than is possible. The syllabus of instruction reflects writers who lacked curricular guidance on how much could be included in one course. The assumption cannot be made that teachers are prepared to write curriculum without guidance. On the other hand, the teachers must be willing to accept that guidance. Difficulty arose when State funding offices required written curricula by certain deadlines.

Teaching Staff

1. It appears that in this type of program team teaching is an advantage. This, however, requires teachers who are willing to belong, and who are trained to be successful. Agreements must be reached on a team, compromises worked out, decisions adhered to, responsibility shouldered as a group. Yet withal, there has to be that confidentiality within the group so that individual members may discuss their failures in the team without becoming public.
2. Teachers, in alternative programs, who are particularly sensitive to human relationships and are adept at instructional activities are likely to increase student enrollment.
3. These teachers must be able to work independently. Little help can be expected from teacher bargaining units unless agreement is reached on the role and tenure of that teacher before the program is implemented.
4. Certain teachers do make better Global Education teachers than others - which is almost a truism. However, the characteristics identified by the School's alumni are based on the kind of teacher-student relationships that do seem to undergird the entire program. It must be recognized that these qualities of humaneness, flexibility,

humor, tolerance and fairness are qualities that identify most successful teachers - especially in alternative programs. Nevertheless, these qualities are vital if the teacher is to be the model of a global education.

Students

1. The most effective individuals to recruit other students are the students who have been in the program and feel committed to it.
2. Students in a volunteer Global Education program are likely to have most of the characteristics of volunteers described in the research.
3. Students coming from a middle school where the disciplines are fragmented or isolated are likely to experience initial difficulty with integrated studies.
4. In a program which is trying to increase citizen participation, students should be allowed to participate in curriculum decisions and problem solving. This increases their senses of belonging and ownership.
5. The students appear to develop loyalties; (1) to different kinds of people as a result of their group work, (2) to the program and its philosophy and (3) to the teachers. It appears to be the totality of these and number (2) in particular that reflects

the Global Education. The students react as though they themselves were a microcosm of the world.

6. Students found difficulty adapting to the idea of language arts or fine arts across the disciplines. It was found in this program that the adaption takes almost a semester.

Curriculum

1. The philosophy of Global Education must be welded to the substance and skills of the academic disciplines.
2. A foreign language is an extremely important component, particularly from a multicultural viewpoint.
3. All activities carried out within a framework of goals should integrate personal with organizational goals for maximum effect.
4. Particularly in multicultural studies, it is important to emphasize similarities rather than differences or exotica. If educators can help students learn that "different" does not imply better or worse, they will help students adapt to global pluralism. It is much more realistic to emphasize the "mosaic" as a metaphor for society. The "melting pot" is neither true nor applicable.
5. Beyond the initial implementation of the program and the cost in teacher time, such a program should cost

no more in school funds than the regular school program. It is to be noted, however, that a strong parent association can help produce additional funding for field-trips and other activities - all of which may be vital to such a program.

Parent Group

1. A well-developed community parent group can be vital to a Global Education alternative. Their role must be clearly identified at the start, however. They must serve as a support group, not as a curriculum decision making group.
2. Credibility with parents must be built as soon as possible. Care must be taken, therefore, to be sure that the first year is a positive one with minimal controversy.
3. Parents are more cooperative and participatory if they are informed, in advance, of what the curriculum and the activities consist. The fewer surprises for them, the more supportive they are. The more open the communication, the more wholehearted the participation.

Testing

1. Affective testing is complicated by the fact that there are few good instruments. Clever students, after the Global Education training, can often "psych out" the appropriate answers.

2. Much more should have been done to use other than paper-and-pencil testing. Those who are initiating a program which they wish to evaluate need the guidance of highly creative and knowledgeable evaluators who will themselves suggest myriad ways to evaluate. The teachers cannot be expected to know all that. Data building, in this project, is relatively weak. An interminable series of paper-and-pencil surveys and tests irritate students and can impede learning.

SUGGESTED AREAS FOR CONTINUED RESEARCH

The study of the School of Global Education and related research suggests several areas for further investigation.

1. Exactly what effects does the model United Nations have on the future behavior of the participants?
2. What kind of Global Education program can be developed which integrates both mathematics and sciences?
3. Precisely what influence does a community group have on recruitment patterns, retention patterns, absenteeism, the Central Office, the local principal, etc.?
4. Are the reading selections of volunteer Global Education students indicative of them as volunteers or as Global Education students? Would students of

comparable Global Education programs make the same choices?

5. More research needs to be done on what works in changing feelings and attitudes of students in a classroom environment.
6. Does a racially and ethnically integrated student body produce different behaviors more concomittant with the goals of a Global Education?
7. How significant is travel experience, either in the U. S. or abroad, in the development of a global perspective? Does this significance depend on the country visited?

Recommendations

On the basis of this study, the author submits the following recommendations:

1. No program grants be given by State agencies unless a long term commitment is indicated by the local central office.
2. Commitments be extracted from local teacher bargaining units which will protect, for a time, teachers who are going to be trained for and assigned to the program.
3. Specific daily common preparation time or periodic released time be given to team teaching members to keep their "finger on the pulse" of what is happening, to plan activities and to evaluate and

modify.

4. University teams agree to "adopt" the local Global Education project, thereby supplying human and material resources and advice on evaluation and expanding curricular activities.
5. Teacher training be focused on the teachers' perspective of their role and how what they already know can be utilized in a new program.
6. While certain charismatic leaders are significant in initiating programs, it is recommended that local curriculum and leadership training organizations develop a cadre of backup teachers for both team and leadership positions.
7. A systematic research effort be maintained by the teachers and the local school administrators to aid program review and determine where priorities should be concomitant with impact on students.
8. Every effort be made to insure a foreign language component in the Global Education program - preferably languages which are likely to have high impact in global interconnectiveness in the year 2000.
9. All high school exchange students automatically be counselled into the program to make the program a microcosm of the increasingly pluralistic world in which we now live.

The program analyzed in this study is but one way to approach Global Education. Many schools throughout the country are piloting different programs. Some of these students must be affected in such a way that their futures will be changed. If, out of one hundred students in a Global Education program, fifty become active global participants and remain convinced that Global Education was vital to their futures, then the teachers in that program will have been successful. In fact, if there are ten students, the time cannot be considered lost. It would appear, from all the research, to be better that high school graduates be minimally more aware of what is in store for them in this world of the future than to be completely unaware or apathetic. One motivated teacher or student begins to move a world. If globalists can use the concept of exponential growth to alert the world to an energy crisis, they can use it to explain the increase of global interdependence and the need for a global perspective.

APPENDIX A

LIST OF HIGH SCHOOLS WITH
INTERNATIONAL STUDY OPTIONS, 1982

LIST OF HIGH SCHOOLS WITH
INTERNATIONAL STUDY OPTIONS, 1982

Bishop Borgess High School, Redford, Michigan
Curtis High School, Staten Island, New York
High School for International Affairs, Philadelphia,
Pennsylvania
Hillcrest High School, Jamaica, New York
International Studies Program (Bennett High School),
Buffalo, New York
Lincoln High School, Portland, Oregon
Monterey County Office of Education, Salinas, California
Morgan Park High School, Chicago, Illinois
Newton Public Schools Global Studies Project, Newtonville,
Massachusetts
Northfield Township High School, Glenview, Illinois
North Fulton High School, Atlanta, Georgia
Schenley High School, Pittsburgh, Pennsylvania
Stevenson High School, Livonia, Michigan
University High School, Urbana, Illinois
Vincent High School, Milwaukee, Wisconsin
Washington International School, Washington, D.C.
Withrow High School, Cincinnati, Ohio

In addition, there are a number of school districts which
have some kind of Global Education project. Included among
these are:

Farlington Public Schools, Farlington, Michigan

Clarke County School District, Athens, Georgia

Board of Education of Charles County, LaPlata, Maryland

Seattle Public Schools, Seattle, Washington

Flint Community Schools, Flint, Michigan

APPENDIX B

ABSTRACT OF INITIAL PROPOSAL, 1976

ABSTRACT OF INITIAL PROPOSAL

Target Population:

The target population consists of the approximately 2300 students at Stevenson High School and the teachers and administrators involved with development of the program. These students are approximately 99% Caucasian and in the middle to upper middle class socio-economic level.

General Approach:

The project will provide for the development of an alternative "school within a school" which will have Global Education as the focus in the curriculum. The Global Education School is to have 360-420 students as a maximum, at the end of three years. Provisions will be made, however, for the total student and teacher population to engage in activities which will heighten their awareness of world interdependency and lead to the infusion of concepts related to Global Education into the regular curriculum. Ultimately students should demonstrate increased knowledge of various cultures, including their values and priorities, and improved recognition of world problems and their possible solutions.

Needs Assessment:

The proposed project is an outgrowth of the growing recognition of the globe as a human environment and the resulting interdependence of its inhabitants. While cultural diversity should garner appreciation and respect,

there is an increasing need for our nation's students to achieve an understanding of the similarities as well as differences of the world's citizenry.

By virtue of the impact of instantaneous communication systems, rapid and less expensive worldwide travel, the presence and complexity of an international monetary system, the growth of multinational corporations, the international ramifications on the ecological balance of decisions made by single nations, and the recognition of the limited amounts of natural resources, the world is becoming ever smaller and more integrated. Despite this, very little is now being done in the United States to educate young people to cope with significant global issues. Where curricula have been developed, they relate to international affairs and have traditionally appealed and been geared to only a diminishing group of primarily college-bound students. In Livonia, for example, only 2 high schools of the 4 now offer the course itself and instead of 30 students per class, only 14-23 are enrolled. In addition, the concepts of global education have been relegated almost solely to the province of the social studies, thus limiting a student's understanding of the impact of all subject matter areas on education for responsible participation in an interdependent world. This project also addresses itself to the problems inherent in trying to make the comprehensive high school meet the complex demands of a society in the throes of change. The

size of the high school has, in many cases, produced a dehumanizing atmosphere which has become a deterrent to the accomplishment of the school's goals and has resulted in student disenchantment and lack of commitment. Solutions must be found by way of alternatives within the educational system or the "deschooling" of society might indeed become a reality.

The major opportunity for students in the senior high schools in the Livonia Public Schools to acquire a minimal sense of world identity is through the World History course. World History is an elective course and the majority of students in these classes are sophomores. Less than 10 percent of the tenth grade population of 2,900 students elect this course, thus severely limiting the number of pupils exposed to even a modicum of an orientation to global education in our senior high schools. As of 1975, 70 percent of the school districts' graduates work on a full or part-time basis, so graduation from high school is the terminal point of formal education for the majority of them. It may then be assumed that there will be no further opportunity for the educational establishment to help these students acquire global education concepts. The 1970 census figures show 4,921 of the 34,071 families in Livonia have a combined income of less than \$10,000 per year, thus providing a base of economically disadvantaged students who most often do not elect course offerings which are highly academically oriented such as World History.

In response to the perceived need for students to broaden their understanding of the interdependence of all men on "Spaceship Earth", the elementary social studies program in the Livonia Public Schools was revamped. It now consists of a first grade program which recognizes the common needs and desires of families in the United States and other cultures; a second grade program which explores communities in various countries and cultures noting similarities as well as differences; a third grade program which deals with urbanization and its world-wide implications; a fourth grade program devoted to man's adaptation to the varied environments in the world and the ramifications for all of disturbing the ecological balance; a fifth grade program which looks at United States History in terms of the diverse cultures of its citizens and the implications that holds for international relations; a sixth grade program that deals with comparative cultures. Every effort was made to integrate the other academic disciplines as well as the arts into the program.

The Junior High School program was also revised to meet the objectives of the state and the school district toward a global consciousness orientation. The seventh grade program includes units on: (1) A View of the World, (2) The Earth - A Good Place to Live, (3) People - Players of Many Parts, (4) Society - Where the Action Is, and (5) Outlook for Tomorrow. There is a major emphasis in the seventh grade on the wise use of the earth's natural

resources for the benefit of all people. In the eighth grade, United States History examines our country's cultural pluralism and the problems that ensued here and abroad as our citizens pursued "the American dream". The ninth grade program is elective, but a semester course which combines science and social studies is now being instituted systemwide. This course deals with the scientific problems related to life-support systems which are being encountered worldwide and the social implications of those problems.

The Livonia Public Schools has also recognized the need for alternatives to the regular high school program. Two off-site alternative high schools have been developed, Alpha and Beta, which allow students who, for a variety of reasons, are having difficulty adjusting to the regular high school, to pursue their educational objectives in a different setting.

The activities already engaged in by the school system, as described in 1.3 demonstrate a commitment to and progress toward the adoption of a K-12 global education program. The 10-12 component is missing, however, and without that extension into the senior high school, the opportunity is not available to introduce more sophisticated concepts related to global education in a process of sequential development. Also, nowhere in the programs now in the school system is there the opportunity to have all disciplines focus on a single theme.

The lack of defined program of world awareness in the senior high school also fails to capitalize on the optimal time to engage student interest, since the active adolescent is preparing then to emerge as a participating citizen. We have seen, too, that most high school students who drop out of school do so after the tenth grade.

"Off-site" alternative high schools, those housed apart from the regular comprehensive high school, do not possess the physical facilities or specialized personnel that are present in the regular high school situation. They do not have the opportunity, either, to offer the diversified extra-curricular activities - sports, clubs, etc. - to be found in the regular high schools. It thus becomes necessary for "off-site" students to return to their home school for particularized classes and activities. Such students often find themselves with divided loyalties and scheduling and transportation problems.

Program Description

We are proposing that a multidisciplinary curriculum for senior high school focusing on global education be developed to be implemented through the medium of an alternative "school within a school" in the Adlai Stevenson High School in Livonia. This "school within a school" will have four teachers initially, and, since the staffing ratio applied to the rest of the staff is to be applied here, 120-140 volunteer tenth grade pupils. The students will be selected so as to be representative of the general school population in terms of sex, ability and background. Growth of the "Global Education School" is to be limited as follows:

Year 1	120-140 tenth graders
Year 2	120-140 tenth graders
	120-140 eleventh graders
Year 3	120-140 tenth graders
	120-140 eleventh graders
	120-140 twelfth graders

so that a maximum of 420 students and 12 teachers will be involved in the program.

Though the project provides that the number of students directly involved be limited so as to preserve the opportunity for interrelatedness of the student and staff participants, this alternative is to be designed as an infusion model. The direct proximity of the alternative school to the rest of the high school population (both teachers and students) will assist in the natural dissemination of the ideas of world relatedness throughout the entire high school; but, in addition, special activities and communication channels are to be established which will specifically promote the infusion process. These could include, for example, the sharing of materials to be used by the global education participants with the rest of the school population; presentations at staff meetings by the teachers involved in the program of activities they are engaged in, their progress and problems; the involvement of other staff members as resource people in the Global Education School; the setting up of total school programs related to global problems, i.e. setting up a Conference on World Energy Problems, World Hunger Day, etc.; sharing of outside resource people; preparation of a "Global Education School" bulletin; initiating and participating in a Cultural Contributions Fair; etc.

The four teachers who will participate in the project are to have particular strengths in language arts, social

studies, mathematics, science and foreign language. They will operate as a flexible team with time allocations and students serviced by each to vary according to need. The mathematics teacher, for example, might be working with a small group of students on particular skills deficiencies, as the language arts and social studies teachers jointly lead a large group of students in activities related to conflict resolution, and the science teacher helps another small group work on projects related to the use of alternative sources of energy. It is anticipated that the "personalization of programming" for students will be of paramount consideration within the overall focus of the curriculum.

The curriculum of the "Global Education School" will be multidisciplinary and revolve around the study of the world community and the interdependency of its people and systems. Within that program there will be the expectation that students will also acquire the basic skills and competencies reflected in the State of Michigan and Livonia Public Schools foundation objectives. The multidisciplinary approach with the "team teacher" form of organization should assist students in seeing both the interrelatedness of the subject areas, as well as the interrelatedness of world concerns, both of which are not being met in the present curriculum. While examining the problem of global hunger, for example, explorations in literature may be made to gain insight into the dilemmas

faced by millions of people in poor nations; social studies could focus on the causes, related problems and possible solutions to poverty; in science, methods of growing and preserving food could be examined; and the statistical information garnered in the study could be organized, computerized and interpreted in mathematics. (Since the language of the computer has become international, students will gain facility in its use.)

In the development of the project, participation will be elicited from professional staff members, students, parents and other community members in the goal setting, organizational structure and curriculum development.

Specific, sequential plans of operation will be established in addition for the recruitment of the student population, acceptance of the project by the regular high school staff, and the continued involvement of community. As the themes of the program are defined and materials, activities and evaluation instrument identified, they will be field tested with students to determine their efficacy.

Goals and objectives for the program will be identified, which will be reflective of the particular nature of the project, that is they will be demonstrative of the interrelatedness of subject areas, include affective objectives which relate to interaction between participants, and have a Global Education focus cognitively. All the foundation objectives of the State of Michigan and the Livonia Public Schools will be included.

The planning team will then select materials and instructional activities which will implement the objectives. They will also work with the Evaluation Specialists to develop an evaluation schedule and process for development of instruments. Field testing of materials and activities will assist in the latter.

As part of the instructional program, a specific plan will be devised for the inclusion of the total school population in selected Global Education activities.

Project Objectives:

1. Develop an operational and organizational plan for the Global Education School.
2. Define the instructional program for the Global Education School.

Evaluation Design:

The project will be evaluated by the Project Director's record of activities and problems, teacher-student reactions and pre and post student tests.

Requirements for Success:

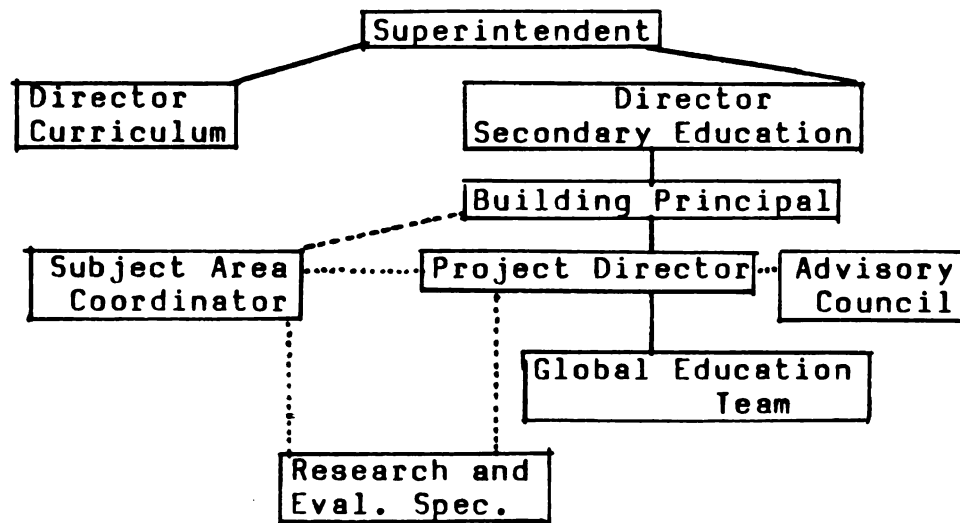
The project will be deemed successful if

- a. a completed plan for the use and operation of Global Education School will be developed which will provide for its integration into the regular high school facility.
- b. a completed Global Education instructional program, including materials and activities, will be developed for the participants of the

alternative school and the regular high school.

Project Outcomes:

If the project is successful in achieving its objectives, it will provide a model for the development by other school districts of a method by which Global Education may be made viable. Its implementation would also enable a demonstration site to be made available to visitors wherein a Global Education curriculum would be exemplified.

FIGURE 23: PROJECT DIRECTOR IN DISTRICT STAFF HIERARCHYProject Director:

Length of Employment	- July 1977 to June 1978
Percent of Full-time Involved	- 50%
Salary Range	- \$10,333 to be paid totally from ESEA Title IV Grant Funds (comparable to local salary schedule)

Duties

The Project Director will plan all in-service programs, coordinate the Global Education team efforts in planning and instruction, work with the district evaluation specialist monitoring project evaluation, direct the communication component, organize and lead the Advisory Council.

Required Qualifications

The Project Director will have: A Masters Degree from

an accredited college or university and be certified in one of the academic areas; a working knowledge of the school district and community; a status of expertise as viewed by peers and administrators; successful experience in the process of implementing new instructional methods and materials; a sound, fundamental forward-looking philosophy of education; a demonstrated aptitude for working with groups; a high rating in such personal qualities as health, vitality, emotional maturity and stability, enthusiasm, ethnical character, integrity, personal appearance, tact, and ability to work constructively with administrators, parents, teachers and students.

The project director will establish a Global Education advisory committee composed of members from the following groups:

1. Representatives of local ethnic organizations i.e. Arab Cultural Foundation, American Ramallah Federation, Polish-American Citizen's Club, etc.
2. Students and parents from the project area school.
3. Professionals from the Center for Teaching about War and Peace of Wayne State and Michigan International Council.
4. Local educators; including teachers from elementary and secondary level, principals,

and subject area coordinators.

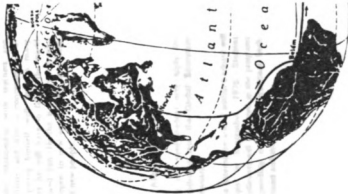
The advisory council members will be identified during the early project planning through the contacts between the project director and the ethnic organizations, and university and professional groups.

Parent and student representation will be identified during the orientation sessions to parents of students in the Global Education Program. Teachers and administrator representatives will be identified from those active in the pre-planning held in the Spring of 1977.

APPENDIX C

BROCHURE OF THE SCHOOL OF GLOBAL EDUCATION

OPEN UP YOUR WORLD



WITH GLOBAL EDUCATION

GLOBAL- ED.
STEVENSON HIGH SCHOOL
33500 W. SIX MILE RD
LIVONIA, MI 48152
(313) 251-1250

DR. DALE COLLIER - PRINCIPAL
STEVENSON HIGH SCHOOL
JONATHAN SWIFT - DIRECTOR
PROJECT GLOBAL- ED.

Q WHAT WILL IT STUDY?
Expenditure

GLOBAL EDUCATION AT THE VENTURE OF PUBLIC SCHOOLS
LIVONIA PUBLIC SCHOOLS

Welcome to a new idea! In fact, welcome to the first alternative
Welcome to the first alternative in the United States. Probably
Welcome to the first alternative in the United States. Probably
Welcome to the first alternative in the United States. Probably

Q WHY IS THIS IMPORTANT TO
ALL OF US?
In our world, we full many roles. Really,
In our world, we full many roles. Really,
In our world, we full many roles. Really,

GLOBAL EDUCATION AT STEVENSON HIGH SCHOOL LIVONIA PUBLIC SCHOOLS

Q WHAT WILL I STUDY?

Sequence I

Man's Beginnings, What Does It Mean To Be Human? Science of the Earth, Geographic Concepts, Algebra, Computer Literacy, Spanish, Communication Arts, Humanities.

Sequence II

American Pluralism: Native and Immigrant, Chemistry of the Earth and Natural Resources (U.S. Focus), Algebraic Concepts, Computer, continuing foreign language, physical education, communication arts, humanities.

Sequence III

Futuristics: The World of 2000, physics, biology, mathematics, language, and literature.

Related subjects to be studied are: archaeology, anthropology, psychology, Consumer Education, art and music appreciation. The possibility of community activities for credit will be explored by students, teachers and community members.

Q HOW LONG IS MY SCHOOL DAY?

The school within a school alternative will require a 4 hour block of time. Students will also elect an additional class from the regular school offerings to complete the five hour day.

Q WHY IS THIS IMPORTANT TO ALL OF US?

In our world, we fill many roles: family, community, religious, national, and international. It is important to many people that we participate in these interrelated systems in responsible ways. To do this effectively, we need certain knowledge and skills. The staff of the Global Education School believes that the student who will profit most from this alternative will be the one who wants to grow toward self awareness and increasing independence, who wants a different kind of learning experience, who wants a closer relationship with teachers and students, and who is concerned about preparing himself well for the many roles he will have to fill in the world around him. He/she is the student who is open to new experiences, new ideas, and new people.

Q AM I ELIGIBLE?

Any interested student may apply for enrollment into the Global Education Alternative.

The Alternative school within a school will begin in September, 1978. Student applicants will be placed in the programs depending on their educational background and interests.

Welcome to a new idea! In fact, welcome to the first alternative school within a school of Global Education in the United States. Probably you are unfamiliar with these terms. To help you understand what Global Education is and what you could be doing during your three (3) year high school program, the staff of Global Education has prepared this short brochure.

Q WHAT DO THE TERMS MEAN?

An Alternative school is one which offers an arrangement for learning which is different from what is offered in the "regular" or "traditional" school.

Global Education at Stevenson High School means a curriculum which will involve students in cultural, scientific, ecological, and economic issues which affect everyone. It promotes an understanding of the values and priorities of the many cultures of the world as well as the basic concepts and principles related to world communities.

Q WHAT ARE THE MAIN ADVANTAGES?

- Main subjects are taught showing relationships
- Flexible scheduling with the Global Ed. block
- Small seminar sessions for strengthening basic skills
- Five (5) courses possible in 4 hours in a different use of time
- Physical education built into the 3 year project
- Some community activities for credit
- Out of school activities and field trips
- Increasing (earned) independence across 3 years
- Can still take electives outside of Global Education and meet other friends
- Open lab activities for help in various subjects
- Closer relationships with students and teachers
- "Conversation" approach to foreign language
- Students explore own national and ethnic background
- Student Advisory Council will take part in operation of the school within a school.

APPENDIX D

CRITERIA FOR MATERIALS SELECTION

CRITERIA FOR MATERIALS SELECTION

Objectives

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
2. To provide materials that will stimulate growth and factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. To provide a background of information which will enable pupils to make intelligent judgements in their daily life.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. To provide material representative of the many religious ethnic and cultural groups in order to foster the development of attitudes grounded in respect for, and understanding of the diverse cultures of American society.
6. To provide materials which will foster one or more of the goals of Global Education.

Criteria For Selection

A work may be selected because it satisfies one or a combination of the following criteria:

1. It illustrates concepts which are part of the subject

matter of the course in which it is to be used.

2. It has permanent or timely value.
3. Accurate information.
4. Authoritativeness.
5. Social significance.
6. It aids in presenting both sides of controversial issues.
7. Format is a deciding factor.
 - A. Attractiveness
 - B. Good size print
 - C. Paper of good quality
 - D. Good strong binding
 - E. Good illustrations
8. Special features.
 - A. Index
 - B. Bibliographies
 - C. Questions and answers
 - D. Charts, maps, diagrams, atlas features
 - E. Good appendix
 - F. Audio visual aids
 - G. List of suggested activities
9. Scope.
 - A. A work in itself historically and humanistically important because it illustrates important ideas or stages in the development of literary art.
 - B. Reflects an important historical period or a stage in development of a culture.

- C. Provides an introduction to a major writer.
 - D. Has an established place in the great artistic, technological, and scientific traditions of the world.
 - E. It offers an insight into contemporary and potential world problems.
10. The authority of the work.
- A. The contribution of the author
 - B. Qualifications
 - C. Contemporary relevance
11. A treatment of subject.
- A. General Reference
 - B. Factual information
 - C. Recreation or inspiration
 - D. Practicality
 - E. Embellishment or expansion
12. Readability.
- A. Grade level
 - B. Simplicity and clarity
 - C. Literary style
 - D. Interest
13. Price a deciding factor.

APPENDIX E

GLOBAL UNDERSTANDING TEST

OCTOBER, 1979

LIVONIA PUBLIC SCHOOLS

LIVONIA, MICHIGAN

GLOBAL EDUCATION TEST

Directions For Administering:

Each student should be given the following materials:

1. A copy of the test "Global Education Test" --
October, 1979
2. One "Livonia Public School All-Purpose Answer/
Survey Form" (red and white) answer sheet

Note: Students should use #2 pencils in marking on their
answer sheets.

Students should code the following information on their
answer sheets. Be sure they blacken in the corresponding
bubbles.

- A. Name -- Last name, then first name
- B. School Code (Bentley - 260; Stevenson - 290)
- C. Grade (left-most column of grade/homeroom area)
- D. Sex

To be read to students:

Today you will take a test about Global Education. The
purpose of the test is to help the school district
determine the level of understanding senior high school
students have about global education. You are
participating along with other students in the school
district. This test will not be counted as part of your
grade in this course.

You are not expected to know the answers to all of the

questions. Answer them as best you can. If you don't know the answer, you may select choice E (I don't know).

Items 32 and 42 have choice E (I don't know) missing.

Please turn to pages 5 and 7 and write choice E (I don't know) following choice D. Do not make any other marks on the test paper. Mark your answers on the answer sheet -- marking only one answer for each item.

Are there any questions?

Answer questions as best you can. Do not provide students assistance in answering items. Carefully observe students to be sure they are working on the test and that they are doing their own work.

Thank you for your assistance.

AA:jw

10/16/79

GLOBAL EDUCATION TEST*

*Global Understanding Test (GUT)

This test was prepared under a State of Michigan grant to the school of Global Education (in Stevenson High School), Livonia Public Schools, Michigan.

Don Bundy

Frank Harding

Robert Romas

Jonathan Swift, Director

Shirley Wahlstrom

September, 1978

Stevenson High School

Dorothy Bentley, Principal

(GLOBAL UNDERSTANDING TEST)
GLOBAL EDUCATION TEST
LIVONIA
SEPTEMBER - 1978

1. People who live in a desert eat different foods than people who live near or on the oceans mostly because
 - A. of the climate
 - B. of the language they speak
 - C. of the type of houses they live in
 - D. their religion
 - E. I don't know
2. The world-wide trend of the movement of people from rural areas to the city is called
 - A. mobilization
 - B. industrialization
 - C. urbanization
 - D. mechanization
 - E. I don't know
3. The total of all of the knowledge and accomplishments of a people is called their
 - A. physical environment
 - B. ethnic status
 - C. mores
 - D. culture
 - E. I don't know
4. Which of the following have been influenced by other cultures?
 - A. Our food
 - B. Our language
 - C. Our music
 - D. All of above
 - E. I don't know
5. Which of the following is shared by all known culture groups?
 - A. A structured spoken language
 - B. A written language
 - C. A structured religion
 - D. A prison system
 - E. I don't know

6. People who live in the United States might speak
 - A. English
 - B. Spanish
 - C. Japanese
 - D. all of the above
 - E. I don't know
7. About how many years ago did man first build towns and cities?
 - A. 2,000 years ago
 - B. 6,000 years ago
 - C. 10,000 years ago
 - D. 15,000 years ago
 - E. I don't know
8. Confucius, Plato, and Thomas Jefferson were all important for their writings on the philosophy of
 - A. art
 - B. religion
 - C. government
 - D. economics
 - E. I don't know
9. At its birth, the United Nations had 51 member nations. How many did it have on January 1, 1978?
 - A. 86
 - B. 113
 - C. 149
 - D. 176
 - E. I don't know
10. The total number of members in the Security Council is 15. Of these, how many are permanent members?
 - A. 3
 - B. 5
 - C. 7
 - D. 10
 - E. I don't know
11. Which of the following is not a principal organ of the United States?
 - A. Economic and Social Council
 - B. Trusteeship Council
 - C. International Court of Justice
 - D. International Educational Bureau
 - E. I don't know

12. The fifth century B.C. includes the years
- A. 600 - 699 B.C.
 - B. 500 - 599 B.C.
 - C. 400 - 499 B.C.
 - D. none of the above
 - E. I don't know
13. An attitude which claims that all people who belong to a certain group are the same in appearance, in actions, or in other ways, is termed
- A. modernization
 - B. extraterritoriality
 - C. stereotyping
 - D. ideology
 - E. I don't know
14. Which of the statements below is most clearly ethnocentric?
- A. It is stupid to not eat cows when you are hungry.
 - B. All Cadillac owners are millionaires.
 - C. There are several good restaurants in this town.
 - D. The weather today is warmer than yesterday.
 - E. I don't know
15. A person's "frame of reference" is
- A. what one has learned and used to view new experiences.
 - B. a collection of one's biases and prejudices.
 - C. one's knowledge based on past experiences which affects how one examines future events.
 - D. all of the above.
 - E. I don't know
16. Paper and porcelain were introduced between A.D. 25 and 220 by the
- A. Egyptians
 - B. Greeks
 - C. Chinese
 - D. Romans
 - E. I don't know
17. Agriculture first emerged in the Near East. This occurred during
- A. the Paleolithic period
 - B. the Neolithic period
 - C. the old stone age
 - D. the Mesolithic period
 - E. I don't know

18. Man began to live in groups and remain in one location because of
- A. the discovery of fire
 - B. the Industrial Revolution
 - C. the invention of stone tools
 - D. the domestication of plants and animals
 - E. I don't know
19. The first printing press was invented by
- A. a German
 - B. an Egyptian
 - C. a Chinese
 - D. an American
 - E. I don't know
20. The Industrial Revolution may be said to have begun with the successful harnessing of steam power which was first put to practical use in the
- A. Late 1600's
 - B. Early 1700's
 - C. Late 1700's
 - D. Early 1800's
 - E. I don't know
21. The "Green Revolution" is
- A. A breakthrough in food production
 - B. A new money system
 - C. A victory for new kinds of pesticides
 - D. A new method of cutting back tropical overgrowth
 - E. I don't know
22. Which of the following is not a form of writing?
- A. Hieroglyphics
 - B. Papyrus
 - C. Cuneiform
 - D. Alphabet
 - E. I don't know

23. Humankind has undergone important revolutions. Which list is the correct chronological order?
- | | |
|--|--|
| A. Industrial
Law & Society
Fire
Domestication of
plants and animals | B. Law & Society
Domestication of
plants and animals
Fire
Industrial |
| C. Fire
Domestication of
plants and animals
Law & Society
Industrial | D. Domestication of
plants and animals
Fire
Industrial
Law & Society |
| E. I don't know | |
24. Which of the following is not an example of ancient technological discovery?
- A. Geometry
B. The sun dial
C. The astrolabe
D. The gyroscope
E. I don't know
25. Which of the following is not a technique used by modern archaeologists?
- A. Doppler Effect
B. Thermoluminescence
C. X-ray spectroscopy
D. Cosmic Ray detection
E. I don't know
26. If we have disarmament, countries must give up
- A. money
B. food
C. guns and weapons
D. frontiers
E. I don't know
27. When two groups of nations have ability which is even enough to keep either from being too strong or dangerous, it is called
- A. An alliance
B. Free trade
C. Prosperity
D. Balance of power
E. I don't know

28. An alliance between countries is usually made
- A. for defense
 - B. for issuing passports
 - C. to start a war
 - D. by individual citizens of the countries
 - E. I don't know
29. The exchange of products between countries is called
- A. An alliance
 - B. Trade
 - C. A passport
 - D. Literacy
 - E. I don't know
30. An agreement between two countries might be called
- A. Free trade
 - B. Balance of power
 - C. Passport
 - D. Treaty
 - E. I don't know
31. Who decides who owns the oceans?
- A. The United States
 - B. Russia
 - C. The United Nations
 - D. None of the above
 - E. I don't know
32. There are not many whales today because
- A. The water does not have enough oxygen.
 - B. There is not enough food for them.
 - C. They are so big that they die young.
 - D. People are killing them.
 - E. I don't know
33. Which of the following is currently the most used form of language communication?
- A. Variations of Chinese
 - B. Variations of English
 - C. Variations of French
 - D. Variations of Arabic
 - E. I don't know

34. Which one of the following is not associated with Africa?
- A. A Zairois
 - B. A Togolese
 - C. A Zambian
 - D. An Israeli
 - E. I don't know
35. If you wanted to have a first hand experience of the caste system, you would travel to
- A. Peoples' Republic of China
 - B. India
 - C. Brazil
 - D. Sweden
 - E. I don't know
36. Which of the following statements is wrong?
- A. Africans have never achieved a high level of civilization on their own.
 - B. All Africans had some form of political organization.
 - C. In African society, marriage is really a contract between two families.
 - D. Human sacrifices have been rare in Africa.
 - E. I don't know
37. Which one of the following statements is correct?
- A. Statements of opinion are usually statements of fact.
 - B. Orientals have more wisdom than Westerners.
 - C. The same word may be used by different people to express different "realities".
 - D. Culture conditioning does not shape our values.
 - E. I don't know
38. The social system of patrilineal names will be affected globally by
- A. the growing self-awareness
 - B. climate
 - C. the United Nations Organization
 - D. W.H.O.
 - E. I don't know

39. Anthropologists suggest that most members of a given culture follow patterns of behavior. Which of the following patterns would be ideal?
- A. Radical, conservative, liberal, laissez faire
 - B. Teutonic, Slavic, Indo-European, Romantic
 - C. Sadistic masochistic, generic, specious, typical
 - D. Compulsory, preferred, typical, alternative, restricted
 - E. I don't know
40. Which one of the following cultures produced a different personality type among its members?
- A. Beri-beri
 - B. Dobu
 - C. Zuni
 - D. Kwakintl
 - E. I don't know
41. Which of these statements is false?
- A. Herding societies rarely develop ideas of individual ownership of land.
 - B. Very few cultures have a clearly distinguishable economic system.
 - C. All human societies have some form of family.
 - D. Enculturation means training children in the ways of their society.
 - E. I don't know
42. The terms "nuclear & extended", "conjugal", and "matriarchical" all apply to
- A. Elocution and language
 - B. Psychological changes
 - C. Family and kinship
 - D. Pride and ownership
 - E. I don't know

ESTIMATES OF WORLD POPULATION BY REGIONS 1960-1975
Sources: United Nations, 1930-1975

Year	North America	Latin America	Europe	Russia (USSR)	Asia	Africa	Oceania	World Total
1960..	199	216	425	214	1,644	273	16	2,986
1970..	226	283	459	243	2,027	352	19	3,610
1975..	264	297	473	255	2,256	401	21	3,967

43. In the above chart, which one of the following regions have had an increase in population of about 10% in the last 15 years?
- A. Europe
 - B. Asia
 - C. Africa
 - D. Oceania
 - E. I don't know
44. In the above chart, which region has had the highest rate of increase in population since 1960?
- A. North America
 - B. Latin America
 - C. Asia
 - D. Africa
 - E. I don't know
45. The above chart would become more meaningful in conjunction with which of the following variables?
- A. climate and topography
 - B. Birth and death rates
 - C. Marriage and divorce rates
 - D. Literacy and illiteracy rates
 - E. I don't know
46. Most known cultures have a form of one of the following
- A. Oil painting
 - B. Drama
 - C. Drawings
 - D. Opera
 - E. I don't know
47. Which one of the following is not an architectural term?
- A. Post and lintel
 - B. Aurora Borealis
 - C. Buttress and arch
 - D. Romanesque
 - E. I don't know

48. Which of the following architectural groups is in the correct order of development?
- | | | | |
|------------|-------------|-------------|----------------|
| A. Greek | B. Egyptian | C. Roman | D. Renaissance |
| Egyptian | Greek | Greek | Romanesque |
| Gothic | Roman | Gothic | Egyptian |
| Romanesque | Gothic | Paleolithic | Gothic |
- E. I don't know
49. Architecture is concerned primarily with the usage of
- A. bricks
B. metal
C. space
D. construction
E. I don't know
50. Which of the following statements about art is false?
- A. The ancient Greeks had great paintings.
B. Egyptian paintings portrayed emotions.
C. Roman painting was very much influenced by the Greeks.
D. Byzantine art suggests a frozen, superhuman majesty.
E. I don't know
51. Humans create on various levels from simple to complex. Which one of the following groups illustrates this ascending order of creative levels?
- A. Emergentive - expressive - inventive - productive - innovative
B. Expressive - productive - inventive - innovative - emergentive
C. Innovative - inventive - productive - expressive - emergentive
D. Productive - emergentive - inventive - innovative - expressive
E. I don't know
52. Which one of the following is not a basic element of art?
- A. Function
B. Medium
C. Organization
D. Appreciation
E. I don't know

53. Music has four elements. Which of the following groups has the proper four elements?
- A. Melody, harmony, rhythm, tone color
 - B. Melody, harmony, rhythm, pitch
 - C. Harmony, solfa, rhythm, tone color
 - D. Treble clef, harmony, melody, notes
 - E. I don't know
54. Which of the following statements is false?
- A. The ancient Greeks had written music.
 - B. Wind instruments are found even in primitive cultures.
 - C. The piano is a string instrument from ancient times.
 - D. Rhythm is the most basic element of music.
 - E. I don't know
55. Which of the following statements is false?
- A. Music precedes man's creation of a spoken language.
 - B. Most oriental music has more intervals in the scale than European music which has 12 intervals.
 - C. Classic Greek drama excluded music.
 - D. The walls of Jericho fell at the blast of trumpets.
 - E. I don't know
56. What position does Earth have in our solar system?
- A. 2nd closest to the sun
 - B. 3rd closest to the sun
 - C. In the middle of the solar system
 - D. 2nd farthest from the sun
 - E. I don't know
57. Approximately what percentage of the world's total surface is covered by ocean and connecting seas?
- A. 45%
 - B. 58%
 - C. 71%
 - D. 84%
 - E. I don't know
58. Over half of the world's population currently is located in
- A. Asia
 - B. Europe
 - C. Africa
 - D. North America
 - E. I don't know

59. Which of the following is not a stage in the evolution of a star?
- A. Red giant
 - B. White dwarf
 - C. Neutron star
 - D. Comet
 - E. I don't know
60. Which of the following is not a country in South America?
- A. Ecuador
 - B. Guyana
 - C. Surinam
 - D. Nepal
 - E. I don't know
61. Which of the following is an African country?
- A. Nepal
 - B. Nicaragua
 - C. Iran
 - D. Nigeria
 - E. I don't know
62. Which one of the following would be most adverse in supporting life?
- A. Carbon dioxide
 - B. Oxygen
 - C. Nitrogen
 - D. Carbon monoxide
 - E. I don't know
63. The country labelled "X" on the accompanying map is
- A. Egypt (U.A.R.)
 - B. Columbia
 - C. New Zealand
 - D. Libya
 - E. I don't know
64. The country labelled "Y" on the accompanying map is
- A. South Africa
 - B. Argentina
 - C. Vietnam
 - D. India
 - E. I don't know

65. The country labelled "Z" on the accompanying map is
- A. Australia
 - B. Brazil
 - C. China
 - D. Soviet Union
 - E. I don't know
66. The total land surface of the world is between
- A. 35-36 million sq. miles
 - B. 52-53 million sq. miles
 - C. 74-75 million sq. miles
 - D. 108-109 million sq. miles
 - E. I don't know
67. Of the total land surface in the world, what percent is cultivable?
- A. 12%
 - B. 26%
 - C. 32%
 - D. 43%
 - E. I don't know
68. Of the total land surface in the world that is cultivable, which percent is actually now under cultivation?
- A. 50%
 - B. 60%
 - C. 70%
 - D. 80%
 - E. I don't know
69. With the help of modern science and technology, many areas that are not now cultivable could become so except which region?
- A. Desert
 - B. Forest and scrub areas
 - C. Tropics
 - D. Antarctica
 - E. I don't know
70. Which of the following is a region of Eurasia?
- A. Australia
 - B. Sub-Sahara
 - C. North America
 - D. The Middle East
 - E. I don't know

71. If you were to locate Persia on a modern day map, which of the following countries would you have to look for?
- A. Egypt
 - B. Pakistan
 - C. Iran
 - D. Greece
 - E. I don't know
72. If you were to locate Mesopotamia on a modern day map, which country would you have to look for?
- A. Bulgaria
 - B. Afghanistan
 - C. Sudan
 - D. Iraq
 - E. I don't know
73. In the following list of cities and countries, what city is not contained within the country listed next to it?
- A. Alexandria - Egypt
 - B. Mecca - Arabia
 - C. Baghdad - Algeria
 - C. Jerusalem - Palestine
 - E. I don't know
74. As of 1976, which of the following was not one of the three top oil producing countries?
- A. The United States
 - B. Venezuela
 - C. Soviet Union
 - D. Saudi - Arabia
 - E. I don't know
75. Which of the following would not be found in the electromagnetic spectrum?
- A. Visible light
 - B. X-Rays
 - C. Radio waves
 - D. Infraviolet rays
 - E. I don't know



GLOBAL UNDERSTANDING TEST II
LIVONIA
OCTOBER - 1979

1. The first group of immigrants to our land was the
 - A. Pilgrims
 - B. Dutch
 - C. Germans
 - D. Indians
 - E. (I don't know)
2. The "boat people" entering the United States can be expected to face hardships similar to those once experienced by entering
 - A. Italians
 - B. Irish
 - C. Chinese
 - D. all of these
 - E. (I don't know)
3. The 15th, 19th, and 26th Amendments to the United States' Constitution are examples of
 - A. an expression of a fundamental human right to suffrage
 - B. an expression of women's liberation
 - C. an expression of fundamental right to bear arms
 - D. an expression of a child's right to free education
 - E. (I don't know)
4. Which of the following ranks as the 2nd most widely spoken language in the United States?
 - A. French
 - B. German
 - C. Arabic
 - D. Spanish
 - E. (I don't know)
5. Which of the following has the largest settlement of Arabic people in the United States?
 - A. Detroit
 - B. Chicago
 - C. San Francisco
 - D. New Orleans
 - E. (I don't know)

6. Which one statement is correct?
- A. American literature has roots in many countries
 - B. American literature developed on its own within the United States
 - C. American authors were concerned only with Americans
 - D. There is nothing that makes American literature unique
 - E. (I don't know)
7. Peace and war are universal concerns found in the global documents of literature. Which of the following groups deal with peace and war?
- A. The Jungle, Mme. Bovary, Nectar in a Sieve
 - B. Red Badge of Courage, Nectar in a Sieve, Panchatantra
 - C. Farewell to Arms, Train to Pakistan, Night
 - D. All Quiet on the Western Front, The Tale of Genji, How Green Was My Valley
 - E. (I don't know)
8. Which of these statements about Puritanism is most accurate?
- A. It emerged from European religious ideas
 - B. It was essentially a native American philosophy
 - C. It was developed because early Americans wanted everyone to have religious freedom
 - D. It encourages joyous celebrating in folk music and dance
 - E. (I don't know)
9. The idea of America as a "melting pot"
- A. is true because we are all Americans
 - B. supports a pluralistic society
 - C. is more valid in 1979 than 1879
 - D. is in opposition to the "mosaic" or "salad bowl" theory
 - E. (I don't know)
10. A work of art becomes a world "classic" when it
- A. is difficult to understand
 - B. is personal yet universal
 - C. has a foreign flavor
 - D. deals with a local problem
 - E. (I don't know)

11. Forms of a written Constitution have been found in
- A. Ancient Middle East
 - B. Africa
 - C. Europe
 - D. all of the above
 - E. (I don't know)
12. Parts of mainland United States were acquired by treaty or purchase from the following countries
- A. Britain, Greece, Turkey, Portugal
 - B. France, Canada, Germany, China
 - C. Britain, Canada, Japan, Italy
 - D. Mexico, France, Britain, Spain
 - E. (I don't know)
13. Which of the following statements is most accurate?
- A. American and French literatures have more similarities than differences
 - B. American and Chinese literatures have more similarities than differences
 - C. American and British literatures have more similarities than differences
 - D. All of the above
 - E. (I don't know)
14. Until recently, the world has not regarded the United States as a great art center, probably because
- A. no outstanding art came out of the United States before the 20th century
 - B. United States immigrants valued most the art treasures of their roots
 - C. it excelled only in architecture
 - D. the arts have never been significant in the United States
 - E. (I don't know)
15. The United States is globally unique in developing the
- A. opera
 - B. symphony
 - C. musical comedy
 - D. tragedy
 - E. (I don't know)

16. Which of the following artists are not considered American?
- A. Gilbert Stuart, Grant Wood
 - B. Mary Cassat, Jackson Pollock
 - C. Winslow Homer, Frank Lloyd Wright
 - D. Paul Cezanne, Edgar Degas
 - E. (I don't know)
17. Which of the following writers are not considered American?
- A. Baldwin, Hawthorne
 - B. Wilder, Twain
 - C. Orwell, Doyle
 - D. Vonnegut, Steinbeck
 - E. (I don't know)
18. Concerns for human rights is found in the Constitution of
- A. The United States
 - B. Russia
 - C. France
 - D. all of these
 - E. (I don't know)
19. The biggest environmental polluter is
- A. industry
 - B. the automobile
 - C. home furnaces
 - D. freighters
 - E. (I don't know)
20. Radioactive isotopes are needed in hospitals, research laboratories, and industrial plants throughout the world. They are used in all of the following except as
- A. A method of increasing fertility in rice plants
 - B. a source of gamma rays to take X-ray photographs
 - C. a sterilizing medium for the irradiation of larvae in the control of insects
 - D. tracers in the body
 - E. (I don't know)
21. The most common fuel used for heating homes throughout the world is
- A. wood
 - B. oil
 - C. coal
 - D. electricity
 - E. (I don't know)

22. The individual's franchise is protected by
- A. The Russian Constitution
 - B. The United Nations Declaration of Human Rights
 - C. The United States Constitution
 - D. all of the above
 - E. (I don't know)
23. Which of the following is not a fossil fuel?
- A. coal
 - B. oil
 - C. natural gas
 - D. the atom
 - E. (I don't know)
24. The largest country in the world, occupying 1/6 of the earth's land mass is
- A. U.S.A.
 - B. U.S.S.R.
 - C. China
 - D. Australia
 - E. (I don't know)
25. In 1979, the largest number (250,000) of emigrants (refugees) from Vietnam is currently being re-settled in
- A. Hong-Kong
 - B. Australia
 - C. China
 - D. U.S.
 - E. (I don't know)
26. A fuel source which is not in great danger of exhaustion is
- A. coal
 - B. solar
 - C. oil
 - D. natural gas
 - E. (I don't know)
27. The United Nations' charter states that membership is open to
- A. all "peace-loving" nations
 - B. all nations and territories
 - C. nations friendly to the United States
 - D. nations that pay their United Nations dues
 - E. (I don't know)

28. How might the United Nations be prevented from "peace keeping efforts"? (e.g. Soviet invasion of Hungary, Vietnam's invasion of Cambodia, Sanctions against S. Africa)
- A. Not enough money
 - B. No army
 - C. Use of the veto in the Security Council
 - D. It takes too long to get the Security Council together
 - E. (I don't know)
29. What percentage of the world's population lives in the United States?
- A. 2%
 - B. 6%
 - C. 15%
 - D. 30%
 - E. (I don't know)
30. What percentage of the world's energy does the United States use?
- A. 2%
 - B. 6%
 - C. 15%
 - D. 30%
 - E. (I don't know)
31. Which of the following countries has not undergone a violent revolution?
- A. Russia
 - B. China
 - C. Cuba
 - D. Britain
 - E. (I don't know)
32. To be a "WASP" in American society today means
- A. you are as influential today as you would have been a generation ago
 - B. you are more influential today than you would have been a generation ago
 - C. you are less influential today than you would have been a generation ago
 - D. you are in an almost non-existent group
 - E. (I don't know)

33. The Koreagate scandal points out very vividly that
- A. acceptable business practices differ in different countries
 - B. international financial transactions are extremely difficult
 - C. compromise is often necessary
 - D. all of the above
 - E. (I don't know)
34. The ownership and operation of property and business are functions of
- A. Capitalism
 - B. Socialism
 - C. Communism
 - D. all of the above
 - E. (I don't know)
35. Americans and Russians both live under governments that are said to be democracies in the sense that both may vote for their leaders. In electing a leader, however, the individual American's vote has
- A. the same "power" to elect a leader
 - B. less "power" to elect a leader
 - C. a stronger "power" to elect a leader
 - D. no real "power" at all
 - E. (I don't know)
36. The relationship of Michigan and other parts of the world is evidenced by
- A. a decrease in the number of exchange (sister) cities
 - B. an increase in the number of exchange (sister) cities
 - C. no change in the number of exchange (sister) cities
 - D. no exchange (sister) cities at all
 - E. (I don't know)
37. The Monroe Doctrine, the Geneva Convention, and the Congress of Vienna all dealt with the
- A. principles of modern international law
 - B. kind of weapons to be used in war
 - C. punishment for terrorism
 - D. international codes of communication
 - E. (I don't know)

38. Inert gases are being used increasingly throughout the world. Knowing the specific reason for their safe use, identify which of the following formulae is not possible.
- A. H_2S
 - B. CaC_2
 - C. He
 - D. NaNe
 - E. (I don't know)
39. The United States pays more money into the United Nations than other countries but
- A. we should because we use the U.N. services more than others
 - B. on a per capita income basis, we pay less than we should
 - C. that gives us three votes in the General Assembly
 - D. the money goes to the host city, New York
 - E. (I don't know)
40. In the year 2000, United States' total energy demand is projected to be
- A. the same as today
 - B. less than it is today
 - C. twice as much as today
 - D. three times as much as today
 - E. (I don't know)
41. Which of the following lists is in the correct order (largest to smallest) of crude oil sources imported into the United States
- A. Nigeria, Indonesia, Canada, Saudi-Arabia, Algeria
 - B. Algeria, Saudi-Arabia, Canada, Indonesia, Nigeria
 - C. Canada, Nigeria, Saudi-Arabia, Algeria, Indonesia
 - D. Saudi-Arabia, Nigeria, Indonesia, Algeria, Canada
 - E. (I don't know)
42. Which of the following lists best represents (most to least) energy consumption in the United States?
- A. household + commerce, industry, transportation
 - B. industry, transportation, household + commerce
 - C. industry, household + commerce, transportation
 - D. transportation, industry, household + commerce
 - E. (I don't know)

Below are the names of 4 global leaders. Match each statement following with the appropriate name (43 - 46)

- A. Ayatullah Khomeini
- B. Anwar Sadat
- C. Moshe Dayan
- D. Kurt Waldheim
- E. (I don't know)

- 43. Tries to ensure peace in his leadership of a world body
- 44. Winner of the 1978 Nobel Prize for his peace efforts
- 45. Is creating a Moslem State in the Middle East
- 46. Has been an Israeli leader for many years

Below are the names of 4 global leaders. Match each statement with the appropriate name. (47 - 50)

- A. Margaret Thatcher
- B. Mother Teresa of Calcutta
- C. Indira Gandhi
- D. Golda Meier
- E. (I don't know)

- 47. Given Nobel Prize for her humanitarian work
- 48. Became Prime Minister of United Kingdom in 1979
- 49. Was once Prime Minister of India
- 50. Was once Prime Minister of Israel

APPENDIX F

TEACHER OBSERVATIONS

TEACHER OBSERVATIONS - 10/80SCHOOL OF GLOBAL EDUCATION

Please look at the following list. Which of the following characteristics have you noticed in respect to Global Ed. students compared to your regular students?

1. Spontaneous use of global vocabulary and/or concepts.
2. Spontaneous use of research devices--i.e., dictionary.
3. Increased willingness to help others.
4. Lessening of physical aggression and impulsive interpersonal behavior.
5. Lowered absenteeism.
6. Willingness to defend own opinions on basis of logical evidence.
7. Increased curiosity toward objects and events previously not questioned.
8. Taking responsibility for making up own work--asking for pages missing or time to complete.
9. Increased willingness to participate in oral discussion.
10. Increased tolerance for opinion of others and increased listening to others.
11. Lengthened attention span and time on task.
12. Increased volunteering for additional tasks.
13. Increased readiness to cope with more difficult problems.
14. Increased relevance of answers.
15. Increased completeness of answers.
16. Increased sensitivity in social relations.
17. Increased self-pride and enthusiasm for learning.
18. Increased ability to attend to reading and/or responses of other students.
19. Lessened anxiety about approaching something new.
20. Increased accuracy of observation and/or inclusion of more relevant detail.

21. Development of problem solving strategies.
22. Increased search for alternative answers.
23. Decreased fear of failure.

APPENDIX G

FOUR STUDENT SURVEYS:

1. Newspaper Headlines
2. Reading List
3. World Issues
4. G.L.I.M.U.N. Survey

Would <u>Like</u> to Read	<u>Might</u> Read	Would <u>not</u> Read	
			NEWSPAPER HEADLINES
			Directions: Please indicate with a check whether you would <u>not</u> read these articles, <u>might</u> read them, or <u>would like</u> to read them.
			1. Black Holes Finally Explained
			2. War in Falkland Islands
			3. Nuclear War Inevitable
			4. Giants Favored to Win
			5. Congress Hears Testimony on Social Security
			6. Another Mid-East Crisis
			7. McEnroe Jeers Umpire
			8. Russian Women Players Tested For Drugs
			9. Magic Computer Guarantees Learning
			10. Over 30,000 Die in Ethiopia
			11. Floods in Illinois...Again!
			12. Surgeon Implants Bionic Eye
			13. 100,000 Rally Against Nuclear Arms
			14. President Turns Down Student Loans
			15. Africa Sets Namibia Free
			16. Reagan Says No to Tax Increase
			17. Soccer Now the Leading All-Year Sport
			18. Transnational Companies Warned by U.N.
			19. New Find in Olduvai Gorge

GENERAL INFORMATION

Please circle: 9th grade 10th 11th 12th

Circle: male female

Circle: 1st year in Global Ed. 2nd 3rd

Like to Read	Might	Probably Will Not	Definitely Will Not
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READING LIST

Directions: Look at each of the book descriptions on the list which follows. Next, check off which of the books you would like to read, which of them you might read.

deLarrabeiti, Michael. The Borribles. Macmillan 1976.

1. Eight Borribles - pointed-eared adults in children's bodies - from different parts of London, trained in guerilla warfare, are dispatched to liquidate the Rumble High Command - mole-like creatures. They discover that their mission also has a secret objective and that there is little chance of returning alive from their journey. The story presents a powerful allegory of military society and a destructive desire for power.

Mazer, Harry. Snow Bound. Delacorte 1978.

2. A young boy and girl survive being lost in a snowstorm in Upstate New York, and in the process do some growing up. In the end, the girl says that they are now bound together as brother and sister, that they have given birth to themselves in the ordeal.

Laye, Camara. The Dark Child. FS&G 1977.

3. Twenty-year-old Camar was sent by his tribe to Paris to study engineering. He is descended from the black Sudanese of the fabled Mali empire. To relieve his severe homesickness for French Guinea, he wrote his autobiography. Although his family were professing Mohammedans, his life was shadowed by the supernatural, making this a fascinating account of contrasting cultures.

<u>Like to Read</u>	<u>Might</u>	<u>Probably Will Not</u>	<u>Definitely Will Not</u>	
				Joseph, Stephen M., editor. The Me Nobody Knows: Children's Voices from the Ghetto. World Pub. Avon 1972. 4. Sensitive teachers with a positive attitude toward learning and children inspired these perceptive writings. The ghetto children tell it like it is - about themselves, their neighborhood, their world.
				Beim, Lorraine. Triumph Clear. HarbraceJ 1966 5. A seventeen-year-old girl is stricken with polio just as she is ready to enter college. Through the treatment, she comes to grips with the reality of changing her career plans of studying acting. Feelings of rejection, despair, and hopelessness, even anger, are dealt with in a story that sustains interest by focusing on the interpersonal relationships among crippled teenagers and adults. Value clarification is a central point in this story.
				Parks, Gordon. Flavio. Photographs by author. Norton 1978. 6. Flavio, a small boy living in the Catacumba slums of Brazil, cares for his starving brothers and sisters, fighting each day just to stay alive. Gordon Parks is his only hope for survival. The "before and after story" of a starving child is presented.

<u>Like to Read</u>	<u>Might</u>	<u>Probably Will Not</u>	<u>Definitely Will Not</u>	
				Hopkins, Lee Bennett. Wonder Wheels. Knopf 1979. 7. Mick Thompson, personable and open, is the star of the roller rink. His friend, Kitty Rhodes, is quiet and preoccupied. His family life is secure; hers is in turmoil. The two share many interests and problems, but she has one secret. In the days before the skating competition, however, Katie's secret is uncovered by a sudden tragedy. A teenager coping with a problem is portrayed realistically as Mick struggles with his feelings.
				Singer, Isaac Bashevis. Naftali the Storyteller and His Horse, Sus, and Other Stories. Illus. Marqot Zemach. YB Dell 1979 8. Naftali and his horse, Sus, travel across Poland bringing books to children. When they become too old to travel, Naftali writes and prints the stories he has heard during his travels. Seven more Yiddish short stories follow. The setting for most of these tales is Poland.
				Jones, Toeckey. Go Well, Stay Well. Har-Row 1979 9. A fragile, tense relationship develops between Candy, a privileged white girl, and Becky, a black child from the Soweto ghetto in South.
				Walsh, Jill Paton. A Chance Child. FS&G 1978 10. When Creep, a neglected English child, escapes the closet that confines him, he travels along a canal that takes him back in time to the early days of the Industrial Revolution. His involvement with the plight of child laborers invites discussion of the effects of industrialization. suspense and mystery as Creep becomes part of the past add an unusual twist to the story.

Like to Read	Might	Probably Will Not	Definitely Will Not	
				Rutterworth, W. E. The Narc. Four Winds. Schol Bk Serv. 1973. 11. Daniel Morton, a recent graduate of a police academy, receives his first assignment as an undercover narcotics agent investigating the trafficking of heroin at a local high school. Posing as a high school senior, Dan is exposed to the harsh realities of drug use and addiction which further motivates him in his successful effort to uncover and arrest the school's main drug supplier. The story reveals what drug abuse does to natural human cycles.
				Lawrence, R. D. The North Runner. HR&W 1979. 12. A true story about the relationship between the author and a wild, savage half wolf, half Alaskan Malamute. Mistreated by his previous owner, the dog, Yukon, is gradually tamed as he grows to trust Lawrence. Vivid descriptions of nature and survival in the British Columbia wilderness enhance the main story.
				Teague, Boh. Letters to a Black Boy. Walker & Co. 1968. 13. A father describes in detail his bitter experiences as a victim of racial prejudice with the hope of preparing his son for the indignities he may encounter. Written by a news commentator at NBC-TV for his son to read at the age of thirteen, this book affords insight into what it is like to grow up black and the courage it takes to live in a biased world.

<u>Like to Read</u>	<u>Might</u>	<u>Probably Will Not</u>	<u>Definitely Will Not</u>	
				Yep, Laurence. Dragonwings. Trophy. Har-Row 1977. 14. Moon Shadow leaves China to join his father, Wind Rider, in San Francisco. Survival in the land of demons is difficult, but in time, he masters his fears. The descriptions of the immigrant Chinese of the early 1900s dispel many stereotypical images.
				Kosinski, Jerzy. The Painted Bird. Bantam 1977. 15. A small boy, abandoned by his parents during World War II, wanders alone through Eastern Europe. He is treated with extreme cruelty and is confronted with superstition, ignorance, sadism, and hunger. Being a Jew or gypsy with dark hair and dark eyes among the blond peasants, he is the "painted bird" in their midst. Abnormal acts of cruelty may be offensive to readers, but the book is a powerful statement of the inhumanity of prejudice.
				Lawrence, Louise. Star Lord. Har-Row 1978 16. The unexpected crash of a spacecraft drastically alters the life of a Welsh family, who must decide whether to surrender the wounded star lord, Erlich, to the authorities or to help him escape capture. After much deliberation, the family chooses the latter option and is, therefore, forced to combat the military authorities and the supernatural powers of a mountain named Mawrrhyn. Erlich uses Mawrrhyn's power to return to Eridani Epsilon, but only at the personal expense of Rhys and his family.

<u>Like to Read</u>	<u>Might</u>	<u>Probably Will Not</u>	<u>Definitely Will Not</u>	
				Suyin, Han. The Crippled Tree. Putnam 1965. 7. The author's Chinese family migrated from Canton area to Szechuan, the breadbasket of China, about 1700. Chou, the first ancestor, was a very poor peddler. In 1908, Han Suyin's father was sent with 100 men to Belgium engineering schools in Brussels. There he met his high-spirited, Belgian, Catholic wife, and upon graduating they returned to his home in China. Life unfolds along the railroads of China as their Eurasian children are born. The Chinese culture is carefully detailed.
				Carothers, J. Edward. Can Machines Replace Men? Friend Pr. 1966. 8. With the advent of computers, the relationship between men and machines has become more complex and is constantly changing. The author of this small pamphlet raises many provocative questions and shows how men's lives have been altered by machines in the past. He feels that a lag between religion and moral perception is causing society to be more the victim than the master of machines, and this trend must be reversed if humanity is to benefit.
				Cox, John. Overkill: Weapons of the Nuclear Age. T Y Crowell 1978. 9. Frequently pessimistic in tone, this book traces the scientific and historical development of modern weapons systems. Cox also examines the current issues involved in the nuclear arms race and contends that nothing short of complete disarmament will insure the safety and survival of world civilization.

Like to Read	Might	Probably Will Not	Definitely Will Not	
				Erichton, Michael. The Terminal Man. Bantam 1974. 20. A psychotic with psychomotor epilepsy has a computer surgically implanted in his brain. A malfunction in the computer causes this "terminal man" to kill three minutes each day. Readers are led, in this fast moving thriller, to consider the dangers of over-medication and surgery.
				Reboul, Antoine. Thou Shalt Not Kill. S G Phillips 1969. 21. This novel is set during the 1967 Arab-Israeli War. Both fourteen years old and separated from their troops, Slimane, and Egyptian boy, and Simmy, an Israeli girl, meet in the Sinai Desert. The first intent of each is to kill the other; instead they join forces and fight their immediate enemy - the desert. Their uneasy alliance quickly turns to respect, acceptance, and friendship.
				Brancato, Robin. Winning. Bantam 1978. 22. A high school football star suffers an accident which leaves him paralyzed from the neck down. The novel revolves around his effort to deal with the many changes the accident brings - with his girlfriend, his parents, and a new relationship with a young high school teacher. Gradually he overcomes the despair and hopelessness of his plight to cope with the new life he must lead.
				De Jong, Meindert. The House of Sixty Fathers. Illus. Maurice Sendak. Har-Row 1956. 23. The river rises, and young Tien Pao, alone on his family sampan, is swept downriver into Japanese-occupied China. With only his little pet pig for a companion, Tien Pao makes his way back to find his family. All the terrors of a country at war are felt by the bewildered boy, whose unfaltering faith in his family pushes him forth against all odds.

<u>Might</u>	<u>Probably</u> <u>Will Not</u>	<u>Definitely</u> <u>Will Not</u>	
			Denker, Henry. Horowitz and Mrs. Washington. Putnam 1979. Seventy-year-old Samuel Horowitz is a completely independent widower until, in an encounter with muggers, the old man receives a knife wound and a paralyzing stroke that change his life. He has a choice to make; go to a nursing home or employ a nurse and housekeeper. The black woman who fulfills both of these roles is as proud and independent as Horowitz. This lively and humorous story demonstrates the warm affection the two develop as they learn to live with each other.
			Hilton, Suzanne. Who Do You Think You Are? Digging for Your Family Roots. Sig. NAL 1978 With this step-by-step guide, readers can trace their origins far into the past. It tells how to find and use all the resources available, whether human memories or official records; how to spot vital clues that can lead to startling discoveries; how to dig for people whose origins are difficult to uncover; adopted and divorced people, American Indians, Puerto Ricans, and blacks; and how to organize all these findings into a coherent pattern.

GENERAL INFORMATION

26. Circle one: 9th grade 10th 11th 12th

27. Circle one: male female

28. Circle one: 1st year in Global Ed. 2nd 3rd

WORLD ISSUES

Directions: Please Indicate with a check what you consider to be the relative importance of these global issues.

	<u>Not Important</u>	<u>Important</u>	<u>Very Important</u>
<u>The Environment</u>			
<u>Food Production</u>			
<u>Health</u>			
<u>Hunger</u>			
<u>Population</u>			
<u>Religious Issues</u>			
<u>Arts & Cultures</u>			
<u>Distribution of Natural Resources</u>			
<u>Relations Among Countries</u>			
<u>War & Armaments</u>			
<u>Human Rights</u>			
<u>Racial & Ethnic Issues</u>			
<u>International Money & Trade Agreements</u>			

GENERAL INFORMATION

Please circle: 9th grade 10th 11th 12th

Circle: male female

G.L.I.M.U.N. SURVEY

Directions: Please circle all the responses which apply to you. If need be, add your special handwritten response under "other".

Before GLIMUN (during November - March)

1. Was the writing you did:
 - a. mainly notetaking
 - b. mainly outlines
 - c. mainly formal resolutions
 - d. other _____
2. Before you were satisfied with what writing you used, did you:
 - a. re-write once
 - b. re-write twice
 - c. re-write three or more times
 - d. leave it as it was originally
 - e. other _____
3. Did you feel that the "preliminary procedure" days:
 - a. helped a lot
 - b. were useful (explain: _____)
 - c. were necessary
 - d. meant nothing
 - e. could have been changed (How? _____)
 - f. other _____
4. What do you think were the best kinds of learnings before GLIMUN:
 - a. group work
 - b. individual research (reading and notetaking)
 - c. teacher lecture or advice
 - d. advice from students who had been at GLIMUN
 - e. other _____
5. If you were choosing lessons to better prepare you for GLIMUN, would you choose lessons in:
 - a. research
 - b. composition
 - c. reading
 - d. teamwork
 - e. other _____

6. Was this your:
- a. first time at GLIMUN
 - b. second
 - c. third
 - d. other _____
7. During the three months of preparation for GLIMUN, how many hours did you spend reading your research (approx.):
- a. 1-5 hours
 - b. 6-10 hours
 - c. 11-15 hours
 - d. 16 or more
 - e. other _____
8. Which of the following resources did you use:
- a. school library
 - b. local public library
 - c. home library
 - d. other _____
9. Which of the following was (were) most useful:
- a. books
 - b. magazine
 - c. newspapers
 - d. GLIMUN materials
 - e. other _____
10. In your reading, did you find that the necessary material was generally:
- a. too easy to read
 - b. comfortable to read
 - c. hard to read
 - d. boring
 - e. interesting
 - f. both d and e
 - g. other _____
11. Which human resources did you find helpful:
- a. parents
 - b. teachers.
 - c. librarians
 - d. local experts
 - e. friends
 - f. other _____

12. In what areas did you learn most about other countries:

- a. arts (literature, music, art, food)
- b. politics
- c. geography
- d. economics
- e. technology
- f. science
- g. other _____

During GLIMUN

13. Did you enjoy the experience:
- a. a lot
 - b. a little
 - c. not much
 - d. not at all
 - e. other _____
14. Was the operation of the U.N.:
- a. easier to understand than you expected
 - b. harder to understand than you expected
 - c. just what you expected
 - d. other _____
15. How did you feel about being in a hotel for 5 days:
- a. good
 - b. nervous
 - c. independent
 - d. lost
 - e. other _____
16. Did you feel your delegation worked:
- a. co-operatively
 - b. well
 - c. poorly
 - d. unco-operatively
 - e. other _____
17. Did you feel that your role:
- a. helped cooperation
 - b. hindered cooperation
 - c. adding nothing
 - d. was vital to the team effort
 - e. was mainly a solo job
 - f. other _____
18. Do you believe that a delegation should work:
- a. as a team
 - b. as individuals
 - c. democratically
 - d. with one head delegate
 - e. other _____

19. Do you think the "head delegate" should:
- a. be experienced at GLIMUN
 - b. have leadership skills
 - c. have more knowledge about the country than others do
 - d. be the oldest in the delegation
 - e. other _____
20. Would you:
- a. do this again
 - b. never do this again
 - c. change the way you'd do it (Explain: _____)
 - d. other _____
21. Did you speak publicly at any of the GLIMUN sessions:
- a. once
 - b. twice
 - c. three times
 - d. more
22. Did you:
- a. write down everything you had to say publicly
 - b. speak from notes
 - c. speak without notes
 - d. use a combination depending on the occasion
 - e. other _____
23. Did you have discussions with other delegates about U.N. business (not with Global E. students):
- a. once
 - b. twice
 - c. three times
 - d. more
24. In order to accomplish your tasks at GLIMUN, did you have to use:
- a. persuasion
 - b. diplomacy (tact)
 - c. threats
 - d. bargaining
 - e. compromise
 - f. other _____

After GLIMUN

25. As you look back do you now feel:
- a. happy about the experience
 - b. unhappy about the experience (Why? _____)
 - c. a feeling of accomplishment
 - d. more independent, mature
 - e. better about working with people
 - f. more knowledgeable about other countries
 - g. more aware of the U.S. role in the world systems
 - h. more willing to tackle new experience
 - i. more capable of handling new experiences
 - j. other _____
26. As a direct result of your GLIMUN experience, do you feel that you are:
- a. not likely to influence your world
 - b. less likely to influence your world
 - c. more likely to influence your world (in terms of)
 - 1. your own life-style decisions
 - 2. work related activities
 - 3. social action
 - 4. political activities
 - 5. your peers (as a model of how to do something)
 - 6. other _____
27. The problems debated at GLIMUN were:
- a. important
 - b. interesting
 - c. nothing to do with me
 - d. going to be more important in the future
 - e. hopeless
 - f. solvable with time
 - g. often related to each other
 - h. other _____

GENERAL INFORMATION

28. Circle one: 9th grade 10th 11th 12th
29. Circle one: male female
30. Circle one: 1st time with GLIMUN 2nd 3rd

APPENDIX H

MAYORAL PROCLAMATION

WHEREAS, the first School of Global Education in the United States was founded at Stevenson High School; and

WHEREAS, its curriculum involves participating students in cultural, scientific, ecological, and economic issues which affect everyone; and

WHEREAS, Global Education promotes an understanding of the values and priorities of the many cultures of the world; and

WHEREAS, it is hoped that this approach to education with its global focus on humanity will help to lessen the fear and suspicion in tomorrow's world; and

WHEREAS, it is important that all citizens of this City become aware of the rapidly increasing interdependence of nations in the world community,

NOW, THEREFORE, I, Edward H. McNamara, Mayor of the City of Livonia, County of Wayne, State of Michigan, do hereby proclaim May 21, 1980, as GLOBAL AWARENESS DAY in the City of Livonia.



IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the Office of Mayor to be affixed this 20th day of March, 1980.

Edward H. McNamara
Edward H. McNamara, Mayor
CITY OF LIVONIA

APPENDIX I

LETTERS FROM UNIVERSITY ADMISSIONS OFFICES

MICHIGAN STATE UNIVERSITY

OFFICE OF ADMISSIONS AND SCHOLARSHIPS
517. 354-3332

EAST LANSING · MICHIGAN · 48824

January 18, 1980

Mr. Jonathan Swift, Director
School of Global Education
Stevenson High School
33500 W. Six Mile Road
Livonia, MI 48152

Dear Mr. Swift

RE: School of Global Education

In February of 1977 I was first briefed about this new program at Stevenson by your then-principal, Dorothy Bentley. Subsequently, I discussed the program in more detail with you in September 1978. I'm sure you will recall my tentative endorsement of the concept with the proviso we be kept informed as the program develops. This you have done.

The information and material we have examined suggests that your students in this program will certainly be advantaged educationally by their participation. Thus we consider the Global Education program to represent an added academic dimension to their secondary education. This is consistent with the position we have taken with other programs which expand the academic horizons of high school students.

Just as we look favorably on the record of a student who had the opportunity to be an exchange student in another country or culture so would we consider the Global Education student as one with an enriched educational experience.

Your letter of January 11 assures us that your identification of Global Education (GE) courses on the transcripts will be appropriate, as will the grading system. It will be especially helpful to have the one-sheet explanation attached to each transcript.

We look forward to watching the development of the Global Education program and becoming involved with those students who apply to Michigan State.

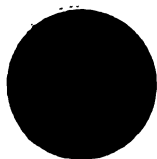
Most sincerely,



Charles W. Curry
Associate Director

CWC/rm

cc: Dr. Stan Wronski



The University of Michigan

OFFICE OF DIRECTOR OF ADMISSIONS

1220 STUDENT ACTIVITIES BUILDING
ANN ARBOR, MICHIGAN 48109

December 4, 1981

Director	313 764-2572
Admissions Counselors	313 764-7433
Appointments	313 764-7433
Application Materials	313 764-2576

Mr. Jonathon Swift, Director
School of Global Education
Livonia Public Schools
33500 West 6 Mile Rd.
Livonia, MI 48152

Dear Dr. Swift:

Thank you for the information about School of Global Education forwarded to our Undergraduate Admissions office of The University of Michigan. It is always helpful to have a better base of information when trying to understand the educational experiences a student has had.

The goals of Global Education appear to be very appropriate to a student who intends to further his education at The University of Michigan. The ability to relate happenings in one's own community with events in other parts of the world and to draw some conclusions about our inter-dependence would certainly be in line with the kind of experience that this University has traditionally encouraged. Please be assured that those of us in Undergraduate Admissions applaud student efforts to obtain quality education. A student who has completed Global Education with above average marks should be well prepared for The University of Michigan.

Please keep in touch as your program continues to grow.

Sincerely,

Eleanor M. Hendershot
Admissions Counselor

cc: Dr. Dale Collier

APPENDIX J

LETTERS REGARDING THE PROGRAM

CHAPTER V
SCHOOL OF GLOBAL EDUCATION

February 19, 1980

Dear Mr. Swift,

As Chairperson and Representative of the Stevenson Global Education Community Association, I would like to declare the Association's support and encourage your school to make application for the NDEA - Title VI grant. Our Association is familiar with the project and understand the impact that the grant will provide for teachers and educators aligned to the Globe Education concept.

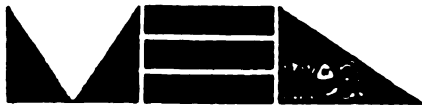
We understand that the grant will provide money to conduct teacher in-service along with using Stevenson's Global School as a model laboratory for other buildings. If there is any direct or indirect help needed to make this application a reality, please call and the parent group will be there to display support and reconfirm our commitment to the staff and educators who are directing the Globe Education program at Stevenson High School.

Best wishes in your efforts to obtain necessary funding to have the present program grow and mature.

Sincerely,

Larry J. Miller
Larry J. Miller

LJM/bb



MICHIGAN EDUCATION ASSOCIATION

Affiliated with the National Education Association

February 23, 1981

Dr. Phil Runkel, Superintendent
Michigan Public Instruction
Michigan Department of Education
P. O. Box 30008
Lansing, Michigan 48909

Dear Dr. Runkel:

The Michigan Education Association would like to reaffirm its support for Global Education and your efforts at the state level to maintain present involvement in this area. We are aware of the existence of two state Global Education Project Directors, Mr. Jonathan Swift, Livonia Public Schools, and Mr. David Hultgren, Menominee County ISD, and strongly recommend that funding be continued to maintain the services that they provide. MEA appreciates the fine job that they are both doing at the local level in presenting and promoting Global Education inservices and workshops.

We sincerely hope that you will give consideration to this recommendation and to the continued commitment to Global Education.

Sincerely,

Keith Geiger
President
Michigan Education Association

KG/vh

cc: Jonathan Swift
David Hultgren
IUC Members



*Consumer Affairs Department
1600 Cadillac Tower
Detroit, Michigan 48226
(313) 224-3508
Complaints 224-6996*

*Coleman A. Young, Mayor
City of Detroit*

February 13, 1980

Jonathan Swift, Director
Project Global Education
Stevenson High School
33500 W. Six Mile Road
Livonia, MI 48152

Dear Mr. Swift:

I understand that you are seeking funding to support your "Project Global Education," and I would like to express my support.

I am familiar with the program and am wholly in accord with its goal. My work in the consumer field has convinced me that most education focuses in too narrowly on this country and its problems, and does not recognize the interrelationship of our economy with that of other nations in the world. A course, such as yours, will not only broaden the horizon of your students, but will help them to become involved citizens when they take their place as consumers and providers.

I am glad to work with the program and would like to see it extended as broadly as possible. With all best wishes.

Sincerely,

Esther K. Shapiro
Director

EKS/gjw

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

February 29, 1980



EUGENE T. PASLOW
Interim Superintendent
of Public Instruction

STATE BOARD OF EDUCATION

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Chairman

WILLIAM C. MILLIKEN

Executive Director

Marilyn Hartley
Experimental Demonstration Centers
Program
313 South Washington
Lansing, Michigan 48909

Dear Marilyn:

This letter is in regard to the Livonia ESSE Title IX-C Global Education Project. I am pleased to report my satisfaction with the projects accomplishments to date.

One of the most difficult areas to deal with in regard to global education is the conceptualization of the task to be done, how to proceed and how to evaluate. Jonathan obviously has provided a tremendous amount of leadership and possesses an understanding of these three important factors.

I heartily endorse the group decision to recommend the project for another developmental year, if such is possible, otherwise experimental status.

I would be happy to discuss further with you or E & D staff my strong endorsement of the project.

Sincerely,

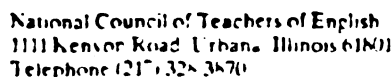
John H. Chapman, Ph.D.
Social Studies Specialist

INC/do

cc: Teresa Staten



Equality, Equity, and Excellence for Children, Youth, and Adults



February 21, 1950

Dear Dr. Anderson:

I apologize for not having written sooner to give you my views of the School of Global Education, which I visited recently but there has been a great press of business.

I spent the better part of a day at the school and visited with nearly all of the staff and a good number of the students. I was impressed by the quality of the staff, their commitment to what they were doing, and to their imagination. I think the School has provoked some serious thinking about curriculum in all fields and has challenged staff to reconsider what may have been a routine curriculum. What has emerged is an interdisciplinary focus and a focus on the students' needs and interests. The curriculum appears intellectually honest and appealing without pandering to student whim. I was particularly impressed by the physical education curriculum and the combination of English and social studies. In both cases the subject matter was treated seriously by staff and students, and I was surprised to hear that the students were a cross-section of ability, for they appeared like a group of academically talented students in the way they talked, their command of material, and their depth of questioning.

I was further impressed by the fact that the students had developed a sense of esprit and a commitment to the program, for both of those are somewhat of a rarity in these jaded times. All in all, the school strikes me as an exciting program, one that I hope will grow with time. Certainly the idea behind it is of increasing national importance, as the report of the President's Commission on Foreign Language and Area Studies makes plain.

We realize that you are applying for an NEH, Title VI, Section 602 grant and support wholeheartedly your planned in-service program for teachers and educators. We would like to continue working with you as the experience is mutually beneficial and educators should strive to have their best staff.

Yours very truly,

Alm. Purvis

Allen C. Farves

[illegible][illegible]

Chair, CASLHC
Carol Gorman
Honorary Secretary
Helen A. Wilson-Patterson
Treasurer
Robert E. Johnson
Executive Committee Members
and Honorary Staff Program
Chairs:
Susan M. Johnson
David N. Aschmann
John H. Alderman

APPENDIX K

DESCRIPTIONS OF TWO SIMULATIONS

LIVONIA CHURCHILL HIGH SCHOOL AND
SCHOOL OF GLOBAL EDUCATION
HUNGER PROJECT - JANUARY, 1980

The current world hunger crisis has prompted student groups from Livonia Churchill's Project Action and the School of Global Education at Stevenson to join forces in a special hunger awareness project.

Student objectives for the project will include:

1. Orientation to the national situation by viewing the John Denver film "I Want to Live" and attending a lecture by Bishop Thomas Gumbleton, President of "Bread for the World".
2. Orientation to the local situation by traveling to the inner-city of Detroit for a tour of a depressed area and a visit to the Cass Corridor Community Center located in the Cass United Methodist Church and directed by Rev. Louis Redmond.
3. Students will take part in a volunteer 30-hour (water) fast.
4. Students will extend their commitment by obtaining pledges for each hour they fast and donate the money collected to various hunger organizations.
5. Students will participate in a special third world meal following the fast. The meal is designed to demonstrate the inequities of food distribution around the world. The meal will be organized under the direction of Rev. Bill Ritter and prepared by the women

of the Newburg United Methodist Church.

6. Students will be asked to write reaction papers and essays on the experiences and activities resulting from the project.

SCHEDULE

Jan. 9th (Weds.)	Bishop Gumbleton at Stevenson High School Auditorium, 12:30 - 1:30 p.m.
Jan. 14th (Mon.)	Begin the 30-hour water fast
Jan. 15th (Tues.)	Field trip to Cass Corridor Community Center, 9:00 a.m. - 12:00 noon
Jan. 15th (Tues.)	Third world meal at Newburg United Methodist Church, 12 noon

CHURCHILL/STEVENSON

SOCIOLOGY "REFUGEE" SIMULATION

- WHO - Four classes from Churchill and 15 students from Stevenson (approximately 140).
- WHEN - Tuesday, 20 May.
- TIME - 8:00 am until 12:00 noon.
- WHERE - Lowell Jr. High (rooms 102 and 103).
- MATERIALS - None (It is requested that all chairs, tables, and furniture be removed from these rooms)
- NEEDED
- ACTIVITY - The students will be divided into groups representing 22 families of "Refugee Boat people". The rooms will be marked off with masking tape to show family living areas in resettlement camps. The students will be given problems to solve that would be typical of refugee problems. these would include over-crowding, boredom, disease, decision making, hunger, and conflict resolution.
- SPONSORS - Project Action and Global Ed.
- FACULTY - Jon Swift, Maureen Young, John Soave.
- AGENDA - 8:00 Students arrive in private cars.
8:15 Orientation to the Activity
8:30 Activities related to the Refugee problems
- a. Separate in living areas
 - b. Develop decision making group
 - c. Illness activity

d. Overcrowding activity

e. Distribution of rations

11:30 Lunch and evaluation (sandwiches, fruit,
and milk)

Language Activities

Research: Indochinese (or any refugee) background; home,
family, name

Write: Character sketch of person whose role you
are playing

Discuss: family plans, projects with other members of
family

Write: Journal of entire experience

Speak: during simulation - private and public

Write: Reactions afterwards - prose or poetry

APPENDIX L

EVALUATION BY J. BECKER AND M. MERRYFIELD

THE SCHOOL OF GLOBAL EDUCATION

BACKGROUND

Funded in 1978 under Title IV C by the Michigan Department of Education and sponsored by Livonia Public Schools, the School of Global Education provides an alternative experience of students of Stevenson High School in Livonia, Michigan. The program offered students enrolled in this global school-within-a-school is characterized by an interdisciplinary approach, flexibility in scheduling and close interpersonal relationships between students, teachers and parents. Although the course content is in many ways similar to the regular curriculum, the themes, topics, and issues vary considerably from the traditional offerings. Following the first draft of what became the Michigan Global Education Guidelines, the curriculum focuses on interconnections, interdependence, and cultural understanding. Instructional methods include inquiry/ problem solving, research, simulations, class discussions and involvement in the community.

The Global School was initiated by the principal of Stevenson High School, the Livonia Curriculum Specialist, and four chairpersons at Stevenson. It was one of four such efforts funded in the first round of competition by the Michigan Department of Education Guidelines adopted by the State Board of Education in 1978. There were a number of courses emphasizing international and intercultural topics prior to the launching of a effort, but the combination of

course offerings provided in the global school did not exist prior to state funding. Some observers have suggested that the outside money was reason enough for the Livonia Public Schools to begin a new program.

The program began in the fall of 1978 with a four hour block of time providing an interdisciplinary treatment of social studies, language arts, science and math. Spanish, music and fine arts were part of the humanities approach to the curriculum offered on an elective basis within the global school. Three sequences corresponding to 10th, 11th and 12 grades divided the curriculum:

SEQUENCE I

Man's Beginnings, What Does It Mean To Be Human? Science of the Earth, Geometric Concepts, Algebra, Typing and Computer Literacy (beginning or continuing), Spanish.

SEQUENCE II

American Pluralism: Native and Immigrant, Chemistry of the Earth and Natural Resources (U.S. Focus), Algebraic Concepts, Computer, Spanish, Physical Education.

SEQUENCE III

America in the World of 2000, Physics, Biology, Mathematics.

Related subjects to be studied were: Archaeology, Anthropology, Psychology, Consumer Education, Art and Music Appreciation.

In addition to the usual high school texts, the Global School used materials for the Center for Teaching

International Relations (CTIR), Global Perspectives in Education (GPE), the United Nations, the World Bank, UNESCO, and current news magazines. Many materials were developed by the teachers themselves. Guest lecturers, field trips, participation in the Model United Nations and community service added other dimensions to the program.

Special in-service training prepared the global teachers that first year and to a lesser extent in subsequent years. Scheduling provided for a shared planning period in order to exchange ideas and construct joint activities. For the first time a group of social studies, math, Spanish, science and language arts teachers in Stevenson High School coordinated course content, shared lesson plans and worked together on extra-curricular activities. Although the Global School developed strong support from its teachers, students and their parents, a few teachers in the building and some counselors were openly critical of the program. Questioning the merit of the approach and concern about the competition the global school might be to World History and other existing courses, some social studies teachers expressed fears that it would receive special treatment or drain the best students from other classes. The counselors believed it would create an elite of students who would feel themselves separate from the regular school. The program was viewed by some as a pet project of the principal. When a new principal came to Stevenson in 1979, he treated the program objectively, letting its success or failure rest on

the Global School staff, students and other supporters. Several changes have taken place in the Global School since that first year. There is no more state funding: the Livonia School System supports the program at a reduced level. Declining enrollments have led to teacher cut-backs based on seniority. Since many of the global teachers tend to be younger than average, there has been a continual turnover in teachers. This annual change of teachers has led to loss of continuity, student insecurity over who will be their teachers next year and increased staff training needs. Due to low enrollments, the Global School has been cut-back to a two hour block with only language arts and social studies offered. Math and science were dropped as the teachers felt little was to be gained from being a part of the program. The Spanish class was unable to achieve the minimum enrollment of students required despite the Spanish teacher's enthusiasm for the program. In 1980 a Sequence I was extended to two years and opened to ninth graders. Since that time students who have a year of High School remaining but have already had the 3 sequences may elect a year of directed study. Presentations to the feeder middle schools and word of mouth by friends are current methods of recruitment. Neither the counselors or administration give the program any special consideration. Enthusiastic students, dedicated teachers, and an active parent organization are largely responsible for the continuation of the Global School. Overall the program

has, in face of an era of declining enrollments, innovations - fatigue and budget cut-backs, held its own in numerical strength. What happens in a Global School? How does it work as an alternative within a large comprehensive high school? Let's visit Stevenson High School in Livonia, Michigan.

THE PROJECT IN ACTION

Livonia is a large middle class suburb of Detroit. This community of 100,000 is well established with little room for new housing construction. Driving into Livonia one notices well trimmed suburban sprawl interspersed with shopping centers and major thoroughfares. Livonia's bedroom community role is evident in the absence of a town center. The recession that has struck many neighborhoods supported by the automobile industry has not had much effect on Livonia, perhaps because its population is made up mainly of the managerial level of the industry.

Four high schools serve Livonia; Stevenson is the largest with 2300 students of whom 70 are enrolled in the Global School. Enrollments are declining drastically. The district has lost over 500 students a year since the late 1970's. Teachers with less than fourteen years experience in the school system have been released. The effects of "pink slipping" (teacher cut-backs) are evident when one looks at the median age of the remaining teachers and the anxiety of the younger ones. Teacher transfers due to cut-backs have increased instability since junior high

teachers may find themselves teaching 7th grade one year and 12th the next. A strong teacher's union has secured competitive salaries and benefits and has supported cut-backs by seniority.

Stevenson is a huge modern one story building with wings jutting out from the central core of administrative offices, lunchroom and a unique round media center. The Global School occupies part of the social studies wing. Shared classroom space and flexible scheduling bind social studies and language arts. A mural of the world painted on the corridor wall is a visible sign that this is a special area of the school.

Jonathan Swift, the director and moving force behind the Global School, is working with the Sequence III class. Maps, posters, clippings and instructions related to projects and field trips decorate the classroom walls. The students are examining issues from a handout, "It's a Big, Wide, Interdependent World", out of Principal. They compare world language statistics with numbers of Americans studying foreign languages. Jon probes, plays the devil's advocate, stimulates the students to relate their ideas to a global context. One student expresses concern that while 700 million people speak Mandarin Chinese, fewer than 200 third year American high school students were studying Chinese in the mid-1970's. A student questions why Americans should learn another language if they aren't going to travel. Another student quickly points out the need for businessmen

and journalists to understand the language and culture of other peoples. The students become actively involved in sharing ideas and concerns.

Across the hall, Skip Blunt hears reactions from the field trip his students have taken the previous Saturday to Eastern Market in downtown Detroit. The students talk about buying Arab bread, seeing pigs heads being sold, and listing the countries represented by products and sales people. The wonder about the quality of the meat they have seen in its raw state; Skip reminds them of The Jungle, and they comment on how consumers may not realize what they are eating.

At 9:45 a.m. the Global classes break and reform into United Nations delegations. Groups include all grade levels so that younger students learn from the older, experienced students how to prepare a resolution and what to expect during the Model U.N. The Nigerian group is knowledgeable about the leadership role it will play with the other African nations. The "delegates" are busily drawing up a resolution against apartheid in South Africa. The students appreciate the simulated experiences of the Global School. "Global is not boring; we learn by doing", a student comments.

Others in the school have a different opinion. When the subject of global education comes up in the teachers lounge, an older social studies teacher speaks emphatically, "I don't want to hear about global education", and then

describes the special treatment he perceives the global teachers have recieved. He argues that his classes average 35 students, while the global classes range in the low 20's. At lunch the global students mix with their friends outside the program. When asked about the Global School, the other students respond vaguely, unsure of what it does or why it exists. A "globie" explains later, "we don't often talk about our global classes with our other friends". The low visibility of the program within the school is echoed by both teachers and students as a necessary strategy to avoid resentment or an undesirable "specialness". Although the "globies" enjoy a comraderie built from their shared experiences and heightened awareness of global issues, they still participate in a wide range of school-wide, extra-curricular activities and take the majority of their classes outside of the Global School.

In the evening Jonathan and Harry Nichols, another teacher in the Global School, meet with the parents of their global students. This group believes in the goals of global education and has often raised money and support for speakers, trips, or special events, such as the Global Awareness day. Parents also recruit for the program at the middle schools. They enjoy being involved with their children and the global teachers. Their pride in the program shines through as they speak of their sons and daughters driving to downtown Detroit once a week to tutor Spanish-speaking children. "The Global School reinforces

what they learn at home", a parent remarks and her husband adds, "and dinner conversations are more stimulating now". Some parents feel that the Global School better prepares their children for college work. Other appreciate the participatory learning and note how their children are becoming more confident in articulating their ideas. The parents agree the global program gives their children individualized attention and a special sense of belonging within what is, as they see it, a large impersonal high school.

The parents' meeting blends business with sociability. After Jon brings them up-to-date on the program, they discuss possible activities over wine and cheese. The teachers and parents freely exchange ideas and seek out each other's support. This frequent teacher-parent discussion has many positive effects. The open channel of communication and understanding allows the global teachers to bring controversial issues and speakers into the classroom. Parents know they have a voice in class content and feel actively involved in their children's education. Parents are used as resources to legitimize global education in the community and provide reinforcement at home of the global perspectives learned at school.

DYNAMICS

What is the future of the Global School at Stevenson? To its credit, it has survived loss of outside funding, staffing turnovers and the hostility of a few Stevenson

teachers. Some observers believe Jonathan Swift has held it together single-handedly. Certainly Jon's role as Director, recruiter, trainer of new teachers is critical. His reputation as a fine teacher preceded the program, and his unusual background in music, extensive travel and commitment to a Ph.D are significant. Perhaps the reason the Math and Science teachers lost interest has to do with the program leadership coming from language arts. Many of the critics' dire predictions did not come true. The global classes have a mix of all ability groups and have not drained the high achievers from other classes. The global teachers do not receive special attention or funding; however, their inquiry-based teaching strategies and content emphasis on global perspectives demand dedication and time. In fact, the global School has stayed small and is no longer considered a threat to other classes.

The Global School has low visibility at Stevenson by choice. It's supporters - students, teachers and parents - seem to enjoy its small active nature analogous to an academic athletic team. There is a sense of excitement and belonging for all involved in the global School. The only question remaining is whether as enrollment continues to decline it can hold sufficient numbers to convince the Livonia Central Office that it is a viable program.

APPENDIX M

EVALUATION BY INTERNATIONAL
EDUCATION ASSESSMENT PROJECT

International Education Assessment Project

Suite 9H
777 United Nations Plaza
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Mr. Jonathon Swift
Stevenson High School
33500 Six Mile Road
Livonia, Michigan 48152

*Please reply to the Project Office
at the address above unless otherwise noted.*

Dear Mr. Swift:

Your program in global/international education has been identified as a successful one. We would appreciate very much having further information so as to be able to consider it for inclusion in a handbook of exemplary programs in education for international understanding at the elementary/secondary level. This handbook, which is to be jointly issued with the National Council on Foreign Languages and International Studies, will be one of the major end products of the International Education Assessment Project (abstract on the reverse side.)

We are enclosing an outline of the kinds of points we would like to have covered in a fuller description of your program. We are interested in both the exemplary classroom activities and school-wide programs.

All we would like you to send us now are any existing materials about your program--reprints of articles, descriptions taken from project proposals, sections of curriculum guides, etc.--to enable us to determine how to treat your program in the Handbook. (If you have no already prepared materials, would you send us a brief two or three-page description stressing highlights and strong points.)

We assume that we have your permission to publish information about your program. If we do not, would you simply write the word "No" in the margin of this covering letter and return it to us in the accompanying postage-paid envelope. We will then stop bothering you with further requests for information.

All programs which respond to this request will be listed in the Exemplary Programs Handbook. Some will be more fully described while others will be listed more briefly in a special section, "Other Significant Programs in Global/International Education." You will, of course, receive a copy of the published Handbook and--unless you ask us not to do so--we will send a copy to your district superintendent or principal with a covering letter pointing out that your program has been included in the Handbook.

Thank you very much in advance for your help and cooperation in producing a handbook that reflects the very best of what American schools are doing in global/international education.

Sincerely,

Ward Morehouse

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**EDUCATION FOR INTERNATIONAL UNDERSTANDING: ASSESSMENT
OF STUDENT AND INSTITUTIONAL PERFORMANCE AND
IDENTIFICATION OF OBSTACLES AND EXEMPLARY PROGRAMS**

**April 1981
(Revised: 8/11/81)**

**Proposal to the International Research and Studies
Program, U.S. Department of Education, by the
Council on International and Public Affairs**

Abstract

The purpose of this project is to examine and assess student and institutional performance and to identify obstacles to and exemplary programs in international education in the approximately 70 NDEA Section 603 projects on citizen education for international understanding; some 35 U.S. institutions participating in the UNESCO Associated Schools Project for International Cooperation and Peace; the 28 U.S. schools offering the International Baccalaureate; and the 20 or so "self-proclaimed" international high schools in the U.S.

It will also contribute to more effective fulfillment of international responsibilities of the United States, including its treaty obligations under Basket III of the Helsinki Accords to "encourage the study of foreign language and civilization" and its implicit commitment as a member state of UNESCO, to work toward the objectives of the 1974 UNESCO Recommendation on Education for International Understanding, Cooperation, and Human Rights.

The following data will be collected and analyzed: 1) approximately 150 profiles of institutional performance in global/international education from the above categories of schools and other educational agencies; 2) student responses to a 25-item test of global understanding based on previously administered tests such as the Educational Testing Service Survey of College Students' Knowledge and Beliefs on Global Understanding (approximately 1500 drawn from 50 schools in 5 states); 3) descriptions of about 60 exemplary programs in international education at the elementary/secondary level; and 4) responses by a sample of 2000 elementary and secondary principals to a survey of their familiarity with and actions toward global/international education.

The project will result in two specific end-products:

- 1) Assessment of Student and Institutional Performance in Pre-collegiate Programs of Global/International Education; and
- 2) Handbook of Exemplary Programs in Education for International Understanding at the Elementary/Secondary Level.

Primary responsibility for implementation will rest with a three-person Project Team consisting of: Ward Morehouse (overall coordination, data analysis); H. Thomas Collins (coordination with professional education associations, supervision of data collection); and Judith Torney-Purta (design of survey instruments, supervision of their analysis). The Project Team will be assisted by a dozen member Project Coordinating Committee composed of key individuals from professional associations and institutions active in global/international education. The project is being co-sponsored by the Task Force on Elementary, Secondary, and Undergraduate Education of the National Council on Foreign Language and International Studies. It is scheduled to begin September 15, 1981 and be completed by December 31, 1982.

APPENDIX N

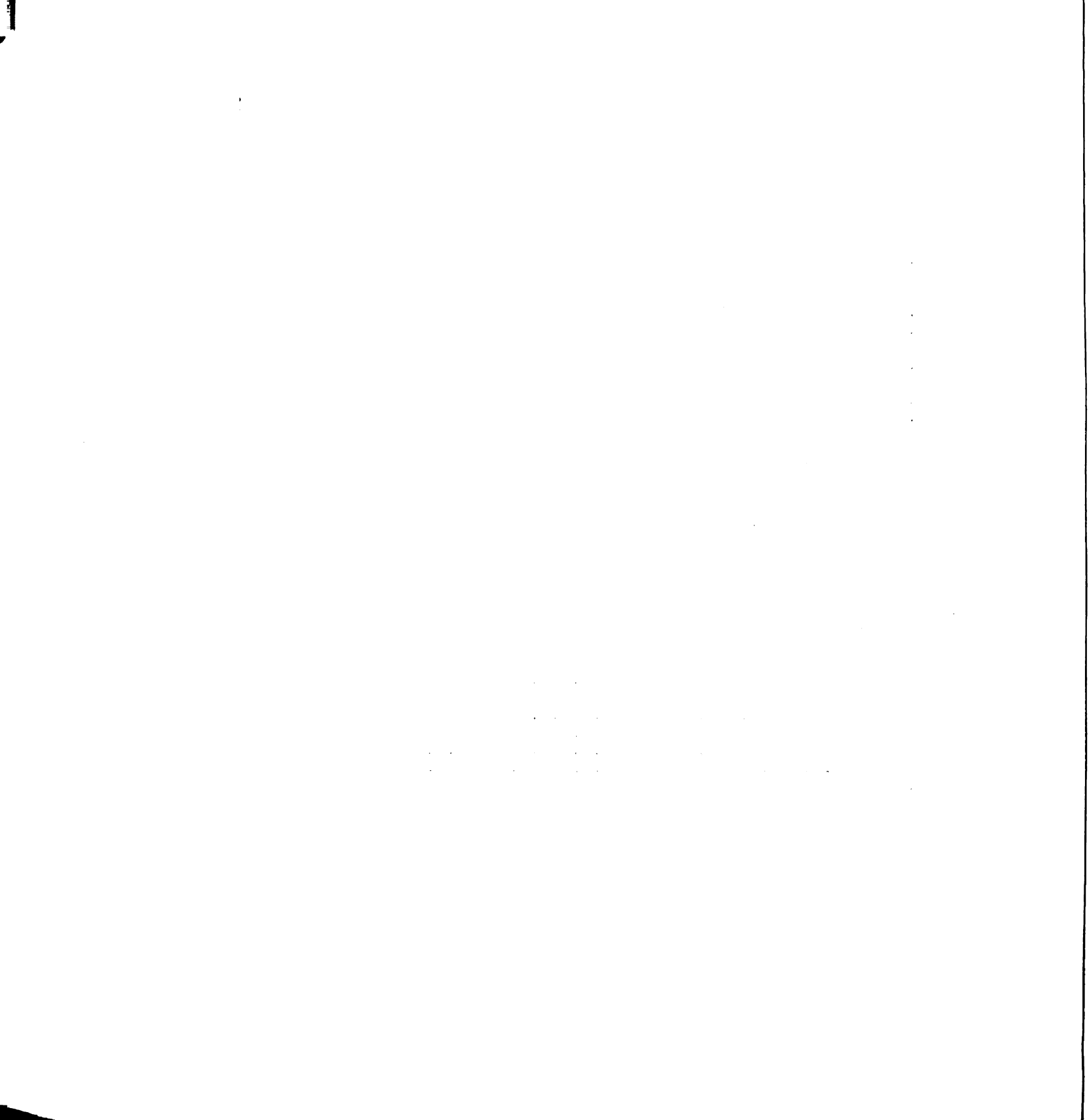
ALUMNI SURVEY

ALUMNI SURVEY

RESULTS

1. Which of the following items (circle as many or few as you wish) can you attribute to your Global Ed. background?
 - a. Better awareness of what's happening in the world today - 28
 - b. Clearer knowledge of the interdependence of various world systems (finance, economy, arms, food, politics, religion, etc.) - 24
 - c. Better preparation for your job/college - 15
 - d. Greater empathy for people with problems in the world - 21
 - e. A strong feeling of being part of a multi-ethnic society - 14
 - f. A desire to travel beyond the U.S. - 15
 - g. An ability to get along easier with different people - 18
 - h. Involvement in some form of political action (e.g. letter-writing, petitioning, campaigning, etc.) - 6
2. Do you think G.E. was more, the same, or less (circle one) helpful to you in understanding the world today than any classes you have had since then?

	more - 22
	same - 6
3. Please indicate in your priority order (i.e. 1=first choice---5=last choice) which of the following elements contributed to the success of the program:
 - a. Course work in class 3rd
 - b. Community activities and field experiences . 6th
 - c. The teachers 1st
 - d. The students in the program 4th
 - e. Guest speakers 2nd
 - f. G.L.I.M.U.N. 5th
 - g. (Another? Please Identify) _____



4. Which of the following characteristics do you feel are more necessary in global teachers than in regular ones? (circle your choices)

Concern for inequities	- 11
Respect for views of others	- 28
Identification with mankind in general	- 8
Imagination	- 16
Commitment to people	- 14
Skills of cultural understanding	- 17
Self-understanding	- 6
Confidence/self-reliance	- 9
Human--ability to fail (willingness?)	- 17
Decision-making	- 3
Tolerance for ambiguity	- 11
Open-mindedness	- 23
Non-judgementalness	- 17
Flexibility	- 18
Curiosity	- 10
Tolerance for differences	- 18
Perceptiveness	- 11

APPENDIX O

DEFINITIONS OF GLOBAL EDUCATION

FROM

1. Hillcrest High School
2. Farmington Public Schools
3. Curtis High School of International Service
4. Bishop Borgess High School

DEFINITIONS OF GLOBAL EDUCATION

The heart of the School of International Studies program is a simulated two-year "around the world" excursion. Conducting the tour is a specially selected team of teachers from the Social Studies, English and Foreign Language departments. The rationale for a simulated excursion is that travel motivates interest in the language and culture of the places visited. As the group moves from place to place, on the vicarious journey, they explore special aspects of the host civilizations.

If the simulated world tour is the heart of the School of International Studies program, the correlated curriculum is its soul. The School has taken certain elements of history, culture, and social currents which have traditionally been taught as separate disciplines and woven them together into a single, integrated learning program (Hillcrest High School, 2-3).

Global Education is:

The awareness of the interdependence and interrelationship of the world's population and the ability to take effective action

through cultural and/or technological components to insure our present and future survival (Farminqton Public Schools).

The Curtis High School of International Service developed in 1981, a curriculum which they deemed global:

Many of the courses will have correlated curricula that will enable student to gain a humanistic perspective of global studies. This is especially true of Global Studies: Past and Present, Global Perspectives, Global Literature, German, Spanish, Earth Science, Art and Music. Study of a foreign language is required and stress, during the first two years, will be on conversational language and the ability to adapt to the country as a visitor as well as to read and write. Earth Science will stress the understanding of nature, natural law and how nature affects nations and world economy. Course content in English and Social Studies courses dove-tail and complement each other. As much as possible, and with stress on academic competency, the theme of internationalism will be woven through the total curricula (Curtis High School of International Services, ii).

Finally, Bishop Borgess High School in Redford, Michigan inaugurated a program in Global Education in August, 1982. The curriculum of this program, which offers course credit in science, social studies, English and religion:

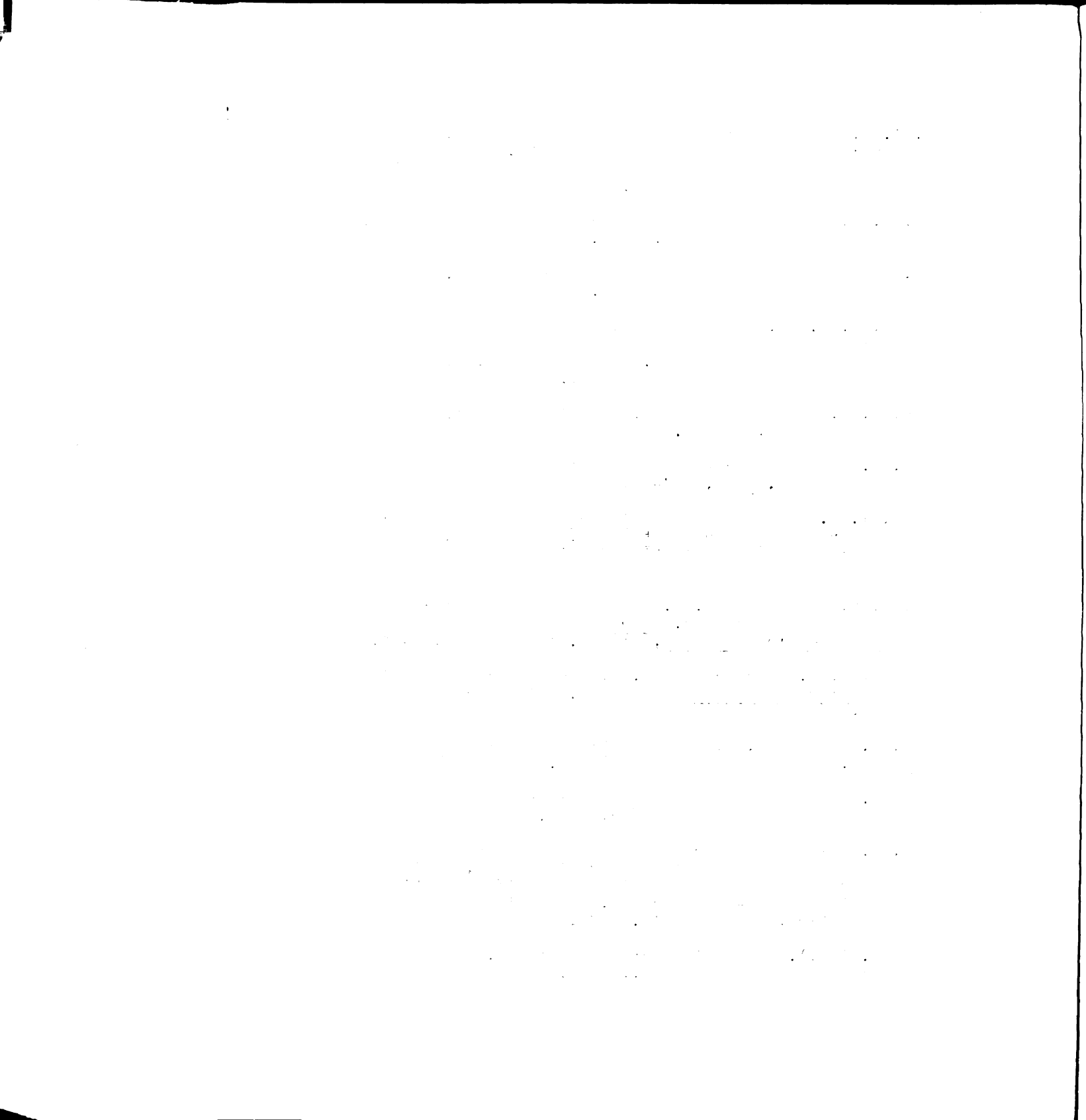
...views the world as a unified whole not as a series of fragmented nations; as a planet of cooperative interdependence and not as one of continual competition and antagonism. Its focus is on the global dilemmas that we all face including the need to preserve air, food and water; energy, population, health, medicine, technology, the biological revolution and cultural evolution of the world. It stresses the individual human potential for solving these problems and encourages students to examine seriously the alternative futures facing the world today. Students of Global Education will hopefully emerge with a universal grasp of world issues and appreciate the need to engage in international cooperation in solving the problems, present and future, of a holistic world (Bishop Borgess High School, 26).

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1. The first part of the report is a general
description of the project and its objectives.

2. The second part is a detailed description of the
methodology used in the study.

3. The third part is a description of the results
obtained from the study.

4. The fourth part is a discussion of the results
and their implications.

5. The fifth part is a conclusion and a list of
references.

6. The sixth part is a list of the authors and
their affiliations.

7. The seventh part is a list of the titles of the
papers presented at the conference.

8. The eighth part is a list of the names of the
participants in the conference.

9. The ninth part is a list of the names of the
organizers of the conference.

10. The tenth part is a list of the names of the
sponsors of the conference.

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participants in the workshop.

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13. The thirteenth part is a list of the names of the
sponsors of the workshop.

14. The fourteenth part is a list of the names of the
participants in the symposium.

15. The fifteenth part is a list of the names of the
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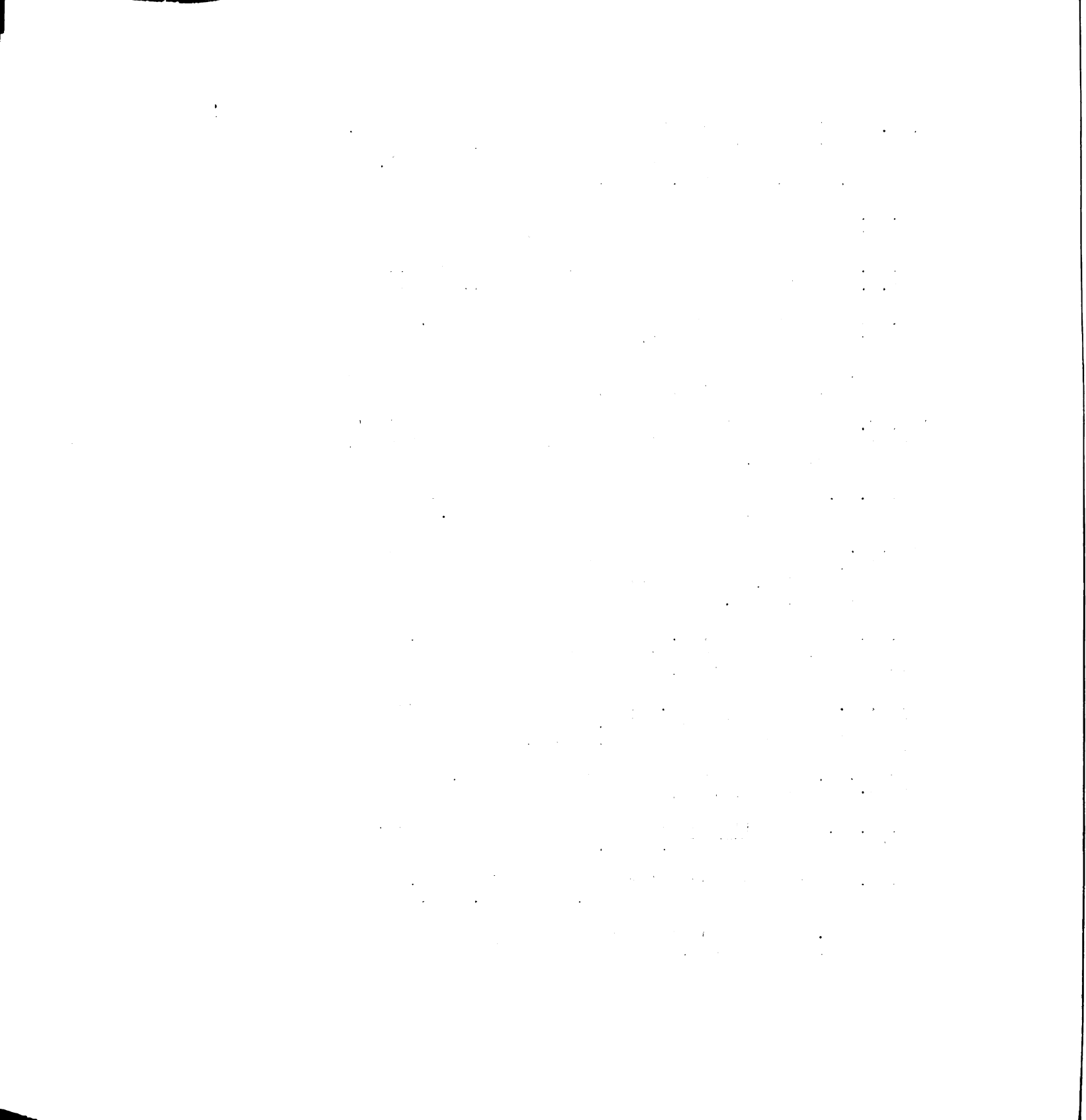
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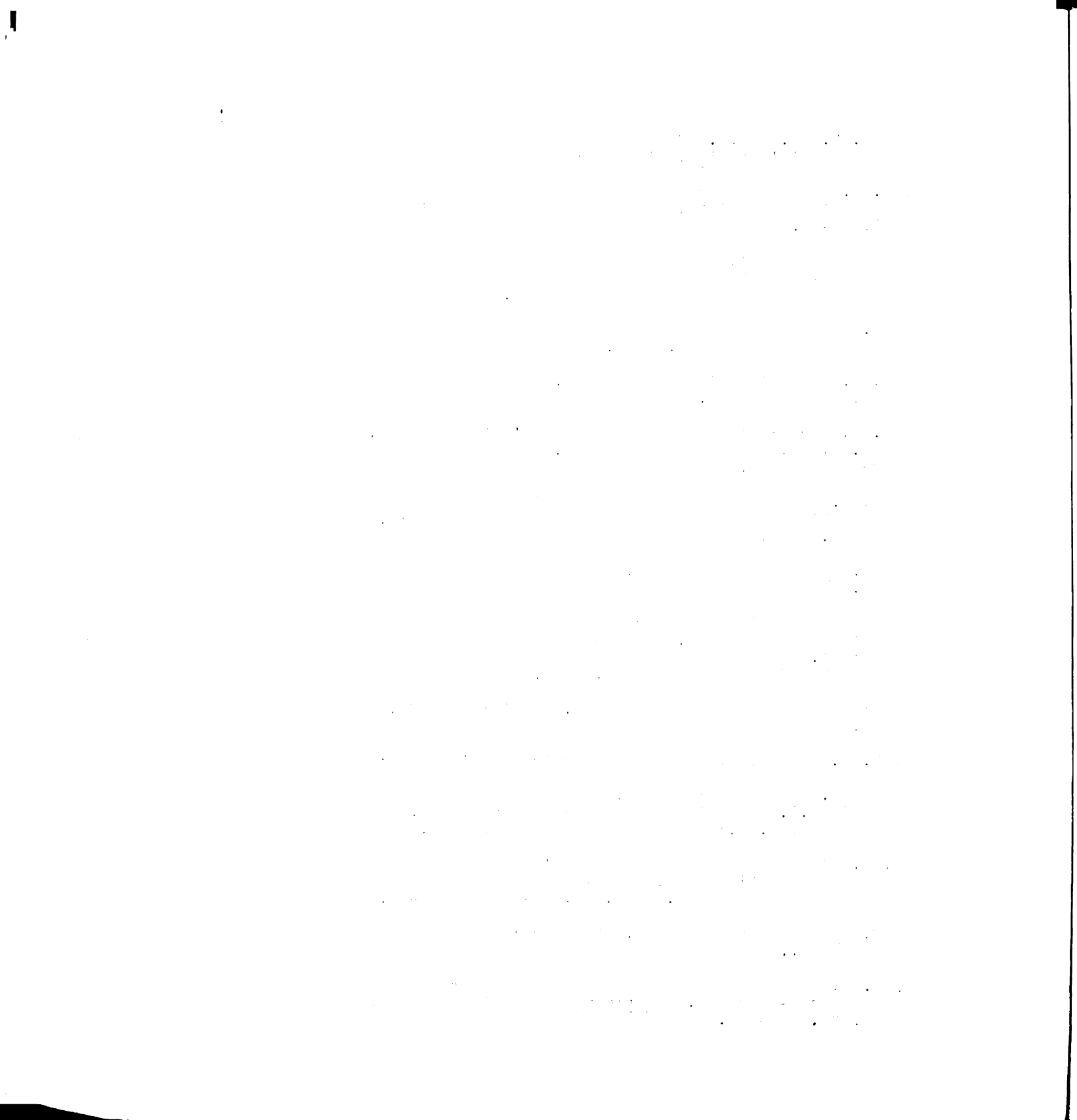
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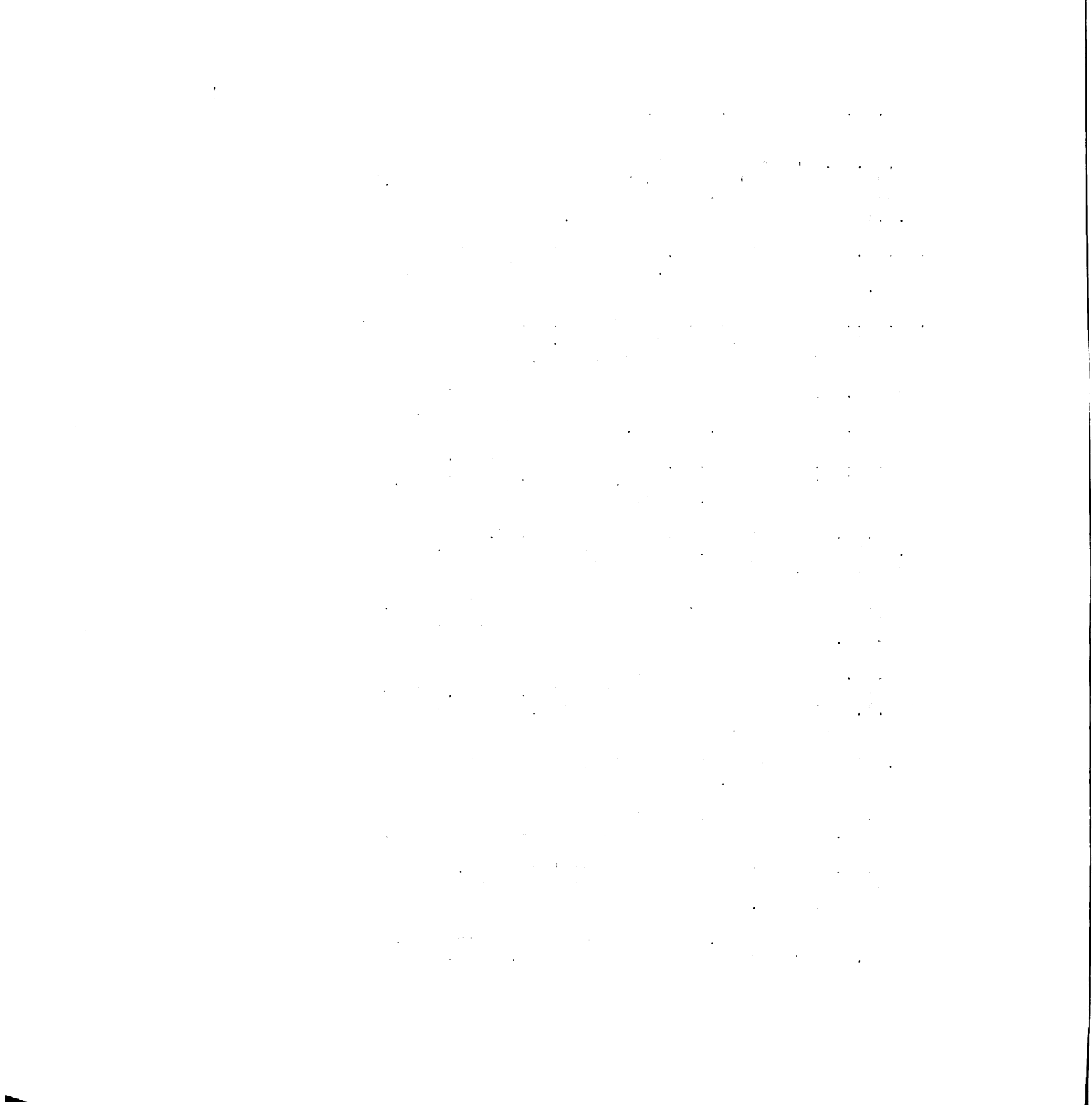
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1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the study and the objectives of the research.

2. The second part of the report is a detailed description of the methodology used in the study. It includes information about the sample size, the data collection methods, and the statistical analysis techniques.

3. The third part of the report is a discussion of the results of the study. It presents the findings of the research and compares them with the existing literature.

4. The fourth part of the report is a conclusion and a summary of the findings. It provides a final assessment of the study and its implications for future research.

5. The fifth part of the report is a list of references. It includes all the sources of information used in the study, such as books, articles, and other documents.

6. The sixth part of the report is an appendix. It contains additional information that is not included in the main body of the report, such as raw data or detailed calculations.

7. The seventh part of the report is a glossary. It defines the key terms and concepts used in the study, ensuring that the reader has a clear understanding of the terminology.

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9. The ninth part of the report is a detailed description of the references.

10. The tenth part of the report is a detailed description of the appendices.

11. The eleventh part of the report is a detailed description of the glossary.

12. The twelfth part of the report is a detailed description of the index.

13. The thirteenth part of the report is a detailed description of the summary.

14. The fourteenth part of the report is a detailed description of the conclusion.

15. The fifteenth part of the report is a detailed description of the final remarks.

16. The sixteenth part of the report is a detailed description of the final conclusions.

17. The seventeenth part of the report is a detailed description of the final recommendations.

18. The eighteenth part of the report is a detailed description of the final acknowledgments.

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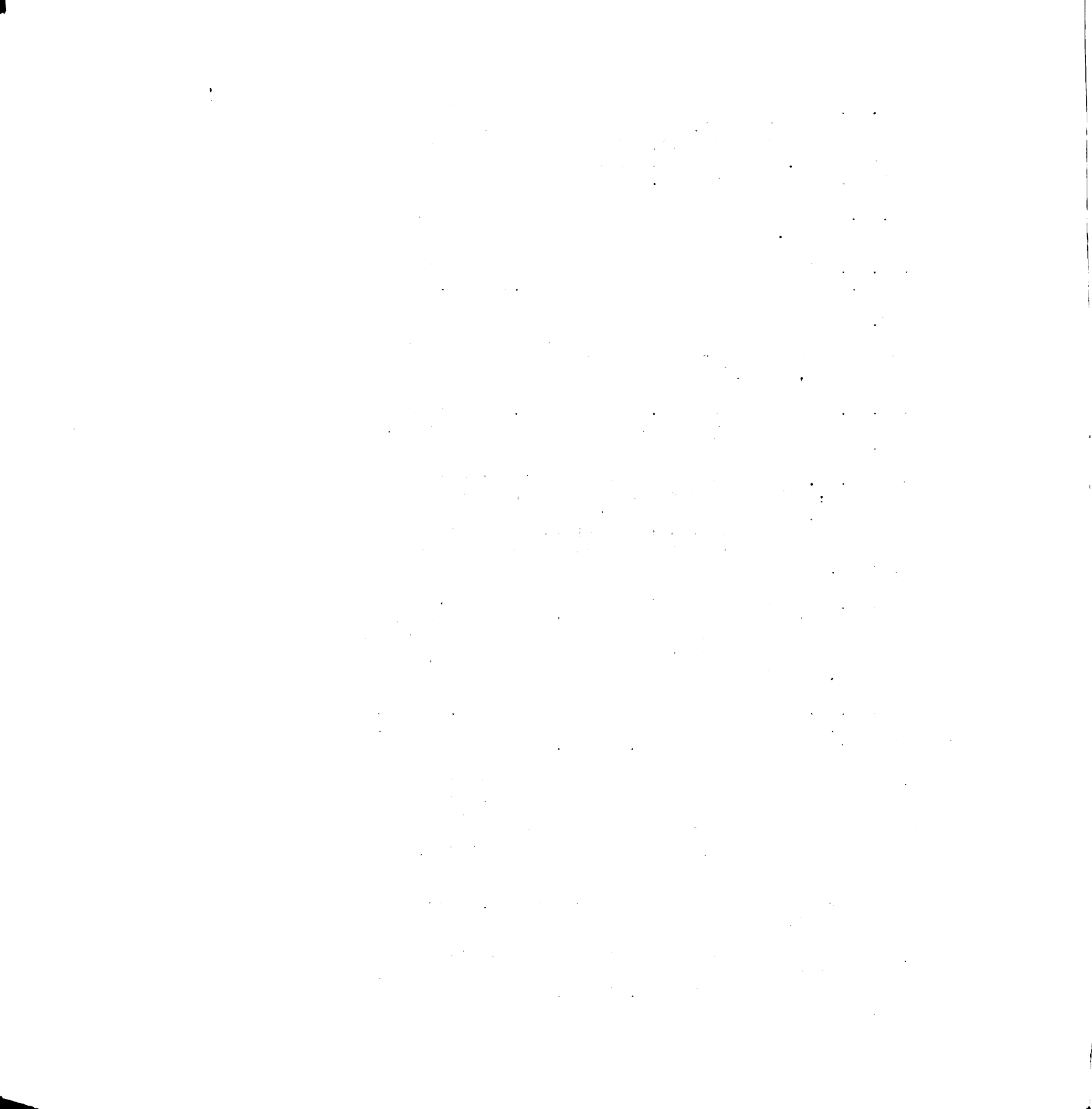
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