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THE WORLD UNDERSTANDING AND COMPARATIVE
CULTURES PROGRAM IN INGHAM COUNTY:
EVALUATION AND RELEVANCE TO PUBLIC
SECONDARY SCHOOLS IN MICHIGAN

By

George William Siebert

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ABSTRACT

THE WORLD UNDERSTANDING AND COMPARATIVE CULTURES PROGRAM IN INGHAM COUNTY: EVALUATION AND RELEVANCE TO PUBLIC SECONDARY SCHOOLS IN MICHIGAN

By

George William Siebert

In response to an increasing emphasis on teaching for international understanding, a group of teachers from the Ingham County, Michigan, intermediate school district in 1966 designed a program called World Understanding and Comparative Cultures. The goals of this innovative program were:

1. To provide an opportunity for staff and students to acquire a better world understanding and a deepening understanding of people of other cultural backgrounds. The program also provided an exchange of views among teachers and students from inner-city, parochial, suburban, and rural schools over an extended period of time. This effort also provided a greater and more systematic use of community resources, including student involvement in community volunteer services.

2. To provide an opportunity for effective use of the students' time through large group presentations, small group discussions, and individual study.

3. To provide for the formation of a collection of materials pertaining to international understanding and to act as a model program for other schools in the county, state, region, and nation.

The purpose of the following dissertation is to determine how well the methods of instruction met these goals; what the effect of the program was on students and staff; what other programs, if any, are trying to teach international understanding; and the extent to which the World Understanding and Comparative Cultures program met some of the recommended objectives for international understanding as defined by the Foreign Policy Association Report, 1969.

The writer was one of those Ingham County teachers who formulated the World Understanding and Comparative Cultures program, and participated on the teaching staff of the program for five years. These years of activity in the program provided for a great deal of personal observation.

Objective data were obtained when, during the spring and summer of 1972, a questionnaire was sent to 120 former students. These students represented a four-year period, with 30 students from each year. Male and female students were equally represented. Also, the schools used in data gathering were grouped into clusters so each cluster was represented by 40 students. Two high schools represented the parochial school cluster, while three high schools

represented the inner-city school cluster, and two high schools represented the suburban school cluster.

The questionnaire approach was also used to obtain information from the teaching staff and other school systems around the state of Michigan. This research provided evidence that the World Understanding and Comparative Cultures program was unique in that no other school systems were approaching the teaching of international understanding in this manner.

State of Michigan documents and surveys provided evidence that the state of Michigan as a whole did not display a considerable interest in courses that were innovated in the teaching of international understanding. Very few school systems in the state offered such courses and the State Department of Education did not receive requests for assistance from Title III grants to implement such programs at no cost to local school boards.

The World Understanding and Comparative Cultures program was allowed to phase out during the 1972-73 school year. The program did not gain regional, state, or national acceptance as was hoped, but many school systems requested syllabus material. Many school systems adopted certain procedures and structure of the program according to their own needs.

This thesis is dedicated to the women in my life--Sally, Cathy Jo, Sue Ann, and Lillian. Their continued patience, understanding, and encouragement made this effort possible.

ACKNOWLEDGMENTS

This is to acknowledge the members of my graduate committee: Dr. Wronski, Dr. Gross, Dr. R. Useem, and Dr. Heenan. Their guidance and concern for my success was invaluable.

A special note of thanks to Dr. Wronski, who served as my committee chairman after Dr. Case retired.

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INTRODUCTION

The attempt to promote international understanding in education goes back at least to the 1800's.¹ In a contemporary sense, it is safe to suggest that following World War II and the advent of the "cold war," governmental emphasis on international understanding was heightened.² This governmental impetus was signified by the efforts of President Lyndon Johnson in September, 1965, with his "Smithsonian address"³ and in February, 1966, with his message to Congress concerning the International Education Act.⁴ The President made clear his concern that students be given a chance to learn more about the world, cultures, customs, and values of other countries.

More recently, James Becker and Lee Anderson⁵ strongly suggested that the schools must accept the task of extending their students' vision beyond our own borders. They furthermore said international education is one of the social experiences and learning processes by which students acquire and change their orientations. The school has always been the instrument for socialization; now this socialization extends to a world society.

Accepting this challenge, the schools have experimented with and tried various approaches to develop

programs in international understanding. Educators' search for the proper objectives and goals to be sought in their programs has been aided by the literature of such men as Leonard Kenworthy⁶ and Lee Anderson.⁷ Both authors have set forth objectives and goals they feel schools should strive to achieve. Anderson's work will be dealt with in subsequent pages of this text.

As a consequence of this increasing emphasis on international understanding, a group of teachers from the Ingham County, Michigan, school district in 1966 designed a program called World Understanding and Comparative Cultures. The goals of this innovated program were:

1. To provide an opportunity for widening and deepening the understanding of the staff and the students for those of differing backgrounds by providing for exchanges of views among teachers and students from inner city, parochial, suburban and rural schools over an extended period of time.
2. To provide greater and more systematic use of community resources such as the Center for International Programs at Michigan State University.
3. To provide systematic contact for foreign students enrolled at Michigan State University with high school students, both native and exchange, which will be mutually advantageous. Also for foreign teacher trainees who expect to return to their homeland to teach.
4. To provide an opportunity for student involvement in community services which should promote social responsibility.
5. To provide an opportunity for effective use of time and resources through large group presentations, small group discussions and individual study.
6. To provide opportunities for exchange of teaching methods and techniques and provide for experimentation with new methods and materials in cooperation with the Social Science Teaching Institute and the Learning System Institute of Michigan State University.

7. To provide for the formation of a collection of materials pertaining to international understanding which can be published and made available for expansion of the program within the county and ultimately to any interested school system.

8. After evaluation, the program may serve as a model for other schools in the county, state, region, and nation both in content and organization.⁸

The purpose of the following thesis is to determine how well and to what extent the methods of instruction met these goals; what was the effect of the program on students and staff; what other programs, if any, are trying to teach international understanding; and, to assess the extent to which the World Understanding and Comparative Cultures program met some of the recommended objectives for international understanding as defined by the Foreign Policy Association Report, 1969.⁹

It is hoped that the following text will give some evidence about how well the Ingham County, Michigan, program in World Understanding and Comparative Cultures was able to meet these goals and objectives of international understanding.

The writer was one of those Ingham County teachers who formulated the World Understanding and Comparative Cultures program, and participated on the teaching staff of the program for five years. These years of activity in the program provided for a great deal of personal observation.

Objective data were obtained when, during the spring and summer of 1972, a questionnaire was sent to 120

former students. These students represented a four-year period, with 30 students from each year. Male and female students were equally represented. Also, the schools in the program were grouped into clusters so each cluster was represented by 40 students.

Two high schools represented the parochial cluster, while three high schools represented the inner-city cluster and two high schools represented the suburban cluster. The four-year period covered by the survey was 1967 to 1971. These years included those who were in the program at its beginning (1967) and also allowed those students who responded from the 1971 group to be out of high school at the time of the questionnaire. All responding students were out of high school at the time of the survey.

Names of students were picked at random from class lists covering the four-year period. Every third male and every third female was picked from the list for the first round of sending out questionnaires. These responses were returned completely anonymously, so after a sufficient time lapse a second round was sent, names again being picked at random from the unused portion of the class lists. After five rounds, the required number of responses in each category--male/female, cluster, and year of attendance in the program--had been received.

The questionnaire approach was also used to obtain information from the teaching staff and other school systems around the state of Michigan.

Footnotes--Introduction

¹D. G. Scanlon, International Education, A Documental History (New York: Teachers College, Columbia University, 1960).

²Ibid., p. 21.

³U.S., Congress, House, Hearings on the International Education Act of 1966, Pub. L. 89-698, 89th Congress, 1966.

⁴U.S., Congress, House, International Education Act, Pub. L. 89-698, 89th Congress, October 29, 1966.

⁵Lee Anderson and James Becker, "An Examination of Objectives, Needs and Priorities in International Education in the U.S. Secondary and Elementary Schools," Foreign Policy Association (Washington: U.S. Department of Health, Education and Welfare, 1969), p. 345.

⁶Leonard S. Kenworthy, International Dimensions of Education (Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1970), pp. 70-71.

⁷Anderson and Becker, op. cit., pp. 67-68.

⁸Proposal for Funds, Unpublished Document, Elementary and Secondary Education Act, 1965, Pub. L. 89-10, Title III, Washington, D.C.

⁹Anderson and Becker, op. cit., p. 345.

Chapter I

STATEMENT OF THE PROBLEM

It would be a mistake to feel that an interest in promoting international understanding in education is a contemporary venture. Dr. David G. Scanlon gave a great deal of attention to the historical perspective of this concern in the book he edited, International Education, A Documental History.¹ Here Dr. Scanlon pointed out that concern for international education easily goes back to the 1800's and beyond.

Dr. Scanlon noted that after World War II a greater degree of emphasis was placed on methods and activities which encouraged the incorporation of international studies in the secondary schools. At least three broad movements were taking place: textbook revision, governmental cultural relations programs, and fundamental education programs.

The rapid emergence of newly independent countries since World War II made it necessary for textbooks to eliminate culturally biased remarks and pictures that led to hatred and distrust, and to foster an increase in understanding of cultural variations.

Governmental cultural relations programs became prominent reactions to the "cold war." Newly independent

countries wanted to be known abroad, and large powers were in a position, with advanced techniques in the mass media, to win their friendship and loyalties. With the advent of UNESCO, a first attempt was made to have the concepts of social and behavioral sciences applied to education and cultural change by international teams.²

Governmental impetus was given to the strengthening of programs dealing with international education when, on September 16, 1965, President Lyndon Johnson delivered his Smithsonian address. In part, President Johnson said:

Concerning a lasting peace it becomes self-evident that ideas, not armaments will shape our lasting prospect for peace; that the conduct of our foreign policy will advance no faster than the curriculum of our classrooms; and that the knowledge of our citizens is the treasure which grows only when it is shared.³

President Johnson again expressed his determination to accomplish the objectives set forth in the Smithsonian address when on February 2, 1966, he delivered a message to Congress on the topic of International Education.⁴

Subsequently, the recommendations in both his addresses were formulated into the International Education Act of 1966.⁵ Congressional response to this venture was well summarized by the following statement by the Senate committee considering the law:

. . . We met with pleasure that we have received the assurances of the administration that the primary goal of this legislation is building, in this

country, a strong base at the graduate level for international research and studies, and, on the undergraduate level, giving a wide segment of our students a chance to learn more about the world and the cultures, customs, and values of other countries.⁶

Unfortunately, this law was never funded.

With all this agreement on the need to enhance programs in international education, it is appropriate to make an attempt to establish just what international education is. Two definitions by scholars in the field are presented.

James J. Shields, Jr., gave a very concise definition: "International education is the study and practice of various types of educational relations across national boundaries."⁷

Lee Anderson and James Becker refined this definition and brought it closer to the schools in their 1970 report. They wrote:

International education is those social experiences and learning processes through which individuals acquire and change their orientations to international or world society and their conceptions of themselves as members of that society.

We must think of the human species as having reached a point on the scale of interdependence, common values, and shared problems where we can analytically view the planets' population as members of a single albeit loosely integrated society.

And, by orientation we mean an individual's cognitive understandings and affective images of the structure and operation of world society as a whole.⁸

Then Dr. Shields carries this point further when he suggests that if man is to learn to see himself as one species in a global society, attempts must be made to encourage him to accept this concept. The school systems in our country

have been commissioned the task of socializing the young into the mainstream of American culture; so it would seem rational that the schools must also become involved in extending their students' vision beyond our own borders. This rationality must be applied to change men's attitudes of suspicion, hostility, and intolerance. Dr. Shields maintained that in order to accomplish this goal, schools must emphasize programs designed to promote international understanding.⁹

A basic obstacle to eliminating the fears and suspicions of a nation is the belief that one's group is best and other groups are to be despised. This ethnocentrism not only contributes to national self-interest, but also can be responsible for setting apart subgroups within the nation. This is evidenced by the fact that many Americans are not only suspicious of "foreigners," but are also suspicious of other Americans who live, speak, believe, or act differently than they do.

Research suggests a strong inverse relationship between education and ethnocentrism. Formal education contributes to altering or influencing human attitudes and perceptions. Education must be prepared to do this if the student is to begin to understand the world scene. By providing students with concepts that enable them to see greater meaning in the contemporary world, some of this ethnocentrism can be altered.¹⁰

The reduction of ethnocentrism is clearly an integral part of any good educational program, and is an urgent need of our time. No greater claim could be made on the schools than the development of world-mindedness in their teaching objectives, their teaching personnel, and in the imparting of knowledge to others.¹¹ The task must be undertaken by the schools, for the sophistication or quality of the public's understanding of international society is influenced by the quality of students' exposure to international education in the elementary and secondary schools.¹²

The challenge is not to be taken lightly; as Dean Rusk pointed out:

Of all the fields of learning it is in the teaching of world affairs that we need to approach the maturing student with questions to which we have no answers. For here the problems become more pressing and complex. As Margaret Mead points out, "We are now at the point where we must educate people in what nobody knew yesterday, and prepare in our schools for what no one knows yet, but what some people must know tomorrow."¹³

The maturing student must be approached in the classroom, for international understanding will not develop by itself outside the school environment. For the most part, parents do not encourage children to associate with those outside their own neat, clean, and orderly life. Now if the two major institutions that shape the child's social attitudes are the family and the school, it looks as if the schools have been nominated to do the job.¹⁴

When the term "school" is used here, it may be proper to include the community it serves as well. For,

It is quite possible that the student's ability to deal with domestic problems in an explicit, ethical, and legal framework will help him deal with international issues more intelligently. If the student learns to distinguish essential ethical commitments from superficial customs within our own society, he may well be able to make the same judgments regarding other nations.¹⁵

Assuming that schools feel they are charged to do something about international understanding, how can they judge if they are already involved in such a program? Kenworthy suggested the following checklist that schools might use for self-evaluation:

1. Is our school developing secure, integrated individuals who can associate differences among people with friendliness rather than with hostility? In what ways are we doing this? How could our work in this respect be improved?

2. Is our school introducing students to the entire world or only to parts of it? In what ways are we doing this? How could our work in this respect be improved?

3. Is our school helping students to understand the similarities and differences among the peoples of the world? In what ways? How could our work in this respect be improved?

4. Is our school helping students to appreciate the contributions of all peoples to the international community? In what ways are we doing this? How could our work in this respect be improved?

5. Is our school helping students to obtain as realistic a view as possible of some of the world's basic problems? In what ways? How could our work in this respect be improved?

6. Is our school helping students to become interested in current affairs and to evaluate their sources of news about the world? In what ways? How could our work in this respect be improved?

7. Is our school helping students to develop pride in our country's achievements, concern about its shortcomings, and understanding of its relations

with other nations? In what ways? How could our work in this respect be improved?

8. Is our school helping students to understand the significance of the United Nations and its related agencies, their purposes, programs, progress, potentialities, and problems? In what ways? How could our work in this respect be improved?

9. Is our school helping students to develop a philosophy of life which can be universalized and can undergird our efforts to strengthen international understanding? In what ways? How could our work in this respect be improved?

10. Is our school carrying on its program in international understanding as a school-wide program, involving all departments and curricular activities? In what ways? How could our efforts be made more effective?

11. Is our school using a variety of methods and materials to promote international understanding? Which seem the most effective means? What new methods should we try? What new materials should we try to obtain?

12. Is our school cooperating with other agencies of society which can be utilized to promote international understanding? In what ways? How could our work in this respect be improved?¹⁶

If the foregoing questions are asked and the schools are deficient in positive answers, what direction might be taken? What changes might it be desirable for the schools to try to accomplish? The following are suggestions made by Anderson and Becker that programs in international understanding might strive to accomplish:

1. enhance the development of the capacity to think conceptually and comparatively about societies.
2. develop skills in framing questions, formulating hypotheses, distinguishing description and value claims, using logic, and the use of models for problem solving.
3. enhance the development of a sense of involvement in the realities of the human condition.
4. enhance a capacity for the empathic recognition of commonalities in human behavior.
5. be aware of ethnocentric bias.
6. a fund of "value-free" concepts.
7. capacity to accept and adapt to social change.

- 8. capacity to recognize and tolerate complexity and ambiguity.
- 9. capacity for independent study.
- 10. create a large body of teaching materials.¹⁷

In their 1970 study, "An Examination of Objectives, Needs, and Priorities in International Education in the U.S. Secondary and Elementary Schools," Anderson and Becker elaborate on the specific objectives that should be pursued. Following are two samples of these objectives:

The curriculum should develop students' understanding of the international or global social system as one level of human social organization. This implies:

1. Developing some understanding of the major entities that comprise the contemporary international system. This implies:

- a. some comparative understanding of the modern world's some 130 nation-states.
- b. some functionally oriented understanding of cross-national organizations both governmental and non-governmental.
- c. some understanding of the international status of the planet's polar regions, its oceans, and outer space.

2. Developing some historical understanding of the nation-state system as one of many historical and imaginable forms of politically organizing the human species.

3. Developing some understanding of major social processes within the international system. This implies:

- a. some understanding of inter-nation conflict and conflict resolution.
- b. some understanding of inter-nation war.
- c. some understanding of inter-nation collaboration and integration.
- d. some understanding of inter-nation trade, investment, and foreign aid.
- f. some understanding of cultural diffusion.
- g. some understanding of the processes of inter-nation influence or power.

4. Developing some understanding of major international social problems. This implies:

a. some understanding of the problems of controlling or managing inter-group, particularly international, violence and of creating institutions for the peaceful resolution of conflict.

b. some understanding of the problem of controlling population growth.

c. some understanding of the problems of "modernizing" developing societies.

d. some understanding of the problems of controlling the social and psychological costs of rapid socio-cultural change, particularly technological change, urbanization, and the bureaucratization of social organizations.

e. some understanding of the problem of controlling further deterioration in man's natural environments.

f. some understanding of the problems of exploiting the resources of the world's oceans and outer space for the welfare of mankind in general.

g. developing an understanding of the source of differences in human actions and life styles. This implies some understanding of human behaviors as being socially learned and culturally conditioned.

The K-12 curriculum should develop students' capacity to intelligently and critically observe current history of the world system. This implies:

A. The curriculum should develop students' sensitivity to, and emotional acceptance of, diversity in human actions, perceptions, cognitions, valuations, and social institutions.

B. The curriculum should develop students' acceptance of, and a set of socially responsible attitudes toward, technological and socio-cultural changes.

C. The curriculum should develop students' sensitivity to and acceptance of the political and ethical implications of mankind's increasing interdependence.

D. The curriculum should develop students' capacity to experience multiple loyalties--to perceive and feel themselves to be responsible members of sub-national, national, and cross-national groups.

E. The curriculum should develop students' capacity to emotionally tolerate the tensions of continuous inter-group conflict and hostility.¹⁸

Not all secondary schoolmen have been impressed with the concern for international education and its implications. But certainly some have been. Specifically, a group of teachers from Ingham County, Michigan, in the summer of 1966 approached the Ingham County Intermediate School District (see Figure 1) to apply for funds to institute a program in international education titled, World Understanding and Comparative Cultures.

The group not only sincerely felt the need for this type of innovative program, but they also felt that Lansing, as the largest city in Ingham County, was an ideal location in which to try this approach.

While the city has a population of about 115,000, it serves as the hub for a tri-county area with a population of 300,000. This population is composed of 60 per cent urban, 16 per cent rural farm, and 24 per cent rural non-farm.

Twenty-five per cent of the work force is employed in over 130 diversified manufacturing industries. The largest and best known of these include: the Oldsmobile Division of General Motors (home plant), Fisher Body, Motor Wheel, White Motor Company, and John Bean Manufacturing Company. Other industries in the Lansing area include the manufacture of machine tools, metal stamping, steel fabrication, aerial surveying, and plastics.

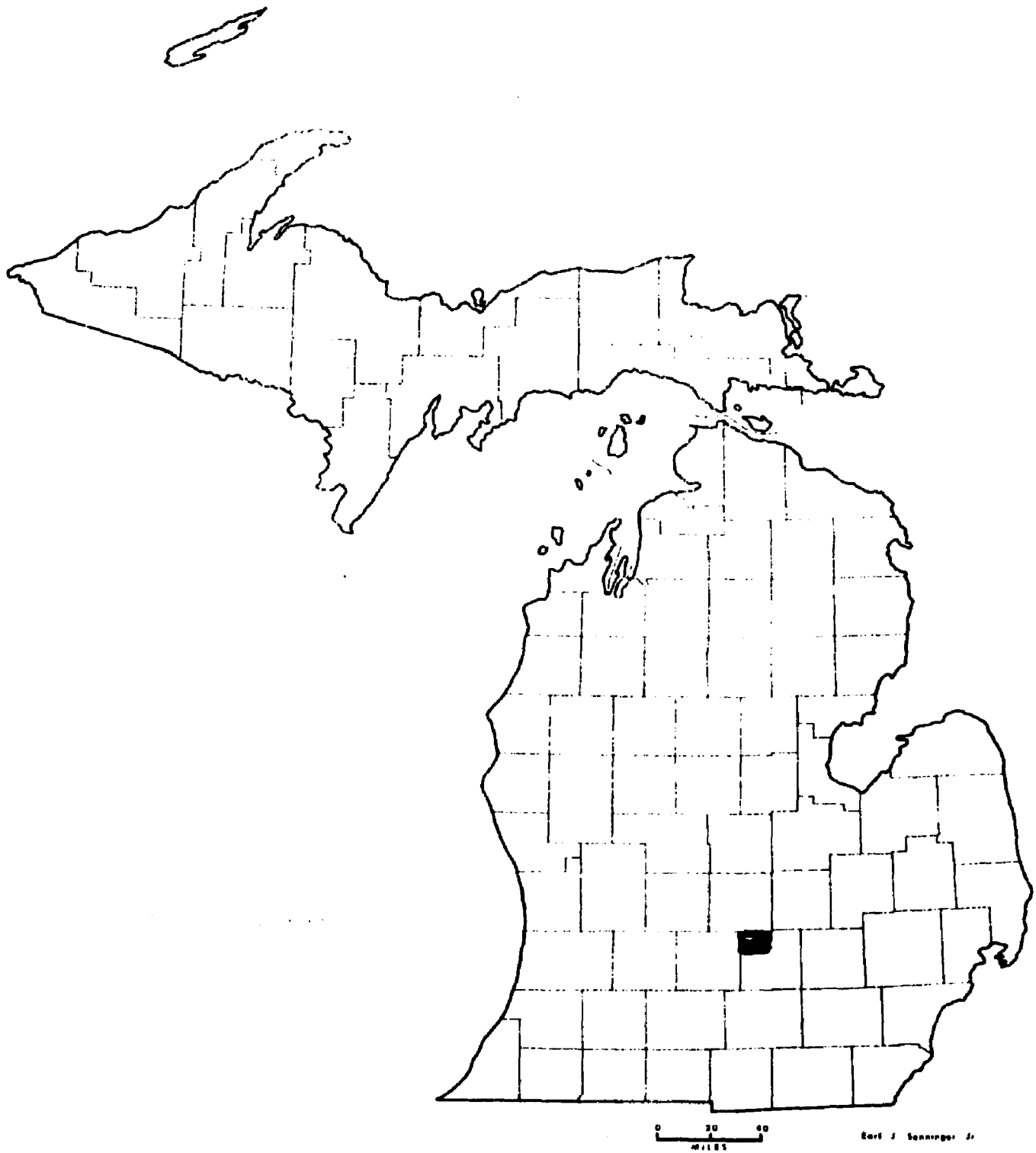


Figure 1.--Location of the City of Lansing,
Ingham County, Michigan.

Lansing, as the capital city of Michigan, has 21 per cent of its population employed in federal, state, and local governmental services.

Greater Lansing's concern for employment, government, and education has not resulted in overlooking the health, welfare, cultural, and recreational needs of its citizens. A Community Services Council, supported by the United Community Chest, has as its purpose to promote cooperation and community planning by citizens and civic organizations, education, health, character-building, and social welfare agencies. A competent staff and interested and active volunteers have developed programs to assist in meeting certain community needs, and the type of leadership shown is indicative of their capacity for growth in these and allied areas.

The Lansing metropolitan area has approximately 200 churches, several active and thriving theater groups which present both contemporary plays and classical drama, and a large civic center in the city of Lansing that not only has a wide variety of on-going programs, but also attracts numerous conventions to the city. The Lansing park system is reputed to be among the finest in the country. There are some 63 parks in the Greater Lansing area, including a zoo, an arboretum, specimen gardens, and 46 scheduled summer playgrounds. There are also 74 baseball diamonds, 2 outdoor swimming pools, 10 indoor pools, and 7 public

golf courses. The Y.M.C.A. and the Y.W.C.A. offer a number of programs for both adults and young persons. The Lansing school system provides a wide variety of evening courses that allow any interested citizen to take subjects ranging from pottery making to "great books" for a minimal fee. At the heart of the city is a fine new public library operated by the public schools, and nearby is the State Library of Michigan and the Michigan Historical Museum. The State Capitol itself and other public buildings are near the city center.

On the Michigan State University campus extensive historical and natural science displays are exhibited in attractive museums. Art exhibits are always available, and there is a new art museum in the Kresge Art Center located on the university campus. In addition, the university offers a large number of theater, lecture, and concert events; during the year some of the most outstanding ballet, opera, and theater groups in the world appear.¹⁹

Education in the Lansing area is also of major significance. Within the jurisdiction of the Lansing School District are the following (1966-1967):

50 elementary schools--enrollment of 18,970

5 junior high schools--enrollment of 6,750

3 senior high schools--enrollment of 5,994

Of the 31,606 students in the public schools in 1965-66, more than 2,500 were Black, most of whom came from homes that can be called disadvantaged.

The Okemos school district also participated in the World Understanding and Comparative Cultures program and during 1966-67 their enrollment was as follows:

- 4 elementary schools--enrollment of 1,361
- 1 junior high school--enrollment of 682
- 1 senior high school--enrollment of 771

The World Understanding and Comparative Cultures program intended to, and did, include students from the Lansing Catholic Diocese which is larger than the pilot area.

Along with the rationale as to why Lansing in Ingham County would be a wise choice for a new program, the people involved in the group also provided the Ingham County Board of Education with a description of what the program in World Understanding and Comparative Cultures would do:

1. It will provide an opportunity for widening and deepening the understanding of the staff and the students for those of differing backgrounds by providing for exchanges of views among teachers and students over an extended period of time.
2. It will provide greater and more systematic use of community resources such as the Center for International Programs at Michigan State University.
3. It will provide systematic contact for foreign students enrolled at Michigan State University with high school students, both native and exchange, which will be mutually advantageous. Also for foreign teacher trainees who expect to return to their homeland to teach.
4. It will provide an opportunity for student involvement in community services which should promote social responsibility.
5. It will provide an opportunity for effective use of time and resources through large group presentations, small group discussions and individual study.

6. It will provide opportunities for exchange of teaching methods and techniques and provide for experimentation with new methods and materials in cooperation with the Social Science Teaching Institute and the Learning System Institute of Michigan State University.

7. It will provide for the formation of a collection of materials relating to international understanding which can be published and made available for expansion of the program within the county and ultimately to any interested school system.

8. After evaluation, the program may serve as a model for other schools in the county, state, region, and nation both in content and organization.²⁰

In Chapter II of this thesis, the literature concerning international education is reviewed.

There was a favorable mood within the United States during the mid-1960's that made it a good time to incorporate international education programs into the country's secondary schools. Several school systems capitalized on this mood and did design programs for teaching international understanding. The programs at Glens Falls, New York; Flint, Michigan; and Traverse City, Michigan, are briefly discussed. The Ingham County, Michigan, program titled World Understanding and Comparative Cultures is the focus of this study.

Following the description of the World Understanding and Comparative Cultures program, an extensive evaluation of that program is provided, using such research methods as personal observation, questionnaires, and surveys to examine how well and effectively the program met the objectives set forth during its formulation.

A less extensive and more subjective assessment is also made of the extent to which the World Understanding and Comparative Cultures program apparently met some of the recommended objectives for international understanding as defined in such professional literature as the Foreign Policy Association Report.²¹

Footnotes--Chapter I

¹D. G. Scanlon, International Education. A Documental History (New York: Teachers College, Columbia University, 1960), passim.

²Ibid., p. 21.

³U.S., Congress, House, Hearings on the International Education Act of 1966. Pub. L. 89-698, 89th Congress, p. 4.

⁴Congressional Record, 89th Congress, Second Session, Volume 112, Part 2, February 2, 1966, p. 1738.

⁵U.S., Congress, House, International Education Act, Pub. L. 89-698, 89th Congress, October 29, 1966.

⁶David G. Scanlon and James J. Shields, Problems and Prospects in International Education (New York: Teachers College, Columbia University, 1968), p. 356.

⁷Ibid., p. xii.

⁸Lee Anderson and James Becker, "An Examination of Objectives, Needs, and Priorities in International Education in the U.S. Secondary and Elementary Schools," Foreign Policy Association (Washington, D.C.: Department of Health, Education, and Welfare, 1969), p. 345.

⁹Scanlon and Shields, op. cit., p. xvii.

¹⁰Anderson and Becker, op. cit., p. 372.

¹¹R. Beynon, "Teaching World Understanding," Ohio Schools, XLVI (September, 1968), p. 21.

¹²Anderson and Becker, op. cit., p. 344.

¹³Dean Rusk, "Opening Statement," National Association of Secondary School Principals Bulletin, LI (January, 1967), pp. 1-2.

¹⁴Anderson and Becker, op. cit., p. 209.

¹⁵Ibid., p. 216.

¹⁶Leonard S. Kenworthy, International Dimensions of Education (Washington, D.C.: Association for Supervision and Curriculum Development, N.E.A., 1970), pp. 70-71.

¹⁷Anderson and Becker, op. cit., pp. 67-68.

¹⁸See Appendix H, p. 282.

¹⁹Proposal for Funds, Unpublished Document, Elementary and Secondary Education Act, 1965, Pub. L. 89-10, Title III, Washington, D.C. For the complete text of the Proposal for Funds, see Appendix A, p. 144.

²⁰See Appendix A, p. 149.

²¹See Appendix H, p. 282.

CHAPTER II

REVIEW OF THE LITERATURE

During the 1940's and 50's a major program for the development of area studies, foreign languages, and the study of foreign cultures was needed to enable the United States to cope with the variety of new problems of a cultural, political, and economic nature that were forced upon us by the new position of the United States in a world society.¹

The Marshall plan of the 1940's brought a new economic role for the United States in international relations. But this new involvement could not end here. As stated by Alvin C. Eurich, President of the Academy for International Development:

We have increasingly recognized that, intellectually and culturally, we must extend our awareness of other nations and their awareness of us. The basis of viable self-government is education. Ignorance and freedom are not compatible in the modern world."²

Howard R. Anderson of the University of Rochester extended this concept of self-government even further when he suggested the need for Americans to understand world affairs. Dr. Anderson maintained that in the United States, more so than elsewhere in the world, the individual citizen

plays an important role in shaping his nation's foreign policy. As a citizen he votes politicians in or out of office, and can function by joining with other citizens to organize pressure movements. The citizen also performs in varied special interest groups and professional organizations that have counterparts in foreign lands. Great pressure can be brought to bear on foreign policy by these private agencies.³

This concern for international understanding was expressed on February 2, 1966, when the President of the United States delivered a message to Congress on the topic of international education. In it the President urged the stimulation of new programs in international studies for elementary and secondary schools, since

. . . No child should grow to manhood in America without realizing the promise and the peril of the world beyond our borders. Progress in teaching about world affairs must not lag behind progress made in other areas of American education. We would be shortsighted to confine our vision to this nation's shoreline. The same rewards we count at home will flow from sharing in a worldwide effort to rid mankind of the slavery of ignorance and the scourge of disease. . . . Our national interest warrants it. The work of peace demands it.⁴

In October, 1966, the United States Congress gave official recognition to the growing concern for teaching world understanding, with the passage of the International Education Act. Section Two of this act states that:

The Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational

resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and that it is therefore both necessary and appropriate for the Federal government to assist in the development of resources for international study and research . . . in order to meet the requirements of world leadership.⁵

During the Congressional hearings⁶ on this act, many professional people had the opportunity to express their feelings about the needed change to be brought about in the United States' attitude toward international education. It was felt that this change was stirring in the intellectual community, where it was becoming clear that a man could no longer be "educated" whose intellectual horizons were limited to one culture.⁷

Such change had to be brought about not only by the rejection of ethnocentrism, but also by the recognition that we see only half of the world--our half. This leads us to the problem of not being able to understand why the rest of the world does not think as we do. And this leads us to believe that as we have become a great nation, our solutions can be applied anywhere.⁸

The concern for international education was not based solely on academic considerations. As stated by John Gardner, Secretary of Health, Education, and Welfare,

International education is a necessary aspect of our national interest. The United States can not be secure in a world one-half of whose people are illiterate, totally unskilled, or inadequately trained.

The enemy that education must conquer is ignorance, inadequate skills, parochialism, and lack of sympathy as to why people from different cultures react and behave differently.⁹

The task becomes increasingly urgent, for since World War II the world in which Americans live has increasingly become a global one. This means that the education of our citizens in global affairs is of primary national interest,¹⁰ for we cannot help societies we do not understand. To understand developing societies we need knowledge of their traditions and values along with a knowledge of the western societies that once ruled and shaped them.¹¹

We need to create a stable world that can share in the great gains of science, health, and productivity. This means that nations need to be economically stable, requiring people who are literate, educated, and trained. This concern is as important to our defense as nuclear weapons.¹²

The nature of the world today is such that in order to accomplish these goals an understanding only among governments is not enough. Ward Morehouse of the University of the State of New York stated, "We need to seek understanding and cooperation between nations, not merely between governments and institutions. As a nation, as a people, Americans can teach the people of foreign lands and learn from them."¹³

Mutual teaching and learning becomes more important when we realize that, in the United States, decisions are not made by a well-trained elite. Thus we need voters who are informed about the world so they are able to contribute to foreign policy decisions.¹⁴

The State Department, in June, 1966, hosted a National Foreign Policy Conference for educators, which made clear the interest which the State Department has in programs that contribute to international understanding. During a panel discussion on world affairs in our schools and in teacher education, Dr. George Angell (President of the State University College, Plattsburgh, New York) remarked:

The usual courses in history and political science are often sterile of personal involvement. Today's students will respond to specific requests for social service in helping judges, welfare officers, and others to carry out a more humane treatment of the poor and the unfortunate. Without reality of experience, young Americans are often at a loss in evaluating foreign criticisms of American institutions and have little upon which to base their own desire to improve our way of life. . . .

Students should also learn about poverty. Here the behavioral scientists have an unparalleled opportunity to put students in direct contact with tens of thousands of our poor through the Federal, State, and Local antipoverty programs. . . . They should participate in the thousands of community planning and economic development studies being funded under new legislation. . . .

Although in studying another culture it is important to understand its differences from American culture, it is far more important to learn those human characteristics, motivations, and aspirations that we have in common. These are probably best learned through direct and continued contact with one's peers both at home and abroad. This understanding of commonalities will

provide a mutual respect upon which future peace and progress may be confidently constructed.¹⁵

Ward Morehouse concurred when he said:

In my judgment we need to understand the cultural, historical, and social background of those societies with which our own national future is so closely intertwined. By studying other cultures we not only acquire a better understanding of other peoples but enrich our own civilization as well."¹⁶

Public education had been aware for some time prior to the 1940's and after the 1960's that international understanding should and must be an inherent part of the school curriculum.

In the Twenty-Fifth Yearbook of the National Council for the Social Studies, Approaches to an Understanding of World Affairs, 1954,¹⁷ Dr. John H. Haefner made some suggestions for curriculum changes. They included the following:

1. Additional emphasis must be placed on recent events in other parts of the world especially as these events relate to the United States.

2. Within courses, political, social, economic, and cultural aspects must be emphasized, and particularly those which are common throughout the world.

3. History ought to be taught horizontally by periods, comparing development in all major countries at a given time, rather than vertically, nation by nation. History at all times draws heavily upon geography, anthropology, economics, political science, and sociology.

4. Greater emphasis must be put upon learning what and how people in other cultures think and why they act as they do.

5. Students must become familiar with the fundamental problems of the post-war years, such as giving aid abroad without creating ill will, extending technical help to underdeveloped countries, and reconciling the nationalistic fervor of colonial people with their obvious need for continued assistance.¹⁸

Dr. Haefner then pointed out that these changes had been implemented in the Detroit Public Schools, the Dallas (Texas) Public Schools, the Iowa State Department of Public Instruction, and Kansas and Nebraska programs among others.¹⁹

After setting the scope of the problem, Dr. Haefner discussed in detail such areas of application as:

Classroom procedures, projects, experiments, and techniques.

International understanding through student relief projects and extra-curricular activities.

International understanding through non-school activities.²⁰

He concluded by saying:

The search for more effective means must be accompanied by constant and critical evaluation of what we are doing. The "hope" that what we are doing is right must be replaced by "knowledge," based on evidence that we are changing attitudes and modifying behavior, only clear thinking, continued experimentation, and greater effort can bring this to pass.²¹

Responding to the volatile force of rapid change in the world and increasing recognition for the need to teach United States students about world affairs, as stated in their 1954 yearbook, the National Council for the Social Studies initiated a pilot program for "improving the teaching of world affairs." This program was implemented in Glens Falls, New York. Some of the highlights of the program are as follows:

The Glens Falls Story²²

The program was to be of an inter-curriculum nature, involving teachers of all subjects, at all grade

levels. Emphasis was placed on involvement of community resources and personnel. The program set forth with these as two of its major goals:

The program for improving the teaching of world affairs is designed to have each pupil develop an increasing understanding of other peoples; a growing appreciation of different cultures; attitudes of respect for others such as are desired for ourselves; a sense of responsibility as to his personal role and the role of his country in a world of nations; and an awareness of the realities of international problems.

The goal of education for international understanding is a world in which all peoples know as much as possible about other peoples and why they live as they do; keep informed about problems and issues tending to divide peoples; use their influence to settle those issues in accordance with universal values and through appeals to reason rather than emotion; are sincerely interested in helping other peoples to live the good life and are willing to make sacrifices to that end; realistically appraise national goals and the extent to which these can be modified to conciliate other peoples, as well as the point at which yielding in the face of pressure achieves no lasting good; and consider carefully those responsibilities that make present conditions that can be reasonably assigned to agencies for international cooperation, and those which must be provided for in some other way.²³

To accomplish these goals the program was to affect all subjects and grade levels. Opportunities were made available for "teacher workshops," which later included community organizations and resource persons. Community participation was overwhelming, and many service groups contributed resources in the form of printed materials.

An evaluation procedure was implemented that used four sets of tests and covered a two-year period using the project group plus a control group at grades 5, 8, and 11.

All in all, participants in the program felt it was a success. They all felt the effort to improve the teaching of world affairs was beneficial for the community, the country, and the world. Now, three years after the pilot period ended, the Glens Falls program is continuing.²⁴

Flint, Michigan, Community Schools

During the mid-sixties, the Flint, Michigan, Community Schools designed and implemented a program about Foreign Affairs for their tenth grade students.²⁵

The school system's policy expressed a philosophy that the understanding of a culture, contemporary or historic, is best achieved through the study of many aspects of that culture. Knowledge of the physical and political environment in which people live is made more meaningful when there is concurrent study of that people's art, music, and literature. These modes of expression reveal much about the human struggle to survive and flourish in the physical and political setting of the times. This "humanities" approach is a trend of thought in today's education which the Flint Public Schools follow.

Several objectives were outlined and several units of study were presented. Each unit contained various classroom activities to enable the student to accomplish the goals of the program. Opportunities for oral activities, written experiences, geographic exercises, and

developing skills for the study of other countries were included within the framework of the curriculum. This program uses the regional approach, concentrating on one major world region at a time.

Traverse City, Michigan, High School

The Traverse City, Michigan, Senior High School developed a course in The Study of World Cultures for their twelfth grade students in 1968. A program may be extended to a two-year program in the future. A brief outline of one unit of the Traverse City program follows:

The search for world order--International Relations

- I. Understanding the nation-state system
 - A. The trend in human organization
 - B. The nation-state and need for social order
 - C. The role of power
 - D. World integration--the need for cooperation
- II. How foreign policy is determined and carried out
 - A. Who are the decision-makers?
 - B. Who should be the decision-makers?
 - C. The role of the people
 - D. The role of power in carrying out policy
 - E. Diplomacy and international law
- III. Alternatives to cooperation
 - A. World hunger
 - B. Problems related to world hunger
 - C. Conflicts over resources and waste disposal
 - D. Small wars
 - E. Total war
- IV. Organizations among nations
 - A. Early efforts
 - B. The United Nations
 - C. Regional groupings
 - D. Role-playing
 - E. Summary conclusions

- V. Current problems of concern to nation-states
(To be determined by class interest and current foreign policy association materials.)

VI. Models of world order

Objectives:

1. The students will demonstrate increased knowledge of international decision-making including the influences on, the process, and means of carrying out policies.

2. The students will show an increased understanding of the inter-relatedness and inter-dependence of all people of the world.

3. The students will use a variety of media to analyze war as a method of conflict resolution.

4. The students will analyze conflicts which have been settled by such means as negotiation and third party mediation.

5. The students will be able to objectively evaluate international problems of today, including possible solutions.

6. The students will demonstrate an objective understanding of United States foreign policy.

7. The students will analyze various models of world order in order to speculate on the future of international cooperation and survival.²⁶

These were but three examples of programs designed to improve the teaching of international understanding. There are others in existence today.²⁷

These programs recognize the fact that behind every crisis are fundamental and deep-rooted problems. The citizen who skims from headline to headline may be aware of the latest happenings, but his attitudes of world affairs may be based on emotion rather than reason. The study of foreign relations is designed to help students place recent world events in perspective and to encourage students to evaluate the events critically.

Unfortunately, since the 1960's the enthusiasm for programs in international understanding has cooled both at the federal and local levels. For instance, the International Education Act stated quite clearly some very fine sentiments such as ". . . knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations. . . ."28 This act was never funded. It seems the Congress had the right sentiment but was not convinced enough to spend money for it.

It is feasible that the Vietnam war had an effect on the decreasing concern for teaching international understanding. The Vietnam war was an unpopular war. It is probable that the criticism aimed at the war was carried over into the feelings about all international involvements.

Also, a vast movement concerning domestic issues was launched in this country. Poor people's marches to Washington and unrest in the cities' ghettos caused alarm. Huge amounts of federal spending were channeled into programs such as urban renewal, model city programs, welfare, and various others. The emphasis seems to have shifted to education of the disadvantaged in basic skills and away from education for international understanding.

Now for a look at the attitude toward courses for teaching international understanding at the state level in Michigan. If the availability of courses in international understanding is the criterion by which to measure concern,

Michigan scores poorly. A survey revealed that of 331 secondary school districts in 78 of the 83 Michigan counties, only 28 districts felt they offered courses of study dealing with international understanding.²⁹

In 1971, the Michigan Department of Education put out a publication describing innovative social studies programs titled, Social Studies in Michigan: Some Individual Descriptions.³⁰ Nowhere in this report was there mention of any programs that dealt with international understanding. The report listed courses in the American West, personal psychology, a study of U.S. history through the arts, the spirit of reform in the American past, etc.³¹

If a need was felt for further innovation in the Michigan social studies curriculums, its direction was expressed in this statement: ". . . If one were to detect a need in the social studies perhaps it would be that few programs involve a Kindergarten through 12th grade effort."³²

If one thinks that perhaps Michigan's lack of enthusiasm for innovated programs dealing in international understanding was due to a lack of funds, one would have expected to see enthusiasm grow if funds could be provided without cost to the state. Not so. In the period from 1965 to 1972, Michigan was awarded 152 grants from the Elementary-Secondary Education Act of 1965, Title III. Of these 152 grants, only one, the Ingham County program in World

Understanding and Comparative Cultures, dealt with international understanding.³³ This is the program described in this thesis.

For the state as a whole, 77 per cent of the ESEA Title III projects that were funded at the same time as World Understanding and Comparative Cultures were continued.³⁴ At the time of this writing, the World Understanding and Comparative Cultures program is not being carried on. It seems that local boards of education have determined other priorities.

Footnotes--Chapter II

¹Harold Taylor, Conference on World Affairs (Washington, D.C.: American Association of Colleges for Teacher Education, 1967), p. 6.

²U.S., Congress, House, Hearings on the International Education Act of 1966, Pub. L. 89-698, 89th Congress, H.R. 14643 (Washington, D.C., March 30, 31; April 1, 4, 5, 6, and 7, 1966), p. 360.

³Howard R. Anderson, ed., "Approach to an Understanding of World Affairs," Twenty-Fifth Yearbook of the National Council for the Social Studies (Washington, D.C.: National Council for the Social Studies, 1954), p. 5.

⁴Congressional Record, Proceedings and Debates of the 89th Congress--Second Session, CXII, part 2 (February 2, 1966), 1738.

⁵U.S., Congress, House, International Education Act, Pub. L. 89-698, 89th Congress, H.R. 14643, October 29, 1966. passim.

⁶U.S., Congress, House, Hearings on the International Education Act of 1966, Pub. L. 89-698, 89th Congress, H.R. 14643 (Washington, D.C., March 30, 31; April 1, 4, 5, 6, and 7, 1966). passim.

⁷Ibid., p. 199.

⁸Ibid., p. 256.

⁹Ibid., p. 14.

¹⁰Ibid., p. 426.

¹¹Ibid., p. 272.

¹²Ibid., p. 302.

¹³Ibid., p. 340.

¹⁴Ibid., p. 256.

¹⁵U.S., Department of State, Education for World Responsibility, Pubn. No. 8129 (September, 1966), p. 31.

¹⁶Ibid., p. 33.

¹⁷Howard R. Anderson, ed., "Approach to an Understanding of World Affairs," Twenty-Fifth Yearbook of the National Council for the Social Studies (Washington, D.C.: National Council for the Social Studies, 1954), pp. 347-48.

¹⁸Ibid., p. 348.

¹⁹Ibid., pp. 348-50.

²⁰Ibid., pp. 361-78.

²¹Ibid., p. 380.

²²H. M. Long and R. N. King, Improving the Teaching of World Affairs--the Glens Falls Story, Bulletin No. 35 (Washington, D.C.: National Council for the Social Studies, 1964). Also see Appendix B1, p. 177.

²³Ibid., p. 23.

²⁴Ibid., pp. 73-93.

²⁵See Appendix B2, p. 180.

²⁶See Appendix B3, p. 184.

²⁷For an overview of several other existing programs in international understanding, the reader may refer to Dr. Troy L. Stearns' (Michigan State University) book, Teaching of World Affairs and International Understanding, or an article by Dr. Stearns titled, "International Understanding, Sources and Resources" in the Michigan Journal of Secondary Education, Fall, 1965, p. 33.

²⁸U.S., Congress, House, International Education Act, Pub. L. 89-698, 89th Congress, H.R. 14643, October 29, 1966. passim.

²⁹See Chapter IV, p. 62.

³⁰Michigan Department of Education, Social Studies in Michigan, Board of Water and Light Building, Lansing, Michigan, c/o Dr. R. Trezise.

³¹Ibid., part v.

³² Ibid., part vii.

³³ Michigan Department of Education, ESEA Title III Report, Board of Water and Light Building, Lansing, Michigan, c/o Linda Avery.

³⁴ Ibid., p. 10.

CHAPTER III

DESCRIPTION OF THE WORLD UNDERSTANDING AND COMPARATIVE CULTURES PROGRAM

On January 13, 1967, the Ingham County, Michigan, Intermediate Board of Education submitted a request for funds to establish an innovative program in the social studies. The request was made to the Elementary and Secondary Education Act of 1965, which reads in part:

Funds appropriated pursuant to section 841 of this title shall be available only for grants in accordance with applications approved pursuant to this subchapter for--

(1) planning for and taking other steps heading to the development of programs or projects designed to provide supplementary educational activities and services described earlier;

(2) the establishment or expansion of exemplary and innovative educational programs (including dual-enrollment programs and the lease or construction of necessary facilities) for the purpose of stimulating the adoption of new educational programs in the schools of the state.¹

The program was called World Understanding and Comparative Cultures. It was innovative in design for it involved the exchange of students and faculty from both the parochial and public schools on a large scale, thus allowing for greater use of community resources and personnel from the local area and Michigan State University. The

program also involved foreign students from the Michigan State University campus as resource persons.²

A planning workshop was held during the summer months of 1967. In addition to the teachers who composed the staff of the project and administrative staff members from the participating schools, a librarian consultant was available from the Social Science Teaching Institute of Michigan State University. Also, staff members invited students that they felt would be interested in this type of program to participate.

Some of the activities of the planning group were:

A. The working out of lecture and discussion topics related to the objectives related to attitudinal development and cognition. Some of the discussion topics included the problems of the population explosion, the problems of emerging nations, nationalism vs. internationalism, economic interdependency and the problems of disarmament.

B. Since no text was used there was a review of appropriate paperbacks in various categories such as Ina Corrinne Brown's Understanding Other Cultures for general understanding, the bibliographies of such organizations as the Asia Society's Guide to Paperbacks on Asia for special materials.³

C. The selecting of appropriate periodicals such as Atlas; The Magazine of the World Press, Time, Foreign Affairs, The Christian Science Monitor, The New York Times, Saturday Review, and Newsweek and provisions for their efficient use.

D. The reviewing of appropriate films using the combined collections of Michigan State University and the University of Michigan plus films produced by foreign governments and available through their embassies.

E. Conferences with consultants to determine appropriate lecture topics. This was especially important since it was anticipated that these lectures will be transcribed and become part of the project's resource file.

F. Examination of areas of local need where students could become involved in social service.⁴

The staff and students participating in the planning of the program were able to draw upon the Social Science Teaching Institute from Michigan State University, and the Michigan-Ohio Regional Educational laboratory who cooperated in formulating the program from early in its inception.

An example of the type of contribution made by the Social Science Teaching Institute (MSU) was the introduction of the Inter-Nation Simulation developed by Dr. Cleo Cherryholmes, who was, at that time, on the staff of the Social Science Teaching Institute. The simulation was demonstrated in a full-day session held at the J. W. Sexton High School, Lansing, Michigan. The simulation involved the decision-making process on the part of the students, who were given information about the political systems and the economic and military potential of the countries they represent. No actual names were given to these countries, to prevent emotional reaction to actual nations. Using the information at their disposal, the students conclude alliances and trade agreements, and define their relationship to international organizations. Charts are provided for the simulation director to compute the effectiveness of the decisions made by the participating student groups.

An example of the type of contribution made by the Center for International Programs (MSU) was the selection and booking of appropriate foreign graduate students as resource people. Students were invited to attend the

International Festival held annually on the Michigan State University campus and to attend the various National Group Nights held throughout the year. As a unique contribution the Center allowed students to sit in on the orientations held for foreign students about to visit American families.

The planning stages being complete, the pilot program was initiated in the fall of 1967. The program involved a professional staff of three half-time teachers who remained with their home school staff for the other half-time, and one full-time teacher-director. It was felt essential that the teaching staff remain in their home schools for half of each teaching day to retain the identity of the participating schools and prevent the development of a separate teaching unit operating outside of the participating schools. Whenever possible, faculty members from participating schools were called in to contribute special talents or areas of expertise.

The program enrolled approximately 250 students from five high schools in Ingham County, Michigan. These 250 junior and senior students were enrolled on the basis of their own interest, coupled with teacher recommendations. The program was explained to students through the cooperation of the counseling staff in each of the participating schools. The only prerequisite for enrolling in the program was that the student had to have finished the required course in United States History. Because of the nature of the

written work to be done in the program, it was recommended that the student should be doing above average work in English classes.

These students selected for the program came from a rural-urban area. Their distribution was as follows:

Percentage of students from the rural area:

Farm--3%
Non-farm--2%

Percentage of students from the metropolitan area:

Central city--50%
Non-central city--20%
Other urban--25%

Students were transported daily from their home schools to a central location, which varied from day to day among the participating schools. Groups for small group discussions contained a mix of the student population, of the participating schools. A balance of large group presentations, small group discussion, and opportunities for independent study was maintained. Group participation in after-school cultural activities was encouraged, and in some cases required.

Although a portion of the day was spent in transporting students to the central meeting place, this was felt to be essential if the program was to provide for an interchange of ideas of students from differing backgrounds and communities. It was also essential if the program was to make effective use of community resources such as foreign

student speakers and panels, visiting professors, films, and teacher presentations.

In the following pages are stated the objectives of the World Understanding and Comparative Cultures program and several of the activities provided by the program to achieve them.

A. Objectives related to Attitudinal development

1. To develop in students and teachers an understanding of the value system, attitudes and perceptions of people of other cultures and of students of differing backgrounds within our own society. To accomplish this objective, frequent contact with natives of other cultures as well as daily contact with students from schools which differ from their own is planned.

2. To show students that in spite of cultural differences there are basic similarities in the human condition and that though the differences should be accepted and empathized with, the similarities are more vital.⁵

The program provided experiences of this nature by inviting foreign nationals to "coffee hours." These coffee hours enabled the World Understanding and Comparative Cultures students and the foreign nationals to become acquainted and exchange views in an informal, conducive atmosphere. The students' acceptance of this activity was overwhelming. The staff was pleased to note that the students took the opportunity to "mingle" and "circulate" from group to group, thus meeting as many people as possible.

This objective also was part of the rationale for bringing the ten schools together. The students were deliberately mixed into discussion sections with students from

the other schools. Within these groups, students were free to interact with people of wide and varied backgrounds-- socio-economic and ethnic. In these groups, inter-personal skills were developed through the use of contact and simulation exercises, such as "Star Power, Hollow-Squares, NASA, Prisoner's Dilemma, and First Impression Games." (Simulation exercises are games developed to illustrate such factors as social class differentials, cooperation, competition, and decision making.) Some of these games came to the program through publications such as the Michigan Education Journal, and some were developed by the teaching staff.

3. To increase in students a sense of social responsibility by providing opportunities to become actively involved in social service in the community.⁶

In many cases, the students spent their independent study periods in community service.

4. To develop a sense of the interdependence of nations through the use of case studies and through the use of resource people with first hand information.⁷

On Monday, all students from the several schools were brought together for a general session. During these sessions they were exposed to lectures, films, and dramatic presentations.

B. Objectives related to study skills

1. To develop the ability to locate, organize and assimilate pertinent information by providing a wide variety of both primary and secondary source material in conjunction with the time and guidance necessary to carry on independent study.⁸

Some students used this independent study period to develop these skills by pursuing a formal research problem.

2. To develop the ability to work effectively in group situations by providing extensive opportunity for small group discussions of pertinent topics.

3. To provide through inductive techniques such as simulation and understanding of basic principles rather than unrelated facts. One example of such a simulation is the Inter-Nation Simulation recently published by Science Research Associates.⁹

Students from the various schools were mixed into discussion group situations. Great emphasis was placed on group dynamics.

C. Objectives related to Cognition and Appreciation

1. To increase the student's fund of knowledge related to foreign countries, particularly those of the non-western world. This will be attempted through the use of printed materials such as periodicals and source books, lectures by knowledgeable natives of countries being studied, and audio-visual media.¹⁰

The students in the program were provided paperback texts and mimeographed handouts that were relevant to the area of study.

3. To expose the students to as many experiences as possible which deal with the dramatic, plastic and literary arts of other cultures. This will involve extensive use of the cultural facilities made possible by Michigan State University.¹¹

Efforts in this area were weak. Students were invited to the International Club activities at Michigan State University, but very few attended.

D. Objectives related to structure

1. To develop an inter-school teaching team.¹²

Seven staff members constituted the team for the program, each of whom was responsible for coordinating his

own discussion group consisting of students from all the schools. Also, the staff guided and directed their "home" school students in their independent study programs. Therefore, "teaching" as a team was limited.

The staff did meet to discuss future areas of study, materials, and procedures. Once these basic topics were determined, the staff member's biggest responsibility was directing the discussion group.

Schedule and Activities

At this point, some of the activities and procedures used in the general sessions, independent study, and discussion groups are reviewed.¹³

General Session

Scheduling this program for a block of morning time did permit maximum flexibility in movement around the community, while still permitting the student to pursue his basic course of study in his home school. These students were bused to a central location within the Lansing area to be exposed to lectures, coffee hours with foreign students, films, and telelectures.

Lectures.--The lectures were delivered by people competent in the field of concern for that session. The program had the advantage of exposing students to such knowledgeable people from Michigan State University as Dr. James McKee of the Department of Sociology, and from

the local community such people as Mr. Richard Letts, director of Lansing's human relations council. Federal personnel like John D. Negroponte from the United States Department of State¹⁴ also spoke.

Coffee Hours.--The students were brought together for informal conversation hours with Asian and African students from the Center for International Programs at Michigan State University.

Films.--Several sophisticated films were rented from the Michigan State University and the University of Michigan Libraries, covering the area of concern for a particular topic.

Telelecture.--A telephone-speaker system was hooked up so that students could listen and talk to State Department representatives in Washington, D.C. The State Department later sent some representatives to the program for a face-to-face follow up.

Text and Printed Hand-out Materials.--All text and printed materials were furnished to the students. Paperback texts were used for the various countries under study. These texts were complemented by novels written by authors native to the areas of concern. The program used the writings of such prominent authors as Ina Brown and Henry Jules from the field of sociology. W. E. DeBois and William Brier provided literature on the contemporary scene. Along with area text writers such as Reischauer, Spear, and Nehru, the program used informative as well as

interesting area novels by such writers as Markandaya, Statler, and Hasse.

Many mimeographed hand-out materials concerning the area of study were donated by the visiting lecturers and/or compiled by the teaching staff.

Independent Study

On Tuesday and Thursday, the students participated in their independent study projects. They had several alternatives, including: the Lansing school system teacher-aide program, a research paper, or work in other volunteer programs.

Research Paper.--Students were allowed an 18-week semester to develop a full-scale research program. The student selected a topic and discussed it with his home school instructor, who was responsible for guiding the student through the process of writing the research paper.

Lansing Schools Teacher-Aide Program.--Many of the students elected to work as teacher aides or in the Head Start program. On Tuesday and Thursday, these students would report to the school and teacher to which they had been assigned. They would work with these teachers for the 18-week semester. Most students repeated this for the second semester, therefore making it an all-year experience.

Other Volunteer Agencies.--If the students did not go into the Head Start or teacher aide program, there were

many other services they could render. Following are some of the other agencies where students provided services:

Beekman Center for the handicapped
 Cristo Rey Mexican-American Community Center
 East Lansing Crisis Center: Listening Ear
 Michigan School for the Blind
 Ingham County Extended Care facilities
 Michigan State Legislature
 Sparrow and St. Lawrence Hospitals
 Probate Court Leshner Place for neglected children
 Michigan school migrant program
 Lansing human relations council
 Republican and Democratic central committees
 Meridian Township planning board
 Model Cities program
 Entertainment groups for extended care centers
 Boys Club of America
 The Red Cross

Discussion Groups

On Wednesday and Friday the students were mixed into groups for the purpose of discussion.

The staff decided to try something somewhat new in the structure of the group discussion units. It was felt the needs of many students were not being met, so five models were designed to facilitate need satisfaction. The idea involved allowing the student to select the type of group structure he felt would best help him. The models ran from a group number one, where the teacher dominated, to a group five, where the student dominated. Following is a description of the group models:

Group I: The teacher will develop the objectives for the discussion group. The teacher will assign the readings and determine the evaluation procedures. Cognitive content in relation to world understanding may be expected to be dominant, but the teacher may

be expected to provide facilities to encourage group building as well.

Group II: The teacher will develop a selection of academic objectives. The students will choose from the "given" objectives which they will pursue; these students will also determine the method of procedure for achieving the goals. The teacher will evaluate the measure of attainment of these academic objectives. The students will determine their own inter-personal objectives and will evaluate their accomplishments themselves. Final evaluation will consist of a combination of both procedures.

Group III: The teacher and the students will develop the objectives jointly. Performance requirements will be drawn up by the students and faculty members working together. Evaluation will be worked out mutually. Cognitive emphasis and inter-personal understanding may be expected to be relatively balanced.

Group IV: The students will develop their own academic and inter-personal objectives. Students will decide on the methods to be adopted for reaching the goals. Students will draw up procedures for evaluation and measure their degree of attainment. In addition to the role of facilitation and resource person, the teacher will designate a method for developing objectives. Teacher evaluation will be limited to evaluating the students' correct use of the designated method. Group building and inter-personal relations may be expected to be dominant, but coordination with cognitive data will be expected.

Group V: The students will develop their own academic and inter-personal objectives. Students will decide on the methods to be adopted for reaching the goals. Students will draw up procedures for evaluation and measure their degree of attainment. The above means total control by students of the activities in a Group V classroom situation.¹⁶

The concept of these differential groups was developed by the teaching staff. As it turned out, group models I, III, and V were used. Students did not elect to be in models II or IV so these models were not used in the program.

In the preceding pages a description of the World Understanding and Comparative Cultures program has been outlined. The program's planning stages were conducted during a summer planning session involving teachers, administrators, Michigan State University consultants, and students. Many of the activities of the program such as text material, films, and lecture topics were determined at this point.

After the selection of the teaching staff 250 junior and senior students were enrolled from five area high schools. These students were bused to a central meeting place for a two-hour morning program. These meetings consisted of large group presentations, discussion groups, and opportunities for independent study.

Many activities that the program provided have been outlined. These activities were made available to accomplish the objectives of the World Understanding and Comparative Cultures program related to attitudinal development, study skills, cognition and appreciation, and program structure.

Following the objectives the activities scheduled by the program for the general sessions, independent study, and discussion group models were discussed.

Footnotes--Chapter III

¹U.S., Congress, House, Elementary and Secondary Education Act, Pub. Law 89-10, Sec. 301, Title III, 1965.

²Proposal for Funds, Unpublished Document, Elementary and Secondary Education Act, 1965, Pub. Law 89-10, Title III, Washington, D.C. Data Form, Department of Health, Education, and Welfare, Washington, D.C., 20202.

³See Appendix D2, p. 222.

⁴See Appendix J, p. 293.

⁵See Appendix I, p. 291.

⁶Ibid., p. 291.

⁷Ibid.

⁸Ibid.

⁹Ibid.

¹⁰Ibid., p. 292.

¹¹Ibid.

¹²Ibid.

¹³See Appendix F, p. 243.

¹⁴See Appendix D1, p. 219.

¹⁵See Appendix D3, p. 225.

¹⁶See Appendix K, p. 298.

CHAPTER IV

METHOD OF INVESTIGATION

Personal Observation

The writer was a participant in the planning group for the World Understanding and Comparative Cultures program, and a staff member from 1967 to 1972. This provided ample opportunity to observe behavioral change in students taking the course.

Also, from time to time, students were asked to respond to "open-ended" questions such as: "What changes in your life do you feel World Understanding and Comparative Cultures has caused?" "Do you feel you are doing anything differently now that you would not be doing if you had not taken World Understanding and Comparative Cultures?" "What personal meaning or value has World Understanding and Comparative Cultures had for you?" and "Do you feel World Understanding and Comparative Cultures has helped you in any of your other academic classes, or in your personal relations within the school?" (For a sample of responses see Appendix E1, p. 230.)

Periodically, students were asked to rate and evaluate particular methods of the program. During the five-year period the writer was involved in the program, much evaluative information was collected.

Questionnaire Sent to Students

During the spring and summer of 1972, a questionnaire was sent to 120 students who had participated in World Understanding and Comparative Cultures.¹

The Sample

One hundred twenty students were used in the sample (See Table 1). There were 30 students from each year within the four-year period. These figures represent an equal number of male and female students. Also, the schools used were grouped into three clusters; each cluster was represented by 40 students.

Table 1.--Student sample selection.

School	Year								Total by Sex		Total by School
	1967-8		1968-9		1969-70		1970-71				
	M	F	M	F	M	F	M	F	M	F	
Gabriels	2	3	2	3	3	2	5	5	12	13	25
O'Rafferty	3	2	3	2	2	3	-	-	8	7	15
Total	5	5	5	5	5	5	5	5	20	20	40
Eastern	3	2	2	1	2	2	2	3	9	8	17
Sexton	-	-	1	2	2	1	-	-	3	3	6
Everett	2	3	2	2	1	2	3	2	8	9	17
Total	5	5	5	5	5	5	5	5	20	20	40
Okemos	5	5	3	2	2	3	3	2	13	12	25
E. Lansing	-	-	2	3	3	2	2	3	7	8	15
Total	5	5	5	5	5	5	5	5	20	20	40
Year Total	15	15	15	15	15	15	15	15			
	30		30		30		30				120

Seven schools were classified in a cluster pattern. Gabriels and O'Rafferty High Schools represented the parochial school cluster. Eastern, Sexton, and Everett High Schools represented the inner-city cluster. Okemos and East Lansing High Schools represented the suburban cluster.

Only seven of the nine participating schools were used to obtain the sample.² Holt High School and Haslett High School were excluded because they joined the program after its beginning and left the program before the time of the questionnaire.

The four-year period covered by the survey was 1967 to 1971. These years included those students who were in the program at its beginning (1967) and also allowed those who responded from the 1971 group to be out of high school at the time of the questionnaire. All responding students were out of high school at the time of the survey.

Names of students were picked at random from class lists covering the four-year period. Every third male and every third female name was picked from the lists for the first round of sending out questionnaires. The responses to these questionnaires were completely anonymous, so after several weeks a second round was sent, names again being picked at random from the unused portion of the class lists. After five rounds, the required number of responses in each category--male/female, cluster, and year of attendance in the program--had been received.

Information From the Survey
Relevant to Students

Although only 30 students from each of four years were used in this survey, that number was considered to represent a realistic cross-section of the students involved in the World Understanding and Comparative Cultures program. During this four-year period (1967-1971), a total of 556 students participated. The 120-student sample represents 21 per cent of this total (see Table 2).

Table 2.--Student enrollment by school and year.

Type of School	Year				Total
	1967-68	1968-69	1969-70	1970-71	
Parochial	49	36	44	22	151
Inner-City	47	62	78	51	238
Suburban	28	47	47	45	167
Total	124	145	169	118	556

In the following pages, some of the findings of the survey concerning these 120 students are reported.³

It must be kept in mind that the only prerequisite to electing to take the World Understanding and Comparative Cultures program was that the student had completed the required course in United States history and it was suggested (due to the nature of the program's written

assignments) that the candidate be doing above-average work in his English classes. Thus, the World Understanding and Comparative Cultures program was available to practically all juniors and seniors in the participating schools.

Of the 120 respondents, 87 students reflected white-collar backgrounds, while only 27 represented the blue-collar category.⁴ Six students did not answer.

The breakdown of the respondents according to occupational level and cluster was as follows: parochial, white-collar, 25; parochial, blue-collar, 13; suburban, white-collar, 34; suburban, blue-collar, 4; inner-city, white-collar, 28; inner-city, blue-collar, 10.

One-third (46) of the responding students stated that their mothers worked. There was no apparent correlation between the type of cluster the family came from and the number of working mothers. The parochial cluster had 13, the suburban cluster claimed 15, and the inner-city cluster was just a shade higher with 19 working mothers.

In responding to what high school class rank the student had achieved, it was found that a large majority of students (86) participating in the study ranked in the upper third of their class. The cluster from which the students came did not seem to be significant as to achieving high

rank. Of the 40 students in each cluster, 25 ranked upper third from the parochial cluster, 29 ranked upper third from the suburban cluster, and 32 ranked upper third from the inner-city cluster.

Of the 86 students who were in the upper third high school class rank, 71 went on to college. Again, the inner-city cluster had a slight edge with 27 going to college, the suburban cluster was next with 24, and the parochial cluster was last with 19.

There was a marked difference in the number of students attending college from the white- and blue-collar family backgrounds. Of the participating students from white-collar backgrounds, 88 per cent went on to college, while only 56 per cent of the blue-collar background students went to college.

The religious background of the students was balanced almost equally between Catholic (41) and Protestant (42). Jewish students were only three in number. Thirty-four respondents chose not to answer.

The majority of the students surveyed had active and varied summer experiences. The students were asked, "What experiences have you had in summers since you were involved in the World Understanding and Comparative Cultures program? i.e., vacations, summer jobs, school, travel, etc."⁵ The results of the responses are as follows:

did not answer	10
vacation, local	11
worked	31
school and part-time work	16
volunteer work	8
travel, U.S.	21
travel, overseas	13
school, outside U.S.	1
just went to school	9

The students expressed a wide range of future interests. Leading the field were teaching (18), finishing school (23), and going to graduate school (13). Three students expressed an interest in teaching overseas. The rest of the students expressed interests ranging from having children (4) to becoming a diplomat (1), and the remainder expressed interest in miscellaneous occupations.

The students surveyed were asked about their reading habits. As for the regularity of reading the newspaper, there was a great difference between the white- and blue-collar background students and between those who were in or out of college. However, there was little difference in regularity of reading the newspaper among the three clusters.

	<u>Parochial</u>	<u>Suburban</u>	<u>Inner-city</u>
Do you read the newspaper regularly?	27	26	28
Do you read the newspaper sometimes?	9	10	9
Do you read the newspaper not often?	3	4	3

	<u>White-collar</u>	<u>Blue-collar</u>
Do you read the newspaper regularly?	59	19
Do you read the newspaper sometimes?	23	5
Do you read the newspaper not often?	5	2

	<u>College</u>	<u>Non-college</u>
Do you read the newspaper regularly?	67	14
Do you read the newspaper sometimes?	19	9
Do you read the newspaper not often	6	4

A similar picture developed when students were asked about reading periodicals. Again, occupation-level background and college attendance were more of a factor than the cluster; i.e.:

Do you regularly read any periodicals?

Cluster --	said yes	parochial	17
		suburban	27
		inner-city	29
	said yes	white-collar	64
		blue-collar	16
	said yes	in college	68
		not in college	15

Fifty-three of the responding students indicated they dated persons from outside their own race, social class, religion, or nationality group. There did not seem to be much variance in dating practices among the clusters. The parochial cluster was represented by 17, the suburban cluster 16, and the inner-city cluster was just a bit higher with 21.

Different religion	16
Different race	11
Different class	10
Different nationality	8

Survey Questionnaire Sent to Staff

During the spring term of 1972, a questionnaire was sent to nine teachers from the World Understanding and Comparative Cultures staff. Six of the nine responded.⁶

The questionnaire asked the following questions:

1. How well do you feel the program met its objectives?
2. What is your reaction as to how well the objective of building a "teaching team" was met?
3. Are you teaching various forms of the program in your "home" school? What is it you felt valuable enough to keep?
4. Comments.

The responses the six teachers gave to the above questions are discussed in the "effect of instruction" part of Chapter V.

Michigan Secondary School Survey

During the spring of 1972, the writer tried to locate and identify programs in World Understanding, International Relations, and/or Foreign Affairs being taught in Michigan secondary schools. Letters of inquiry were sent to 331 secondary school systems.⁷ Seventy-eight of the 83 Michigan counties were represented (not represented were Barry, Gladwin, Lake, Sanilac, and VanBuren counties). Twenty-eight replies were received that indicated it was felt that particular system offered such a program

of study. Questionnaires were then sent to the 28 teachers who were involved. This questionnaire asked the teachers to respond to such questions as:

1. What are the objectives of the course?
2. What classroom activities are used to reach these objectives?
3. What teaching techniques are used?
4. How successful do you feel the program has been at reaching the objectives?
5. What methods of evaluation do you use to determine if the course is meeting the objectives?
6. Do you have recommendations for those who wish to establish courses of this nature in the future?

One of the respondents was Mr. Fred Curow, Jr. (instructor for the Traverse City World Cultures program), who responded to the above questions as follows:

What classroom activities are used to teach these objectives?

Research, reading handouts, slides, films, filmstrips, some role playing, some simulations, class discussion.⁸

What teaching techniques are used?

I am primarily a reading and discussion person and this technique works well for me because I have been successful in motivating most of my students to the importance of my course and then keeping them involved and interested through a careful selection of resources and discussion directing.

Resource selections involve much reading of current sources and reproduction of materials. Very few books but some prepared pamphlets, such as the AEP series, have been used to advantage. With better students, I have had good luck with research and discussion.⁹

How successful do you feel the program has been at reaching the objectives?

I have been very satisfied.¹⁰

What methods of evaluation do you use to determine if the course is meeting the objectives?

Personal observations during discussions. Small group or individual discussions with students. Written evaluations (anonymous) by the students. Essay examinations.¹¹

May I have your recommendations for those who wish to establish courses of this nature in the future?

1. Use only teachers who are 100% dedicated to the importance of world understanding but who are fair and objective and have a broad background from which to draw examples.

2. Have available a large number of resources (there is a good selection in paperback) for individual reading and for teacher reference.

3. For example, for war and peace aspects, two excellent sources of beginning include: World Law Fund, 11 W. 42nd St., New York, N.Y. 10036; and Nasbitt, William A., Teaching About War and War Prevention, Foreign Policy Association, 1971.¹²

Mr. Curow was one of 11 teachers who did respond (see Figure 2). The other ten teachers' answers to the questionnaire were very similar to Mr. Curow's.

The total response to this inquiry was poor. Of the 331 secondary school systems contacted, only 28 felt that their system had a program that dealt with World Understanding, International Relations, and/or Foreign Affairs. The teachers in these 28 schools were sent the questionnaire asking about their program of study. Only 11 of those 28 responded.

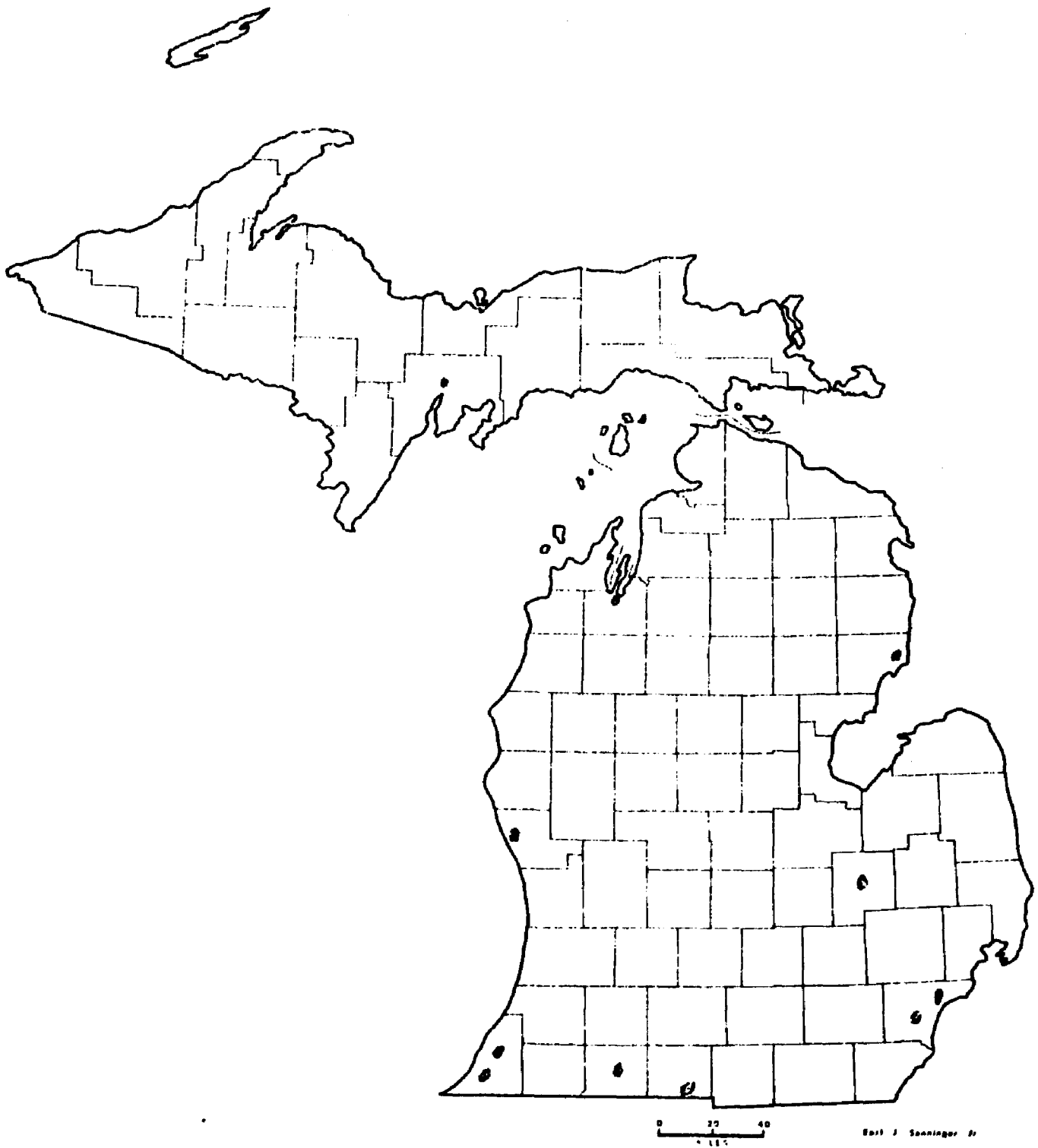


Figure 2.--Location of 11 teachers responding to Michigan Secondary School Survey.

Footnotes--Chapter IV

¹See Appendix E1, p. 230.

²Lansing Gabriels High School
Lansing O'Rafferty High School
Lansing Eastern High School
Lansing Sexton High School
Lansing Everett High School
Okemos High School
East Lansing High School

³See Appendix E1, p. 230.

⁴U.S., Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, Bulletin 1700 (Washington: Government Printing Office, 1972).

⁵See Appendix E1, p. 230.

⁶Harris Webster, Lansing Everett High School
Pete Kressler, Holt High School
Dorothy Rall, East Lansing High School
Ben O'Brien, Haslett High School
Ed Vierra, O'Rafferty High School
George Siebert, Lansing Eastern High School

⁷Michigan Education Directory, Lansing, Michigan, 1971-72. 702 Davenport Building, Lansing, Michigan.

⁸Mr. Fred Curow, Jr., Traverse City Senior High School, Traverse City, Michigan, 1972.

⁹Ibid., passim.

¹⁰Ibid., passim.

¹¹Ibid., passim.

¹²Ibid., passim.

CHAPTER V

EVALUATION OF METHOD OF INSTRUCTION AND EFFECT OF INSTRUCTION

The World Understanding and Comparative Cultures program involved students and staff from ten high schools, public and parochial. Students were brought together for certain activities or they were given the opportunity to participate in volunteer work, teacher aide programs, or to pursue a research project.

The various methods of instruction and the effect of these methods will be evaluated in the following pages.

Evaluation of Method of Instruction

Large Group Presentations

The once-a-week large group presentation consisted mostly of lectures pertinent to the subject matter being considered at the time. The program was quite fortunate in being able to obtain many scholars from Michigan State University and the Lansing community, such as Dr. Dhirenda Sharma, Dr. George Barnett, Dr. Ruth Useem, Dr. James McKee, and many more.¹

Occasionally, the students were brought together with Asian and African students from the Center for International

Programs at Michigan State University for informal "coffee hours." This activity met with overwhelming acceptance by the students. The staff was impressed with the way the students "circulated," meeting and talking to as many of the Asian and African students as possible.

The staff tried once to use the "telelecture" technique. A telephone-speaker system was hooked up so that the students could listen and talk to State Department representatives in Washington, D.C. The State Department later sent some representatives to the program for a personal follow-up.

On occasion, the large group presentation would consist of a film presentation. The program was able to rent several excellent films from the centers at Michigan State University, the University of Michigan, and various embassies. A few titles used were: The World of Apu, The Flute and the Arrow, The Throne of Blood, and Cunraski Puppet Theater.

Independent Study

On Tuesday and Thursday, the students worked on an independent study project. They had several alternatives, which included: the Lansing school system teacher aide program, a research paper, or work in other volunteer programs.

Research Paper.--Students had the opportunity to develop a full-scale research program. The time allowed

was an entire 18-week semester. The student selected a topic and discussed it with his "home" school instructor, who was responsible for guiding the student through the process of writing the research paper.

One Holt High School student commented on her experience writing the research paper:

I have learned a great deal in doing this research paper, not only about Taoism and other religions of China, but also of the many similarities that the great religions share. I realize from participating in World Understanding and Comparative Cultures, and even more so from doing this research, that we should not be ethnocentric. For when we examine the basic beliefs of even the most dissimilar people, we discover how much alike we all are in certain basic respects, especially in our search for a faith that will assure us that life has a purpose. I feel that an understanding of the beliefs of other people is a positive step in this search.²

Lansing Schools Teacher Aide Program.--Many of the students elected to work as teacher aides or in the Head Start program. On Tuesday and Thursday, these students would report to the school and teacher to which they had been assigned. They would work with these teachers for the 18-week semester. Most students repeated this work for the second semester, making it an all-year experience. The activity took place in many of the elementary schools in the participating school districts.

Response to this activity was very favorable. The teachers who supervised the World Understanding and Comparative Cultures students in the teacher aide program or the Head Start program reported to the staff that their

experiences with the students were most rewarding. Also, it was felt the program's students made extremely helpful contributions to the supervising teachers and their elementary students. Most supervisors only regretted that the high school student would not return the following year. Following is a quote from one supervising teacher concerning her volunteer:

Janet has been a real asset in our room. She follows directions or the routine without supervision but also has the ability to make changes when the situation demands. She is very prompt and reliable. Many times she has brought material to school to use with the children which shows her interest and indicates that she does advance planning. She understands and enjoys the children and they, in turn, love her and respond very well to her requirements. Frequently, she has stayed after class to ask questions about behavior and reasons for it. In my estimate, she should go a long way in any field she chooses.³

Other Volunteer Agencies.--If the students did not go into the Head Start or teacher aide program, there were many other services they could render. Following are some of the other agencies to which the students provided services:

Beekman Center for the Handicapped
 Cristo Rey Mexican-American Community Center
 East Lansing Crisis Center: Listening Ear
 Michigan School for the Blind
 Ingham County Extended Care Facilities
 Michigan State Legislature
 Sparrow and St. Lawrence Hospitals
 Probate Court Leshar Place for Neglected Children
 Michigan School Migrant Program
 Lansing Human Relations Council
 Republican and Democratic Central Committees
 Meridian Township Planning Board
 Model Cities Program
 Entertainment groups for extended care centers
 Boys Club of America

As with the teacher aide volunteers, response from these community agencies was most favorable. The agencies reported very pleasant experiences with the World Understanding and Comparative Cultures students, and felt they made important and worthwhile contributions to the work of the agencies and those concerned with them.

Following is a comment from the East Lansing Crisis Center concerning their reaction to the student volunteer:

Cathee took part in the 40 hour training program required to become a member of Listening Ear staff and showed during that period much potential for the kind of work required of our workers. Essentially, Cathee's job is that of answering telephone calls of all types and listening to and commenting on the problems presented. She is also required to care for the needs of people who "walk-in" to the Listening Ear. Cathee has shown herself to be an excellent worker, interested and empathetic to the many and varied persons with whom she must deal. Her sense of responsibility has been shown by her excellent attendance record and her willingness to work whenever there is a need. In order to continue her growth, Cathee has frequently attended on-going training sessions and participated wholeheartedly in the exercises at these sessions. If Cathee has a fault, it is an unwillingness to assert herself in large group situations and to avoid confrontation in that atmosphere. However, in one-to-one situations, she does well in assessing problem areas. As time goes on, her ability to use good judgment in handling problems improves and she becomes freer in asking for advice and help from her fellow workers.

In conclusion, Cathee has been a most desirable addition to our staff and we would like very much to have her continue as a fellow "listening ear."⁴

One hundred and fifty of the students elected to do the volunteer work to meet their independent study requirement. On a final evaluation, the students ranked the contribution of volunteer work to their understanding of other

people and other cultures. The numbers illustrate the students' acceptance of this type of activity:

Very important contribution	88
Important	32
Average	22
Not very important contribution	8

Discussion Groups

On Wednesday and Friday, the students were mixed into groups for the purpose of discussion.

The staff decided to try something innovative in the structure of the group discussion units. It was felt that the needs of many students were not being met by the existing method, so five models were designed to facilitate need satisfaction. The idea involved allowing the student to select the type of group structure he felt would best help him. The models ran from a group number one, where the teacher dominated, to a group five, where the student dominated.

Group I: The teacher will develop the objectives for the discussion group. The teacher will assign the readings and determine the evaluation procedures. Cognitive content in relation to world understanding may be expected to be dominant, but the teacher may be expected to provide facilities to encourage group building as well.

Group II: The teacher will develop a selection of academic objectives. The students will choose from the "given" objectives which they will pursue; the students will also determine the method of procedure for achieving the goals. The teacher will evaluate the measure of attainment of these academic objectives. The students will determine their own inter-personal objectives and will evaluate their accomplishments themselves. Final evaluation will consist of a combination of both procedures.

Group III: The teacher and the students will develop the objectives jointly. Performance requirements will be drawn up by the students and faculty member working together. Evaluation will be worked out mutually. Cognitive emphasis and inter-personal understanding may be expected to be relatively balanced.

Group IV: The students will develop their own academic and inter-personal objectives. Students will decide on the methods to be adopted for reaching the goals. Students will draw up procedures for evaluation and measure their degree of attainment. In addition to the role of facilitation and resource person, the teacher will designate a method for developing objectives. Teacher evaluation will be limited to evaluating the students' correct use of the designated method. Group building and inter-personal relations may be expected to be concomitant, but coordination with cognitive data will be expected.

Group V: The students will develop their own academic and inter-personal objectives. Students will decide on the methods to be adopted for reaching the goals. Students will draw up procedures for evaluation and measure their degree of attainment. The above means total control by students for the activities in a group V classroom situation.

The concept of these group differentials was developed by the teaching staff. As it turned out, the program used models I, III, and V.

Following is a quotation from a teacher involved in a group V situation:

As to the fundamental question, "Has the group been successful in terms of the objectives of WUACC and in terms of the goals of the V model in the continuum of discussion groups?" my observations are:

1. The group consists of members of only seven of the ten schools in the program and some of these schools have only one representative. Three or four schools are significantly "over represented" with six or seven people. This does seem, to me, counter to the objective of the course as a whole which is to provide mixed discussion groups. I know of the difficulty of going back to randomly assigned groups but I recommend that we do. This seems to be the feeling of several students, although some would vigorously object.

2. The group has had great difficulty in executing any continuing program, BUT I feel that they have been sensitized to the difficulties of group organization, compromise, change, interpersonal relations, and in general, all the dynamics that go along with developing and administering a structured learning program. Some of the feedback on the weaknesses of the group indicate increased sophistication about group and personal commitment in group building and thus I do not view these comments too pessimistically.

3. Many of the problems in attendance and commitment to group goals which would be traditionally considered evidence of the program's failure, I feel are problems which these students have never before encountered. In this sense, the program is a successful experiment in learning. I feel that the introspective nature of the feedback from students supports this observation.

4. Most of the group did get involved in meaningful interaction with their peers, especially when we moved to the Michigan State Union building. Even though I felt that this group was particularly homogeneous, relatively speaking, there were many bridges of communication built. People who had not participated in my former discussion groups were very much involved in small group interaction under this new system of assigning groups.

5. Some people missed class, or actually avoided it on a chronic basis because of their problem dealing with interaction situations. For these people, a more structured approach might be more effective.

6. Although they had several opportunities to do so, many people would like to have formally studied China in the group. This again was up to the initiative of each individual student and the fact that nothing ever evolved in the cognitive sphere was a learning experience for all concerned. A possible alternative for choosing discussion groups which would handle this problem might be to develop the sections on the basis of what the section would be dealing with (e.g. cognitive, interpersonal relations, etc.).

7. Perhaps the most significant learning for most of the students came from going through all of the above trials and tribulations in a racially mixed class. I continually had the feeling that many white suburban students were having their first experience dealing with black people. And this in itself justifies the existence of the class, in my mind.⁵

At various times the students were given questionnaires to react to concerning how they felt about the

projects. They were given statements as: "This class is . . ."; "If I were the instructor of this class I would . . ."; "The teacher is . . ."; "What were strengths and weaknesses?" and "What would you suggest for the future?"

Following are just a few comments collected from the students:

This class is:

Too hung up on trying to be a group. I think we might better try to talk about our personal problems and let the group happen by natural interaction./ Falling apart in its attempt to stay together. So why force it. I think smaller groups, dictated by interest, would be better, more effective individually./ Not my type of class, the beginning of the ending, it's hell one moment and heaven the next. It's the pot of gold beyond the rainbow, it's being on the shores of fire and brimstone./ I do not know, a Noah's Ark to me, there are all different types of animals; they can co-exist but never will they feel the same at all times. Trying too hard to do something. But I can't figure out what, etc.⁶

Evaluation of the Effect of Instruction

This section will explore the effect the World Understanding and Comparative Cultures program had on students and staff. In many cases, effect could be measured by how well the objectives of the program were met. Thus, reference will be made to many of these objectives.

To develop in students and teachers an understanding of the value systems, attitudes and perceptions of people of other cultures and of students of differing backgrounds within our own society. To accomplish this objective, frequent contact with natives of other cultures as well as daily contact with students from schools which differ from their own is planned.⁷

When survey students were asked, "In what ways do you feel your experiences in World Understanding and Comparative Cultures have made a difference in you?" 25 respondents reported it gave them a better understanding of other cultures.⁸

Part of the original planning of the program was that students should be brought together. It was proposed that:

Although a portion of the day was spent in transporting students to the central meeting place we felt that this was essential if we were to provide for interchange of ideas of students from differing backgrounds and communities. It was also essential if we were to make effective use of community resources such as foreign students, visiting professors, films, and teacher presentations.⁹

Of course in considering this area we never can be positive about whether the students responded to this effort as stated above or if they had their own motives. For instance, when the students responding to the survey were asked about benefits of the program, almost one-half said, "Being able to leave the regular school to attend World Understanding and Comparative Cultures was a benefit." This may seem to be an important factor, although during the follow-up study only 11 of the responding students felt that World Understanding and Comparative Cultures was much more than an alternative to the traditional school system. It would seem from this that being able to leave one's regular school was important but the World Understanding and

Comparative Cultures program as a whole was not considered that different.¹⁰

The staff reported that bringing students from different background together helped students identify with persons other than those with whom they were familiar.

The staff unanimously thought that as the program progressed from year to year this objective was met less and less. They felt that when a cognitive objective such as this was being met most successfully, the student's initiative was not. On the other hand, when the student's initiative in relevant research or service topics was high, the cognate objectives seemed to suffer.

It was thought that perhaps the type of student participating in the program in later years caused some of this change. It was feared that the "word" got around that the program was "community involvement oriented" rather than academic.¹¹

Another objective was, to show students that in spite of cultural differences, there are basic similarities in the human condition and that though the differences should be accepted and empathized with, the similarities are more vital.¹²

Forty-one of the 120 students surveyed responded that World Understanding and Comparative Cultures had a definite impact on their sensitivity toward people of differing backgrounds. These students felt the contact provided with students from differing ethnic, social, and

racial backgrounds helped them to be appreciative of their similarities and to de-emphasize their differences.¹³

Once again, the reaction of a female student from Holt High School is pertinent:

. . . I realize from participating in World Understanding and Comparative Cultures that we should not be ethnocentric. For when we examine the basic beliefs of even the most dissimilar people, we discover how much alike we all are in certain basic respects. . . .¹⁴

Another objective was, "to increase in students a sense of social responsibility by providing opportunities to become actively involved in social service in the community."¹⁵

A discussion of the students' reaction to the program time allotted to volunteer work and the reaction of those in a supervisory position toward the World Understanding and Comparative Cultures students involved in volunteer work was mentioned earlier in this paper. Suffice it to say now that more than two-thirds of the responding students acknowledged that this aspect of the program made a very important contribution.¹⁶

However, there did not seem to be a great deal of carry-over in this attitude once the student left the program environment. In response to the survey, 85 students (71 per cent) expressed a liking for and recognized the value of being able to do volunteer work. But only 43 of these students (36 per cent) reported they were still participating in volunteer work after they left school. The school cluster of the students who remained in volunteer work did not seem to vary much among groups. Thirteen who

remained in volunteer work came from the parochial cluster, 15 from the suburban, and 15 from the inner-city cluster. A few more females (24) than males (19) remained in volunteer work. Also, the number of years the student had been out of school and still remained in volunteer work did not show any marked difference among groups. Twelve students remained in volunteer work after being out of school one year, 13 after being out of school two years, 10 after being out of school three years, and 8 after being out of school four years.¹⁷

The participating teaching staff members concurred that the students really convinced them they had learned a lot from this volunteer experience. The directors of the various agencies in which the students did their volunteer work reported that they felt students gained from these experiences.

It is also apparent that volunteer work was a prime activity, considering that 40 per cent of the program's scheduled time was allotted to it.

Another objective was: "to develop the ability to locate, organize and assimilate pertinent information by providing a wide variety of both primary and secondary source material in conjunction with the time and guidance necessary to carry on independent study."¹⁸

Again, the staff agreed that in the first two years of the program this objective was successfully met. But a decrease in its efficiency took place in the latter years.

For the first two years the student was held accountable for proficiency in this area, through written papers and examinations. In the latter years the student was allowed more flexibility in choosing his own course of study. It may well be that the student coming from the traditional, regulated school environment for the last ten years needs more time to learn to accept and utilize this type of responsibility. More time and energy should have been spent here.¹⁹

Another objective was: "to develop the ability to work effectively in group situations by providing extensive opportunity for small group discussions of pertinent topics.

To provide through inductive techniques such as simulation and understandings of basic principles rather than unrelated facts. One example of such a simulation is the inter-nation simulation recently published by Science Research Associates."²⁰

Earlier in this paper, reference was made to the student and teacher reactions to working in group situations.²¹ Also, reference was made to the importance of bringing students together. The staff reported that a high proportion of teacher energy went into meeting this objective. Although students at times felt personal frustration in dealing with the group process, this very frustration indicated serious involvement.

The simulation games in an informal classroom atmosphere--direction given to the staff by the students, freedom from the home school restrictions, and meeting in

small groups with students from other backgrounds--all helped to make this objective effective.

Both students and staff made a systematic and continuous effort to achieve these goals.²²

Another objective was: "to increase the student's fund of knowledge related to foreign countries, particularly those of the non-western world. This will be attempted through the use of printed materials such as periodicals and source books, but not texts, lectures by knowledgeable natives of countries being studied, and audio-visual media."²³

More than two-thirds of the World Understanding and Comparative Cultures students surveyed did attend college (94). Of that number, 68 responded that World Understanding and Comparative Cultures helped them in their college careers. Thirty-six of these students reported that their participation in the program gave them beneficial background for many of their college courses, especially those courses in the social sciences. Twenty-eight of the responding students reported that World Understanding and Comparative Cultures helped them in their college careers by teaching them the value of good personal habits. Allocating time for study, meeting obligations on time, and the ability to utilize personal time constructively were the main contributions of their experience in the program.

Four students reported that the program helped them meet people and feel more self-confident in dealing with people in different situations. They felt this was valuable in helping them adjust to college.²⁴

Almost half (49) of the students responded that they had taken trips outside the United States since being involved in the World Understanding and Comparative Cultures program. Canada (21) and Europe (18) were most often noted. Whether the student came from the parochial (14), suburban (20), or inner-city (15) cluster did not seem to be significant. The suburban cluster did show a slightly higher count, but the difference was only slight. Most of the students (30) indicated the purpose for the trip was vacationing and travel. Ten did respond that they went to study.

When asked, "If given a choice is there any other country you would like to make your home in?" 59 of the survey students responded that there was. The clusters were fairly close, with the parochial having 16, the suburban 20, and the inner-city 23. Canada and Europe were the favorite choices. Forty-one responded that the reason for making this choice was an interest in the other country's culture or terrain and climate.

The experiences provided by the program were more than adequate to facilitate increasing the students' knowledge of foreign cultures. The critical ingredient seemed to be motivating the students to become interested in the relevance of knowledge of other cultures to their own needs.

The key element in success or failure of this type of goal seemed to be the type of student participating.

The academically oriented student found a world of opportunity for development here. The non-academically oriented student felt this area was, at best, secondary to community service and inter-personal needs.²⁵

Unfortunately, pre-testing was not done to obtain objective data about how much the students' knowledge of other countries was increasing. Written tests were of the essay type. These tests were given back to the students, and only grades were recorded and kept. Their scores did run extremely high (mostly A's and B's), and the staff felt satisfied that the students were gaining a high degree of knowledge pertinent to the countries being studied.

Another objective was: "to expose the students to as many experiences as possible which deal with the dramatic, plastic and literary arts of other cultures. This will involve extensive use of the cultural facilities made possible by Michigan State University."²⁶

Most students regarded the opportunity to make friends as one of the important contributions of the World Understanding and Comparative Cultures program. Following are a few of the comments made by students concerning this matter:

"He has become my closest friend; I have gained much by general discussions on life, and by having such a close friend from a foreign country that is similar enough so we can easily understand each other, but still foreign, allowing me (through a friend's eyes) to have a more objective view of my own country."

"I became acquainted with two Afro-Americans, who shared some of their wonderful views with me."

"A sense of confidence to know you can make friends on your own. As I remember this was a good feeling in high school to get out and meet people."

"They had and still have a great deal of impact on my own outlook and philosophies."

"Learned to understand all kinds of people from all walks of life."

"Meeting new persons tends to widen your world a little."

"Really great, it was the first time I'd ever gotten to know anyone of another religious background."

"A very great impact. I think the experiences I gained through this part of the program affected me more than almost any other experiences."

"Encouraged me to go into teaching."

"They helped me mature."

As to the effect of this provided situation, it was important at the time but there did not seem to be a great deal of "carry-over" after the students were out of the World Understanding and Comparative Cultures program. For instance, only 46 of the 120 students surveyed responded that they still maintained communication with friends made during their participation in the program. Female students (29) were a bit ahead of male students (17) at continuing communication with those friends.

Another objective was: "To develop an inter-school teaching team."²⁷

When the staff was asked, "What is your reaction as to how well the objective of building a 'teaching team' was met?" the responses varied. Half the staff felt this

objective had been met, while the other half held reservations.

On the side of those who felt a "team" had been accomplished, it was felt that morale was high and the participants became increasingly "open" with each other and compromise became a generally accepted solution to internal conflict. It was felt that the prolonged discussions about techniques, evaluations, goals, and the general purpose of education were stimulating and creative. Combined experience was considered an asset. Over and above the expected amount of conflict was an important gain in the collection of classroom materials and classroom techniques. This kind of cooperation helped develop an increase in mutual respect within the participating schools' faculty.

On the other side of the ledger, a breakdown in team development was blamed more on mechanics than on personalities or enthusiasm. It was felt that all staff members had other, and varied, commitments that at times interfered with team action.

As in dealing with any group of nine people, it could be expected that there would be obstacles to overcome in reaching mutual agreement on a common philosophy and goals. Here a great deal of dependence was placed on the "team leader."

Once the summer planning sessions were past, such factors as school location, size of the team, sharing

resources, and personal commitments became negative forces on the development of a "teaching team."

Another objective was: "to develop a set of materials and teaching techniques which can be assimilated according to the plans laid out by the staff.

To build into the program instructional features which can be retained."²⁸

When the staff was surveyed on this matter, all the respondents stated they felt the materials given out in the program were worth keeping. Paperback texts and mimeographed handouts were still being used by all staff members in their respective schools.

The small-group discussion technique is practiced by all members, and they agreed they incorporate this method much more in their home school courses than they did before being involved in the World Understanding and Comparative Cultures program.

The program seems to have had a carry-over effect in subject matter and procedure. Half of the schools that participated in the program now offer home-school courses in area studies--courses they did not have before. Also, these same schools are now instituting programs in community service. In fact, the Lansing, Michigan, system now offers a full-year program developed specifically for community involvement.

All the staff members commented that either in full, or in part, they were using the simulation games from the program in their own situations. Half of the staff members

related that they were active in curriculum planning in their own schools. The consensus was that they were trying to establish programs in their own schools that display a World Understanding and Comparative Cultures type environment.²⁹

In addition, during the five-year period the writer was involved in the program, the program director received over 200 letters of inquiry about the program from school systems all over the United States.

Some Parent Reactions to the World
Understanding and Comparative
Cultures Program

On one occasion, about 20 to 30 parents attended a meeting with the staff. They asked questions about the program and presented their reactions to it. The opinions were overwhelmingly favorable. Some of the comments were as follows:

"I feel very pleased that my son is having some time to think things over."

"I'm glad my daughter can meet people from other schools."

"I find the paperback readings interesting and enjoy reading and discussing them with my son."

"I wish we had had courses like this when I was going to school."

The only negative questions about the course concerned a mild feeling that colleges might not give credit for such a program, that the grading scheme was vague, and that missing more orthodox content because of not taking government, etc. might prove to be a problem. These concerns

were very mildly expressed, and the consensus was one of general pleasure.

As well as parents, some professionals had an interest in the World Understanding and Comparative Cultures program. Following is a letter from one such professional:

An Unsolicited Letter From the Director of
Guidance of One of the
Participating Schools

At this time of the year when budgets are prepared and programs are justified or eliminated, we too often find that significant new courses are phased out because of the lack of positive response or perhaps just apathy. Realizing that many federally funded programs are now facing possible extinction or at least drastic cut backs, I want to go on record favoring the continuation of one of the truly exciting and challenging programs available at East Lansing High School and the Greater Lansing area.

It is rare indeed that a program such as World Understanding and Comparative Cultures has been so instantly recognized as a leader in curriculum innovation. Generally courses of this impact and universal student acceptance take years to develop. It certainly is a credit to your instructors for implementing a program that has so completely met the needs of the vast majority of the students.

Specifically, we at East Lansing are overwhelmed by the genuine student acceptance. The W.U.A.C.C. program has exceeded our wildest expectations. W.U.A.C.C. is recognized as a course of distinction and only those truly interested in serving mankind need apply. Our students have accepted and thrived upon the responsibility granted in this program and have provided examples of leadership here-to-fore unrecognized in any other school related activity. Further, the example set by the W.U.A.C.C. program has served as a guide line and a source of inspiration for other departments desiring to create the much sought after "relevancy" students are demanding. From a counselling frame of reference I am positively convinced W.U.A.C.C. was the only course that has kept many of our intellectually capable but bored (or alienated) students in school. In addition to giving students a purpose for continuing in school, W.U.A.C.C. has provided a new direction for future educational goals (i.e. teaching, social work, peace corps, etc.). Students

that have been close to rejecting all establishment programs have now found that it is possible to work for social causes within the system and therefore have found new meaning and hope in our society.

It would indeed be a sad commentary on our educational system if we were to lose the progress achieved by W.U.A.C.C. in relatively short time because of budgetary cuts. While I know one in your capacity gets little reaction from contributing schools, I for one hope you will do all you can to retain this unique program. We (the teachers and students at East Lansing High School) need W.U.A.C.C.!!!

Sincerely,

Thomas G. Nelson
Director of Guidance

An Evaluation of the Students' Dogmatism
and World-Mindedness

During the summer of 1969, a questionnaire was given to the students. Its purpose was to try to define the unique characteristics of the World Understanding and Comparative Cultures student population and the effect of the program on this population. Questions were taken from the Rokeach Dogmatism Scale such as: "Most people just don't know what's good for them," and "There are a number of people I have come to hate because of the things they stand for." Other questions were taken from the Sampson World-Mindedness Scale³⁰ such as: "The U.S. and Russia have just about nothing in common," and "Immigrants should not be allowed to come into our country if they compete with our own workers." The questions from the two scales were mixed in the same questionnaire.

For present purposes, some observations will be related about whether or not W.U.A.C.C. had a bearing on changing the students' opinions. After each question, there were three subquestions; i.e.:

"Did you hold this attitude response before you came to W.U.A.C.C.?"

"If not, did W.U.A.C.C. change your attitude to the above response?"

"or, did W.U.A.C.C. just reinforce your attitude to the above response?"

Regarding whether the student held the attitude before he came into W.U.A.C.C., out of the 34 responses from both scales, 32 times the students reported they had had that attitude before they came into the program. In almost all cases the number who said "yes," they had the attitude before they came into W.U.A.C.A., was double the number who said they did not have the attitude before coming into W.U.A.C.C.

How often did W.U.A.C.C. change the student's attitude? Out of the 34 questions, 31 of them found the students reported that W.U.A.C.C. "did not" change their attitude on Dogmatism or World-Mindedness. Again, in most cases the number of students reporting that W.U.A.C.C. did not change their attitude was double the number reporting that W.U.A.C.C. did change their attitude.

And, how often did W.U.A.C.C. just reinforce the students' attitudes? In all 34 responses the students designated that whether they held the attitude before or after coming to W.U.A.C.C., the program did reinforce their

attitudes of World-Mindedness and Dogmatism. The number stating this was double the number asserting that W.U.A.C.C. did not reinforce the attitude.

It would seem from this feedback that the majority of the students' attitudes toward dogmatism and world-mindedness were pretty well developed before they entered the program.

It is interesting, though, that in all cases W.U.A.C.C. did reinforce the students' attitudes, whether they held those attitudes before taking the program or not.³¹

During the 1969-70 school year, the staff of World Understanding and Comparative Cultures decided to keep a diary of personal reactions to the program. It would be cumbersome here to relate these personal feelings and observations, but they are included more completely in Appendix G.³²

Footnotes--Chapter V

¹See Appendix D1, p. 219.

²This material comes from personal data collected while participating as a member of the teaching staff.

³See Appendix J, p. 293.

⁴Ibid.

⁵See Appendix K, p. 298.

⁶See Appendix L, p. 304.

⁷See Appendix A, p. 136.

⁸See Appendix E1, p. 230.

⁹See Appendix A, p. 136.

¹⁰See Appendix E1, p. 230.

¹¹See Staff Survey, Chapter IV, p. 65.

¹²See Appendix A, p. 136.

¹³See Appendix E1, p. 230.

¹⁴See Chapter V, p. 78.

¹⁵See Appendix A, p. 136.

¹⁶See Appendix J, p. 293.

¹⁷See Appendix E1, p. 230.

¹⁸See Appendix A, p. 136.

¹⁹See Chapter IV, p. 65.

²⁰See Appendix I, p. 290.

²¹See Appendix H, p. 282.

²²See Staff Survey, Chapter IV, p. 65.

²³See Appendix I, p. 290.

²⁴See Appendix E1, p. 230.

²⁵See Staff Survey, Chapter IV, p. 65.

²⁶See Appendix I, p. 290.

²⁷Ibid.

²⁸Ibid.

²⁹See Staff Survey, Chapter V, p. 65.

³⁰See Appendix E2, p. 236.

³¹Ibid.

³²See Appendix G, p. 272.

CHAPTER VI

COMPARISON OF THE OBJECTIVES OF THE WORLD UNDERSTANDING AND COMPARATIVE CULTURES PROGRAM AND THOSE RECOMMENDED BY THE FOREIGN POLICY ASSOCIATION REPORT

Often throughout the preceding pages, mention has been made of the recommended objectives and goals for international understanding as set forth by James Becker and Lee Anderson in a Foreign Policy Association report of 1969.¹ In the pages that follow, a less extensive and more subjective comparison will be made of the degree to which the World Understanding and Comparative Cultures program's objectives and those of Becker and Anderson were similar.

In the following pages, World Understanding and Comparative Cultures is referred to as "WUACC," and there are several cross-references to material mentioned previously in this paper. The reader is invited to check the cross-references and appendices for a more exact account of the materials being discussed.

The WUACC program was planned in the summers of 1966 and 1967, while the Becker/Anderson report was not published until July, 1969. It is doubtful, though, that the Becker/

Anderson study knew of the WUACC program. Thus, both sets of objectives were independently arrived at.

Following are some of the objectives for international understanding as recommended by Becker and Anderson. For these Becker/Anderson objectives, each reference is preceded by the number of the citation as it appears in Appendix H. The objectives are arranged under four general headings, such as: The K-12 curriculum should develop students' knowledge or cognitive understanding of the world system and socio-cultural change in the human condition; The K-12 curriculum should develop the capacity of students to make rational, analytical, explicit, and humane normative judgments and evaluations; The K-12 curriculum should develop the capacity of students to understand and to critically analyze and judge foreign policy decisions; and The K-12 curriculum should develop the students' awareness of the diversity in the human condition, emotional tolerance of inter-group tension, and multiple loyalties. Following the Becker and Anderson recommended objectives, the discussion will illustrate how well the WUACC program met these goals and how they were achieved.

A. The K-12 curriculum should develop the students' awareness of the diversity in the human condition, emotional tolerance of inter-group tension, and multiple loyalties.

No. 1:B,2-3-4-5 and VI:A. The curriculum should develop students' sensitivity to and emotional acceptance of, diversity in human actions, perceptions, cognitions, valuations, and social institutions.²

The above objective follows closely the WUACC rationale for bringing the ten high schools together. The students not only could interact in the large group situation but also they were deliberately mixed into discussion sections with students from other schools. Within these groups, students were free to interact with people of widely varied backgrounds. In these groups, inter-personal skills were developed through the use of contact and simulation exercises, such as "Star Power, Hollow Squares, NASA, Prisoner's Dilemma, and First Impression games."

Most of the students felt the WUACC program had a definite impact on their sensitivity toward people of differing backgrounds. These students felt the contact they had with students from different ethnic, social, and racial backgrounds helped them appreciate their similarities and to de-emphasize their differences.³

No. VI:B-E. The curriculum should develop students' capacity to emotionally tolerate the tensions of continued inter-group conflict and hostility.⁴

To increase the students' sense of social responsibility, the WUACC program provided opportunities to become actively involved in social service in the community. The students used four hours of class time per week to write a research paper or to serve in some form of community service. Most students elected to do the volunteer work.

The students could work in the teacher aide program through the Lansing school system, or in other volunteer

agencies such as: Beekman Center for the Handicapped, Cristo Rey Mexican-American Community Center, East Lansing Crisis Center, Michigan School for the Blind, and many more.⁵ Most students acknowledged that this aspect of the program made a very important contribution to them. It is fair to report, however, that only about one-half of the students who expressed favorable concern for volunteer work pursued this activity after leaving school.⁶

No. VI:D. The curriculum should develop students' capacity to experience multiple loyalties--to perceive and feel themselves to be responsible members of sub-national, national, and cross national groups.⁷

This objective was met as students expressed the opportunity to make friends as one of the important contributions of the WUACC program. By bringing the ten high schools together once or twice a week and by mixing students from different schools in the discussion groups, students were given the opportunity to meet and establish friendships with people of different socio-economic, ethnic, and national backgrounds.⁸

When asked, "Did you date a person from outside your own religious, ethnic, national, or socio-economic background?" more than 50 per cent of the respondents claimed they had.⁹

B. The K-12 curriculum should develop the capacity of students to make rational, analytical, explicit, and humane normative judgements and evaluations.

No. IV:D. The curriculum should provide opportunities for students to develop modes of thinking that are free from stereotypic perceptions, ethnocentric perceptions, and egocentric perceptions. Modes of thinking that will be characterized by moral and ethical complexity with empathic understanding.¹⁰

One way the WUACC program accomplished this objective was by inviting in foreign students from Michigan State University for informal "coffee hours." The students' acceptance of this activity was overwhelming. The staff was pleased to note that students took the opportunity to mingle and circulate from group to group, thus meeting as many Asian and African students as possible. This experience seemed to aid students in developing modes of thinking characterized by a world-minded orientation.¹¹

No. II:A and III:B. The curriculum should develop within students a perceptual or cognitive capacity to see or to think of empirically concrete or historically specific phenomena (events, institutions, actions, etc.) as particular instances or cases within a larger class of analytically comparable phenomena.

Also, developing within students some understanding of the process of inquiry.¹²

The student was held accountable for proficiency in these areas through the use of written papers and examinations. Some students used their independent study time to pursue a formal research project. The "home" school instructor guided the student in choosing the research topic, research method, and source gathering. Topics for these papers ranged from studies in comparative religions to Japanese table settings. These students had no difficulty in being able to locate source material. Resource people

were available, who had expertise in the various subject areas. Also, the program had the services of a librarian, and maintained its own library to complement the participating school libraries.¹³

Unfortunately, pre-testing was not done to obtain objective data about how much the student's cognition of other countries was increasing. Written tests were of the essay type. These tests were given back to the students.

C. The K-12 curriculum should develop the capacity of students to understand and to critically analyze and judge foreign policy decisions.

No. II:C, and VI:C. The curriculum should develop students' sensitivity to and acceptance of the political and ethical implications of mankind's increasing interdependence.

The curriculum should develop students' knowledge about and conceptual understanding of, how foreign policy decisions are made, particularly within the American system.

The curriculum should develop students' ability to analyze foreign policy decisions in terms of the major factors operating within the decisional process and to make judgments about particular decisions (actual or proposed) in light of these factors.¹⁴

During general sessions students were exposed to lectures, films, and dramatic presentations. The WUACC program was quite fortunate in being able to obtain many scholars from Michigan State University and the community. Also, government funds made it possible to obtain first-rate films and reference materials.¹⁵ These activities certainly emphasized the political and ethical implications of mankind's increasing interdependence, as well as giving the students a sound background in historical, social, economic,

and political phenomena that have brought about this interdependence. Dramatic presentations consisted of Indian style shows, Black history dance groups, Chinese plays, and national doll shows.

Students were exposed to the methods of foreign policy decision making when a unit was presented in which the foreign policy of the United States was the main topic. The program also used the "telelecture" technique. A telephone-speaker system was hooked up so the students could listen and talk to State Department representatives in Washington, D.C. The State Department later sent some representatives to the program for face-to-face contact with the students.

D. The K-12 curriculum should develop students' knowledge or cognitive understanding of the world system and socio-cultural change in the human condition.

No. I:C,1. The curriculum should develop some comparative knowledge of the modern world's nation-states and some knowledge of the cross-national organizations that deal with them. This also implies an understanding of inter-nation conflict resolution, communication, integration, and cultural diffusion.¹⁶

The students in the program were provided with paperback texts and mimeographed handouts that were relevant to the area of study. Also, resource people with expertise in various aspects of the above suggestions related their experiences to the group.

If college attendance is used as a measure of the program's success, we find that upwards of two-thirds of the WUACC students did attend college. The majority of them claimed that WUACC helped them in their college careers

by giving them beneficial background information about world cultures and the social sciences.¹⁷

No. I:B,7. The curriculum should develop some understanding of the process and dynamics of socio-cultural change within particular societies and within the human species in general.¹⁸

When survey students were asked, "In what ways do you feel your experiences in WUACC have made a difference in you?" 20 per cent responded that the program gave them a better understanding of other cultures. More than 80 per cent said the opportunity to have daily contact with students from differing backgrounds helped the WUACC program students successfully to meet the above objective.¹⁹

No. I:C,2 and I:C,4. The curriculum should provide experiences that would lead to some understanding of the problems of controlling or managing inter-group, particularly inter-nation, violence and of creating institutions for the peaceful resolution of conflict.

Some understanding of the problems of "modernizing" developing societies.

Some understanding of the problems of controlling the social and psychological costs of rapid socio-cultural change.²⁰

Again, reference is made to several of the activities in which students participated. Historical knowledge of other cultures was provided by the large group presentations, text material, and films. The discussion group situations afforded students the opportunity to deal directly with inter-group, inter-personal conflict. At times, students felt frustrated in dealing with these group processes, but this very frustration indicated serious involvement. The simulation games in an informal, small

group atmosphere helped students to achieve a better understanding of the above objectives.²¹

At this point, the amount of class time and energy that went into making the small group discussions a success should be emphasized. The WUACC program sought to develop in the students an ability to work effectively in group situations. In preceding pages, a more detailed account of the make-up and scope of the discussion groups was given. The WUACC staff felt their efforts to achieve this goal were not in vain.²²

Becker and Anderson refer extensively in Chapter 6 of the Foreign Policy Association Report for the need to mobilize resources for improving international education at the elementary and secondary school level. Several sections refer to the need to establish communications and exchange between teachers.²³

The WUACC program had as its objectives related to structure the following:

To develop an inter-school teaching team.

To develop a set of materials and teaching techniques which can be disseminated according to the plans laid out by the staff.

To build into the program instructional features which can be retained.²⁴

When the WUACC staff was asked, "What is your reaction as to how well the objective of building a "teaching team" was met?" the response varied. Those who felt a team had been accomplished felt morale was high, the participants became increasingly "open" with each other, and compromise

became a generally accepted solution to internal conflict. Teachers felt the prolonged discussions about techniques, evaluations, goals, and the general purpose of education were stimulating and creative. Combined experience was considered an asset.

Over and above the expected amount of conflict was an important gain in classroom resource materials and classroom techniques. This kind of cooperation helped develop an increase in mutual respect within the faculty of the participating schools.

On the other side of the ledger, a breakdown in team development was blamed more on mechanics than on personalities or enthusiasm. It was felt that all staff members had other, and varied, commitments that at times interfered with team action.

When the staff was surveyed on the matter of materials and building instructional features which could be retained, all the respondents stated they felt the materials given out in the program were worth keeping. Paperback texts and mimeographed handouts are still being used by all staff members in their respective schools.

The small-group discussion technique also was kept by all members, and they agreed that they incorporate this method more now in their home school courses.

The program seems to have had a carry-over effect in subject matter and curriculum. Half of the schools that participated in the program now offer home-school courses in area studies--courses they did not have before. Also, these same schools are now instituting programs in community service. In fact, the Lansing system now offers a full-year program developed specifically for community involvement.

All the staff members commented that either in full, or in part, they are using the simulation games from WUACC in their own situations.

Half of the staff members related that they are active in curriculum planning in their own schools. The consensus was that they are trying to establish programs in their own schools that display a WUACC-type environment.²⁵

From the foregoing discussion, it is apparent that the WUACC program's objectives and those recommended by the Foreign Policy Association report were quite compatible.

To the writer's knowledge, no other program has actually put the objectives of the Foreign Policy Association specifically into practice. Going on this assumption, the WUACC program demonstrates that these goals are justifiably adequate, and most of all, obtainable.

The Foreign Policy Association recommendations did take in a wider range of endeavor. Their objectives were geared to a K-12 curriculum, while the WUACC program was

confined to the secondary school. At that level, the writer believes the WUACC program successfully met the goals that were expressed to be important by the Foreign Policy Association.

One of the few programs in existence that does provide a K-12 experience for students in the concepts of international understanding is at Glens Falls, New York. It may be beneficial in the future for someone to research how well this Glens Falls experience compares with the recommendations set forth by the Foreign Policy Association report.

The writer believes a K-12 experience would be a more compatible approach to teaching international understanding. Living in and adapting to a shrinking world is an on-going challenge. There is no reason why preparedness for this challenge should not be initiated as early as the kindergarten level. Attitudes are shaped and reinforced at a very early age, so educators should take advantage of this fact and start teaching for international understanding at that time.

Footnotes and Cross-References--Chapter VI

¹Lee Anderson and James Becker, "An Examination of Objectives, Needs and Priorities in International Education in the U.S. Secondary and Elementary Schools," Foreign Policy Association (Washington: U.S. Department of Health, Education and Welfare, 1969). Passim.

²See Appendix H, no. I:B,2,3,4,5 and VI:A, p. 283.

³See Chapter III, p. 48.

⁴See Appendix H, no. VI:B-E, p. 283.

⁵See Chapter V, pp. 70-94.

⁶See Chapter V, p. 81.

⁷See Appendix H, no. VI:D, p. 282.

⁸See Chapter V, p. 79.

⁹See Chapter V, p. 81.

¹⁰See Appendix H, no. IV:D, p. 282.

¹¹See Chapter V, p. 70.

¹²See Appendix H, no. II:A and III:B, p. 282.

¹³See Appendix D, p. 218.

¹⁴See Appendix H, no. II:C and V, and VI:C, p. 282.

¹⁵See Appendix D, p. 218.

¹⁶See Appendix H, no. I:C,1, p. 282.

¹⁷See Chapter V, p. 84.

¹⁸See Appendix H, no. I:B,7, p. 282.

¹⁹See Chapter V, p. 79.

²⁰See Appendix H, no. I:C,2 and I:C,4, p. 282.

²¹See Chapter III, p.48.

²²See Chapter V, pp. 75ff.

²³Anderson and Becker, op. cit., p. 247.

²⁴See Appendix I, p. 290.

²⁵See Chapter V, p. 90.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The World Understanding and Comparative Cultures program was unique. A search of the literature through 1972 uncovered no other program with the scope, number of participating schools, and student involvement utilized by the World Understanding and Comparative Cultures experiment. This fact was also borne out at the state level by the Michigan Department of Education ESEA Title III report.

During the planning stages of the program, the staff developed a set of objectives and goals. In the following pages, the extent to which the World Understanding and Comparative Cultures program met these objectives and goals will be summarized. The objective will be stated and then a description of the activities the World Understanding and Comparative Cultures program used to achieve these objectives will be discussed.

A. Objectives related to attitudinal development

A.1. To develop in students and teachers an understanding of the value systems, attitudes and perceptions of people of other cultures and of students of differing backgrounds within our own society. To accomplish this objective, frequent contact with natives of other cultures as well as daily contact with students from schools which differ from their own is planned.

It was part of the original planning that the students from the ten participating high schools be brought together for general sessions and discussion groups. The exchange of views with students of different socio-economic and ethnic backgrounds was an important effect of this procedure. This method also facilitated a more economical and efficient use of resource persons and community facilities.

A:2. To show students that in spite of cultural differences, there are basic similarities in the human condition and that though the differences should be accepted and empathized with, the similarities are more vital.

The "coffee hours" during which foreign students attending Michigan State University were invited to an informal discussion with students from World Understanding and Comparative Cultures met with a great deal of success. In all the "reaction" questionnaires given to students during the existence of the program, this procedure was always rated as a very beneficial and desirable activity. Students acknowledged that contact with foreign students and high school students from backgrounds different than their own had a definite impact on their sensitivity toward others; it helped them appreciate their similarities and de-emphasize their differences.

A:3. To increase in students a sense of social responsibility by providing opportunities to become actively involved in social service in the community.

About 40 per cent of the program's class time was allotted to allowing students to participate in community

volunteer work. The staff, students, and agency people who supervised the students in their volunteer activity concurred that this was an important aspect of the program. The Lansing School District has since implemented a full-year, credit program in the area of community service and involvement.

The one discouraging aspect of this phase of the program was the carry-over effect. When surveyed, about 71 per cent of the respondents claimed the volunteer experience was a beneficial, worthwhile endeavor. After leaving school, however, only about 36 per cent responded that they had maintained activity in volunteer work.

A:4. To develop a sense of the interdependence of nations through the use of case studies and through the use of resource people with first-hand information.

C:1. To increase the student's fund of knowledge related to foreign countries, particularly those of the non-western world. This will be attempted through the use of printed materials such as periodicals and source books, but not texts, lectures by knowledgeable natives of countries being studied, and audio-visual media.¹

The experiences provided by the program were more than adequate to facilitate accomplishment in these areas. During the large group presentations, the students were exposed to resource people with expertise in the country or area under consideration. The program also utilized films, paperback literature, novels, and dramatic presentations such as Indian style shows and Chinese plays.

The critical ingredient seemed to be motivating the student to become interested in relating this type of

experience to his own needs. The academically oriented student found a world of opportunity for development here. The non-academically oriented student felt this area was, at best, secondary to community service and inter-personal needs.

Unfortunately, pre-testing was not done to obtain objective data about how much the students' knowledge of other countries was increasing. Written tests were of the essay type. These tests were given back to the students, and only grades were recorded and kept. These scores did run extremely high (mostly A's and B's), and the staff felt satisfied that the students were gaining a high degree of understanding of the countries being studied.

B. Objectives related to study skills

B.1. To develop the ability to locate, organize and assimilate pertinent information by providing a wide variety of both primary and secondary source material in conjunction with the time and guidance necessary to carry on independent study.

—More energy and time should have been spent in achieving this objective. The first two years of the program the student was held accountable by demonstrating proficiency in this area through the use of written papers and examinations. In the last three years of the program, the student was allowed more flexibility in choosing his own course of study. The goal was then less often achieved. The staff hypothesized that perhaps a student who had spent ten or eleven years in the traditional, regulated school environment

needed more time to learn to accept responsibility for self-regulation and utilize free time for study and research.

B:2. To develop the ability to work effectively in group situations by providing extensive opportunity for small group discussions of pertinent topics.

Mention has already been made of the contribution made by mixing students from differing schools and backgrounds in the small group discussion sessions.

The use of different group models was an interesting experiment. By being permitted to choose an environment ranging from almost complete teacher domination to one of almost complete student domination, the student could place himself in an atmosphere that he felt would best meet his needs.

There was a notable correlation between the home school environment from which the student came and the group model that he chose. Students coming from a school where discipline and regimentation were high seemed to seek the teacher-dominated environment. On the other hand, students coming from schools where there was more flexibility in scheduling and self-direction felt more comfortable in the student-dominated model. (This reaction was not documented, only felt by the staff members to be apparent.) At times students felt frustrated in dealing with these group processes, but this very frustration indicated serious involvement.

Now a word about the reaction of the staff to these group models. Like the students, the school from which the staff members came had a direct effect on their reaction. Teachers who came from home schools where discipline and regimentation were high found themselves frustrated at being placed in a student-dominated group. They sensed a loss of control, direction, and, in some cases, importance in having to change their role to one of a resource person. On the other hand, the teachers coming from the more flexible school situation seemed to identify with, and respond favorably to, the student-dominated group. No teachers expressed difficulty in participating in the teacher-dominated group. (Teachers were "switched," allowing all staff members an opportunity to participate in all the various group designs.)

B:3. To provide through inductive techniques such as simulation an understanding of basic principles rather than unrelated facts. One example of such a simulation is the Inter-nation simulation recently published by Science Research Associates.

Such simulation exercises as "Star Power, Hollow Squares, NASA, Prisoner's Dilemma, and First Impression" games were used. These simulation games in an informal classroom atmosphere, direction given to the staff by the students, freedom from the "home" school, and meeting in small groups with students from other backgrounds all helped to make a positive contribution to this objective.

C. Objectives related to cognition and appreciation

C:3. To expose the students to as many experiences as possible which deal with the dramatic, plastic and literary arts of other cultures. This will involve extensive use of the cultural facilities made possible by Michigan State University.

Several dramatic presentations were used during the large group session. Indian style shows, Black history dance demonstrations, and Chinese plays were shown to the students. Also, students were invited to symposiums, guest lectures, seminars, and the activities of the International Club at Michigan State University. Many students expressed an interest in and concern for such cultural activities but were unable to participate because of conflicting commitments. Thus, the objective was only partially met.

D. Objectives related to structure

D:I. To develop an inter-school teaching team.

The team was composed of nine members. It was expected that there would be obstacles to overcome in reaching mutual agreement on a common philosophy and goals. Here a great deal of dependence was placed on the "team leader." It was felt that morale was high and the team members became increasingly "open" with each other and compromise became a generally accepted solution to internal conflict. This kind of cooperation helped develop an increase in mutual respect within the faculty of the participating schools. It was felt that the prolonged

discussions about techniques, evaluations, goals, and the general purpose of education were stimulating and creative. Combined experience was considered an asset.

Several factors hindered development of the "team." Mechanics rather than personalities or enthusiasm were significant. School location, size of the team, sharing resources, and personal commitments interfered. Also, it might be noted that several staff members felt rejection because of the lack of involvement. After the planning sessions, most of the academic presentations were handled by guest lecturers. The staff members' involvement, then, was limited to guiding home school students in their research projects, supervising those in community volunteer service, and serving as chairman of a discussion group. More "team" teaching did take place when the staff members were given more responsibility for preparing presentations for the general sessions.

D:3. To develop a set of materials and teaching techniques which can be disseminated according to the plans laid out by the staff.

D:4. To build into the program instructional features which can be retained.

The staff felt the materials given out in the program were more than adequate and worth keeping. Paperback texts and mimeographed hand-outs are still being used by all staff members in their respective schools.

The small group discussion technique also has been kept by all members, and they agreed that they incorporate this method more now in all their home school courses.

All the staff members commented that they are using the simulating games from the program in some of their own teaching situations.

Half of the staff members indicated they are active in curriculum planning in their own schools. The majority are trying to establish programs similar to that of World Understanding and Comparative Cultures.

Also, the Ingham County Intermediate School Board office at Mason, Michigan, has received over 200 requests from schools all over the country for information regarding the structure and procedures of the World Understanding and Comparative Cultures program.

The World Understanding and Comparative Cultures program was phased out during the 1972-73 school year. When federal funds were cut (after the first three years), participating local boards had the option of picking up the program at their own expense or dropping it. The staff felt that in dropping it the boards were not expressing dissatisfaction with the World Understanding and Comparative Cultures program, but rather were bowing to the dictates of finance. Also, there was concern on the part of the program staff that participating school counselors did not really encourage or emphasize the program. Counselors seemed to

feel that scheduling students for a two-year time block was difficult and did not permit flexibility in their scheduling procedures.

All in all, the World Understanding and Comparative Cultures program was a worthwhile experiment in an innovated social studies course. The staff, students, guests, and participating schools benefited from the activities of the program and will continue to do so.

Recommendations

The recommendations contained in this section are intended for those who wish to plan and implement a program for the teaching of international understanding patterned after the World Understanding and Comparative Cultures model.

This dissertation has shown that the World Understanding and Comparative Cultures program met, all or in part, the goals and objectives that it proposed for itself. Following are some recommendations concerning these objectives. A complete list of objectives can be found in Appendix I.

1. One objective was relevant to developing in teachers and students an understanding of the value systems and attitudes of those with differing backgrounds (Appendix I, A:1). The program accomplished this by bringing students from the participating schools together for a general session at least once a week. This activity did

permit the exchange of views, sharing of resources, the use of resource persons, and the economic use of community facilities.

It is recommended that the general session meeting place be moved among the participating schools as it was during the first three years. This method engenders more cohesiveness between the various schools than using a permanent central location. The students enjoyed the opportunity of visiting their counterparts' schools.

The next recommendation may seem petty, but it touches a significant point. The staff members should ride the bus with their students. It is probably more convenient for the teacher to drive, but students seemed to feel a lack of concern on the teachers' part when they did so. Students like to feel their faculty member is nearby, interested and available. Also, many school systems prefer, if not demand, that a faculty member accompany students being transported by bus.

2. The program had as an objective providing students with experiences illustrating that, in spite of cultural differences, there are basic similarities that are more vital among people (Appendix I, A:2). To better achieve this goal, it is recommended that the first unit of presentation be in the area of social-psychology. It has been the writer's experience that many high school students do not

have a sufficient background in the concepts of sociology and social-psychology. This background is essential. During the study of a foreign culture, the students will be analyzing people in a social-cultural context. When the World Understanding and Comparative Cultures program started the year with a unit on social-psychology, the staff felt students were better equipped to compare cultures.

3. Community service was an important objective of the World Understanding and Comparative Cultures program. This aspect was designed to increase the student's sense of social responsibility (Appendix I, A:3).

In the five-year duration of the World Understanding and Comparative Cultures program, this activity was consistently rated as a most worthwhile project. The students and the community agencies they served both benefited from this experience. It may be hard for a student to develop empathy with the socio-cultural-economic problems of foreign cultures without having the experience of becoming closely involved with similar types of problems in his own environment.

The only change in this part of the program that is recommended is that a more concerted effort be made by the teaching staff to supervise the students involved in this activity. Without proper counsel, it is easy for the student to lose sight of the fact that what he is doing in community

volunteer service is related to the program as a whole and has academic overtones. It is only realistic to assume that some students, who have had little experience at handling individual responsibility concerning the use of their time, might view this experience as an opportunity to "cop-out" and shun their real obligations. Close supervision and contact with a member of the teaching staff can forestall or deter such notions on the part of the student.

4. During the large group presentations, one objective was that the students be given the opportunity to increase their fund of knowledge related to foreign cultures (Appendix I, A:4 and C:2).

The teaching staff should be more involved in the general session presentations. These teachers should be knowledgeable about comparative cultures and, along with resource persons and guest lecturers, can make a worthwhile contribution. This involvement would also give the staff member a greater feeling of importance to the program as a whole.

Although there is a need for academic texts in the area being studied, it was found students had a very favorable reaction to the use of novels that pertained to the area of concern. Many of these novels were written by natives of the various countries being studied.

The mimeographed hand-out material also is a means of getting pertinent information into the hands of students.

Much of this type of material can be solicited from the resource persons, lecturers, and staff members. These hand-outs can be kept up-to-date and are usually less expensive than published texts.

In order to monitor the extent to which students are increasing their fund of knowledge concerning other countries, it is recommended that a pre-test and post-test program be developed. This will enable the staff to collect objective data to use in future planning of techniques, as well as a basis for student grading.

5. Another objective was to provide the student with a wide variety of primary and secondary source material in conjunction with the time and guidance necessary to carry on independent study and enhance his ability to locate, organize, and assimilate pertinent information (Appendix I, B:1).

The research-oriented student who desires the opportunity to do an independent investigation on a topic of his choice should be provided with the materials and guidance to do so. It is recommended that a series of papers be utilized to accomplish this goal. A paper that could be completed in about six weeks would be adequate in length, depth, and be about the scope that a high school student could handle.

To aid in accomplishing the organizing and assimilation of pertinent information, the student should be held

accountable for proficiency in this area through the use of written papers and examinations.

6. Another objective was that students be given the opportunity to work in group situations (Appendix I, B:2).

Definitely keep the discussion group format. With more than one school participating, you have a "built-in" opportunity to "mix" students from different backgrounds. The discussion group situation not only provides a forum for discussing the topic of concern from the general session, but also provides an environment within which students can develop group dynamics skills and inter-personal relationships.

Keep the different group "model" structure. There are some pitfalls in this procedure, in that the student-dominated model could be used by students as an escape. However, with a determined effort on the part of the staff member participating in this group, it could be, and was, a meaningful experience for students.

A change in the use of the different models could be to have the students "switch" from one type of group to another every marking period. This way all students, as well as staff, would have the opportunity to be exposed to all the various structures--teacher dominated to student dominated.

It will be a difficult task, but it is very important that a balance be maintained in the discussion group between

the academic activities and inter-personal procedures. The use of a position paper from the students is suggested. This type of exercise would permit the student to display his competence in the academic area of the subject under concern, and yet permit him to analyze and interpret the subject matter from a personal point of view. This method would also give the staff one more tool for evaluation and an indication of how well the student is reaching the objectives of the group.

7. The World Understanding and Comparative Cultures program consisted of several secondary schools. Therefore, an objective was to develop an inter-school teaching team (Appendix I, D:1).

This type of program almost demands a full-time director. It is recommended that this person be on the teaching staff of the program for half the day, and spend the other half day seeing to the business of coordinating the entire program. By teaching in the program, the director maintains communication with the staff and students, and is more directly sensitive to the needs of both groups.

A serious effort should be made to recruit the teaching staff from persons who have a sincere dedication to the teaching of international understanding. It is important that these same persons are knowledgeable in area studies and comparative cultures.

With the amount of time and energy that the staff is expected to put forth, it is necessary that the members have at least one planning period a day to prepare for their participation in the program. A teaching team can be built by involving the staff more in the presentations. With this added planning period, these staff members will have the time necessary to prepare topics for the general sessions.

As part of the attempt to develop this type of teaching team, the World Understanding and Comparative Cultures staff participated in two summer sessions of sensitivity training. It is recommended that this type of experience be avoided, because the writer feels it created apprehension and doubt among the staff members. A group of professional educators dedicated to the program in which they serve can identify with each other successfully enough without the in-depth psychological identification that is stressed in the "T-group" type of counseling.

8. Another objective of a program like World Understanding and Comparative Cultures lends itself to the collection of materials and teaching techniques which can be disseminated or retained (Appendix I, D:3 and D:4).

The amount of gathered materials will become overwhelming and the staff should be alert to keep their working files up-to-date and avoid the trap of the comforts of repetition.

Evaluation of the program's success at meeting goals and the techniques used must be an on-going venture. While contributions to this evaluation come from the staff, the program director should be charged with the responsibility of assimilating, classifying, and maintaining these data.

Ideally, this type of program should spread. It should be exported to other school systems with the hope and aspiration that they will develop "clusters" of their own. To aid in this goal, your program should maintain an on-going, current syllabus that can be dispensed to interested parties on request.

It is a tremendous task and challenge of a program such as World Understanding and Comparative Cultures to maintain good rapport with the local boards of education. The World Understanding and Comparative Cultures type of program is a very time-consuming and expensive venture. All interested parties should maintain communication with the boards of education and keep these boards informed with on-going evaluation being done concerning the program. Also, those involved in implementing the program should maintain an on-going lobbying effort to convince these policy-making groups of the worth and contribution this type of program has for the educational process and system as a whole.

Footnotes--Chapter VII

¹Objective C:1 was placed out of sequence by the author. After the program was in operation for awhile it was found that objective C:1 belonged in the "A" group of objectives.

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APPENDICES

APPENDIX A

PROPOSAL FOR FUNDS DATA SHEET

APPENDIX A

PROPOSAL FOR FUNDS DATA SHEET

Department of Health, Education, and Welfare
Office of Education
Washington D.C. 20202

Elementary and Secondary Education Act of 1965 (P.L. 89-10)
Title III Data Form

This block for U.S.O.E use only		Project No.	State Code	County Code	Region Code	State Allotment
<p>A. 1. Reason for submission of this form (Check One): <u>X</u> (a) Initial application for Title III grant or resubmission of disapproved project. <u> </u> (b) Application for continuation grant. <u> </u> (c) End of grant period report.</p> <p>2. For all purposes except initial application give previous project no. <u> </u>.</p>						
<p>B. 1. Major description of project: (Check one only) <u>X</u> (a) Innovative. <u> </u> (b) Exemplary. <u> </u> (c) Adaptive.</p> <p>2. Type of activity: (Check one or more) <u>X</u> (a) Planning of program. <u> </u> (b) Planning of construction. <u>X</u> (c) Conducting pilot activities. <u> </u> (d) Operation of program. <u> </u> (e) Constructing. <u> </u> (f) Remodeling.</p>						
<p>C. 1. Project Title: <u>Ingham County Educational Exchange Program in World Understanding and Comparative Cultures</u></p> <p>2. Briefly summarize the purpose of the proposed project and give the item no. of the area of major emphasis as listed in Sec. 303 P.L. 89-10. (See instructions) Item No. <u>3</u></p> <p><u>To design and pilot a comprehensive program in World Understanding and Comparative Cultures uniting students and teachers from inner city public, parochial, suburban and rural areas within Ingham County permitting maximum use of community resources.</u></p> <p>3. <u>Ingham Intermediate Board of Education</u> (Name of applicant (local education agency))</p> <p>4. <u>Ingham</u> 5. <u>6</u> County Name (applicant) Cong. District</p> <p>6. <u>147 West Maple Street</u> <u>Mason</u> <u>Michigan</u> <u>48854</u> Street address (applicant) City State Zip Code</p> <p>7. <u>Robert L. Slocum (temporary appointment)</u> <u>517-677-3481</u> Name of Director Telephone: Area Code, Local</p> <p>8. <u>147 West Maple Street</u> <u>Mason</u> <u>Michigan</u> <u>48854</u> Street address (director) City State Zip Code</p> <p>9. <u>Alton J. Stroud</u> <u>517-677-3481</u> Name of person authorized to receive grant Telephone: Area Code, Local</p> <p>10. <u>Superintendent, Ingham Intermediate Board of Education (Position or Title)</u></p> <p>11. <u>147 West Maple Street</u> <u>Mason</u> <u>Michigan</u> <u>48854</u> Street Address <u>January 13, 1967</u> Date Submitted Signature of Person Authorized to Receive Grant</p>						

- D. 1. List the number of each congressional district served: 6
 2. Number of counties served 1. 3. Number of LEA's served 3 to 12.
 4. Total estimated population in geographic area served: 211,296.
 5. Latest average per-pupil ada expenditure of local education agencies served \$502.90.

E. Title III Budget Summary for Project

	Previous O.E. Grant Number	Beginning Date	Ending Date	Funds Requested
1. Initial Application or Resubmission		7/67	1/69	\$97,562.00
2. Application for first Continuation Grant		7/68	1/70	
3. Application for Second Continuation Grant				
4. Total Title III Funds (Includes Amount from Block F if any)				
5. End of Grant Period Report				

- F. Complete this block only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III Funds are requested.
 1. Type of function: (a) Remodeling of facilities. (b) Leasing of facilities. (c) Acquisition of facilities. (d) Construction of facilities. (e) Acquisition of built-in equipment.
 2. (a) Total sq. ft. in the proposed facility: (b) Total sq. ft. in the facility to be used for Title III program: .
 3. Title III Funds requested for facility: .

G. School Enrollment and Project Participation Data

		Pre-Kinder.	Kinder.	1-6	7-12	Adult	Other	Totals	Staff Members Courses in In-Service Training For Project
1. School Enrollment in Geographic Area Served	Public		5,798	28,178	23,507	51	1,811	59,345	
	Non-Public		19	4,039	2,736			6,794	
2. Persons Served by Project	Public				75			75	3
	Non-Public				50			50	1
	Not Enroll.								
3. Additional Persons Needing Service	Public				6,636			6,636	265
	Non-Public				674			674	14
	Not Enroll.								

H. Total Number of Participants by Type (Applicable to Figures Given in G-2 Above.)	White	Negro	American Indian	Other Non-White	Total
	210	30		10	250

I. Rural/Urban Distribution of Participants Served or to be Served by Project.

	Rural		Metropolitan Area		
	Farm	Non-Farm	Central City	Non-Central City	Other Urban
Percent of Total Number:	3%	2%	50%	20%	25%

J. Personnel for Administration and Implementation of Project

Personnel paid by Title III funds	Regular Staff Assigned to Project (1)	Full-Time Equivalent (2)	New Staff Hired for Project (3)	Contracted for Project (4)	Full-Time Staff for Project (5)	Part-Time Staff for Project (6)	Full-Time Equivalent (7)
(a) Administration/Supervision	1	.10	1			2	.60
(b) Teacher: Pre-Kindergarten							
(c) Kindergarten							
(d) Grades 1-6							
(e) Grades 7-12			4			4	2.
(f) Other							
(g) Pupil Personnel Services							
(h) Other Profess.			1				.025
(i) All Non-Prof.			2		1	1	1.50
(j) For all consultants paid by Title III funds: (1) Total No. Retained: 15 . (2) Total Days Retained 10 .							

K. Personnel for Administration and Implementation of Project

Personnel <u>Not</u> Paid by Title III Funds:	Regular Staff Assigned to Project (1)	Full-Time Equivalent (2)	New Staff Hired for Project (3)	Contracted for Project (4)	Full-Time Staff for Project (5)	Part-Time Staff for Project (6)	Full-Time Equivalent (7)
(a) Administration/Supervision			In kind contribution by local districts.				
(b) Teacher: Pre-Kindergarten							
(c) Kindergarten							
(d) Grades 1-6							
(e) Grades 7-12							
(f) Other							
(g) Other Profess.							
(h) All Non-Prof.							
(i) For All Consultants <u>Not</u> paid by Title III Funds: (1) Total No. Retained: 3* . (2) Total Days Retained 90.							

*Consultants from cooperating agencies:

- a) Social Science Teaching Institute, Michigan State University.
- b) Center for International Programs, Michigan State University.
- c) Michigan-Ohio Regional Educational Laboratory, letter of commitment attached.

NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION								
Major Program or services	Total Number served or to be Served						Non-Public school Pupils Included (7)	Esti- mated Cost (8)
	Pre-k (1)	k (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
<u>Evaluative Programs</u>								
(a) Deficiency survey (area needs)								
(b) Curriculum Require- ments study (includ- ing planning for future needs).								
(c) Resource availability and utilization studies								
<u>Instruction and /or En- richment</u>								
(d) Arts, Music, Theater, Graphics, Etc.								
(e) Foreign Languages								
(f) Language arts (English Improvement)								
(g) Remedial Reading								
(h) Mathematics								
(i) Science								
(j) Social Studies/ Humanities				250			100	97,562.00
(k) Physical Fitness/ Recreation								
(l) Vocational /Industrial Arts								
(m) Special-Physically Handicapped								
(n) Special-Mentally Retarded								
(o) Special-Disturbed (incl. Delinquent)								
(p) Special-Dropout								
(q) Special-Minority Groups								
<u>Instruction Addenda</u>								
(r) Educational TV/Radio								
(s) Audio-visual Aids								
(t) Demonstration/ Learning Centers								
(u) Library Facilities								
(v) Material and /or service centers								
(w) Data Processing								
<u>Personal Services</u>								
(x) Medical/Dental								
(y) Social/Psychological								
OTHER								

II A.

The pilot program will be situated in the Greater Lansing Area which includes Okemos.

Lansing is an industrial, governmental, and educational center. While the city has a population of about 115,000 it serves as the hub for a tri-county area with a population of 300,000--an increase of 22% in the last ten years. This population breaks down into 60% urban, 16% rural farm, and 24% rural non-farm.

Twenty-five per cent of the work force is employed in over 130 diversified manufacturing industries. The largest and best known of these include the Oldsmobile Division of General Motors (home plant), Fisher Body, Motor Wheel, White Motor Company, and John Bean Manufacturing Company. In addition, more forgings are produced in this area than any other place in the world. Other industries in the Lansing Area include the manufacture of machine tools, metal stampings, steel fabrication, aerial surveying, and plastics.

The following are examples of earnings for households in the metropolitan area as shown in the 1960 census:

Less than \$2,500.00	--	16% of the population
\$4,000.00 - \$7,000.00	--	43% of the population
More than \$10,000.00	--	8% of the population

Lansing, as the capital city of Michigan, has 21% of its population employed in federal, state, and local governmental services.

Education in the Lansing area is of major significance. Within the jurisdiction of the Lansing School District are the following (1966-1967):

50 elementary schools	--	Enrollment of 18,970
5 junior high schools	--	Enrollment of 6,758
3 senior high schools	--	Enrollment of 5,994

Of the 31,606 students in the public schools in 1965-66, more than 2,500 were Negro, most of whom came from homes that can be called disadvantaged.

The Okemos 1966-67 enrollment is as follows:

4 elementary schools	--	Enrollment of 1,361
1 junior high school	--	Enrollment of 682
1 senior high school	--	Enrollment of 771

It is important to note that in the Lansing Diocese, which is larger than the pilot area but which represents an area of logical future expansion since it is participating in the pilot program, the total current enrollment is 35,841. The parochial enrollment for the county is 6,794. It should also be noted that parochial students represent a significant percentage of the pilot group.

Lansing Community College with an enrollment of approximately 4,500 serves the tri-county area.

Michigan State University, situated in East Lansing, has a staff of 6,500 and an enrollment in excess of 35,000 students. It has grown tremendously in recent years. We feel it has become one of the mid-west's outstanding universities. It has pursued a philosophy of supplying resource

people for assisting in the solving of community needs. For the purposes of this program it is especially significant that Michigan State University has a large and active Center for International Programs with a foreign student enrollment of nearly 1,200 and a foreign faculty of 150, which are actively involved in the planning and piloting of this program.

The Michigan State Department of Education is located within the Lansing School District. The availability of personnel employed in the various divisions are available for consultative purposes.

Greater Lansing's concern for employment, government, and education has not resulted in overlooking the health, welfare, cultural, and recreational needs of its citizens. A Community Services Council supported by the United Community Chest has as its purpose to promote cooperation and community planning by citizens and civic organizations, education, health, character-building, and social welfare agencies. A competent staff and interested and active volunteers have developed programs to assist in meeting certain community needs, and the type of leadership shown is indicative of their capacity for growth in these and allied areas.

The Lansing Metropolitan Area has approximately 200 churches, several active and thriving theater groups which present both contemporary plays and classical drama, and a

large civic center in the city of Lansing which not only has a wide variety of ongoing programs but also attracts numerous conventions to the city. The Lansing park system is reputed to be among the finest in the country. There are some 63 parks in the Greater Lansing area, including a zoo, an arboretum, specimen gardens, and 46 scheduled summer playgrounds. There are also 74 baseball diamonds, two outdoor swimming pools, ten indoor pools and seven public golf courses. The Y.M.C.A. and the Y.W.C.A. offer a number of programs for both adults and young persons. The school system in Lansing provides a wide variety of evening courses which allow any interested citizen (except teenagers) to take subjects ranging from pottery making to "great books" for a minimal fee. At the heart of the city is a fine new public library operated by the public schools, and nearby is the State Library of Michigan and the Michigan Historical Museum. The State Capitol itself and other public buildings are near the city center. On the Michigan State University campus five miles away there are extensive historical and natural science displays in attractive museums.

Art exhibits are always available and there is a new art museum in the Kresge Art Center located on the University campus. In the area there are nine motion picture theaters, including several that exhibit foreign films. There are five radio and three television stations (including an educational TV station) in the area, and the city of Lansing

supports a symphony orchestra. In addition, the University offers a large number of theater, lecture and concert events; during the year some of the most outstanding ballet, opera and theater groups in the world appear.

II B.

On February 2, 1966, the President of the United States delivered a message to the Congress on the topic of International Education. In it he urged the stimulation of new programs in International Studies for Elementary and Secondary Schools since "No child should grow to manhood in America without realizing the promise and the peril of the world beyond our borders. Progress in teaching about world affairs must not lag behind progress made in other areas of American education."

The International Education Act of 1966 states in Section 2 that: "The Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and that it is therefore both necessary and appropriate for the Federal Government to assist in the development of resources for international study and research . . . in order to meet the requirements of world leadership."

The State Department, in June of 1966, hosted a National Foreign Policy Conference for educators which made

clear the interest which the State Department has in programs which contribute to international understanding.

As a part of that State Department Conference, from the panel discussion on World Affairs in Our Schools and in Teacher Education, we have the following remarks by Dr. George Angell, President, State University College, Plattsburgh, New York: "The usual courses in history and political science are often sterile of personal involvement. Today's students will respond to specific requests for social service in helping judges, welfare officers, and others to carry out a more humane treatment of the poor and the unfortunate. Without reality of experience, young Americans are often at a loss in evaluating foreign criticisms of American institutions and have little upon which to base their own desire to improve our way of life, . .

Students should also learn about poverty. Here the behavioral scientists have an unparalleled opportunity to put students in direct contact with tens of thousands of our poor through the Federal, State, and local antipoverty programs. . . They should participate in the thousands of community planning and economic development studies being funded under new legislation. . .

Although in studying another culture it is important to understand its differences from American culture, it is far more important to learn those human characteristics, motivations, and aspirations that we have in common. These are probably best learned through direct and continued

contact with one's peers both at home and abroad. This understanding of commonalities will provide a mutual respect upon which future peace and progress may be confidently constructed."

The foregoing pieces of evidence represent our strongest argument for assigning a top priority to the proposed cooperative program in World Understandings. Ingham County schools have no such program and this attempt to provide one is a reflection of our concurrence in the concern of the President, the Congress and the Department of State that such programs be developed.

II C.

We have examined briefly in Section IIB the basis for this program. We now submit that the proposed program represents the best solution for meeting these needs for the following reasons:

1. It will provide an opportunity for widening and deepening the understanding of the staff and the students for those of differing backgrounds by providing for exchanges of views among teachers and students from inner city, parochial, suburban and rural schools over an extended period of time.
2. It will provide greater and more systematic use of community resources such as the Center for International Programs at Michigan State University.
3. It will provide systematic contact for foreign students enrolled at Michigan State University with high school students both native and exchange which will be mutually advantageous. Also for foreign teacher trainees who expect to return to their homeland to teach.
4. It will provide an opportunity for student involvement in community services which should promote social responsibility.
5. It will provide an opportunity for effective use of time and resources through large group presentations, small group discussions and individual study.
6. It will provide opportunities for exchange of teaching methods and techniques and provide for experimentation

with new methods and materials in cooperation with the Social Science Teaching Institute and the Learning System Institute of Michigan State University.

7. It will provide for the formation of a collection of materials relating to International Understanding which can be published and made available for expansion of the program within the county and ultimately to any interested school system.

8. After evaluation the program may serve as a model for other schools in the county, state, region, and nation both in content and organization.

II D.

The greater demands of teacher organizations for increased teaching salaries coupled with the population growth in the area to be served which necessitates a stepped-up building program leaves a proportionally smaller percentage of the school budget to be spent for curriculum innovations. This is particularly true for this project since transportation costs will be added which none of the participating schools are prepared to underwrite.

III. Objectives

A. Objectives related to attitudinal development.

1. To develop in students and teachers an understanding of the value systems, attitudes and perceptions of people of other cultures and of students of differing backgrounds within our own society. To accomplish this objective, frequent contact with natives of other cultures as well as daily contact with students from schools which differ from their own is planned.

2. To show students that in spite of cultural differences, there are basic similarities in the human condition and that though the differences should be accepted and empathized with, the similarities are more vital.

3. To increase in students a sense of social responsibility by providing opportunities to become actively involved in social service in the community.

4. To develop a sense of the interdependence of nations through the use of case studies and through the use of resource people with first-hand information.

B. Objectives related to Study Skills.

1. To develop the ability to locate, organize and assimilate pertinent information by providing a wide variety of both primary and secondary source material in conjunction with the time and guidance necessary to carry on independent study.

2. To develop the ability to work effectively in group situations by providing extensive opportunity for small group discussions of pertinent topics.

3. To provide through inductive techniques such as simulation and understanding of basic principles rather than unrelated facts. One example of such a simulation is the Inter-Nation Simulation recently published by Science Research Associates.

C. Objectives related to Cognition and Appreciation.

1. To increase the student's fund of knowledge related to foreign countries, particularly those of the non-western world. This will be attempted through the use of printed materials such as periodicals and source books but not texts, lectures by knowledgeable natives of countries being studied, and audio-visual media.

2. To increase the students' awareness of current affairs and the basic philosophies that influence these affairs.

3. To expose the students to as many experiences as possible which deal with the dramatic, plastic and literary arts of other cultures. This will involve extensive use of the cultural facilities made possible by Michigan State University.

D. Objectives related to Structure.

1. To develop an inter-school teaching team.

2. To make efficient and systematic use of community resources such as the Center for International Programs and the university lecture-concert series.

3. To develop a set of materials and teaching techniques which can be disseminated according to the plans laid out in Section IX.

4. To build into the program instructional features which can be retained as federal support is phased out.

IV. Procedures

This pilot program anticipates involving a professional staff of three half-time teachers who will remain on their home school staff for the other half-time and one full-time teacher-director. It will enroll approximately 250 students taken from five high schools enrolling students from Ingham County. Students will meet every morning during the regular school year for a flexibly scheduled block time period which will carry two credits.

These junior and senior students will be enrolled on the basis of their own interest coupled with teacher recommendations. The program will be explained to students through the cooperation of the counseling staff in each of the participating schools.

Students will be transported from their home schools daily to a central location which will vary from day to day among the participating schools. Groups for small group discussions will contain a mix of the student population of the participating schools. A balance of large group presentations, small group discussions and opportunities for independent study will be maintained. Group participation in after-school, cultural activities will be encouraged and in some cases required.

Although a portion of the day will be spent in transporting students to the central meeting place we feel that this is essential if we are to provide for interchange of

ideas of students from differing backgrounds and communities. It is also essential if we are to make effective use of community resources such as foreign student speakers and panels, visiting professors, films and teacher presentations.

We feel it is essential that the teaching staff remain in their home schools for half of each teaching day in order to retain the identity of the participating schools and prevent the development of a separate teaching unit operating outside of the participating schools. Whenever possible, faculty members from participating schools will be called to contribute special talents or areas of emphasis.

Scheduling this program for a block of morning time will permit maximum flexibility in movement around the community while still permitting the student to pursue his basic course of study in his home school.

Planning of the content of this program will be carried on in a workshop arranged for the summer months of 1967. In addition to the teachers who will compose the staff of the project and administrative staff members of the participating schools there will be a librarian consultant available from the social science teaching institute and the international center of Michigan State University.

We are aware that identification of personnel for such an elaborate program will have to precede the announcement of funding in order to provide for maximum interaction and make the planned summer workshop more fruitful.

Therefore we are making tentative arrangements for pre-workshop planning sessions.

It is anticipated that selected students will participate in both pre-workshop and workshop planning.

Some of the directions for the summer planning program will involve:

A. The working out of lecture and discussion topics related to the objectives listed under III A and C which relate to attitudinal development and cognition. Some of the discussion topics will include the problems of the population explosion, the problems of emerging nations, nationalism vs. internationalism, economic interdependency and the problems of disarmament.

B. Since no text is to be used there must be a review of appropriate paperbacks in various categories such as Ina Corrinne Brown's Understanding Other Cultures for general understanding, the bibliographies of such organizations as the Asia Society's Guide to Paperbacks on Asia for special materials.

LANSING SCHOOL DISTRICT

LANSING, MICHIGAN

WILLIAM R. MANNING

SUPERINTENDENT

OFFICE OF
DIRECTORS
AND
SULTANTS

January 10, 1967

Mr. William Helder
3318 Risdale
Lansing, Michigan 48910

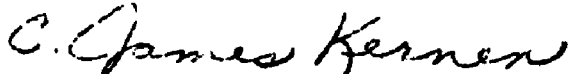
Dear Mr. Helder

The following are projects organized to help children of low income families which present at least two types of opportunities for students enrolled in the Ingham County Exchange Program in World Understandings and Comparative Cultures:

<u>School Program</u>	<u>Type of Opportunity</u>	
	<u>Advantaged Children to Work with Disadvantaged</u>	<u>Disadvantaged Children to Work with Advantaged</u>
Neighborhood Youth Corps	X	X
Head Start	X	
Future Teacher Corps	X	X
Upward Bound		X
Family Helper	X	X
Tutoring (not yet formally organized)	X	X
Elementary and Secondary Education Act Title I Projects:		
Neighborhood & Youth Encouragement	X	
Secondary Remedial	X	X
Elementary Remedial	X	X
Operation Culture	X	
Operation Green Thumb	X	
Operation Dineout	X	

It is my considered opinion that the Ingham County Exchange Program in World Understandings and Comparative Cultures will not only find opportunities in the above listed programs, but will actually serve to improve them. We estimate that a minimum of 25 students will be able to participate in the above listed programs. It is possible for all to serve.

Sincerely



C. James Kernan
Consultant in Continuing Education

vc

V. Emphasis

The program will be totally innovative on content since a new course of study and complement of resource people will be developed during the spring and summer months of 1967.

It will be innovative in design since there is at present no program involving the exchange of students and faculty in the quantities which we plan to involve in any subject matter area.

It represents a unique type of program for parochial and public school students to share. In the past sharing has been largely the sharing of facilities or specialists rather than the cooperative building of program.

It is innovative in the types of materials and personnel which, with the help of the Social Science Teaching Institute and the Center for International Programs can be utilized.

It is innovative in the extent to which community resources will be used.

It is innovative in the extent of involvement of foreign students both as resource people and as teacher trainees who expect to return to their homeland as educators.

Ultimately, pending evaluation, the program might move into the exemplary category and application will be made for extension of the grant within that framework.

VI. Planning

A. 1. This project originated on October 10, 1966, when representatives from the schools of Ingham County met at the Ingham Intermediate School Office to consider the needs of schools within the county in relation to the Elementary and Secondary Education Act of 1965.

A follow-up meeting of those interested in an educational exchange program was held in Okemos on November 8, 1966, with Father William Meyers, Superintendent of Education for the Lansing Diocese, representing the parochial schools.

As plans began to take more distinct shape, a meeting was held on December 2 in the office of Mr. Alton Stroud, Superintendent of Ingham Intermediate School District. In addition to Mr. Stroud those present included Miss Lila Goodwin of the Ingham Intermediate Office, Mr. Russell Gilson, Director of Curriculum for the Lansing School District, Dr. Edward Remick, Consultant in Research, Lansing School District, Mr. William Helder, Lansing Coordinator for the Social Science Teaching Institute of Michigan State University and Mr. Leigh Beagle, teacher at Mason High School.

Planning

Subsequent to this session a preliminary draft was prepared and reviewed at an evening meeting held on December 15, 1966, attended by representatives of:

Ingham County

Miss Lila Goodwin, School Services Consultant

Mr. Robert Slocum, Consultant for Federal Programs

Michigan-Ohio Regional Educational Laboratory

Dr. Charles Blackman, Associate Director

Social Science Teaching Institute, Mich. State Univ.

Mr. William Helder, Social Science Coordinator
for Lansing

Parochial Schools

Father William Meyers, Super. of the Lansing Diocese

Brother Julius, Principal, O'Rafferty High School

Mr. Paul Cook, Social Studies Teacher, Gabriels H.S.

Okemos Public Schools

Miss Marcia Boznango, Ass't. Super. for Instruction

Mason Public Schools

Mr. Leigh Beagle, Social Studies Teacher

Lansing Public Schools

Mr. Russell Gilson, Director of Curriculum

Mr. Charles Baldwin, Consultant in Language Arts

Dr. Robert Trezise, Teacher/Counselor, Dwight Rich
Junior High

Mrs. Jean Dykema, Social Studies Teacher, Sexton H.S.

Mr. Alfred Eger, Social Studies Teacher, Sexton H.S.

The proposal was revised and expanded as a result of
this meeting and on Wednesday, January 4, 1967, a follow-up
meeting was scheduled attended by representative of:

Ingham County

Miss Lila Goodwin, School Services Consultant

Mr. Robert Slocum, Consultant for Federal Programs

Michigan-Ohio Regional Educational Laboratory

Dr. Charles Blackman, Associate Director

Center for International Programs, Mich. State Univ.

Mrs. Joan Meredith, Program Specialist

Social Science Teaching Institute, Mich. State Univ.

Mr. William Helder, Social Science Coordinator
for Lansing

Parochial Schools

Sister Leslie, Ass't to the Super. for Curriculum

Mr. Paul Cook, Social Studies Teacher, Gabriels H.S.

Okemos Public Schools

Miss Marcia Boznango, Ass't. Super. for Instruction

Lansing Public Schools

Mr. Russell Gilson, Director of Curriculum

Dr. Edward Remick, Consultant in Research

Mr. Charles Baldwin, Consultant in Language Arts

Mr. James Kernan, Consultant in Continuing Education

Mr. Alfred Eger, Social Studies Teacher, Sexton H.S.

Further recommendations were made at this meeting and the resulting draft was presented to the Michigan Department of Education's Coordinator for ESEA Title III.

On January 9, 1967, a representative of the planning group attended the regular meeting of the State Committee on International Understanding held at the International Institute, Wayne State University Campus, Detroit, Michigan, so that the project could avail itself of the most recent surveys of related programs in the State.

Appropriate letters of commitment from the Michigan-Ohio Regional Educational Laboratory, the Social Science Teaching Institute of Michigan State University and the Center for International Programs are attached as Appendix B.

2. As has been indicated in Section IV the bulk of the course content will be planned during the summer of 1967 using funds applied for in the planning grant. However it is clear that in order to make maximum use of the 90 hours budgeted for the summer workshop, pre-planning activities will have to continue after the submission of this proposal. These pre-planning sessions will include teachers, administrators, consultants from the cooperating agencies listed in Section 1. above and teachers.

The summer planning staff will include the teacher-director, three teachers and one librarian in addition to students and the consultants whose fees have been budgeted at \$500 or 10 days at \$50 per day.

B. As has been noted in Section A, the Michigan-Ohio Regional Educational Laboratory, the Social Science Teaching Institute and the Center for International Programs both from Michigan State University have been involved in the planning of the program since early in its formulation. It is felt that this constituted the type of expert guidance that, coupled with the thinking of the teachers and administrators of the participating school systems, would insure effective use of the resources available in the university community.

As an example of the type of contribution of the Social Service Teaching Institute, we might cite the introduction of the Inter-Nation Simulation developed by Dr. Cleo Cherryholmes, who is currently on the staff of the Institute. This Simulation was successfully demonstrated in a full-day session held on December 6 at J.W. Sexton High School, Lansing. It involves the decision-making process on the part of the students who are given information about the political system, economic potential and military potential of the country they represent. No actual names are given to these countries to prevent emotional reaction to actual nations. Using the information at their disposal the students conclude alliances, trade agreements, and define their relationship to the International Organization. Tables are provided for the Simulation Director to compute the effectiveness of the decisions made by the participating student groups.

As an example of the type of contribution of the Center for International Programs we might cite the selection and booking of appropriate foreign graduate students as resource people, student participation in the International Festival held annually on the university campus and in the various National Group Nights throughout the year. As a unique contribution it will enable project students to sit in on orientation held for foreign students about to visit American Families to minimize culture shock as they mingle in the American community.

Project planners are aware of the Glenn Falls Program and continued communication with the State Curriculum Committee on International Understanding should insure the latest available information on related programs within the state. Heavy reliance is being placed on the expert knowledge at the disposal of the university agencies who have indicated their willingness to assist our program.

As has been mentioned in Section IV the major portion of the course of study will be planned during the spring and summer of 1967 and this planning will involve teachers, students, administrators and consultants.

C. The State agency assisted by providing help in the person of Mr. Don Goodson, Coordinator for ESEA, Title III, who met with representatives of the county educational systems, Michigan State University and the Lansing public and parochial systems on two occasions to offer a critique of plans to date.

D. No E.S.E.A. Title III funds have been used in planning this proposal.

E. Funds will provide the teaching, and clerical staff for the program, cover the expenses of course planning during the summer of 1967 and 1968, provide transportation for the students and provide a portion of the expenses of teaching materials and evaluation instruments.

F. All funds being applied for will be exhausted by the end of the grant period. If the evaluation indicates that the program has been successful, application will be made for continuation of the grant.

Federal support for the pilot program can be phased out at once in the area of capital outlay.

It can be reduced in the area of instructional materials as evaluation permits greater selectivity and resource materials build up.

It can be reduced in the area of instructional professional costs as the program proves its worth and becomes part of the instructional budget of the participating school systems.

Only transportation will remain as a major unabsorbed expense and should federal support be terminated the program might be cut back to permit use of school buses.

In any event, once evaluation of the first year's program is completed, the effect of this attempt at a cooperative effort in program development cannot fail to have an impact on other areas of the curriculum.

G. One of the principal features of this program is the bringing together of students from a variety of schools for an exchange of views. This is a unique feature and no such systematic contact has been attempted in the area during the period in question.

Some of the services of the campus community such as foreign speakers have been used and there is at least one United Nations special interest group meeting after school hours but there has been no past attempt to use these facilities and techniques in as comprehensive, systematic and long-term a manner as this program contemplates.

The program will in no way supplant the current programs supported by funds derived from public sources.

As has been stated in Section V the program in both specific course of study and organization will be totally innovative.

VII. Participation of Nonpublic School Children

A. The students of the participating parochial schools will benefit from this program in exactly the same ways as students in the public schools and make up 2/5 of the student population of the pilot program. Attention is called to the letter of commitment from Father William Meyers, Superintendent of Education for the Lansing Diocese attached as Appendix A.

B. Participation of the nonpublic schools involves no loan of equipment.

VIII. Evaluation

A. The subjective evaluation of the teaching staff, parental reactions and expressions of satisfaction or dissatisfaction on the part of the student body will be systematically solicited.

Any observed changes in student behavior which can reasonably be attributed to participation in this program will be recorded. This would apply specifically to the objective of developing social responsibility through involving students in work with the disadvantaged as outlined in Section IV.

Since one of the major areas of interest for the Regional Laboratory is staff development, it is anticipated that they might aid in the evaluation of this phase of the project.

B. In order to formulate a more objective evaluation of changes in student attitudes, the following instruments will be considered:

The Sampson World-Mindedness Scale
Modifications of the Bogardus Social Distance Scale
The Rokeach Dogmatism Scale
The Allport-Vernon-Lindsey Study of Values

To aid in the evaluation of study skills, commercially published tests of Critical Thinking will be used.

IX. Dissemination

The Ingham Intermediate Board of Education is in an excellent position to make maximum dissemination of information relating to this program available to the other school systems in the county both through conferences and visitations. The Intermediate Board also publishes a county-wide newsletter, The Courier.

The Lansing School District disseminates information through a professionally staffed, permanent internal organization. Headed by John D. Marrs, administrative assistant for information services, this organization prepared material for release to the mass media--newspapers, television, radio, magazines--and to organizations and groups having an interest in information related to school activities. Additional staff includes Mr. Maurice C. Marshall, assistant for information services, Mrs. Margaret Dickman, secretary, and Miss Mary Modjeski, secretary (part-time). For the past two years, Mr. Marshall has worked with federal programs in various capacities and is competent and available to render such services as may be required to appropriately disseminate information relative to the proposed program.

In addition to the facilities of the county and Lansing, both the Lansing Diocese and Okemos have regular bulletins or newsletters.

Both the Michigan-Ohio Regional Laboratory and the Social Science Teaching Institute offer their services in

disseminating information related to this project (see Appendix B).

Articles will be submitted to professional journals such as the Journal of the Michigan Education Association and Social Education.

Reports of the program will be sent to the Michigan Curriculum Committee on International Understanding.

It will be noted that budget items in the amount of \$402.58 have been included to cover the cost of printing and mailing a brochure to interested parties and maintaining a pictorial record of the project.

It will be noted that a part of the job description for the project director includes the hosting of visiting groups. The teaching team will also make itself available both as resource people and as speakers for schools, church groups and service clubs who wish to present a program on International Understanding.

X. Qualifications of Professional Personnel

		18 mos. salary	
A. 1 Program Director	1/2 time	\$9,000	
4 Teachers	1/2 time	\$6,750 ea.	2 Summer Workshops--
1 Librarian	Summer Workshops Only		\$900 each participant
10 Consultant days @ \$50 per day		\$1,500	(This figure computed from current rate of \$5/hour.)
1 Accountant	.10 time		

These salaries as well as the workshop rates are based on the present salary schedule for Lansing teachers.

B. The Program Director will be responsible for organizing the summer workshops and will supervise the selection and requisition of materials. He will be responsible for scheduling of student activities and for making arrangements for each afternoon's instructional program. He will also supervise dissemination of information about the project and host visiting groups.

The teaching staff will, in cooperation with the director and consultants, plan during the summer workshops and throughout the year for daily programs. They will deliver both large group lectures and lead small group discussions. They will also supervise the independent study projects of the students.

As the project progresses, both the teachers and the director will serve as resource people to any groups who are interested in beginning a similar project as time permits.

The director and teachers will be certified and may have at least five years of teaching experience plus a master's degree. In addition to teaching experience, the background of each teacher should include either related work experience, special training or a demonstrated interest in international affairs. The librarian selected to work with the summer planning staff should have a minimum of five years of school library experience.

Consultants will be retained at the figure quoted above and will be recruited from university personnel with backgrounds in the field of international education or directors of related projects or their appointed representatives.

C. At this point, although the faculties of the participating school systems contain the type of staff necessary for this program, they have not yet been officially appointed with the exception of the Treasurer of the Ingham Intermediate Board of Education who will devote 10% of his time to the accounting of funds.

XI. Facilities, Equipment and Materials

A. The principal facilities to be used in this program will be the auditoriums of the participating schools and the surrounding classrooms. There will also be occasions to use facilities such as the reference rooms of the public library and school libraries.

Rooms in facilities other than schools (i.e. YMCA, YWCA and University rooms) will be utilized when appropriate.

These facilities need not be leased as they will constitute local contributions to the program.

B. New equipment will be limited to the office furniture necessary for the program director and his secretary. The additional necessary office equipment will constitute a further local contribution to the program.

Materials used by the director and his secretary have been itemized under Account #100 Materials and Supplies and total \$595.00 for the 18 months. This figure includes funds for a brochure to be used for dissemination and postage. The bulk of the efforts of the secretary will be devoted to preparing instructional materials. For this reason the materials are listed under instructional supplies.

C. Facilities and equipment for normal teaching operations are being supplied by the cooperating school systems. This is offered as evidence of the interest of the cooperating systems in the project. Only equipment related directly to the program director and his secretary

is included in the budget for the proposal. These items are listed under Account #1250.

XII. Subcontracting

The items which appear in the Contracted Services column on the Proposed Budget Summary are three: Account #100--Consultants in the summer planning programs; Account #200--Guest lecturers; Account #500--Pupil transportation.

A. In the first two instances contracts will be made directly with individuals at the rate of \$50 a day for consultants and \$40 a lecture for lecturers.

In the case of pupil transportation a contract will be made with Lansing Suburban Bus Lines.

B. Funds for consultants total \$500; Funds for lecturers total \$1,200; Funds for transportation total \$31,125.

C. Services to be provided are: Consultant services for the summer planning program and lectures to be given during the course of the program with accompanying text which can be duplicated and put in the hands of students for future reference. Daily transportation from the home school to the designated central meeting place and return, and transportation for anticipated field trips.

D. In the first two instances the services will not be paid for until rendered. Selection of both consultant and lecturers will rest ultimately with the project director.

In the case of transportation, the project director will retain responsibility for daily scheduling of buses and booking for field trips.

APPENDIX B

A DESCRIPTION OF THREE PROGRAMS DESIGNED TO IMPROVE THE TEACHING OF INTERNATIONAL UNDERSTANDING

- B1: The Glenn Falls Program**
- B2: The Flint, Michigan, Program**
- B3: The Traverse City, Michigan, Program**

APPENDIX B1

THE GLENN FALLS PROGRAM

This program was to be of an inter-curriculum nature whereby teachers of all subjects, at all grade levels would be involved. Emphasis was placed on community involvement of resources and personnel.

The program set forth as two of its major goals:

The program for improving the teaching of world affairs is designed to have each pupil develop an increasing understanding of other peoples; a growing appreciation of different cultures; attitudes of respect for others such as are desired for ourselves; a sense of responsibility as to his personal role and the role of his country in a world of nations; and an awareness of the realities of international problems.

The goal of education for international understanding is a world in which all peoples know as much as possible about other peoples and why they live as they do; keep informed about problems and issues tending to divide peoples; use their influence to settle those issues in accordance with universal values and through appeals to reason rather than emotion; are sincerely interested in helping other peoples to live the good life and are willing to make sacrifices to that end; realistically appraise national goals and the extent to which these can be modified to conciliate other peoples, as well as the point at which yielding in the face of pressure achieves no lasting good; and consider carefully those responsibilities that make present conditions that can be reasonably assigned to agencies for international cooperation, and those which must be provided for in some other way.

To accomplish these goals all subjects and grade levels were to be utilized. Following is one example as to how this was to be accomplished:

A second grade class learns some of the songs sung by French school children.

A physical education class learns to dance the Kolo, or Sieben Schrutt.

A fourth grade class studies the contributions of European scientists to American science, and vice versa.

A sixth grade class makes a list of American words derived from foreign languages.

A junior high school class in physical education learns the meaning of "football" in the United States and in Europe.

A junior high school assembly enjoys a program of Nigerian music and dancing.

A junior high school class in homemaking compares life in North and South Africa.

A senior high school class in world history compiles a list of Nobel Prize winners in science.

A senior high school class in English reads from a list of novels about life in Asia.

It became increasingly apparent that because of the integration of subjects and teachings emphasis would have to be placed on "teacher education." This was brought about by a series of teacher workshops during the 1957-58 school year. These sessions were very productive and plans were made to further their scope to include community resources.

The community response was encouraging. Several of the established community service groups, i.e. Boy Scouts, Chamber of Commerce, Rotary Club, etc. lent aid in the form of materials and personnel. Much of this help later was incorporated into printed texts and bulletins placed at the disposal of the schools. It was felt that probably the greatest contribution was in the form of help in bringing foreign students to the Glenn Falls area for visits. Community residents enthusiastically opened their homes to these visitors.

For the purpose of evaluation the staff administered tests to students in grades 5, 8, and 11 and to a control

group school in the Fall of 1958 and again in the Spring of 1960.

To evaluate "cognitive knowledge and understanding" two tests were used: The Cooperative Sequential Test of Educational Progress and An Achievement Test in World Affairs. The results of these tests indicated that the Glenn Falls students were superior to the control group at all levels. The gains were somewhat higher in grades 5, 6, 8, and 9, but less in grades 11 and 12.

To evaluate interests and attitudes the Information Inventory and Attitude Survey was used. The results of both these tests were "obscure." Neither test revealed a consistent pattern of superiority for either community.

It was concluded that perhaps the Glenn Falls program was more effective at the lower grades. Also, it could have been the sheer inadequacy of the tests themselves. Some felt that once the control community got "wise" to what was going on the "Hawthorne effect" was inevitable.

All in all, participants in the program felt it was a success. They all felt that the effort to improve the teaching of world affairs was good--good for them, the community, and country, and the world.

Three years after the pilot period ended, the Glenn Falls program is continuing.

APPENDIX B2

THE FLINT, MICHIGAN, PROGRAM

During the mid-sixties the Flint, Michigan, Community Schools designed and implemented a program in Foreign Affairs for their tenth grade students.

The school system expressed their policy that the understanding of a culture, contemporary or historic, is best achieved through the study of many aspects of that culture. Knowledge of the physical and political environment in which people live is made more meaningful when there is concurrent study of that people's art, music, and literature. These modes of expression reveal much about the human struggle to survive and flourish in the physical and political setting of the times. This "humanities" approach is a trend in today's education to which the Flint Public Schools subscribe.

In a democracy the attitudes of individual citizens influence the foreign policy of the government. Behind every crisis are fundamental and deep-rooted problems. The citizen who skims from headline to headline may be aware of the latest happenings, but his attitudes on world affairs may be based on emotion rather than reason. The Foreign Relations program, therefore, is designed to help students place recent world events in perspective and to encourage students to evaluate the events critically. This program

uses the regional approach, concentrating on one major world region at a time.

Some of the objectives of the program are:

1. Students in 10th grade foreign relations classes will recognize and recall facts pertaining to a set of problems concerning the foreign affairs of the United States and certain global problems as measured by teacher-constructed tests.

2. Students in 10th grade foreign relations classes will apply the understanding of the responsibilities of the United States as a part of the larger world in order to themselves become citizens more aware of a commitment to successful group relationships as measured by a school good-citizen scale.

3. Students in 10th grade foreign relations classes will analyze foreign relations problems of the United States by separating the elements of the problems and defining the interrelationships to be measured by writing samples of analysis in papers written in class under teacher supervision.

4. Students in 10th grade foreign relations classes will synthesize the variety of approaches to their grasp of the image and role of the United States in world affairs as measured by their participation in panel discussions with students from other classes in debates on defined issues concerning decisions about world affairs.

5. Students in 10th grade foreign relations classes will participate in experiences with their families which involve them in community activities as measured by the number of meetings attended and more participation.

The program outlined several units of study which the class would consider. Following is a brief outline of these units and goals:

1. Orientation of the United States Foreign Policy.
To orient students to the foreign relations course.
To review geography and study international economic problems.

To introduce students to the nature of United States foreign policy making.

2. Soviet Union.
To gain an understanding of the theory and practice of communism in the Soviet Union.
To gain an understanding of the geography, history, and present role in world affairs of the Soviet Union.
To gain an understanding of the Soviet relationship to the United States.

3. Two Chinas.
To gain an understanding of the geography, history, and present role in world affairs of the People's Republic of China and Republic of China.
To gain an understanding of the significance of the rising power of communism in China and how it affects the United States.

4. Southeast Asia, Japan, and India.
To gain an understanding of the geography, history, and present role in world affairs of Southeast Asia, Japan, and India.
To gain an understanding of the role of the United States in Asia.

5. Western Europe.
To gain an understanding of the history, geography, and present role in world affairs of the countries of Western Europe.
To gain an understanding of the United States' relationship to western Europe.

6. Latin America.

To gain an understanding of the geography, history, and present role in world affairs of the countries of Latin America.

To gain an understanding of the United States relationships with countries of Latin America.

7. Africa.

To gain an understanding of the geography, history, and present role in world affairs of the countries of Africa.

To gain an understanding of Africa and its relationship to the United States in foreign and domestic policy.

8. The Middle East.

To gain an understanding of the geography, history, cultural, social, and economic role the countries of the Middle East play in today's world affairs.

To gain an understanding of the relationship of the United States with the countries of the Middle East.

9. The United Nations.

To gain an understanding of the structure and operation of the United Nations.

To gain an understanding of the role of the United States and the United Nations.

To review the unit studies conducted during the year of war and peace-making efforts of the United Nations.

Each unit contained various classroom activities to enable the student to accomplish the goals of the program. Such experiences as oral activities, written experiences, geographic exercises, and developing skills for the study of other countries all were utilized within the framework of the curriculum.

APPENDIX B3

THE TRAVERSE CITY, MICHIGAN, PROGRAM

The Traverse City, Michigan, Senior High School developed a course in World Cultures for their twelfth grade students in 1968. The program may be extended to a two-year program in the future. An outline of the Traverse City program follows:

War and War Prevention--The Quest for Peace

- I. The causes and nature of war
 - A. What is conflict?
 - B. Is man the cause?
 - C. Some psychological factors in war
 - 1. Perception
 - 2. Displacement
 - 3. Remote killing
 - 4. The megadeath syndrome
 - 5. Selective inattention
 - D. Do nation-states cause war?
 - 1. Who are the decision-makers?
 - 2. Where should the decision-making power lie in a democracy?
 - 3. The role of people: nationalism and war
 - 4. War and personal values
- II. War and the international system
 - A. Understanding the international system
 - B. The military system and arms
 - C. Is war useful?
 - D. The possibilities of large-scale war
 - E. The limits of war
- III. Examining approaches to preventing World War III
 - A. Proposals for change within the system
 - 1. Increased international understanding
 - 2. Improved international decision-making
 - 3. Arms control
 - 4. Deterrence
 - 5. Unilateral initiatives
 - 6. Functionism
 - 7. Strengthening the United Nations

B. Proposals for system change

1. Disarmament
2. The Clark-Sohn proposal--world law
3. The Waskow model
4. The Chicago constitution

Objectives:

1. The students will show an understanding of the nature of conflict on a personal, group, and national level.

2. The students will show an understanding of why war has been acceptable in the past as a tool of conflict resolution.

3. The students will show an understanding of how foreign policy is made under various political systems.

4. The students will gain enough knowledge to be able to defend a personally conceived judgement as to who should be the decision-makers in war decisions.

5. The students will demonstrate knowledge of the international nation-state system, the possibilities of large and small scale wars under the system, and the present limits placed on wars.

6. The students will understand various sophisticated proposals for change within the nation-state system and for new systems in the quest for conflict resolution and peace.

The Search for World Order--International Relations**I. Understanding the nation-state system**

- A. The trend in human organization
- B. The nation-state and need for social order
- C. The role of power
- D. World integration--the need for cooperation

II. How foreign policy is determined and carried out

- A. Who are the decision-makers?
- B. Who should be the decision-makers?
- C. The role of the people
- D. The role of power in carrying out policy
- E. Diplomacy and international law

III. Alternatives to cooperation

- A. World hunger
- B. Problems related to world hunger
- C. Conflicts over resources and waste disposal
- D. Small wars
- E. Total war

IV. Organizations among nations

- A. Early efforts
- B. The United Nations

- C. Regional groupings
- D. Role-playing
- E. Summary, conclusions

- V. Current problems of concern to nation-states
 - A. Basic foreign policy of selected nations
 - B. Problems (to be determined)

- VI. Topics in U.S. foreign policy
(To be determined by class interest and current Foreign Policy Association materials)

- VII. Models of world order

Objectives:

1. The students will demonstrate increased knowledge of international decision-making including the influences on, the process, and means of carrying out policies.
2. The students will show an increased understanding of the inter-relatedness and inter-dependence of all people of the world.
3. The students will use a variety of media to analyze war as a method of conflict resolution.
4. The students will analyze conflicts which have been settled by such means as negotiation and third party mediation.
5. The students will be able to objectively evaluate international problems of today, including the possible solutions.
6. The students will demonstrate an objective understanding of United States foreign policy.
7. The students will analyze various models of world order in order to speculate on the future of international cooperation and survival.

Seminar in International Relations

Outline to be determined by seminar participants

Objectives:

1. The students will increase their knowledge of international relations related to the prerequisite course and the selected topics studied in depth during this course.
2. The students will be able to draw further conclusions about the present nation-state system, the state of world affairs, the problems of international relations, and the prospects for the future.

Europe in the 1970's

Outline:

- I. Physical geography
 - A. Landforms
 - B. Climate
 - C. Land use
- II. Cultural geography
 - A. Western Europe
 - 1. The people
 - 2. The institutions
 - 3. Everyday life--case studies
 - B. Eastern Europe
 - 1. USSR
 - 2. Soviet Satellites
 - 3. Yugoslavia
- III. Working together
 - A. NATO and the Warsaw Pact
 - B. EEC, EFTA, and Comecon
 - C. Other cooperative efforts
- IV. Europe and the rest of the world
 - A. Economic ties
 - B. Political ties
 - C. Responsibilities
- V. The future of Europe
 - A. East vs. West
 - B. Development
 - C. Unity
- VI. Research on specific nations

Objectives:

1. The students will learn the major characteristics of Europe including the physical and cultural geography.
2. The students will understand the past history of Europe as it relates to the present and future.
3. The students will be aware of the many problems which Europe faces and be able to speculate on various courses which might lead to their solution.
4. The students will show an understanding of the cooperative efforts of Europeans to improve Europe regionally rather than nationally.
5. The students will gain an increased understanding and empathy for Europeans and their cultures.

Communism in the Soviet Union: The Unfulfilled Dream

Outline:

- I. Russia under the Czars
 - A. Autocracy
 - B. Orthodoxy
 - C. Social conditions
- II. The Dream of Communism
 - A. Communist Theory
 - B. The Bolshevik Revolution
 - C. Establishing the Communist state
 - 1. Economic changes: industrialization, collectivization, and NEP
 - 2. Politics--Lenin to Stalin
 - 3. Social conditions
- III. The Stalin Years
 - A. Purges of the 1930's
 - B. The horror of war: World War II
 - C. Communism in practice: the anatomy of a police state
 - 1. Social life
 - 2. Economy
 - 3. Politics
 - 4. Religion
- IV. Post-Stalinist Communism
 - A. Khrushchev years
 - 1. De-Stalinization: revisionist history
 - 2. Economic and social changes
 - 3. Political changes
 - B. Current leadership
 - C. Strengths and weaknesses of Communism in the Soviet Union, 1970's

Objectives:

1. The students will be able to trace the origins of Communist totalitarianism back to Czarist Russia.
2. The students will be able to analyze the causes of the Bolshevik Revolution.
3. The students will be able to critically analyze the actions of the Soviet leaders and compare those actions to the theory and promise of Bolshevism.
4. The students will be able to describe the conditions in contemporary Soviet Union.
5. The students will apply their learning to speculate on the future course of Soviet Communism.

Life Under Communism in Eastern Europe, Eastern Asia, and Cuba

Outline:

- I. Marxist philosophy and the Russian Revolution
 - A. Early writers
 1. Marx and Engels: The Manifesto
 2. The Dialect and Hegel
 - B. Lenin and the Revolution
- II. The Soviet Union's role in World War II
 - A. The War--entry to end
 - B. Annexation of Middle Europe
 - C. The Berlin question
- III. Life in Eastern Europe
 - A. Satellite nations--the subject people
 - B. Independents--Yugoslavia and Albania
- IV. Mao's People's Republic of China
 - A. Mao's philosophy and writing
 - B. The Long March--to victory
 - C. China and the U.N.
 - D. Life in China today
 - E. China as a leader in Asia
 1. The Korean War
 2. The Vietnam War
 3. Overseas Chinese
- V. Castro's Cuba
 - A. Philosophy
 - B. The takeover
 - C. Life in Cuba today
 - D. Cuba vs. the U.S. and USSR
 - E. Cuban leadership in Latin America
- VI. The communist movement in Latin America
- VII. Communism today
 - A. Achievements and strengths
 - B. Failures and weaknesses
 - C. Relations with communist bloc nations
 - D. Relations with non-communists

Objectives:

1. The students will trace the development of communism outside the Soviet Union.
2. The students will analyze Mao's changes in philosophy and methods by which he brought communism to mainland China.
3. The students will understand the history and culture of communism in Eastern Europe outside of the USSR.
4. The students will study the Castro revolution in Latin America and, at the same time, understand the U.S. role in the area.

5. The students will be able to speculate on the future of communism in these areas.
6. The students will examine the role of the people under communist rule with a study of the communist revolutions, people's revolutions and achievements and failures of communist rule.

Hungry Nations--A Challenge for World Survival

Outline:

- I. What is underdevelopment?
 - A. Economic
 - B. Political
 - C. Social
 - D. Ways of looking at underdevelopment--indicators
 1. GNP/capita
 2. Economic growth rates
 3. Housing
 4. Food and health
 5. Literacy
 6. etc.
 - E. Written descriptive documents
 - F. Visual descriptions
- II. What has caused underdevelopment?
 - A. How much does the physical environment influence?
 - B. Education
 - C. Social Attitudes
 - D. Political/social attitudes--impact of colonialism
 - E. Lack of productivity
 - F. Lack of capital
 - G. Leaching by unproductive animals
 - H. Population vs food
- III. How can development be spurred and is it possible?
 - A. Physical environment
 - B. Education
 - C. Social attitudes
 - D. Political/social attitudes
 - E. Productivity
 - F. Lack of capital
 1. Internal sources
 2. External sources
 - G. Unproductive animals
 - H. Population imbalance
- IV. What can we in the West do to help?
 - A. Understanding
 - B. Should we help?
 - C. The United States commitment
- V. Summary--looking back and ahead

Objectives:

1. Students will demonstrate an understanding of the concept "underdevelopment" and its relationship to human life quality.
2. Students will show knowledge and understanding of some assumed causes of underdevelopment.

3. Students will know that the non-Western world, with few exceptions, falls in the lesser-developed or low income category.
4. Students will show increased understanding of the issues, internal and external, related to national development.
5. Students will show increased understanding of issues related to U.S. foreign policy--specifically foreign aid, foreign trade, foreign investment, and population control.
6. Students will have a framework from which to study and understand the various cultures of the non-Western world.

Monsoon Asia

Outline:

- I. Introduction
- II. Southeast Asia
 - A. Physical geography
 - B. Cultural geography
 - 1. How many, how crowded?
 - 2. How do they live?
 - 3. What do they want?
 - 4. What are their problems?
 - C. Historical background
 - D. Case study--selected nation
- III. South Asia
 - A. Physical geography
 - B. Cultural geography (see IIB 1-4)
 - C. Historical background
 - D. Case study--India
- IV. East Asia
 - A. Japan
 - 1. Physical setting
 - 2. Cultural setting
 - 3. Historical background
 - 4. Cultural change, from values to industry
 - B. China
 - 1. Physical setting
 - 2. Cultural setting
 - 3. Historical background
- V. General
 - A. Minority relations
 - B. International relations
 - C. The United States and Asia
 - D. You and Asia

Objectives:

1. The students will demonstrate knowledge of the major characteristics of Monsoon Asia and Monsoon Asians.
2. The students will have a general understanding of the pattern of history as it relates to the present culture.
3. The students should understand the problems of Asians and be able to discuss possible solutions and prospects for the future.
4. The students will be able to discuss how man thinks, believes, and acts in relation to his physical environment, using examples from Monsoon Asia.
5. The students should be able to demonstrate an increased understanding and empathy for the people of Monsoon Asia and for their problems.

Latin America

Outline:

- I. The physical environment
 - A. Wide geographic diversity
 - B. As an obstacle to development
- II. Historical background
 - A. Three Indian civilizations
 - B. Conquest and colonial rule
 - C. The Portuguese and Spanish
 - D. Wars for Independence
 - E. Post-independence
- III. The people of Latin America
 - A. Composition of the populace
 - B. Society and family
- IV. Contemporary culture
 - A. The Roman Catholic church
 - B. Education
 - C. Artistic nationalism
- V. Economic Problems
 - A. One-product economies
 - B. Government spending: elites vs the poor
 - C. Urban
 - D. Rural
 - E. Transportation and communication
 - F. Foreign trade and aid
 - G. Nationalization
 - H. Population
- VI. The Military
 - A. Historic
 - B. Present
- VII. Politics and the power structure
 - A. Tradition of dictator and democratic strong-man
 - B. Case studies
 - C. The revolution
 - D. Communism in Latin America
- VIII. Latin America and the United States
- IX. Mexican-Americans in the United States

Objectives:

1. The students will be able to discuss the cultural differences and common bonds to be found in Latin America.
2. The students will know the physical and cultural geography.
3. The students will know the significant persons, places, ideas, and events in Twentieth Century Latin American history.

4. The students will demonstrate increased understanding of development problems in Latin America.
5. The students will understand the U.S. role and interest in the area.
6. The students will be able to compare racial and minority attitudes in Latin America to those of the United States.
7. The students will be capable of speculating on the future of Latin America.

Patterns of the Pacific

Outline:

- I. Geographic and Oceanographic Overview
 - A. Geographic (physical)
 - B. Oceanography
- II. Polynesia
 - A. Settlement and early history
 - B. Pearl Harbor and the war
 - C. Polynesia today
- III. Melanesia
 - A. Anthropology and culture
 - B. Melanesia today
- IV. Micronesia
 - A. History
 - B. Anthropology and culture
 - C. A close look at Yap
 - D. Formation of political identity
- V. Australia and New Zealand
 - A. Anthropology and culture
 - 1. Aboriginal man
 - 2. White man
 - B. Historical background
 - C. Australia today
 - D. New Zealand today
- VI. The future
 - A. Importance
 - B. Politics
 - C. Economics

Objectives:

1. The students will demonstrate familiarity with the islands and people of the Pacific region.
2. The students will recognize the reasons for the present and future importance of the area.
3. The students will learn how men go about setting up governments and selecting political goals, using Micronesia as an example.
4. The students will become familiar with Heyerdahl and other theories related to the settlement of the Pacific islands.
5. The students will recognize the similarities and differences of the Pacific cultures and will understand the reasons for their existences.
6. The students will demonstrate an understanding of the geography of the sea (oceanography) as well as of the land.

The Middle East

Outline:

- I. The ancient Middle East: early phases of culture
 - A. Culture before written history
 - B. The land of the Nile and the pharaohs
 - C. From city-state to empire in Mesopotamia
 - D. Later middle eastern kingdoms and empires
 - E. New patterns for the West
- II. Islam: Mecca to Constantinople
 - A. Arabs on the desert and in the towns
 - B. The coming of a new world religion
 - C. Arab conquest and rule of the Middle East
 - D. From the caliphate to the Ottoman Turkish Empire
- III. Moslem culture from yesterday into tomorrow
 - A. Traditional culture
 - B. Change comes to the Middle East and North Africa
 - C. Moslem countries and independence
- IV. Israel
 - A. Jewish history and culture
 - B. Modern Israel
- V. Politics in the Middle East

Objectives:

- 1. The students will show an understanding of the history of the Middle East and North Africa.
- 2. The students will understand the culture and its relationship to attitudes and practices of the area people.
- 3. The students will be able to rationally defend various possible solutions to the Arab-Israeli conflict.
- 4. The students will gain some insight into the way of life in the Middle East and North Africa and understand the events and geography which contributed to the various life-styles.
- 5. The students will recognize the over-riding importance of petroleum in the area and the resulting interests of the developed nations.

Through African Eyes

Outline:

- I. African society and culture
 - A. The nature of ethnic community
 - B. Aspects of ethnic culture
- II. Perspectives on the past
 - A. Early physical and human development
 - B. The growth of African states
 - C. The African slave trade
 - D. The impact of colonialism
- III. The process of change
 - A. Modernization and social change
 - B. Education and elite formation
 - C. Religion and change
- IV. Consolidation of nation-states
 - A. Nationalism and independence
 - B. Nation-building
 - C. Politics and government
 - D. Economic development
- V. Africa and the modern world
 - A. Regionalism and Pan-Africanism
 - B. Africa and the major powers
 - C. Africa and the Third World
 - D. The problem of South Africa
- VI. Speculation on the future

Objectives:

1. The students will show an understanding of the past experience of Africans.
2. The students will understand the culture and its relationship to attitudes and practices of various African groups.
3. The students will demonstrate some knowledge and empathy for the cultures and problems of Africans.
4. The students will understand the role of Africans in world affairs.
4. The students will be able to hypothesize on the future of "apartheid" in the Republic of South Africa and in Rhodesia.

World Cooperation for Life Quality

Outline:

- I. The need for international cooperation
 - A. Must men cooperate?
 - B. What activities extend beyond national boundaries?
 1. Trade
 2. Tourism
 3. Multinational companies
 4. International power competition
 5. Foreign aid
 6. Science
 7. Music
 8. Ideas
 - C. What joint problems does man have?
 1. Pollution control
 2. War prevention
 3. Political, social, and economic development
 4. Improved life quality in general
- II. Early attempts at cooperation
 - A. Middle Ages--religion, Crusades, Hanseatic League
 - B. 15th-17th centuries--commerce and banking, wars of religion, and beginnings of agric. & Indust. Rev.
 - C. 19th century--Concert of Europe, Indust. Rev., wars
 - D. 1900-1945--League of Nations, wars
- III. Modern cooperative efforts
 - A. Economic--EED, EFTA, COMECON, Commonwealth & others
 - B. Military--NATO, SEATO, CENTO, WARSAW PACT, others
 - C. Scientific
 - D. United Nations
 - E. Economic development--foreign aid
 - F. Cultural exchange
 1. Goods--world trade
 2. Ideas
- IV. The future

Objectives:

1. The students will develop an understanding of man's interdependency for both life quality and survival.
2. The students will be able to communicate knowledge of man's past and present attempts to solve international problems.
3. The students will be able to identify the major international problems of the present and to defend several positions relative to solving them.
4. The students will be able to demonstrate knowledge of the major organizations striving for international cooperation.
5. The students will be able to speculate on the future of man's cooperation.

World Religion/Philosophies

Outline:

- I. Man's needs and desires for understanding:
 - A. Oneself
 - B. One's world
- II. Primitive religions--case studies
- III. Islam
 - A. Mohammed
 - B. History
 - C. Islamic beliefs/culture
- IV. Hinduism
 - A. Development and growth
 - B. Hindu beliefs/culture
- V. Buddhism
 - A. Gautama Buddha
 - B. History
 - C. Buddhist beliefs/culture
 - 1. Mahayana
 - 2. Hinayana
- VI. Confucionism
 - A. Confucious
 - B. History
 - C. Beliefs/culture
- VII. Taoism
 - A. Development and growth
 - B. Tao beliefs/culture
- VIII. Shintoism
 - A. Development and growth
 - B. Shinto beliefs/culture
- IX. Judaism
 - A. Development and growth
 - B. Beliefs and culture

Objectives:

1. The students will have a basic knowledge and understanding of the major religion/philosophies and their importance to culture.
2. The students will be able to place the origins and movements of the major religions geographically.
3. The students will be able to demonstrate the tremendous influence of religion/philosophy on man's institutions and decisions.
4. The students will have a background for speculation about the future of the various religious movements.
5. The students will understand various current problems through the religious/philosophic viewpoint. Ex. the Middle East crisis.
6. The students will be able to look at contemporary theology/philosophy and relate them in terms of man's prospects for future development and behavior.

Population-Ecology Seminar

Outline:

- I. A look at world population
 - A. Size
 - B. Distribution--spatial and age
 - C. Growth rate
- II. United States population
 - A. Size
 - B. Distribution--spatial and age
 - C. Growth rate
- III. Population versus resources
 - A. How much of what do we have left?
 - B. Will there be substitutes for these?
 - C. How much food can be continuously raised?--food, nutrition, health
 - D. Who deserves what share of the resources?
- IV. Growth versus development
 - A. The low income nations and development
 - B. The impact of a young population
 - C. Implications for revolution and world disorder
 - D. The U.S. problem
 - 1. Crisis in the cities
 - 2. Development priorities
 - 3. Paying the price
- V. Development versus pollution and aesthetics
 - A. Pollution
 - 1. The case for recycling
 - 2. The oxygen crisis
 - 3. Industry versus recreation--Are they compatible?
 - 4. The rape of the North: a case study
 - B. Aesthetics
 - 1. The case for scientific land use
 - 2. The case against gaudy outdoor advertising
 - 3. The case for building design
- VI. What's Happening? Population control
 - A. People's attitudes
 - B. Religious attitudes--the Pope versus the people
 - C. The case for education
 - D. Programs around the world
- VII. The future
 - A. Choices of life quality
 - B. Responsibility
 - C. Decision-making
 - D. Action

Objectives:

- 1. The students will demonstrate an understanding of the current population situation and its implications for the future.

2. The students will demonstrate an understanding of the relationship of man to his natural environment.
3. The students will show some knowledge of people's attitudes toward limiting family size in various parts of the world.
4. The students will demonstrate an understanding of the differences in emphasis of the population problem in different nations while being directly interrelated to the whole world problem.
5. The students will demonstrate the ability to "think future" relative to future alternatives, personal, national, and world-wide, regarding population growth and life quality.

APPENDIX C

A LIST OF RESOURCES: PEOPLE, FILMS, BOOK PUBLISHERS, EMBASSIES

APPENDIX C

A LIST OF RESOURCES: PEOPLE, FILMS,

BOOK PUBLISHERS, EMBASSIES

Resource People

1. American Friends of the Middle East, Inc.
1607 New Hampshire Avenue
Washington, D. C. 20009
2. American Universities Field Staff
366 Madison Avenue
New York, New York 10017
3. The American School in Japan
1855 Nomizu
Kasai-Ishi-hara
Chafu-Shi, Tokyo
4. Dr. Ronald Anderson
Educational Foundation
College of Education
University of Hawaii
Honolulu, Hawaii 96822
5. Mr. James Becker
Educational Services
Foreign Policy Association
New York, New York
6. Dr. Barry K. Beyer
Director
Project Africa
Ohio State University
Columbus, Ohio
7. Dr. Cole S. Brembeck
Director
Institute for International Studies
Erickson Hall
Michigan State University
East Lansing, Michigan 48823
8. Franklin R. Buchanan
Associate Professor and Director
Asian Studies Project
Ohio State University
1945 North High Street
Columbus, Ohio 43210
9. Center for War/Peace Studies
218 East 18th Street
New York, New York 10003
10. East-West Center
1777 East-West Road
Honolulu, Hawaii 96822
11. Educational Resources Center
P. O. Box 423
New Delhi 1, India
12. Shirley Engle,
Social Studies Curriculum Specialist
Indiana University
Bloomington, Indiana 47150
13. Dr. Seymour Fersh
Education Director
The Asian Society
112 East 64 Street
New York, New York 10021
14. Foreign Area Materials Center
33 West 42d Street
New York, New York 10036
15. Ralph Gray
Editor
Geographic School Bulletin
School Service Division
National Geographic Society
Washington, D. C. 20036
16. Bob G. Henderson
Regional Director
Foreign Policy Association
53 West Jackson Blvd.
Room 740
Chicago, Illinois 60604
17. Mr. Robert Holmes
Director of Secondary Education
P. O. Box 140
New Albany, Indiana 47150
18. HumRRO
The George Washington
University
Human Resources Research
Office
300 North Washington Street
Alexandria, Virginia 22314
19. Johnston Karr, Director
Division of Curriculum
Indiana State Department of
Public Instruction
Indianapolis, Indiana
20. Michiko Kaya (Miss)
Executive Director
International Society for
Educational Information
Tokyo, Inc.
Kikuei Building No. 3-5
Shintomi-cho
Chuo-ku, Tokyo, Japan
21. Pamela Mang
Information Secretary
National Committee on U. S. -
China Relations
777 United Nations Plaza
New York, New York 10017

22. The Middle East Institute
1761 North Street, N.W.
Washington, D.C. 200036
23. Richard I. Miller
Director
Program for Educational Change
University of Kentucky
Lexington, Kentucky
24. Mr. Ward Morehouse
Director
Office of Foreign Area Studies
State Education Department
Albany, New York
25. Dr. Edgar A. Schuler
Social Science Teaching Institute
Michigan State University
East Lansing, Michigan 48823
26. The School for International Training
P.O. Box 676
Battleboro, Vermont 05301
27. Service Center for Teachers of
History
400 A. Streets, S.E.
Washington 3, D.C.
28. James L. Stewart
Executive Director
Japan Society
250 Park Avenue
New York, New York 10017
29. Dr. Swearingen
Research Institute on Communist
Strategy and Propaganda
School of International Relations
Los Angeles, California 90007
30. United Nations Association of the
United States of America
Greater Lansing Area Chapter
720 North Harrison Road
East Lansing, Michigan 48823

Films

1. Association Films, Inc.
La Grange, Illinois 60525
2. Audio-Visual Center
Michigan State University
East Lansing, Michigan 48823
3. Bailey Films
6509 De Longpre Avenue
Hollywood, California 90028
4. Contemporary Films, Inc.) Illinois
828 Custer Avenue) Office
Evanston, Illinois 60202)
267 West 25 Street) New York
New York, New York 1001) Office
1211 Polk Street) San Fran-
San Francisco, California) cisco
94109) Office
6. Films Officer
Office of Media Services
Room 4831
Department of State
Washington, D. C. 20520
7. Michigan Farm Bureau
Information Division
4000 North Grand River Avenue
Lansing, Michigan 48904
8. Olson Anderson Company
106 South McLellan Street
Bay City, Michigan 48706
9. Unesco Publications Center
317 East 34th Street
New York, New York 10016

Book Publishers

1. American Education Publications
Education Center
Columbus, Ohio 43216
2. Anchor Books
Doubleday and Company, Inc.
School and Library Division
Garden City, New York 11531
3. Anvil Books
D. Van Nostrand Co., Inc.
120 Alexander Street
Princeton, New Jersey 08541
4. Appleton-Century-Crafts, Inc.
1716 Locust Street
Des Moines, Iowa 50303
5. Atheneum Publishers
122 East 42nd Street
New York, New York 10017
6. Beacon Press
25 Beacon Street
Boston, Massachusetts 02108
7. Chandler Publishing Company
124 Spear Street
San Francisco, California 94105
8. China Books and Periodicals
2929 24th Street
San Francisco, California 94110
9. Collier Books
866 Third Avenue
New York, New York 10019
10. Columbia University Press
1365 Broadway
Irving-on-Hudson
New York, New York 10533
11. Compass Books
School and Library Division
The Viking Press
625 Madison Avenue
New York, New York 10022
12. D. C. Heath and Company
285 Columbus Avenue
Boston, Massachusetts 02116
13. Dell Distributing
900 Pratt Blvd.
Elk Grove Village, Illinois 60007
14. Denoyer-Geppert Company
5235 Ravenswood Avenue
Chicago, Illinois 60640
15. Distribution Center
Unitarian Universalist Association
25 Beacon Street
Boston, Massachusetts 02108
16. Dodd, Mead and Company
432 Park Avenue
New York, New York 10016
17. Doubleday and Company, Inc.
Garden City, New York 11531
18. Dover Publications, Inc.
180 Varick Street
New York, New York 10014
19. Encyclopedia Britannica
Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611
20. Evergreen Books
Grove Press, Inc.
80 University Plaza
New York, New York 10003
21. Frederick A. Praeger, Inc.
111 Fourth Avenue
New York, New York 10003
22. Galaxy Books
School and Library Division
Oxford University Press, Inc.
200 Madison Avenue
New York, New York 10016
23. Harper Colophon Books
49 C. 33rd. Street
New York, New York 10016
24. Harper and Row Publishers, Inc.
El-Hi Executive and Editorial) Mid-
Offices) West
Evanston, Illinois 60201)
Eastern El-Hi Sales Office) East
Elmsford, New York 10523)
Western El-Hi Office) West
Pleasanton, California 94566)

24. Harper and Row Publishers, Inc.
49 East 33rd Street) General
New York, New York 10016) Division
25. Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017
26. Japan Society, Inc.
112 East 64 Street
New York, New York 10021
27. J. B. Lippincott Company
Educational Publishing Division
East Washington Square
Philadelphia, Pennsylvania 19105
28. The John Day Company
62 West 45th Street
New York, New York 10036
29. Johns Hopkins Press
Baltimore, Maryland 21218
30. Little, Brown and Company
200 West Street
Waltham, Massachusetts
31. Macrae Smith Company
228 South 15th Street
Philadelphia, Pennsylvania 19102
32. McFadden Books
McFadden-Bartell Company
295 East 42nd Street
New York, New York 10017
33. McGraw-Hill Paperbacks
330 West 42nd Street
New York, New York 10036
34. Mentor Books
New American Library World
Literature, Inc.
1301 Avenue of the Americas
New York, New York 10018
35. Oxford University Press, Inc.
200 Madison Avenue
New York, New York 10016
36. Penguin Books, Inc.
3300 Clipper Mill Road
Baltimore, Maryland 21211
37. Phoenix Books
University of Chicago Press
5750 Ellis Avenue
Chicago, Illinois 60637
38. Premier Books
Fawcett Publications, Inc.
Greenwich, Connecticut
39. Princeton University Press
Princeton, New Jersey 08540
40. Pyramid Publications, Inc.
444 Madison Avenue
New York, New York 10022
41. Rand McNally and Company
P.O. Box 7600
Chicago, Illinois 60680
42. Random House, Inc. Sales Dept.
457 Madison Avenue
New York, New York 10022
43. Schocken Books Inc.
67 Park Avenue
New York, New York 10016
44. Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
45. Scribner Library
Charles Scribner's Sons
597 Fifth Avenue
New York, New York 10017
46. Searchlight Books
D. Van Nostrand Company, Inc.
120 Alexander Street
Princeton, New Jersey 08541
47. Signet Books
New American Library of World
Literature, Inc.
1301 Avenue of the Americas
New York, New York 10018
48. Spectrum Books
Prentice-Hall Inc.
Englewood Cliffs, New Jersey 07632
49. Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
50. Taplinger Publishing Company
119 West 57th Street
New York, New York 10019
51. University of California Press
2223 Fulton Street
Berkeley, California 94720

52. University of Toronto Press
Front Campus
Toronto 5, Canada
53. The Viking Press
625 Madison Avenue
New York, New York 10022
54. Vintage Books
Random House
457 Madison Avenue
New York, New York 10022
55. W. W. Norton and Company Inc.
55 Fifth Avenue
New York, New York 10003
56. Yale University Press
149 York Street
New Haven, Connecticut 06511

Embassies

Afghanistan

Embassy of Afghanistan
2341 Wyoming Avenue N. W.
Washington, D. C. 20008

Albania

Permanent Mission of the People's
Republic of Albania to the U. N.
446 East 86th Street, 10th Floor
New York, New York 10017

Algeria

Permanent Mission of Algeria to
the U. N.
750 Third Avenue, 14th Floor
New York, New York 10017

Argentina

Embassy of the Argentine Republic
1600 New Hampshire Avenue, N. W.
Washington, D. C.

Austria

Norman H. Birnkrant, Consul General
1300 First National Building
Detroit, Michigan 48226

Austrian Information Service
31 East 69th Street
New York, New York

Australia

Australian News and Information
Bureau
636 Fifth Avenue
New York, New York

Belgium

Belgian Government Information Center
50 Rockefeller Plaza
New York, New York

Remi Lowagie, Consul

14346 Mack Avenue
Detroit, Michigan 48215

Bolivia

Consulate General of Bolivia
10 Rockefeller Plaza
New York, New York

Brazil

Brazilian Government Trade Bureau
551 Fifth Avenue
New York, New York

Chad

Permanent Mission of the Republic of
Chad to the U. N.
150 East 52nd Street, Apt. 5-C
New York 22, New York

Chile

Consulate General of Chile
61 Broadway
New York, New York

China

Chinese News Service
1270 Avenue of the Americas
New York, New York

Burma

Consulate General of Burma
10 East 77th Street
New York, New York

Embassy,

2300 S. St. N. W.,
Washington, D. C. 20008

Bulgaria

Legation of the People's Republic of
Bulgaria
2100 Sixteenth Street, N. W.
Washington, D. C.

Burundi

Permanent Mission of the Kingdom of
Burundi to the U. N.
60 East 42nd Street, Room 763
New York 17, New York

Byelorussian Soviet Socialist Republic
See Union of Soviet Socialist Republics

Cambodia

Embassy of Cambodia
4500 Sixteenth Street, N. W.
Washington, D. C.

Cameroun

Permanent Mission of the Federal
Republic of Cameroun to the U. N.
757 Third Avenue, Room 606
New York, New York

Canada

Consulate General of Canada
Press and Information Service
680 Fifth Avenue
New York, New York

Central African Republic

Permanent Mission of the Central
African Republic to the U. N.
386 Park Avenue South, Room 1614
New York, New York

Ceylon

Embassy of Ceylon
2148 Wyoming Avenue, N. W.
Washington, D. C.

Chile

M. A. Bouza, M. D., Consul
Ford Motor Co. Wayne Plant, Post
Office Box #471
Wayne, Michigan

China (Nationalist)

Chinese Information Service,
100 West 32nd Street
New York, New York

Colombia

Consulate General of Colombia
444 Madison Avenue
New York, New York

Dr. Sebastian Rodriguez, Consul
c/o Mallard, Inc.
3021 Wabash Street
Detroit, Michigan 48216

Costa Rica

Consulate General of Costa Rica
211 East 43rd Street,
New York, New York

Alijandro Gonzalez, M. D., Consul
1417 West Bethune
Detroit, Michigan 48206

Congo (Brazzaville)

Permanent Mission of the Republic of
the Congo (Brazzaville) to the U. N.
444 Madison Avenue, Room 1604
New York, New York

Permanent Mission of the Democratic
Republic of the Congo to the U. N.
211 East 43rd Street, 14th Floor
New York, New York

Cuba

Permanent Mission of Cuba to the U. N.
6 East 67th Street
New York 21, New York

Cyprus

Permanent Mission of Cyprus to the U. N.
165 East 72nd Street, Apt. 19-J
New York, New York

Czechoslovakia

Embassy of the Czechoslovak Republic
2349 Massachusetts Avenue, N. W.
Washington, D. C.

Dahomey

Permanent Mission of the Republic of
Dahomey to the U. N.
4 East 73rd Street
New York, New York

Denmark

Danish Information Office
588 Fifth Avenue
New York, New York

Marshall M. Fredericks, Acting Consul
4113 North Woodward
Royal Oak, Michigan 48072

Dominican Republic

Consulate General of the Dominican Republic
1270 Avenue of the Americas
New York, New York

Chester A. Menendez, Consul General
P.O. Box 451
Farmington, Michigan 48204

Ecuador

Consulate General of Ecuador
1270 Avenue of the Americas
New York, New York

El Salvador

Consulate General of El Salvador
211 East 43rd Street
New York, New York

Robert Levison, Consul
1959 East Jefferson
Detroit, Michigan 48207

Ethiopia

Embassy of Ethiopia
2134 Kalorama Road, N.W.
Washington, D.C.

Finland

Finnish National Travel Office
10 East 40th Street
New York, New York

Harri M. Virjo, Consul
29776 Grand River Avenue
Farmington, Michigan 48024

France

Embassy of the French Republic
Cultural Division
972 Fifth Avenue
New York, New York

Jean Le Direach, Consul General
1938 First National Building
Detroit, Michigan 48226

Gabon

Permanent Mission of the Republic of Gabon to the U. N.
866 United Nations Plaza, Room 536
New York, New York

Germany

Helmut Badorrek, Chancellor
2200 Book Building
Detroit, Michigan 48226

Ghana

U. N. Ghana Information and Trade Center
565 Fifth Avenue
New York, New York

Greece

Greek Press and Information Service
69 East 79th Street
New York, New York

Great Britain

Sir James Easton, Consul General
1008 Detroit Bank & Trust Building
211 Fort Street West
Detroit, Michigan 48226

Guatemala

Consulate General of Guatemala
1270 Avenue of the Americas
New York, New York

Alexander J. Gordon, Consul General
28470-13 Mile Road
Farmington, Michigan

Guinea

Permanent Mission of Guinea to the U. N.
17 East 73rd Street
New York, New York

Haiti

Haiti Government Tourist Bureau
30 Rockefeller Plaza
New York, New York

Ralph J. Osborne, Consul
2436 Guardian Building
Detroit, Michigan 48226

Honduras

Consulate General of Honduras
30 East 42nd Street, Room 1003
New York, New York

Hungary

Legation of the Hungarian People's Republic
2437 Fifteenth Street, N.W.
Washington, D. C.

Iceland

Consulate General of Iceland
551 Fifth Avenue
New York, New York

India

India Information Service
3 East 64th Street
New York, New York

Embassy

2107 Massachusetts Avenue, N.W.
Washington, D. C. 20008

Indonesia

Embassy
2020 Massachusetts Avenue, N.W.
Washington, D. C. 20008

Iran

Consulate General of Iran
630 Fifth Avenue
New York, New York

Iraq

Consulate General of the Republic of Iraq
14 East 79th Street
New York, New York

Ireland

Consulate General of Ireland
33 East 50th Street
New York, New York

Israel

The Israel Office of Information
11 East 70th Street
New York, New York

Italy

Italian Information Center
686 Park Avenue
New York, New York

Vittorio Re, Acting Consul
1929 First National Building
Detroit, Michigan 48226

Ivory Coast

Permanent Mission of Ivory Coast to the U. N.
46 East 74th Street
New York 21, New York

Jamaica

No Information Service in the U. S.
(Jamaica Public Relations Office
East Street, Kingston, Jamaica)

Japan

Japan Information Service
Consulate General of Japan
235 East 42nd Street
New York, New York 10017

Embassy

2514 Massachusetts Avenue, N.W.
Washington, D. C. 20008

George L. Lahodny, Consul General
2000 Second Avenue
Detroit, Michigan 48226

Jordan

Embassy of the Hashemite Kingdom of Jordan
4444 Hadfield Lane, N.W.
Washington, D. C.

K. Fred Ajluni, Consul

2432 Guardian Building
Detroit, Michigan 48226

Kenya

Permanent Mission of Kenya to the U. N.
733 Third Avenue, Room 205
New York, New York

Korea

Embassy of Korea
Information Office
1827 Jefferson Place, N.W.
Washington, D. C. 20036

Kuwait

Permanent Mission of the State of Kuwait to the U. N.
235 East 42nd Street, 27th Floor
New York 17, New York

Laos

Embassy of Laos
2222 "S" Street, N.W.
Washington, D. C.

U. N. Mission

Apt. 7G, 321 East 45 Street
New York, New York 10017

Lebanon

Consulate General of Lebanon
9 East 76th Street
New York, New York

Miss Souad Tabbara, Acting Consul General
1900 Penobscot Building
Detroit, Michigan 48 26

Liberia
Consulate General of Liberia
112 Avenue of the Americas
New York, New York

Martin L. Bass, Consul
11646 Oakland Avenue
Detroit, Michigan 48211

Libya
Embassy of Libya
1611 Upshur Street, N.W.
Washington, D. C.

Luxembourg
Consulate General of Luxembourg
200 East 42nd Street
New York, New York

Madagascar
Permanent Mission of the Malagasy Republic to the U. N.
Embassy House
301 East 47th Street, Apt. 2-H
New York, New York

Malawi
Permanent Mission of Malawi to the U. N.
777 Third Avenue, 24th Floor
New York 17, New York

Malaysia
Permanent Mission of Malaysia to the U. N.
845 Third Avenue, 16th Floor
New York, 22, New York

Embassy
2401 Massachusetts Avenue, N.W.
Washington, D. C. 20008

Mali
Permanent Mission of the Republic Mali to the U. N.
111 East 69th Street
New York, New York

Malta
Permanent Mission of Malta to the U. N.
155 East 44th Street, 22nd Floor
New York, New York

Mauritania
Permanent Mission of the Islamic Republic of Mauritania to the U. N.
150 East 52nd Street
New York, New York 10022

Mexico
Mexican Government Tourist Bureau
630 Fifth Avenue
New York, New York

Jorge Aguilar, Consul
2211 Woodward Avenue, Fox Building
Detroit, Michigan 48201

Mongolia
Permanent Mission of the Mongolian People's Republic to the U. N.
6 East 77th Street
New York, New York

Morocco
Embassy of Morocco
1601 21st Street, N.W.
Washington, D. C.

Nepal
Embassy of Nepal
2131 Leroy Place, N.W.
Washington, D. C.

Netherlands
Netherlands Information Service
711 Third Avenue
New York New York

Roderick K. Daane, Consul
2380 Penobscot Building
Detroit, Michigan 48226

New Zealand
Consulate General of New Zealand
630 Fifth Avenue
New York, New York

Nicaragua
Consulate General of Nicaragua
1270 Avenue of the Americas
Suite 1701
New York, New York

Juan M. Morales, Jr., Consul
2920 East Jefferson
Detroit, Michigan 48207

Niger
Permanent Mission of Niger to the U. N.
205 East 42nd Street, Suite 1222
New York, New York

Nigeria

Consulate General of Nigeria
575 Lexington Avenue
New York 22, New York

Norway

Norwegian Information Service
280 Madison Avenue
New York, New York

Dr. William Henry Caswell, Jr., Consul
2457 Woodward Avenue
Detroit, Michigan 48201

Pakistan

Pakistan Mission to the U.N.
Pakistan House
8 East 65th Street
New York, New York

Embassy,
2315 Massachusetts Avenue, N.W.
Washington, D.C. 20008

Panama

Consulate General of Panama
1270 Avenue of the Americas
New York, New York

Herbert W. Kaufman, Consul General
17534 West McNichols Road
Detroit, Michigan 48235

Paraguay

Consulate General of Paraguay
32 Broadway
New York, New York

Peru

Consulate General of Peru
10 Rockefeller Plaza
New York, New York

Philippines

Consulate General of the Philippines
15 East 66th Street
New York, New York

Embassy

1617 Massachusetts Avenue, N.W.
Washington, D.C. 20036

U. N. Mission

13 East 66 Street
New York, New York 10021

Travel and Information office
212 Stockton Street
San Francisco, California

Poland

Embassy of the Polish People's Republic
2640 Sixteenth Street, N.W.
Washington, D.C.

Portugal

Casa de Portugal
447 Madison Avenue
New York, New York

Romania

Embassy of the Romanian People's Republic
1601 23rd Street, N.W.
Washington, D.C.

Rwanda

Permanent Mission of the Rwandese Republic to the U.N.
120 East 56th Street, Room 630
New York, New York

San Marino

Ferdinando Cinelli, Consul
275 Voltaire Place
Grosse Pointe, Michigan 48236

Saudi Arabia

Consulate General of Saudi Arabia
633 Third Avenue, Room 2300
New York, New York

Senegal

Permanent Mission of the Republic of Senegal to the U.N.
46 East 66th Street
New York, New York

Sierra Leone

Consulate General of Sierra Leone
30 East 42nd Street, Room 608
New York, New York

Singapore

Singapore Government Information Service
530 Fifth Avenue, 7th Floor
New York, New York

Somalia

Permanent Mission of Somalia to the U.N.
236 East 46th Street, 3rd Floor
New York, New York

South Africa

South African Information Service
655 Madison Avenue, 14th Floor
New York, New York

Spain

Embassy of Spain
Office of the Cultural Counselor
2700 15th Street, N.W.
Washington, D. C.

Sudan

Consulate General of the Republic of
Sudan
757 Third Avenue
New York, New York

Sweden

Swedish Information Service
8 East 69th Street
New York, New York

Edward Johansson, Consul
6345 Sheringham Road
Birmingham, Michigan 48010

Syria

Consulate General of the Syrian Arab
Republic
527 Madison Avenue, Room 1420
New York, New York

Thailand

Embassy of Thailand
2490 Tracy Place, N.W.
Washington, D. C.

Office of the Public Relations Attache
Royal Thai Embassy
2300 Kalorama Road, N.W.
Washington, D. C. 20008

U. N. Mission
20 East 82 Street
New York, New York 10028

Mark C. Stevens, Consul
Detroit Bank & Trust Building
211 Fort Street West
Detroit, Michigan 48226

Togo

Permanent Mission of Togo to the U. N.
801 Second Avenue
New York, New York

Trinidad and Tobago

Permanent Mission of Trinidad and
Tobago to the UN
801 Second Avenue
New York, New York

Tunisia

Permanent Mission of Tunisia to the U. N.
40 East 71st Street
New York, New York

Turkey

Turkish Information Office
500 Fifth Avenue, 58th Floor
New York, New York

Uganda

Permanent Mission of Uganda to the U. N.
801 Second Avenue
New York, New York

Ukrainian Soviet Socialist Republic

See U. S. S. R.

Union of Soviet Socialist Republics

Embassy of the Union of Soviet Socialist
Republics
1125 Sixteenth Street, N.W.
Washington, D. C.

United Arab Republic

United Arab Republic
630 Fifth Avenue
New York, New York

United Kingdom

British Information Service
845 Third Avenue
New York, New York

United Republic of Tanzania

Permanent Mission of the United
Republic of Tanzania to the U. N.
205 East 42nd Street, Room 1300
New York 17, New York

United States

Department of State
Public Services Division

Upper Volta

Permanent Mission of the Republic of
Upper Volta to the U. N.
236 East 46th Street
New York 17, New York

Uruguay

Consulate General of Uruguay
17 Battery Place
New York, New York

Venezuela

Consulate General of Venezuela
600 Fifth Avenue
New York, New York

Viet-Nam

**Embassy,
2251 R. Street, N.W.
Washington, D. C. 20008**

**Office of the Permanent Observer to
the UN**

**425 East 51 Street
New York, New York 10017**

Yemen

**Permanent Mission of the Arab
Republic of Yemen to the U. N.
211 East 43rd Street, 19th Floor
New York 17, New York**

Yugoslavia

**Yugoslav Information Center
816 Fifth Avenue
New York, New York**

Zambia

**Permanent Mission of the Republic of
Zambia to the U. N.
641 Lexington Avenue
New York, New York**

Germany (Federal Republic)

**German Information Center
410 Park Avenue
New York 22, New York**

Holy See

**Office of the Permanent Observer of
the Holy See to the U. N.
323 East 47th Street
New York 17, New York**

Monaco

**Monaco Information Center
610 Fifth Avenue
New York, New York**

Switzerland

**Swiss National Tourist Office
10 West 49th Street
New York, New York**

APPENDIX D

PEOPLE AND MATERIALS USED FOR THE WORLD UNDERSTANDING AND COMPARATIVE CULTURES PROGRAM

- D1: Lectures**
- D2: Bibliography of Text Materials Provided to
the Students**
- D3: Titles of "Handouts" Provided to the Students**

APPENDIX D1

LECTURES

Dr. Khirenda Sharma, Professor, Department of Linguistics and Oriental and African Languages. Also appointments to the Department of Philosophy and Justin Morrill College. "The Three Conflicts of Man."

Dr. Larry Sarbaugh, Communications Department at M.S.U. "Perception, Language and Culture."

Dr. Daniel Jacobson, Director of the M.S.U. Social Science Institute. "The Origin and Traits of the American Indian."

Dr. George Barnett, Department of Social Philosophical Foundations of Education. "Critique of Cultural Relativism."

Dr. Ruth Useem, International Education Department. "Third Culture Movements in the U.S."

Dr. John Crawford, Advertising Department. "Advertising--Saint or Sinner?"

Dr. George Borgstrom, Food Science Department. "Population Problem--The Hungry Planet."

Professor Albert Cafagna, Justin Morrill College. "Philosophy of Black Power."

Professor Chitra Smith. "The Traditional-Modern Continuum."

Dr. James McKee, Sociology Department. "Social Class and Value Orientations in American Culture."

Mr. Bill Holland, James Madison College. "The Black Movement in America."

Mr. Richard Thomas, Black Student Alliance, M.S.U. "A New Historiography for the American Style of Life."

Dr. James Hooker, History Department. "How a Historian Studies Africa."

Professor Don Larsen, African Studies Institute. "Apartheid and Republic of South Africa."

Dr. Thomas H. Greer, Professor of Humanities. "The Military Industrial Complex."

Dr. William E. Cooper, Professor of Zoology. "Man and His Environment."

Dr. Paul J. Hiniker, Professor of Communication and Political Science. "Models of Economic Development in China."

Horacio Fabrega, M.D., Professor of Psychiatry. "Begging in a Southeastern Mexican City, and Health and Illness Problems of Mexican-Americans."

Dr. Dieter H. Brunnschweiler, Professor of Geography. "How a Geographer Looks at South America."

Dr. Mary Gardner, Professor of Journalism. "The Role of the Press in South America."

Mrs. Rose Hayden, Assistant Director, Latin American Studies Institute. "Brazilian Music, Jazz to Bossa."

Dr. Joseph Spellberg, Professor of Anthropology. "How an Anthropologist Studies Mexico."

The Late Dr. Charles Cumberland, Professor of History. "How a Historian Studies Mexico."

Dr. Ken Bode, Professor of Political Science. "How a Political Scientist Studies the Politics of South America."

Dr. Chi-Lu Chem, Visiting Professor of Anthropology. "How an Anthropologist Studies Taiwan."

Mr. John Duley, Director of Field Study, Justin Morrill College. "Impressions of Taiwan by an American."

Mr. Richard Letts, Director of the Lansing Human Relations Council. "Developing Human Relations in Lansing."

Mrs. Dorothy Silk, Volunteer Service Coordinator for the Lansing Public Schools. "Volunteer Service Opportunities for W.U.A.C.C. Students."

Dr. Robert Green, Director of the Center for Urban Affairs and Equal Opportunities Program. "The Need for Understanding Among Human Beings."

U.S. State Department Representative, John D. Negroponte. "Our Southeast Asia Policy."

Dr. Bernard Gallin, Professor of Anthropology. "A View of the Life of Chinese Peasants."

U.S. State Department Representative, Maurice D. Bean. "Our Malaysia and Singapore Policy."

Dr. Paul A. Varg, Dean of the College of Arts and Letters. "What Is Our China Problem?"

U.S. State Department Representative, Hoyt N. Ware. "Importance of Latin American Relations."

Dr. Leslie Raut, Associate Professor of History. "A Comparative Study of Latin America and Latin American Universities."

Note: This is a partial list of speakers from a one-year period.

APPENDIX D2

TEXT MATERIALS PROVIDED TO THE STUDENTS

Achebe, Chinua. Things Fall Apart. No Longer at Ease. A Man of the People. African Writers Series.

Baldwin, James. Nobody Knows My Name. New York: Dell Publishing Co., Inc., 1960.

Benedict, Ruth. Patterns of Culture. New York: Houghton Mifflin Publishers, 1959.

Bohannon, Paul. Africa and Africans. Garden City, New York: Natural History Press, 1964.

Brown, Ina Corrine. Understanding Other Cultures. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

Bryson, Lyman. Social Change in Latin America. New York: Vintage Books, 1960.

Buck, Pearl. The Good Earth. New York: Pocket Books.

Carmichael, Stokely and Charles V. Hamilton. Black Power. Vintage Books, 1967.

Cleaver, Eldridge. Soul on Ice. New York: Dell Publishing Co., Inc., 1968.

Coyle, David Crushman. The United Nations and How It Works. New York: Mentor Books, 1966.

Dean, Vera Michele. The Nature of the Non-Western World. New York: Mentor Books, 1966.

DuBois, W. E. The Souls of Black Folk. New York: Fawcett World Library, 1961.

Fairbanks, John K. The United States and China. New York: The Viking Press, 1962.

Fischer, Louis. Ghandi. New York: Mentor Books, 1960.

Fromm, Erich. Man For Himself, The Sane Society, Escape From Freedom, The Heart of Man, The Art of Loving. New York: Harper and Row Publishers.

Ginzberg, Eli. The Troublesome Presence. New York: Free Press of Glencoe, 1964.

Grier, William. Black Rage. New York: Bantam Books, 1968.

Henry, Jules. Culture Against Man. New York: Vintage Paperbacks, 1963.

Hesse, Hermann. Siddhartha. New York: New Directions Publishing Co., 1951.

Hoffer, Eric. The True Believer. New York: Perennial Library, 1951.

King, Martin Luther, Jr. Where Do We Go From Here. New York: Bantam Books, 1968.

Kluckhohn, Clyde. Mirror for Man. New York: Fawcett World Library, 1965.

Linton, Ralph. The Cultural Background of Personality. New York: 1965.

Markandaya, Kamala. Nectar in a Sieve. New York: Signet Books, 1954.

Maslow, A. H. Toward a Psychology of Being. New York: Van Nostrand.

Nehru, Jawaharial. The Discovery of India. New York: Doubleday, 1960.

Quarles, Benjamin. The Negro in the Making of America. New York: Macmillan Co., 1964.

Rand, Ayn. For the New Intellectual. New York: Signet Paper, 1961.

Reischauer, Edwin O. United States and Japan. Cambridge: Harvard University Press.

Rose, Arnold. The Negro in America. New York: Harper and Row, 1964.

Sachs, Wulf. Black Anger. New York: Grove Press, 1947.

Spear, Percival. India, Pakistan and the West. New York: Oxford University Press, 1967.

Statler, Oliver. Japanese Inn. New York: Pyramid Books, 1962.

Turnbull, Colin. The Lonely African. New York: Doubleday, 1960.

Ward, Barbara. Five Ideas That Change the World. New York: Norton.

X. Malcolm. Autobiography of Malcolm X. Evergreen Book Co., Grove Press.

Note: This list is not complete. New books are added if there is a change in emphasis.

APPENDIX D3

BIBLIOGRAPHY OF HANDOUTS PROVIDED TO STUDENTS

Culture and Social Psychology

- Henry Stack Sullivan, "Social Psychological Theories."
- Erich Fromm, "Social Psychological Theories."
- Marvin Grandstaff, "Secrecy, Sanity, and the School."
- Robert Ennis, "Is It Impossible for the Schools to Be Neutral."
- Donald McDonald, "Youth."
- Daniel Sisson, "Toward a New Patriotism."
- Jerry Farber, "Student as Nigger--and Rebuttal."
- Robert Brustein, "The Case for Professionalism."
- Joe Falls, "High School Kids Spert Alienated."
- Maryknoll Magazine, "What Can Man Do?"
- Benedict, "Models as Frame of Reference."
- G. Giebert, "Preparing Behavior Objectives and Work Sheet."
- Jules Henry, "The American Character, As It Persists and Changes."
- Robert Bonner, "The Human Predicament."
- Robert Bonner, "Patterns of Life-Style."
- Horace Minor, "Body Rituals Among and Nacirema."
- J. W. Rulbright, "Man."
- George Barnett, "It's All Relative, or Is It?"
- Henry Steele Commager, "The Twentieth Century American."
- Ashley Montagu, "The Coming Cultural Change in Man."
- M.S.U., "Advertising, Saint or Sinner?"

Robert K. Merton, "Social Structure and Anomie."

George Barnett, "Conception of Freedom."

A. L. Kroeber, "Concepts and Definitions of Culture."

Ralph Linton, "Cultural Diffusion."

Denis Goulet, "The Troubled Conscience of a Revolutionary."

M. J. Herskovits, "The Problem of Cultural Relativism."

William F. Buckley, Jr., "On Civil Disobedience."

Murdock, "Biological Needs and Cultural Behavior."

Joseph Tussman, "The Office of the Citizen."

"Philip Toynbee on Toynbee on Revolution."

Sidney Hook, "The Hero and Democracy."

Alain Locke, "Our Debt to Other Civilizations."

"The Great Religions."

"Index of American Values, Critical to Effectiveness
Overseas."

"Cultural Relativism and Universalism: The Responsibility
of Education."

Foreign Policy

"Security for East and West"--A discussion.

"Foreign Affairs"--A bibliography.

Arnold J. Toynbee, "Thoughts on the Foreign Policy of the
United States."

"International Relations"--Some definitions.

Irving Kristol, "American Intellectuals and Foreign Policy."

Asia

J. W. Fulbright, "A New Realism for an Outworn Rationality."

"Trade and Development: Keys to Asian Stability"--A discussion.

Norodom Sihanouk, "Failure Experienced by the U.S. in Their Dealings With the 'Third-World.'"

Dr. Sharma, "Asia and the West: Encounter."

Albert Axelbank, "What Is Our Picture of Asia."

John K. Fairbank, "Perspective on Vietnam."

Military

Dr. Greer, "The Military-Industrial-Labor-Academic Complex."

Center Magazine, "Has America Become a Militarized Society."

James Reston, "Songmy Can't Be Forgotten by Military."

General David M. Shoup, "The New American Militarism."

Alfredo Rocco, "The Political Doctrine of Fascism."

China

Anthology of Chinese Civilization, "China."

"The Aggressive People's Republic of China, Menace or Myth?"--A colloquy.

Fred W. Neal, "The U.S. and China, 1945-1969."

John Fairbank, "China's Foreign Policy in Historical Perspective."

"China--Model Frame of Reference."

Dr. Sharma, "Two Political Power Struggles in Our Time."

L. LaDany, "Mao's China--Decline of a Dynasty?"

India

S. C. Dude, "Cultural Problems in the Economic Development of India."

Joseph Lelyveld, "Can India Survive Calcutta."

Bernard Nossiter, "Indifferent India."

"Books on India"--A bibliography.

Dr. Sharma, "The Great Hindrance."

Information Service of India, "Religions of India."

Africa

James S. Coleman, "Nationalism in Tropical Africa."

N. J. Rhodie, "What Is Apartheid."

C. W. DeKiewiet, "The Delusion of Apartheid."

K. A. Busia, "The Conflict of Cultures."

Robert A. Lystad, "The American and the African--A
Comparison of Images."

APPENDIX E

QUESTIONNAIRES

- E1: Questionnaire Sent to 120 Students**
- E2: Battery of Items to Help Evaluate the Unique Characteristics of the World Understanding and Comparative Culture Student Population and the Effect of the Program on This Said Population**

APPENDIX E1

QUESTIONNAIRE SENT TO 120 STUDENTS

Hi;

Now that you have been out of the W.U.A.C.C program for awhile I wonder if you would be kind enough to do me a very large favor.

I am trying to find out what some of the reactions are toward the program from students that have been through it and have now had time to look back over their experiences.

It is very important in making future plans for a program like W.U.A.C.C to have some opinions from those that have been involved in it.

It would help me a great deal if you would be kind enough to answer the questions enclosed. Please be as honest and critical as possible.

You do not have to sign your name on these. I am interested in your most frank opinion.

Please return the questionnaire to me in the enclosed, stamped envelope.

Respectfully,

G.W. Siebert
Eastern High School

P.S Your cooperation in this project will also be of personal help to me for I will use parts of it in my Doctoral thesis. And, please forgive me for using a form letter but, time is not on my side.

1. Your High School _____.

2. Year that you were in WUACC.
(please circle)

1967-68

1968-68

1969-70

1970-71

3. Sex. (please circle)

"M"

"F"

4. While you were in WUACC what was your fathers' occupation?

5. While you were in WUACC what was your Mothers' occupation?

6. Your Birthdate. _____

7. The year you have/or will graduate high school.

8. What is your occupation now? _____

9. What are your future plans? _____

Directions: Utilizing the following key, please indicate by circling the appropriate numbers which activities of WUACC contributed most/least to your understanding of other persons and other cultures.

KEY 1. Very important contribution
 2. Important
 3. average
 4. not very important contribution

1. Taking classes with students from other schools.	1	2	3	4
2. Community service work	1	2	3	4
3. Small group discussions	1	2	3	4
4. Being able to leave school to take WUACC.	1	2	3	4
5. Contribution in class by your fellow class members	1	2	3	4
6. First impressions and simulation exercises.	1	2	3	4
7. Modern America and Afro-America units	1	2	3	4
8. Monday's Guest speakers.	1	2	3	4
9. Viewing films	1	2	3	4
10. China unit.	1	2	3	4
11. Assigned paperback reading.	1	2	3	4
12. Central and South america units	1	2	3	4
13. Large group discussions	1	2	3	4
14. Mimeographed handouts	1	2	3	4
15. Short position papers	1	2	3	4
16. Japan unit	1	2	3	4
17. Coffee hours with foreign students.	1	2	3	4
18. research papers.	1	2	3	4
19. objective tests	1	2	3	4
20. essay tests.	1	2	3	4

10. What experiences have you had in the summers since you were involved in WUACC. (ie. vacations, summer jobs, school, travel, etc).

11. Religion. (please circle)

Catholic
 Protestant
 Jewish
 Other _____

I prefer not to answer.

note: I want to know what religious groups were represented in WUACC.

12. What academic rank did you obtain in High School.

upper third
 middle third
 lower third

13. Are you still involved in volunteer work?

Yes. No.

What kind? _____

14. If in college, What are your areas of study?

15. Did WUACC help you prepare for any college courses?

Yes

No

Which ones? _____

In what ways? _____

Were those college courses redundant? Yes No

16. What is your college grade point? _____

17. How often do you read the newspaper?

Regularly

sometimes

not often

18. Do you regularly read any periodicals? Yes No

Which ones? _____

19. Have you taken any trips outside the U.S since WUACC? Yes No

Where? _____

For what purpose? _____

20. If given a choice, is there another country you would like to make your home in? Yes No

Where? _____

Why? _____

21. Did you make any friends because of your involvement in WUACC? Yes No

Who? _____

22. Do you still maintain communications with these friends? Yes No

How? _____

23. What impact have these friendships had on you?

24. Did you date, and/or, marry a person from a different background?

Yes

No

What background? _____

25. Do you belong to any associations and/or clubs?

Yes

No

Which ones? _____

26. In what ways do you feel your experiences in WUACC have made a difference in you? _____

27. Now that you have been out of the program for awhile do you feel you are doing anything different in your life that you might not be doing if you had not taken WUACC? _____

28. What personal meaning or value has WUACC had for you? _____

29. Comments.

(please use the back of this sheet)

APPENDIX E2

**BATTERY OF ITEMS TO HELP EVALUATE THE UNIQUE
CHARACTERISTICS OF THE WORLD UNDERSTANDING AND
COMPARATIVE CULTURE STUDENT POPULATION AND THE
EFFECT OF THE PROGRAM ON THIS SAID POPULATION^a**
W.U.A.C.C. Final Student Evaluation of W.U.A.C.C. July 11, 1969
for the 1968-69 academic school year.

Purpose: The following battery of items is being administered to help us in defining the unique characteristics of the W.U.A.C.C. student population and the effect of W.U.A.C.C. on this said population.

Thank you for your sincere time, cooperation and efforts in our behalf.

Key: Please indicate to the right your response to the following questions, utilizing the following key:

1. I agree very much.
2. I agree on the whole.
3. I agree a little.
4. I disagree a little.
5. I disagree on the whole.
6. I disagree very much.

The following are the results from this evaluation:

1. A person who thinks primarily of his own happiness is beneath contempt.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	4	15	16	13	23	20
1.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>			<u>No</u>		
	58			30		
1.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?			14			49
1.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?			51			30
2. The main thing in life is for a person to want to do something important.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	20	15	26	8	15	13
2.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>			<u>No</u>		
	11			19		
2.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?			10			52
2.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?			48			30
3. It would be a dangerous procedure if every person in the world had equal rights which were guaranteed by an international charter.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	4	10	15	9	22	24
3.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>			<u>No</u>		
	49			38		
3.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?			32			42
3.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?			41			33

^aTaken from The Rokeach Dogmatism Scale and The Sampson World-Mindedness Scale, M.S.U. Psychological Testing Center.

4. In times like these a person must be pretty selfish if he considers primarily his own happiness.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	10	23	13	9	22	18
4.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>			<u>No</u>		
	57			23		
4.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?	14			45		
4.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	41			34		
5. Our country is probably no better than many others.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	22	21	12	9	15	16
5.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>			<u>No</u>		
	47			38		
5.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?	40			31		
5.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	42			29		
6. Race prejudice may be a good thing for us because it keeps many undesirable foreigners from coming to this country.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	1	2	3	8	11	78
6.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>			<u>No</u>		
	69			18		
6.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?	6			56		
6.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	53			32		
7. Of all the different philosophies which exist in this world there is probably only one which is correct.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	3	3	3	3	17	66
7.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>			<u>No</u>		
	63			27		
7.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?	21			48		
7.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	55			23		
8. It would be a mistake for us to encourage certain racial groups to become more educated because they might use their knowledge against us.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	2	3	1	2	12	74
8.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>			<u>No</u>		
	68			21		
8.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?	11			54		
8.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	55			21		

9. It is only when a person devotes himself to an ideal or a cause that life becomes meaningful.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	24	17	16	11	13	14
9.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>		<u>No</u>			
	70		21			
9.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?	11		54			
9.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	51		9			
10. We should be willing to fight for our country without questioning whether it is right or wrong.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	6	6	9	8	23	44
10.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>		<u>No</u>			
	57		30			
10.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?	22		24			
10.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	50		27			
11. In this complicated world of ours the only way we can know what is going on is to rely on leaders or experts who can be trusted.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	1	15	15	13	30	25
11.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>		<u>No</u>			
	58		28			
11.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?	25		41			
11.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	49		28			
12. Foreigners are particularly obnoxious because of their religious beliefs.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	1	1	2	1	16	74
12.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>		<u>No</u>			
	70		17			
12.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?	11		61			
12.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	65		21			
13. It is better to be a dead hero than a love coward.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	9	7	18	16	14	23
13.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>		<u>No</u>			
	59		16			
13.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the above response?	9		49			
13.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	46		32			

14. We ought to have a world government to guarantee the welfare of all nations irrespective of the rights of any one.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	12	15	12	19	13	16

14.1. Did you hold this attitude response before you came into W.U.A.C.C.? Yes No
35 46

14.2. If not, did W.U.A.C.C. change your attitude to the response? 31 40

14.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response? 31 25

15. A group which tolerates too many differences of opinion among its own members cannot exist for long.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	6	11	13	18	21	22

15.1. Did you hold this attitude response before you came into W.U.A.C.C.? Yes No
51 27

15.2. If not, did W.U.A.C.C. change your attitude to the response? 24 43

15.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response? 37 32

16. Our country should not cooperate in any international trade agreements which attempt to better world economic conditions at our expense.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	1	5	5	10	32	42

16.1. Did you hold this attitude response before you came into W.U.A.C.C.? Yes No
55 31

16.2. If not, did W.U.A.C.C. change your attitude to the above response? 22 41

16.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response? 43 30

17. It would be better to be a citizen of the world than of any particular country.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	30	15	12	13	9	16

17.1. Did you hold this attitude response before you came into W.U.A.C.C.? Yes No
42 42

17.2. If not, did W.U.A.C.C. change your attitude to the above response? 37 33

17.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response? 46 34

18. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	3	7	19	13	22	31

18.1. Did you hold this attitude response before you came into W.U.A.C.C.? Yes No
59 30

18.2. If not, did W.U.A.C.C. change your attitude to the response? 23 42

18.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response? 47 26

19. If given the chance I would do something of great benefit to the world.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	36	25	16	6	4	7
19.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>				<u>No</u>	
	67				17	
19.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	14				48	
19.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	43				23	
20. It would be dangerous for our country to make international agreements with nations whose religious beliefs are antagonistic to ours.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	7	1	6	6	28	45
20.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>				<u>No</u>	
	62				22	
20.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	15				43	
20.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	55				24	
21. Our country should not participate in any international organization which requires that we give up any of our national rights or freedom of action.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	17	11	19	9	9	12
21.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>				<u>No</u>	
	54				22	
21.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	16				43	
21.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	41				25	
22. If necessary we should be willing to lower our standard of living to cooperate with other countries in getting an equal standard for every person in the world.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	16	13	19	9	11	22
22.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>				<u>No</u>	
	59				33	
22.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	22				42	
22.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	39				34	
23. We should strive for loyalty to our country before we can afford to consider world brotherhood.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	10	3	9	17	26	27
23.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>				<u>No</u>	
	61				30	
24.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	23				43	
24.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	53				26	

24. Some races ought to be considered naturally less intelligent than ours.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	7	2	2	3	12	68
24.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>				<u>No</u>	
	70				20	
24.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?		12			52	
24.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?		56			25	
25. Our schools should teach the history of the whole world rather than of our own country.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	29	16	20	6	9	7
25.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>				<u>No</u>	
	57				25	
25.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?		19			42	
25.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?		47			21	
26. An international police force ought to be the only group in the world allowed to have armaments.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	8	8	18	10	20	23
26.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>				<u>No</u>	
	33				25	
26.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?		19			44	
26.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?		35			31	
27. All national governments should be abolished and replaced by one central world government.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	9	8	12	19	21	24
27.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>				<u>No</u>	
	45				41	
27.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?		28			42	
27.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?		35			26	
28. Fundamentally, the world we live in is a pretty lonesome place.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	14	13	7	8	19	26
28.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>				<u>No</u>	
	63				17	
28.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?		10			53	
28.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?		45			27	
29. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	33	24	10	9	6	10

29.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>						<u>No</u>
	66						21
29.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	18						48
29.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	51						21
30. Patriotism should be a primary aim of education so our children will believe our country is the best in the world.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
	3	5	8	13	22	43	
30.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>						<u>No</u>
	51						35
30.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	30						38
30.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	46						28
31. It would be a good idea if all the races were to intermarry until there was only one race in the world.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
	15	9	19	17	18	12	
31.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>						<u>No</u>
	56						30
31.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	23						40
31.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	41						30
32. We should teach our children to uphold the welfare of all people everywhere although it may be against the best interests of our country.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
	20	18	24	10	11	7	
32.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>						<u>No</u>
	54						33
32.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	48						32
32.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	39						30
33. In the long run the best way is to pick friends and associates whose tastes and beliefs are the same as one's own.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
	6	7	18	17	28	14	
33.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>						<u>No</u>
	59						24
33.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	24						43
33.3. Or, did W.U.A.C.C. just reinforce your attitude to the above response?	45						25
34. War should never be justified even if it is the only way to protect our national rights and honor.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
	21	14	17	17	9	15	
34.1. Did you hold this attitude response before you came into W.U.A.C.C.?	<u>Yes</u>						<u>No</u>
	59						29
34.2. If not, did W.U.A.C.C. <u>change</u> your attitude to the response?	21						42
34.3. Or, did W.U.A.C.C. just reinforce	42						22

APPENDIX F

WORLD UNDERSTANDING AND COMPARATIVE
CULTURES DAILY SYLLABUS FOR A
28-WEEK PERIOD

APPENDIX F

WORLD UNDERSTANDING AND COMPARATIVE CULTURES DAILY SYLLABUS FOR A 28-WEEK PERIOD

DATE		THEME	COURSE OUTLINE ACTIVITY	SPEAKER	BIBLIOGRAPHY
Sept.					
4	Monday				
5	Tuesday				
6	Wednesday				
7	Thursday	Orientation of students to W.U.A.C.C.	Distribute: 1. Books 2. Total W.U.A.C.C. list 3. Section lists. 4. Name cards 5. Check for drops and adds.	Gabriels: Mr. Cock Sexton: Mr. Eger Okemos: Mr. Mitt Eastern: Mr. Siebert O'Rafferty: Mr. Viera	
8	Friday	Orientation of students to continuing education projects.	Sexton Auditorium Total group presentation Question and answer period to follow.	Mr. C. James Kernan Consultant in continuing Education.	Literature concerning projects.

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Sept. 11	Monday	An overview of W.U.A.C.C.	Sexton Auditorium Distribute: 1. Course outline 2. Course bibliography 3. Mimeographed papers Discussion on requirements and responsibilities.	STAFF	
12	Tuesday	Orientation to Attitudinal testing.	Eastern High School Students to fill out questionnaire.	Sections: #1 Mr. Eger #2 Mr. Mott #3 Mr. Siebert #4 Mr. Viera	
13	Wednesday	Independent Study W.U.A.C.C. and orientation to library resources	Visit libraries: 1. Eastern High School 2. Gabriels High School 3. Lansing Public Library 4. Okemos High School 5. O'Rafferty High School 6. Sexton High School	Gabriels-Mr. Cook Sexton-Mr. Eger Okemos-Mr. Mott Eastern-Mr. Siebert O'Rafferty-Mr. Viera	
14	Thursday	Attitudinal testing	Eastern High School Administration of attitudinal tests.	STAFF	<u>The Sampson World Mindedness Scale</u> <u>The Rokeach Dogmatism Scale</u>
15	Friday	Independent Study W.U.A.C.C. and orientation to library resources.	Visit libraries	STAFF	

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Sept. 18	Monday	Overgeneralization about race, heredity, and groups. Religion, Science, Society and birth control.	Sexton Auditorium Films: Common Fallacies Concerning Group Differences 15 minutes Population Explosion: Science & Society 28 min.	STAFF	
19	Tuesday	What is culture? What is personality? What is the relationship between culture and personality? How do people make a living? Why and how do people live together?	Informal class discussions concerning themes for the day.	STAFF	Brown, Chapters 1-5, Kluckhohn, Chapters 7-8 Appendix 247-255 Linton, Chapters 2, 4-5 Mimeographed handout "Man."
20	Wednesday	Independent Study	Work with your independent study supervisor in developing a problem statement.	STAFF	List of tentative research projects.
21	Thursday	Why do people perceive the world differently? What do people think of themselves and others? What are the different beliefs and attitudes towards man, society, property, war, social change etc.?	Informal class discussions concerning themes for the day.	STAFF	Brown, Chapters 6-10 Benedict, Chapters 1-3, 7-8
22	Friday	Independent Study	Work with your independent study supervisor in developing a problem statement.	STAFF	List of tentative research projects.

Date Sept.		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
25	Monday	Why and how do we worship differently in the United States?	Films: <u>Sound of the Earth</u> 30 minutes <u>One God: The Ways We Worship</u> 37 minutes	STAFF	
26	Tuesday	What are the respective beliefs and attitudes of the Zuni, Dobu and North-west Indians towards: 1. man 5. wealth 2. society 6. social 3. competition change 4. freedom 7. war 8. ultimate values	Build models as a frame of reference to analyze the Zuni, Dobu and Northwest Indian cultures.	STAFF	Benedict, Chapters 4-6
27	Wednesday	Independent Study	Start to collect data utilizing 5" by 8" bibliography cards.	STAFF	
28	Thursday	What is an American? What are the American beliefs and attitudes in relation to the three conceptual models?	Build a conceptual model as a frame of reference to analyze American culture.	STAFF	Kluckhohn, Chapters 9-10 "Body Ritual of Nacirema" "The Twentieth Century American" "Cur. Debt to Other Civilizations"
29	Friday	Independent Study	Start to collect data utilizing 5" by 8" bibliography cards.	STAFF	"An Index of American Values Critical to Effectiveness Overseas"

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Oct.					
2	Monday	Why and how do cultures change? Paradigm men and paradigm religions.	Films: Man and His Culture 15 minutes Four Religions 60 minutes Using the film as a frame of reference re-view the first four weeks of the course.	STAFF	Books by Ruth Benedict, Ina Corinne Brown, Clyde Kluckhohn, Ralph Linton plus the mimeographed handouts.
3	Tuesday	Is the good life relative? If one is in harmony with his culture does this mean he is a free man? Are all cultures equally valid forms of life? Is freedom a matter of opinion?	To draw out, state, apply and test the evidence that the social scientist and the social philosopher bring to these questions.	STAFF	"Democracy" "Office of the Citizen" "Conceptions of Freedom" "It's all Relative-Cr Is It."
4	Wednesday	Review the first five weeks of the course.	A question and answer period reviewing the readings and the conceptual models.	STAFF	Utilize all readings to date.
5	Thursday		TEACHERS INSTITUTES		
6	Friday		TEACHERS INSTITUTES		

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Oct. 9	Monday	The philosophy, reasoning and aims of Marxism in relation to past and current thought. What is nationalism and the elements of national power.	Films: Nationalism Brotherhood of Man Marxism Take notes on the films.	STAFF	
10	Tuesday	Six-weeks exam.	Each student will write on five of the seven questions. Please try and bring a blue book for the exam.	Discussion Leaders	Six weeks bibliography to date.
11	Wednesday	INDEPENDENT STUDY	Those students not taking the exam Tuesday will take the make-up exam on this date.	STAFF	
12	Thursday	The idea of nationalism Elements of national power. The struggle for power The idea of industrialism	Class discussion on the themes for the day.	Discussion leaders	Barbara Ward, <u>Five Ideas That Change the World</u> . Chapters 1 and 2
13	Friday	INDEPENDENT STUDY	Re-read the ditto handout of guide-lines to independent study and utilize your time wisely.	STAFF	

Date Oct.		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
16	Monday	Balance of power as a foreign policy tactic. Containment as a foreign policy tactic. Foreign policy and national interest. Technology, collective security and foreign policy.	Film: American Foreign Policy: Confrontation (1945-53) 32 minutes #4 Leninism-Stalinism-Khrushchevism #27 Soviet Foreign Policy	STAFF	Take good notes on these films.
17	Tuesday	INDEPENDENT STUDY	Review a map of the world. Collecting data for your problem or project statement.	STAFF	Search and Lansing Public library bibliographies.
18	Wednesday	Observance of United Nations Week.	Refreshment and conversation hour at Gabriels High School.	STAFF	Michigan State Staff Foreign Students from M. S. U. Representatives from Lansing and Ingham County Public Schools.
19	Thursday	Applied Marxism. Inevitability of revolution. Idea of state socialism. What is Colonialism? , What is Communism?	Review of first two chapters in Wards book. Discussion of ideas in Chapters 3 and 4.	STAFF	Ward, Barbara, <u>Five Ideas That Change the World</u> , Chapters 3, 4
20	Friday	INDEPENDENT STUDY	Collecting data for your problem statement.	STAFF	

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Oct. 23	Monday	Summit Diplomacy Destalinization Weaponry and Space Exploitation Flexible Foreign Policy Common Market vis-a-vis the Marshall Plan and Contain- ment Policies.	Films: "Challenges of Coexistence", 23 minutes "Containment in Asia" 31 minutes "The Unending Struggle" 36 minutes	STAFF	
24	Tuesday	What does Ward mean by the term internationalism? Is internationalism too great a price to pay? What are the alternatives?	Review films from Oct. 16 and 23. Review first four chapters of Ward and then deal with concept of internationalism..	STAFF	Ward, Barbara, <u>Five Ideas that Change the World</u> , chapters 1-5 "The Political Doctrine of Fascism"
25	Wednesday	INDEPENDENT STUDY	You should have a well developed list of resources for your problem statement.	STAFF	School and Lansing Public Library bibliographies.
26	Thursday	What is the purpose of foreign policy? Is there a continuity in American foreign policy? What role does the intellectual play? Ideology and Foreign Policy	Review Ward's five chap- ters in relation to the purpose and role of foreign policy.	STAFF	"American Intellectuals and Foreign Policy"
27	Friday	INDEPENDENT STUDY	You should be writing the preliminary draft of your problem statement.		School and Lansing Public Library bibliographies.

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Oct. - Nov.					
30	Monday	Emerging Nations and the West. Competing superpowers Industrialized nations vis-a-vis the under-developed world Intervention as a tactic of foreign policy.	Films: "The Emerging World" 10 minutes "Instrument of Foreign Aid" 10 minutes "Instrument of Intervention" 13 minutes	World law STAFF	
31	Tuesday	What are the traits of the revolutions of modernization? What are the obstacles to modernization for the "poor nations"? What are the basic ingredients, and orientations of traditional and modern society?	If necessary review concepts of fascism, internationalism and foreign policy. Utilize the films in discussing the "rich and the poor nations"	STAFF	Ward, Barbara, <u>The Rich Nations and the Poor Nations</u> Chapters 1 and 2
1	Wednesday	INDEPENDENT STUDY	Those finished with their problem statements should meet with their supervisors.	STAFF	School and Lansing Public Library bibliographies.
2	Thursday	What is the blue print of communism for the nations of the world? What are the ingredients for economic development?	By now there should be agreement on the different ideological plans for winning the "minds of men in the world"	STAFF	Ward, Barbara <u>Rich Nations and the Poor Nations</u> , Chapters 3 and 4
3	Friday	INDEPENDENT STUDY	All students should meet with their supervisor and receive approval on their problem statements.	STAFF	

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Nov. 6	Monday	Foreign Aid-"Winning the minds of men." Has communism been an <u>effective</u> influence in American political life? Have U.S. - Soviet relations changed since 1917?	Neutralists and the Communists. Communism in the United States. U.S. Soviet Relations	STAFF	"American Intellectuals and Foreign Policy."
7	Tuesday	What is the philosophy of the "big push?" Do we have an obligation to underdeveloped countries? What is meant by the statement "a free way of life?"	Review the concepts dealt with in the films. Relate these concepts to the ideas in Barbara Ward's two books.	STAFF	Ward, Barbara, <u>the Rich Nations and the Poor Nations</u> , chapters 5 and 6
8	Wednesday	INDEPENDENT STUDY	Having selected your material for your research project, you should now begin to research this material in depth.	STAFF	School and Lansing Public Library bibliographies.
9	Thursday	Review the last three weeks work to get real agreement on the concepts dealt with.	Review both of Ward's books as well as the films and mimeographed handouts.	STAFF	"The Political Doctrine of Fascism" "American Intellectuals and Foreign Policy" Ward, Barbara, <u>The Rich Nations and the Poor Nations</u> . <u>Five Ideas that Changed the World</u>
10	Friday	Orientation to the unit on "India and Pakistan and the West."	Remain in your home schools for reading preparation on India and Pakistan unit. This is necessitated because of Mrs. Shami's visit with us on Monday.	STAFF chapters 4, 5, 14	"The Religions of India" Spear, Percival, <u>India Pakistan and the West</u>

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Nov. 13	Monday	What is Muslim man? Is the Islamic religion a transcendental faith? What is the status of Mohammad in the Islamic religion?	Films: Hinduism Islamism A fifty minute lecture by Mrs. Shami. Please sit in the first ten rows of the auditorium.	Mrs. Khalida Shami of Lyallpur Pakistan.	"The Religions of India" Spear, Percival, India Pakistan and The West. chapters 4, 5, 14.
14	Tuesday	The role of women in Pakistan society. Is there a conflict between materialism and the Islamic faith in Pakistan?	Mrs. Shami will deliver a sixty minute lecture on different phases of Pakistan society. Thirty minutes will be provided after the lecture for informal conversation with your classmates Mrs. Shami.	Mrs. Khalida Shami of Lyallpur, Pakistan.	"The Religions of India" Spear, Percival, India, Pakistan and the West. chapters 4, 5, 14.
15	Wednesday	INDEPENDENT STUDY	A reminder to students participating in Head Start to keep a daily chronicle. Continue your in-depth reading and research on your project.	STAFF	School and Lansing Public Library bibliographies.
16	Thursday	A review on Pakistan in relation to the concepts of man, society, government, freedom, authority and property.	Mr. or Mrs. Shami will visit each class for thirty minutes for the purpose of a question and answer session. Please feel free to ask questions.	Staff and Mr. and Mrs. Shami.	"The Religions of India" Spear, Percival, India Pakistan and the West chapters 4, 5, 14
17	Friday	INDEPENDENT STUDY	On November 22, 1967 you will visit with your independent study supervisor for the purpose of demonstrating the substantive content of your research.	STAFF	School and Lansing Public Library bibliographies.

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Nov. 20	Monday	What is Hindu man? Is there a particular Indian character? How does Indian man perceive the world?	Dr. Dharendra from India, but now a Professor in the Philosophy Department at M. S. U. will deliver a lecture on the philosophy of India.	Dr. Dharendra Sharma Philosophy department Michigan State University	Spear, Percival <u>India, Pakistan, and the West</u> , chapters 1, 2, 3, 6
21	Tuesday	Six weeks examination	The first thirty minutes will be spent in individual review and then the exam will be a choice of essay questions.	STAFF	Ward, Barbara, <u>Five Ideas That Change the World; The Rich Nations and the Poor Nations</u> "The Political Doctrine of Fascism," American Intellectuals and Foreign Policy"
22	Wednesday	INDEPENDENT STUDY	Because of the holidays you should complete the following reading in Spears book.	STAFF	Spear, Percival, <u>India, Pakistan, and the West</u> chapters 7-10
23	Thursday	THANKSGIVING HOLIDAY			
24	Friday	SCHOOL HOLIDAY			

<u>Date</u>		<u>Theme</u>	<u>COURSE OUTLINE</u> <u>Activity</u>	<u>Speaker</u>	<u>Bibliography</u>
<u>Nov.</u> 27	Monday	INDEPENDENT STUDY	Students should prepare questions for Dr. Dharendra Sharma's visit on Tuesday.	STAFF	Spear, Percival, India, Pakistan and the West Chapters 1-10
28	Tuesday	By what standard does India judge the West? What are effects on Indian man and society from the conflict between materialism and spiritualism?	Small group discussions on Spear's book. Dr. Sharma will visit each classroom for thirty minutes.	Dr. Dharendra Sharma M. S. U. Philosophy Department	Spear, Percival Chapters 1-10
29	Wednesday	INDEPENDENT STUDY	A reminder that the rough draft of your research project will be due December 15, 1967.	STAFF	School and Lansing Public Library bibliographies.
30	Thursday	What are the reasons for the West and India thinking differently?	Large and small group discussions utilizing the first ten chapters of Spear's book.	STAFF	Spear, Percival, Chapters 11-13, 15
<u>Dec.</u> 1	Friday	INDEPENDENT STUDY	Assign the map study. It is to be completed by Dec. 11, 1967.	STAFF	School and Lansing Public Library bibliographies.

Date		COURSE OUTLINE		Speaker	Bibliography
		Theme	Activity		
Dec. 4	Monday	What is the basis of U. S. foreign policy in Southeast Asia? Do the Asian countries fear Chinese communism?	Films: <u>Indonesia</u> <u>Communism in Southeast Asia</u>	STAFF	
5	Tuesday	How did India become colonized? How did Britain organize India's way of life? Is non-violence relevant today? Is it too great a price to pay?	Please turn in your six-weeks exams to your discussion leader. You should be prepared in class discussion to demonstrate the mastery of the material in Spear's book.	STAFF	Spear, Percival, <u>India, Pakistan and the West</u> chapters 7-13, and 15
6	Wednesday	INDEPENDENT STUDY	A reminder to turn in Barbara Ward's two books if you haven't already. Time is getting short in relation to your research paper or head start chronicle.	STAFF	School and Lansing Public Library bibliographies.
7	Thursday	What does the new India stand for? Is non-violence relevant for India today? What are some recommendations for bettering U. S. -India foreign relations?	You should arrive at some agreement on the concepts of man, society, government freedom, authority, etc. within Indian society and its relevance for U. S. foreign policy.	STAFF	Spear, Percival, Chapters 11-13, 15 Dean, Vera Micheles <u>The Nature of the Non-Western World</u> chapter 4, pp. 71-92.
8	Friday	INDEPENDENT STUDY	A reminder to turn in the map study on December 11, 1967 to your discussion leader.	STAFF	School and Lansing Public Library bibliographies.

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Dec. 11	Monday	What are some of the principles behind India's foreign policy? What are some of the myths and stereotyped generalizations about Hinduism and Hindu man? Where is India going--some conclusions and recommendations.	Dr. Dhirendra Sharma wishes to express his appreciation to you for three delightful discussions. He wishes all of you a Merry Christmas and a Happy New Year.	Dr. Dhirendra Sharma M. S. U. Philosophy and Justin Morrill College Departments	Spear, Percival: films, and mimeographed handouts.
12	Tuesday	Is there a difference between civil disobedience, dissent and resistance? What shall the human community stand for?	In small and large group discussions review the unit on India. Deal with the seven conceptions of civil disobedience in light of Gandhi's concept of non-violence.	STAFF	Spear, Percival, all chapters. "Gandhi: on Non-Violence," "Civil Disobedience"
13	Wednesday	INDEPENDENT STUDY	The Head Start personnel should demonstrate the extent of their daily chronicle. The research personnel should demonstrate substantial material of their rough draft.	STAFF	School and Lansing Public Library bibliographies.
14	Thursday	A resume of Southeast Asia.	Films: 1. Communism in Southeast Asia 2. Thailand 3. Philippine Republic 4. Somoa 5. Hong Kong	STAFF	The unit test on India will be given on January 4, 1968, covering the films, books, mimeographed handouts and Dr. Sharma's discussions.
15	Friday	INDEPENDENT STUDY	The staff wishes you a Merry Christmas and a Happy New Year.	STAFF	School and Lansing Public Library bibliographies.

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Jan. 8	Monday	Orientation to China.	Films: <u>China: Land and People</u> <u>Here's China</u> <u>How Communism Came To China</u>	STAFF	Dean, Vera Micholes, <u>The Nature of the Non-Western World</u> , chapter 5 Fairbank, John King, <u>The United States and China</u> , Introduction and chapter 1, "The Two Political Struggles."
9	Tuesday	General orientation and modus operandi for the China unit.	Real agreement should be arrived at concerning the task and responsibilities ahead. Because of section changes some attempt should be made to get to know one another. Small group work to get started on the questions.	STAFF	Dean, chapter 5 Fairbank, Introduction chapter 1 "The Two Political Struggles"
10	Wednesday	INDEPENDENT STUDY	Reminders: The research projects and the Head Start chronicles will be typed (double space) and handed in on January 17, 1968. Turn in your Spear book.	STAFF	School and Lansing Public Library bibliographies.
11	Thursday	Why study China?	Large and small group discussions should have as their objective a thorough give and take on the prescribed questions.	STAFF	Dean, Chapter 5 Fairbank, Introduction and chapter 1 and 2 "The Two Political Struggles"
12	Friday	INDEPENDENT STUDY	The magazines titled Peking Review, China Pictorial and China Reconstructs are located in the Lansing Public Library.	STAFF	School and Lansing Public Library bibliographies. Begin reading Fairbank chapters 3, 4, 5, 6,

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Jan. 15	Monday	<p>"he who is concerned only with the purity of his own life ruins the great human relations."</p> <p>"The lover of mankind strengthens men, for he himself wishes to be strengthened; he helps men toward success, for he himself wishes to achieve success."</p>	<p>Films: 1. <u>Children of China</u> 2. <u>Communist Chinese Agriculture</u> 3. <u>Maoism and Titoism</u></p>	<p>Dr. Paul Varg Topic: "China: What is Our Problem" Date: January 15, 1968 Place: Auditorium, Kellogg Center, M.S.U.</p>	
16	Tuesday	<p>"No one can be regarded as a superior man who does not know the laws of conduct (li); no one can know men who does not understand their words." "To represent what you know as knowledge and what you do not know as ignorance: that is knowledge."</p>	<p>1. Get reactions from Dr. Paul Varg's presentation. 2. Review first 9 questions from section A. 3. Begin building conceptual model from chapters 3-6 and section B questions.</p>	<p>Campus, Harrison Rd. East Lansing Staff</p>	<p>Fairbanks, chapters 3, 4, 5, 6.</p>
17	Wednesday	INDEPENDENT STUDY	<p>Your research papers should be typed, properly footnoted, and include a substantial bibliography. No papers will be accepted late unless you have approval from your supervisor.</p>	Staff	<p>School and Lansing Public library bibliographies.</p>
18	Thursday	<p>"To have the truth is the path of heaven, to seek the truth is the path of men."</p>	<p>Total group meeting to select questions for January 22 telelecture on Southeast Asia policy. Continuation of discussions on section B.</p>	Staff	<p>"The Failure Experienced by the United States in its dealings with the "Third World" Fairbanks, chapters 3, 4, 5, 6.</p>
19	Friday	INDEPENDENT STUDY	<p>Those wishing to work in Head Start, second semester should contact Mr. Mott</p>	Staff	<p>School and Lansing Public Library bibliographies.</p>

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Jan. 22	Monday	The U. S. State Department and Southeast Asian Foreign Policy	Telelecture with Dr. Maurice Bean, State Department and W. U. A. C. C. students	Dr. Maurice Bean State Department Representative	Sihanouk article Axelbank article Dean, Chapter 7 Var lecture
23	Tuesday	Final examination for Lansing Public Schools.	The students will remain in their home schools utilizing the time to read Fairbanks and answer questions in Section B and C.	STAFF	Fairbanks, Chapters, 3-13 "What is Our Picture of Asia?"
24	Wednesday	INDEPENDENT STUDY	Students wishing to work in lower and upper elementary grades in connection with the Head Start should consult Mr. Mott.	STAFF	School and Lansing Public Library bibliographies.
25	Thursday	Chinese man and society. China's response to the West.	Some attempt should be made to review what has transpired in the last two weeks.	STAFF	Fairbanks, Chapters 3-13 "What is Our Picture of Asia?"
26	Friday	INDEPENDENT STUDY	Prepare questions for the China Telelecture on Jan. 30, 1968. You should be in the process of selecting your topic for your second research paper.	STAFF	School and Lansing Publi Library bibliographies.

Date		Theme	Activity	Speaker	Bibliography
Jan. 29	Monday	Cross-Cultural Dialogue	A cross-cultural dialogue between Asian students from M. S. U. Center for International Programs and W. U. A. C. C. students from the five participating schools. The format will be same. Please do not remain at the same table for the whole session.	Mrs. Joan Meredith and Dr. William Ross, Center for International Programs, M. S. U.	"What is Our Picture of Asia?" "Perspective on Vietnam"
30	Tuesday	Telelecture on the China Question with Dr. Harold Jacobson.	Wear your name tag. We will operate with both prepared and spontaneous questions.	Dr. Harold Jacobson State Department Official, Expert on the China question.	Fairbanks, Chapters 7-17 "What is Our Picture of Asia?" "Perspective on Vietnam"
31	Wednesday	INDEPENDENT STUDY	Reminder: Those who wish to work in Head Start second semester should consult with Mr. Mott. Others should begin researching for another problem statement.	STAFF	School and Lansing Public Library bibliographies.
Feb. 1	Thursday	What is your recommendation on the China Question?	Review and closure on the China Unit should be accomplished.	STAFF	Fairbanks, Chapters 1-17 Sihanouk article. Axelbank article. Fairbank article. Telelectures.
2	Friday	INDEPENDENT STUDY "Vietnam: Lotus in A Sea of Fire."	This discussion session should be required of all of you and I will be most happy and appreciative to see you there.	Speaker: Thich Nhat Hanh Topic: A Buddhist Proposal for Peace. Location: M. S. U. B 100 Wells Hall Time: 4 P. M.	

Date Feb.		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
5	Monday	INDEPENDENT STUDY Summary of China Unit Japan Unit Materials.	Pass material for Japan unit, which will begin on February 15, 1968. Reminder: Test on China Unit February 13, 1968.	STAFF	"Thoughts on the Foreign Policy of the United States" by Arnold J. Toynbee Japan unit handouts.
6	Tuesday	What is the relationship be- tween individualism and organicism?	Finish conceptual models of Confucianism and Maoism Finish question in Sections B and C.	STAFF	Fairbanks, Chapters 1-13.
7	Wednesday	INDEPENDENT STUDY	Reminders: Turn in China books on February 14, 1968 to your independent study supervisor.	STAFF	School and Lansing Public Library bibliographies.
8	Thursday	Which call for freedom shall prevail? What is your recommendation for rapproach- ment?	Utilizing position of Toyn- bee, compare it with Fair- bank's, State Departments and other Asian countries viewpoints concerning foreign policy and cross- cultural dialogue.	STAFF	Fairbanks, Chapters 1-17 Sihanouk article Toynbee article Fairbank article Axelbank article
9	Friday	INDEPENDENT STUDY	Reminder: Turn in exams research papers, map studies and any over due books from the past units to your inde- pendent study supervisors.	STAFF	School and Lansing Public library biblio- graphies.

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Feb. 12	Monday	Introduction to Japan Unit. Introduction to World Affairs Coordinating Unit.	Films: Seacoast Villages of Japan Japan Japanese Mountain Family Presentation of "Teenagers Abroad Program" for the summer of 1968.	STAFF	
13	Tuesday	Unit evaluation	The essay portion of the test will be accomplished in the first half hour and col- lected. The objective portion will be accomplished in the next hour period.	STAFF	Dean, Chapter 5 Fairbanks, Chapters 1- 17 Axelbank article Fairbanks article Toynbee article Sihanouk article
14	Wednesday	INDEPENDENT STUDY	Reminder: Sunday, February 18, 1968, 2:30 P.M. Channel 10, J.K. Fairbank and Harold Hinton on "The Chin- ese Puzzle." Turn in Fairbanks book to your supervisor.	STAFF	School and Lansing Public Library biblio- graphies. Reischauer, Edwin O. The United States and Japan chapters 6-9
15	Thursday	Reading time for Japan Unit.	Since Dr. Shigeo Imamura will be with us Monday, you will spend this time reading chapters 6-9. Dr. Imamura will lecture for one half-hour and then hold a discussion for an hour on "The Japanese Character."	STAFF	Reischauer, Chapters 6-9 Dean, Vera Micheles, The Nature of the Non- Western World, Chapter 6
16	Friday	INDEPENDENT STUDY	Reminder: Think ahead of time if you are planning to miss Head Start work and please call. Try to let them know a day or a week ahead of time.	STAFF	Read chapters 6-9 in Reischauers for Monday.

Date		Theme	Activity	Speaker	Bibliography
Feb. 19	Monday	Introduction to the Japanese Unit.	Film: <u>Farmers of Japan</u> Dr. Shigeo Imamura will speak to us concerning "The Japanese Character."	Dr. Shigeo Imamura, Director of the English Language center M. S. U.	Reischauer, Edwin O. <u>The United States and Japan.</u> Chapters 6-9
20	Tuesday	How significant are the differences between the American and Japanese Characters	Utilizing Dr. Imamura's remarks, review the highlights of Reischauer's chapters on "The Japanese Character"	STAFF	Imamura lecture, Reischauer, Chapter 6-9
21	Wednesday	INDEPENDENT STUDY	Reminder: Turn in your China book. Always call ahead of time if you are going to miss Head Start.	STAFF	School and Lansing Public Library bibliographies.
22	Thursday	What is the nature of the Japan problem?	Utilizing small and large group discussions finish chapters 6-9, and then begin a review of chapters 1-5.	STAFF	Reischauer, Edwin O. <u>The United States and Japan.</u> chapters 1-5.
23	Friday	INDEPENDENT STUDY	Reminder: A guideline for your second semester research projects is forthcoming, so use your independent study time wisely.	STAFF	School and Lansing Public Library bibliographies.

Date		Theme	COURSE OUTLINE	Speaker	Bibliography
			Activity		
Feb.					
26	Monday	Different Perspectives of Japanese Life.	Films: <u>Seacoast Villages of Japan.</u> <u>Japan.</u> <u>Japanese Mountain Family.</u>	STAFF	A reminder: Anyone interested in the "Teen-agers Abroad Program" should submit their application and reservation fee immediately to this office.
27	Tuesday	What was the basis, intent, and outcome of the post-war occupation?	Utilizing the films and Dr. Imamura's remarks review the first nine chapters. Then begin discussion of chapters 10-12.	STAFF and Mr. Gardner Snow, Media Specialist, M.S.U.	Reischauer, Chapters 10-12.
28	Wednesday	INDEPENDENT STUDY	Return your exams to your independent study supervisor. Utilize your independent study time wisely. If you haven't already, turn in your China book.	STAFF	School and Lansing Public Library bibliographies.
29	Thursday	Why and how did Japanese pre-war and post-war ethical concepts differ?	Review chapters 10-12 and begin an analysis of post-war Japan utilizing chapters 13-14. Peace Corp Volunteer to show his slides and talk about his experiences in Thailand.	STAFF	Reischauer, chapters 10-14 Dean, Vera Micheles, <u>The Nature of the Non-Western World,</u> chapter 6.
Mar.					
1	Friday	INDEPENDENT STUDY	Reread and review both semesters guidelines on independent study.	STAFF	Some participants in Head Start have asked for more reading time, therefore, Monday, March 4, will be designated as a reading day to finish Reischauer's book.

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Mar.					
4	Monday	Reading Time.	Since many of you have asked for this reading time, it is necessary that you use the time wisely and finish Reischauer's book. I am still contemplating the dilemma of desire and desirability vis-a-vis this reading time.	STAFF	Reischauer, Edwin O., <u>The United States & Japan</u> , Chapters 1-14. Dean, Vera, Micheles, <u>The Nature of the Non-Western World</u> , Chapter 6
5	Tuesday	It seems to be necessary to accomplish Feb. 29, 1968 discussion today.	Utilize Dean's book in reviewing Reischauer's chap-10-14.	STAFF	Reischauer, Chapters 10-14. Dean, Chapter 6
6	Wednesday	INDEPENDENT STUDY	Each student will submit, to their independent study supervisors, a one page statement of the problem they are working on.	STAFF	School and Lansing Public Library bibliographies.
7	Thursday	Review of Japan Unit.	Some real agreement should be arrived at concerning the conceptual model of Japan, as well as the substantial content of Japanese culture.	STAFF	Reischauer, Chapters 1-14 Professor Shigeo Imamura's lecture. Dean, Chapter 6
8	Friday	INDEPENDENT STUDY	Make sure that you always sign out before leaving the school grounds.	STAFF	School and Lansing Public Library Bibliographies.

		COURSE OUTLINE			
Date		Theme	Activity	Speaker	Bibliography
Mar. 11	Monday	Introduction into Asian Theater	A cast of twelve will present an Asian theater play.	Larry Jorgensen and Martha Ashton and Cast	On April 24, 1968 a man from the U.S. State Department will meet with us concerning Southeast Asia.
12	Tuesday	Final review and assessment of Japan Unit.	Utilize this class time to review or finish class presentations on the Japan Unit.	STAFF	Dean, Chapter 6 Reischauer, Chapter 1-14
13	Wednesday	INDEPENDENT STUDY	Africa Night is April 6. Admission is two dollars. The project will pay one dollar towards your admission. An additional announcement on the activities and food for that night will be forthcoming. Check with your independent study supervisor.	STAFF	School and Lansing Public Library bibliographies.
14	Thursday	Unit test on Japan.	The exam on Japan will be composed of essay, short answer and objective questions. The heart of the exam will be the essay and short answer portion.	STAFF	Dean, Chapter 6 Reischauer, Chapters 1-14
15	Friday	INDEPENDENT STUDY	Turn in your Japan books. Pick up your reading for the African unit from your independent study supervisor	STAFF	School and Lansing Public Library bibliographies.

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
Mar. 18	Monday	Orientation to the Latin American Unit.	Films: "Brazil: Rue Awakening" "South America" "Communism in Latin America" At Gabriels High School	STAFF	On May 22, 1968 semester head start chronicles and research papers are due only from senior students at O'Rafferty and Gabriels. On May 24, 1968, Eastern Sexton, Okemos and Juniors from Gabriels and O'Rafferty will turn in there chronicles, and papers.
19	Tuesday	Visual picture of Latin America.	Discuss course outlines for the next three weeks. Discuss class changes because of early departure of Gabriels and O'Rafferty from course.	STAFF	Alexander, Robert J., <u>Today's Latin America</u> , 1-13
20	Wednesday	INDEPENDENT STUDY	Reminders: Please turn in the following books to your independent study supervisor: 1. Bohannon, Paul, <u>Africa and Africans</u> 2. Dean, Vera Micheles, <u>Nature of the Non-Western World</u> .	STAFF	Please return all books to the Lansing Public Library, that you have used in previous units. Many are long overdue.
21	Thursday	Visual Picture of Latin America.	Films: "Latin America" "Cuba" "Central America: Changing Social Patterns." At O'Rafferty High School	STAFF	Senior students from Gabriels and O'Rafferty should notify their Head Start teachers before May 24, 1968.
22	Friday	INDEPENDENT STUDY	Read the Alexander book in preparation for the four or possibly five guest speakers for this unit.	STAFF	School and Lansing Public Library Bibliographies.

Date		Theme	COURSE OUTLINE		Bibliography
			Activity	Speaker	
mar. 25	Monday	"Foreign Aid to Latin America."	Mr. Richard Miller, Director, International Extension Programs, M. S. U. will brief us on foreign aid to Latin America.	Mr. Richard Miller, Director International Extension Programs	<u>Alliance For Progress: An American Partnership</u> , Agency for International Development, U. S. Foreign Aid and <u>The Alliance for Progress</u> , Agency for International Development.
26	Tuesday	"Archeological Development of Mexico"	Dr. Joseph Spielberg will discuss the early phases of archeological development in Mexico.	Dr. Joseph Spielber, M. S. U. Anthropology Department	Alexander, Robert J., <u>Today's Latin America</u> Chapters 1-13. <u>Handwriting On The Wall: Latin America Issues</u> , Dr. Garland Wood.
27	Wednesday	INDEPENDENT STUDY	Reminder: Gabriels and O'Rafferty will take the unit exam on <u>May 22, 1968</u> , therefore those in Head Start should call in to their respective schools.	STAFF	School and Lansing Public Library Bibliographies.
28	Thursday	"Food and Population Problems in Latin America".	Dr. Garland Wood will brief us on food and population problems in Latin America and then zero in on our country as a case study.	Dr. Garland Wood, Director, Latin American Studies Institute M. S. U.	Alexander, Robert J., <u>Today's Latin America</u> Chapters 1-13. <u>Handwriting On The Wall Latin American Issues</u> . by Dr. Garland Wood.
29	Friday	INDEPENDENT STUDY	Reminder: Eastern, Sexton and Okemos will take the unit exam on <u>May 23, 1968</u> .	STAFF	School and Lansing Public Library Bibliographies.

Date		Theme	COURSE OUTLINE Activity	Speaker	Bibliography
May 1	Monday	Visual Picture of Latin America.	Films: "Paraguay" "Peru" "Venezuela" "Life in the Grass-lands"	STAFF	Reminder: 1. Return books to the Lansing Public Library 2. Hand in African book. 3. Hand in Vera Micheles Dean, <u>Nature of Non-Western World</u> . 4. Turn in all previously used books except Alexander.
2	Tuesday	A Historian looks at Mexico.	Dr. Charles Cumberland, Latin American specialist will deliver a lecture on Mexico.	Dr. Charles Cumberland, History Dept. M.S.U., Latin American Specialist.	Alexander, Robert J., <u>Today's Latin America</u> Chapter 1-13.
3	Wednesday	INDEPENDENT STUDY	Senior students at Gabriels and O'Rafferty will take the objective, essay and short answer exam on the Latin American Unit. The exam will cover guest lecturers, Alexander's book and the films.	STAFF	Seniors at Gabriels and O'Rafferty will turn in their semester research reports and head start chronicles. Plus turn in your Alexander books.
4	Thursday	Latin American Unit exam.	Eastern, Sexton, Okemos, students plus the juniors from Gabriels will take the Latin American Unit exam.	STAFF	Alexander, Robert J., <u>Today's Latin America</u> Chapters 1-13. Guest lecturers and films.
5	Friday	INDEPENDENT STUDY	Semester research papers, and head start chronicles are due from Eastern, Sexton, Okemos students, and juniors from Gabriels.	STAFF	School and Lansing Public Library bibliographies. Turn in your Alexander books.

APPENDIX G

**SELECTIONS FROM THE DAILY DIARIES OF
PARTICIPATING STAFF MEMBERS**

APPENDIX G

SELECTIONS FROM THE DAILY DIARIES OF PARTICIPATING STAFF MEMBERS

. The following represents staff evaluation of the first eight weeks of W.U.A.C.C. for the 1969-70 academic year:

Mr. Peter Kressler: Holt High School

The discussion group, over which I presided, began with communication games that carried on for about three weeks or six meetings. The group was rather ambivalent about these games and in a vague way became a group. However, many within the group are quite anxious and hostile about becoming a part of the group, so much so that they "infected" the others with the same notion. Realizing the rather "sensitive" situation I focused their attention to the proposed comitive area of study. The class determined the books that they were to read and decided to organize the class into ad lib groups varying according to the particular book. For two meetings this atmosphere prevailed quite successfully. The last two meetings fell flat probably because that since no real group existed before it made the above attempt at groups impossible. Thus the reason for the ad lib groups, that of discussing books, was lacking in motivation as apparently the games were. Now the students are frustrated and I am hoping that this frustration will serve as a motivator for some sort (by their definition) constructive action. In any event, I intend to be stubborn in my non-directive role, unless, of course, chaos is reached. Last meeting I handed out and received back a student evaluation of the class, and at the next meeting I intend to use the results to bring ou the frustrations and hopefully make some progress!

Mrs. Dorothy Rall: East Lansing High School

1. a. So far the goals of the course are not clear to the students.
b. Some students are pleased with the idea that they will be more involved in course planning than heretofore; others are left frustrated and confused by this arrangement.
2. In interviews with my home school students (East Lansing)
 - a. Enthusiasm for the course runs high
 - b. Where independent service projects have been set up in a well-organized way, morale is much higher than where the opposite is true.
 - c. The administration here has been understanding and supportive.
 - d. Parents interviewed have been generally supportive--with one exception of a father who fears his daughter is not using the independent time wisely.

(Mrs. D. Rall)

3. So far as my discussion group is concerned, I felt at the end of the third and fourth week that group building was very successful and that we were off on a clearly charted road to a happy mixture of method and content.

At this point in time, as the chart will suggest, I feel the conflict between "getting to know you" and "getting to know the subject" has perhaps reached an impasse.

As teacher, I have attempted to urge the students to do the readings and assign themselves specific writing projects. I have brought the reading-discussion questions for the books so they would be available. Some students are saying "Make us do this work." Others are saying "Your suggestions of 'busy work' are interfering with the really important thing this course is about."

Mr. George Siebert: Eastern High School
September 30:

Most of our discussion sections were spent in trying to let the students plan the program and the direction that it should take. We did play some games to help them to get to know each other and I feel that this was effective.

After four weeks of this type of discussion I feel that some, if not many of the students are starting to ask for direction. I don't feel that they mean that they want to be "told" everything, but I feel that they want to know more of "where we are going, and how we intend to get there." I think they are realizing how difficult it is to plan a program and try to keep everyone happy. Also, I don't feel they are, at this time, able to see an instructor in the role of advisor and leader rather than a teacher.

I am starting to make plans for my own discussion groups in the future. Also, we are now starting toward getting the speakers in and I think things may smooth out.

October 1:-

We met in general group discussion.

I asked the students if they felt they could measure the change or accomplishments that had taken place for them so far. Most felt that they had experienced some change but felt they could not measure it.--Then I asked them if this is the case, how will they be able to justify the self-evaluation for a grade, if they claim their experiences can not be measured?-- I feel that some very interesting discussion followed this "springing of the trap."

October 3:

We played "Prisoners' Dilemma" game.

I do not feel the game was as effective as it could have

(Mr. G. Siebert)

been. It had been played before in another section and some of the students knew that by playing one way you could make it come out better.

I do feel that the feeling of competition, even though it was not asked for, was made apparent by the game. It raised some interesting questions about the cultural "hang-up" we have for competition rather than for cooperation.

October 7:

We played the "Star Power" game. This game is designed to develop a three level society. The squares, triangles, and circles, are given power points in the form of chips. It is "loaded" so the squares will be the most powerful group after several rounds of trading. After it is obvious that the squares are the dominant group, the squares are allowed to make the "rules of the game" from here on out.

The squares make some harsh rules. The other two groups are aware that they are being repressed. The two suppressed groups reacted in various ways. Some withdrew, others tried to rebel.

I gave them some thought questions to think about until we meet again on Friday:

1. Are there any parallels-the system set up by the game-and the systems or sub-systems by which we live?
2. Does the game say anything about the nature of man?
3. Is it the nature of man to seek inequality? To attempt to be better than his fellow man, to seek for more privileges and wealth? If yes, is there anything wrong with such strivings? Can they be legitimized? Is there a moral alternative to man's search for inequality?
4. Would it have made much difference if the people who were the circles had been the squares?
5. Were the squares acting with legitimate authority?
6. Are there any parallels between the game and race problems, the campus problems, the problems faced by our founding fathers?
7. If an entire group acts in unison, such as the circles and triangles frequently in going against the squares, do their actions have more legitimacy than when a person acts alone?
8. Is the square a masculine or feminine symbol?
9. Would it be possible to develop a game which emphasizes cooperative behavior and is fun to play?

October 9:

We talked about the questions concerning the game.

The students seemed to respond very well as to the parallels of the game to the society in which we live.

I thought the discussion went very well and the students seemed to indicate that the game was worthwhile.

(Mr. G. Siebert)

October 14:

Follow up to Dr. Smith's first lecture on culture and change. The students seemed to be interested in the lecture and some of the questions they were discussing in their small groups sounded like they really wanted to get involved in this type of concept.

I used a film strip "The History of Dissent." The film showed the history of social dissent in our country from the revolution to the present. It did not take sides but reported the history of movements. The students liked the film and raised many interesting thought questions on the entire subject.

The response was good enough that it encouraged me to seek out, perhaps, some more strips on various topics.

October 16:

A good discussion today. There was a lot to talk about; the moratorium and Dr. Smith's lecture.

I feel that a few of the students who have not done much talking before are starting to participate now.

I think that the ones not talking are now starting to feel that they are a part of the group. I also think that the rest of the group has helped to give them this encouragement.

October 21:

Tried to discuss the implications of Dr. Smith's lectures. Found the students more interested in talking about current topics such as the Black Community. I was concerned that they found it hard to see the relationships between what was brought out in the lectures and current events.

We did discuss in the large group situation. It was slow getting started. One problem that may be developing is that some of these kids want to put everything on a personal basis. They would rather attack the opinions of other students than attack the concept or idea. I am sure I will have to work with this situation. I don't think these kids are friends outside the course. They just seemed to have "squared" off with others and won't let go. I tried to manipulate this by having them "reverse" positions on the topics to see if they could appreciate the others' viewpoint. I don't feel this was a success. Will have to stay with this.

October 23:

I used a film today on "unwanted people". Most of the reaction was favorable to the use of the film.

I have a few students who seem to be bothered by anything that is done that isn't specifically accepted by them. I even made it optional whether you stayed and watched the film or went to the next room to study or discuss with a small group. The dissenting students decided to stay and bitch about the whole thing. I asked them in private what they would have rather done and the response was negative. It seems they feel

(Mr. G. Siebert)

that the freedom talked about in this course means freedom to do what they please and what suits them at the time they decide to do it.

I am concerned about this type of attitude. I have not decided what might be a good approach to try and change it.
October 26:

A very poor discussion section today.

Most of the students just didn't want to participate. They felt they had very little to talk about. I reminded them of the "hand out" suggested questions I had given them on the various books. This caused a few to go to work.

I have been getting more suggestions from the students asking for more direction. I feel they are getting tired of this unit and feel it has run its course.

I feel too, that we have spent far too much time on social psychology and we should move into area studies.

November 3:

Today the discussion group got down to do a little work, mainly because I assigned a test. Suddenly, most of the students felt they needed to do some work.

(note)----

I am concerned about the attitude toward evaluation that many of my students seem to hold.

I am aware that "we" allowed them to evaluate themselves the first marking period, (which I believe now to have been a mistake). Many seem to have gotten the idea that W.U.A.C.C. is just a "free ride," and it is taking advantage of them if an instructor feels they have a responsibility to learn a "body of knowledge" that I feel is important to the area of study.

I, once again, want to go on record as saying that "I" am against "blanket" grades. I believe we have a goal to reach in exposing these students to a subject matter. I feel that I am justified in demanding an evaluation to see how close to these goals I have come. Also, I still hold the old fashioned idea that a student should receive what he has put forth in the effort to achieve.

Mr. Harris Webster: Everett High School

Concerning parents reactions to W.U.A.C.C.:

On Tuesday, November 4, 1969, about 20 to 30 parents attended a PTA meeting and spent about a half hour with me asking questions and presenting their reactions to the W.U.A.C.C. type of class. I found the opinion overwhelmingly favorable. Some of the comments were as follows:

--I feel very pleased that my son is having some time to think things over.--

--I'm glad my daughter can meet people from other schools.--

(Mr. H. Webster)

--I find the paperback readings interesting and enjoy reading and discussing them with my son or daughter.--

--I wish we had had courses like this when I was going to school.--

The only questions about the course, concerned a mild concern that colleges might not give credit for such a program, that the grading scheme was vague, and the more orthodox content they might be missing because of not taking government etc., might prove a problem. I repeat, however, that these concerns were very mildly expressed and that the concensus was one of general pleasure.

Concerning a report from a W.U.A.C.C. student from the 1968-'69 academic year:

The W.U.A.C.C. course meant a great deal to me, says a girl who is now attending Western Michigan University. She related to me a story that I didn't hear last year: The Eastern High School wrestling team and the Everett High School cheerleaders for wrestling went out together after a wrestling match because of friendships which had developed during the bussing of Everett and Eastern students to W.U.A.C.C.. Although the Everett wrestlers and Eastern cheerleaders might have been a bit dismayed, I thought that the idea was a most appropriate one to illustrate that W.U.A.C.C.'s goals were sometimes met in ordinary high school settings.

Mr. Ronald Mott

(Director's Comments) —

The comments to follow are related to my role in playing "Star Power" in some of the discussion sections.

Today, I helped coordinate the "Star Power" game in one section. The purpose for this feedback is that the behavior dynamics illustrated so well many issues and dilemmas of today.

During the briefing of the simulation game one of the students was reading an M.S.U. newspaper. I took this as a non-verbal rejection cue for the days exercise, and proceeded, in a very direct verbal manner, to punish him. (Later I realized I had made a mistake and cleared the matter with the student.) This confrontation produced consternation in the group and an unwillingness to play the game.

When we started to play the game, three of the students in this group decided to "screw" (as they used the word) the system up. Later they said they meant ignore it. One student gave all of her chips away while the other two proceeded to get more or less than five chips, hence disqualifying themselves.

After the first bargaining round we had four groups; circles, squares, triangles, and omegas (the omegas being the "ignoring" group).

(Mr. R. Mott)

In the bonus chip round a member from the circles was voted out of his group. He became a "group" of one.

In the second bargaining round two other girls eliminated themselves by having less or more than five chips at the end of the second bargaining round. Whether this was a deliberate attempt on their part is open to question.

Now the omega group includes three girls and two boys.

When the squares had the right to make the rules for the third bargaining round, the other groups sent a representative to negotiate what strategy they would take in relation to what the squares might decide.

The omegas wanted everyone in the circles and triangles to get more or less than five chips to eliminate themselves from the system and join their group. (The isolated member "group of one" later remarked that this was a square tactic.)

The triangles decided to join the omegas before the third round started. The circles stayed in their group.

The squares announced a secret rule after the third bargaining round that the chip value distribution was reversed.

The game was ended and a talk-down proceeded, which will continue on Thursday.

An added note to this experience was a conversation of an hour and a half that I had with a student of this section following the game. The student felt that:

1. He recognized where I could get the notion of rejection from the student reading the newspaper, but he didn't feel that this was the intent of the student.
2. He was surprised that I cared enough to question the student on reading the newspaper.
3. He felt he should have the right to choose what experiences he should have, i.e., what teacher and students he should relate to. If something didn't interest him, he should have the right to tune out psychologically and sociologically.

When I questioned him concerning his legal and moral obligation to anything, and what value orientation he would recommend, he was silent for some moments, and repeated the above statement. When I asked him what his source of truth was when making value choices, he recognized the dilemma presented between him and his discussion section. When I asked him would he be able to:

1. Verbalize to others how he felt the group should go and what value orientations they should live by.
2. How he would go about expressing the above to the group?
3. Would he be willing to listen to their views?
4. Would he accept a rejection by the group of his alternative life style? If not, what would he do?

(Mr. R. Mott)

...he thought for awhile and said that he recognized his dilemma and would have to think about it.

I think he recognized that oppression can come out of "individualism" as well as organicism. He later said that he might be a content "square" rather than a process "triangle".

The above dialogue between this student and myself illustrates some of the conflict and frustration that teachers and students are going through in defining new roles. Although this may be a frustrating life style, it is a healthy sign.

I would be interested to hear the other instructors comments concerning similar situations.

APPENDIX H

**OBJECTIVES FOR TEACHING INTERNATIONAL
UNDERSTANDING AS RECOMMENDED BY THE
FOREIGN POLICY ASSOCIATION
REPORT, 1969**

APPENDIX H

OBJECTIVES FOR TEACHING INTERNATIONAL UNDERSTANDING AS RECOMMENDED BY THE FOREIGN POLICY ASSOCIATION REPORT, 1969

- I. The K-12 curriculum should develop students' knowledge or cognitive understanding of the world system. This implies:
 - A. The curriculum should develop students' understanding of the earth as a planet. This implies:
 1. Developing some comprehension of the places of the world system in cosmic space and time. This implies:
 - a. Some understanding of the location of the earth in the cosmic system.
 - b. Some understanding of the cosmological and geological histories of the planet.
 - c. Some understanding of the differences and similarities between the earth and other planets (actual and imagined).
 2. Developing some understanding of the earth as a set of physical systems that both condition and are conditioned by living systems and particularly man. This implies:
 - a. Some understanding of the planet's contemporary geography and geology.
 - b. Some understanding of the interactions between the planet's physical characteristics and the evolution of life, and particularly man's biocultural development.
 - B. The curriculum should develop students' understanding of mankind as a species of life. This implies:
 1. Developing a comparative understanding of man as one of many living systems. This implies:
 - a. Some understanding of similarities and differences between living and non-living systems.
 - b. Some understanding of similarities and differences between man and other living systems.
 2. Developing an understanding of basic human commonalities. This implies:
 - a. Some understanding of man's common biological needs.
 - b. Some understanding of the functional needs of human societies and their component social and cultural systems.
 - c. Some understanding of similarities, analogies, or parallels in the historical experience of different groups.

3. Developing an understanding of the sources of differences in human actions and life styles. This implies some understanding of human behaviors as being socially learned and culturally conditioned.
 4. Developing some understandings of basic human behavior and social activities that are grounded in the behavioral sciences. This implies:
 - a. Some behavioral science-based understanding of particular human behaviors.
 - b. Some understanding of human beings as biological systems, as personality systems, as actors in social systems, as "products" of cultural systems, and as participants in systems of natural ecology.
 5. Developing some understanding of major structural characteristics of the human species. This implies the development of some understanding of the phenomena summarized by the following kinds of generalizations:
 - a. The human species is a racially diverse species.
 - b. The human species is a culturally diverse species.
 - c. The human species is a linguistically diverse species.
 - d. The human species is an institutionally diverse species.
 - e. The human species is generally an economically depressed species, but with vast disparities in the wealth, education, health, etc., enjoyed by its members.
 - f. The human species is a politically uncentralized (or stateless) species.
 - g. The human species is demographically a rapidly expanding species.
 - h. The human species is an increasingly urbanized species.
 - i. The human species is an increasingly violent species.
 - j. The human species is an increasingly industrialized species.
 - k. The human species is an increasingly interdependent species.
 6. Developing some "species-centered" or "globally focused" understanding of major events, trends, transformations, etc. in man's biological evolution and socio-cultural development.
 7. Developing some understanding of the process and dynamics of socio-cultural change within particular societies and within the human species in general.
- C. The curriculum should develop students' understanding of the international or global social system as one level of human social organization. This implies:

1. Developing some understanding of the major entities that comprise the contemporary international system. This implies:
 - a. Some comparative understanding of the modern world's some 130 nation-states.
 - b. Some functionally oriented understanding of cross-national organizations both governmental and non-governmental.
 - c. Some understanding of the international status of the planet's polar regions, its oceans, and outer space.
2. Developing some historical understanding of the nation-state system as one of many historical and imaginable forms of politically organizing the human species.
3. Developing some understanding of major social processes within the international system. This implies:
 - a. Some understanding of inter-nation conflict and conflict resolution.
 - b. Some understanding of inter-nation war.
 - c. Some understanding of inter-nation collaboration and integration.
 - d. Some understanding of inter-nation communications and transportation.
 - e. Some understanding of inter-nation trade, investment, and foreign aid.
 - f. Some understanding of cultural diffusion.
 - g. Some understanding of the processes of inter-nation influence or power.
4. Developing some understanding of major international social problems. This implies:
 - a. Some understanding of the problems of controlling or managing inter-group, particularly inter-nation, violence and of creating institutions for the peaceful resolution of conflict.
 - b. Some understanding of the problem of controlling population growth.
 - c. Some understanding of the problems of "modernizing" developing societies.
 - d. Some understanding of the problems of controlling the social and psychological costs of rapid socio-cultural change, particularly technological change, urbanization, and the bureaucratization of social organizations.
 - e. Some understanding of the problems of exploiting the resources of the world's oceans and outer space for the welfare of mankind in general.

II. The K-12 curriculum should develop the capacity of students to view the world system as a whole, and particular phenomena within it, conceptually, comparatively, and globally. This implies:

- A. The curriculum should develop within students a perceptual or cognitive capacity to see or to think of empirically concrete or historically specific phenomena (events, institutions, actions, etc.) as particular instances or cases within a larger class of analytically comparable phenomena.
- B. The curriculum should develop within students an ability to compare two or more phenomena in a conceptually sophisticated way. This implies:
 - 1. An ability to conceive of two or more objects being compared in terms of both similarities and differences.
 - 2. An ability to recognize that one's relative perception of similarities and differences is influenced by the size and nature of the sample of objects being compared.
 - 3. An ability to think of differences as matters of degree rather than simply of kind.
- C. The curriculum should develop within students a capacity to think of or imagine the world as a totality and to perceive particular phenomena holistically or within a global frame of reference. This implies:
 - 1. Developing a comprehension of the interrelatedness of the human species qua species.
 - 2. Developing a comprehension of the interrelatedness of man as a system of life, and the planet earth as a set of interrelated physical systems.
 - 3. Developing a comprehension of the world system as one sub-system within the larger cosmic system.

III. The K-12 curriculum should develop the capacity of students to make logically valid and empirically grounded analytical judgments. This implies:

- A. The curriculum should develop within students a "realistic" attitude toward knowledge. This implies:
 - 1. Developing within students an understanding of knowledge as a set of man-created hypotheses or images.
 - 2. Developing within students the capacity to conceptualize phenomena in alternative ways.
 - 3. Developing within students awareness of the influence of cultural setting and social situation on human knowledge, and particularly an awareness of their own perception and interpretation of the world.

- B. The curriculum should develop within students an understanding of, and some skill in, the process of social scientific inquiry. This implies:
1. Developing within students some understanding of the process of inquiry. This implies developing students' understanding of:
 - a. The nature of analytical problems or questions in the social sciences.
 - b. The nature of and types of propositions and hypotheses found in the social sciences.
 - c. The nature of concepts and variables.
 - d. The logic of measurement and the methodologies of data, or information acquisition, in the social sciences.
 - e. The logic and methodology of sampling.
 - f. The logic of evidence in social inquiry.
 - g. The nature and uses of theory in social inquiry.
 2. Developing students' inquiry skills. Included are:
 - a. An ability to distinguish statements expressing descriptive beliefs, explanatory beliefs, predictive beliefs, and normative beliefs.
 - b. An ability to identify and formulate in question form analytical problems inherent in a set of data or in an argument about a given phenomenon, and to critically appraise these formulations.
 - c. An ability to identify alternative beliefs about a given phenomenon and to state these beliefs in the form of explicit propositions or hypotheses.
 - d. An ability to recognize and to explicate the logical implications of hypotheses.
 - e. An ability to identify the concepts that must be defined and the variables that must be "measured" in order to empirically test propositions or hypotheses.
 - f. An ability to conceptually define these concepts, and to think of or "invent" ways in which variables might be measured.
 - g. An ability to critically examine conceptual definitions and operational measures.
 - h. An ability to identify the kind and form of information or data that a test of propositions calls for; that is, the kind and form of data implied by proposed operational measures of variables.
 - i. An ability to identify and to evaluate possible sources of data.
 - j. An ability to collect, organize and to evaluate data in terms of their apparent validity and reliability.
 - k. An ability to evaluate hypotheses or propositions in light of data, and then to accordingly reject them, accept them, or modify them.

- l. An ability to relate two or more propositions together to form a "theory."
- m. An ability to recognize or identify the logical implications of a theory.
- n. An ability to judge or evaluate the merits of alternative theories.

IV. The K-12 curriculum should develop the capacity of students to make rational, analytical, explicit, and humane normative judgments or evaluations.

- A. The development of a capacity to make rational evaluations implies: The curriculum should seek to develop individuals who are relatively free psychologically to hold attitudes independent of personality needs and group norms.
- B. The development of a capacity to make analytical evaluations implies: The curriculum should develop the capacity of students to analyze normative disagreements in terms of semantic, perceptual, and valuational sources of conflict.
- C. The development of a capacity to make explicit evaluations implies:
 - 1. The curriculum should develop the capacity of students to explicitly articulate values in terms of which they believe given phenomena should be judged.
 - 2. The curriculum should develop the ability of students to explicitly consider operational or behavioral meanings of values in terms of judgments to be made.
 - 3. The curriculum should develop the capacity of students to explicitly consider the information that is needed to reach sound judgments about whether a given object does or does not possess the desired value qualities.
- D. The development of a capacity to make humane evaluation implies:
 - 1. The curriculum should develop within students modes of thinking that are relatively free from the influence of egocentric perceptions.
 - 2. The curriculum should develop within students modes of thinking that are relatively free from the influence of ethnocentric perceptions.
 - 3. The curriculum should develop within students modes of thinking that are relatively free from the influence of stereotypic perceptions.
 - 4. The curriculum should develop within students modes of thinking characterized by moral or ethical complexity.
 - 5. The curriculum should develop within students modes of thinking characterized by a capacity for empathic understanding.

6. The curriculum should develop within students modes of thinking characterized by a "world-minded" value orientation.

V. The K-12 curriculum should develop the capacity of students to understand and to critically analyze and judge foreign policy decisions. This implies:

- A. The curriculum should develop students' knowledge about and conceptual understanding of, how foreign policy decisions are made, particularly within the American system.
- B. The curriculum should develop students' ability to analyze foreign policy decisions in terms of the major factors operating within the decisional process and to make judgments about particular decisions (actual or proposed) in light of these factors. This implies an ability to analyze and judge decisions in terms of the following kinds of questions:
 1. Will this decision really help attain my country's goals?
 2. Will this decision work out well, given other nation's goals and possible actions?
 3. Do we have the resources to carry out this action in wealth, war-power, other nations' support, etc.?
 4. Does this action fit the economic situation of my nation and its allies?
 5. Will the politicians and public support this action?
 6. Will this action create important military risks for us and our allies?
 7. Will this line of action seriously endanger future international cooperation or the welfare of the human race?
 8. Is this action realistic, given what is known about the feelings, fears or attitudes of other countries and their leaders?
 9. Is this action moral or immoral in terms of any one of my country's deepest beliefs?
 10. Given the situation as analyzed, is this an action where benefits outweigh risks and costs? Does it need to be done at this time?

VI. The K-12 curriculum should develop students' capacity to intelligently and critically observe current history of the world system. This implies:

- A. The curriculum should develop students' sensitivity to, and emotional acceptance of, diversity in human actions perceptions, cognitions, valuations, and social institutions.

- B. The curriculum should develop students' acceptance of, and a set of socially responsible attitudes toward, technological and socio-cultural changes.
- C. The curriculum should develop students' sensitivity to and acceptance of the political and ethical implication of mankind's increasing interdependence.
- D. The curriculum should develop students' capacity to experience multiple loyalties--to perceive and feel themselves to be responsible members of sub-national, national, and cross-national groups.
- E. The curriculum should develop students' capacity to emotionally tolerate the tensions of continued inter-group conflict and hostility.

APPENDIX I

OBJECTIVES FOR THE WORLD UNDERSTANDING AND COMPARATIVE CULTURES PROGRAM

APPENDIX I

OBJECTIVES FOR THE WORLD UNDERSTANDING AND COMPARATIVE CULTURES PROGRAM

A. Objectives related to attitudinal development

1. To develop in students and teachers an understanding of the value systems, attitudes and perceptions of people of other cultures and of students of differing backgrounds within our own society. To accomplish this objective, frequent contact with natives of other cultures as well as daily contact with students from schools which differ from their own is planned.

2. To show students that in spite of cultural differences, there are basic similarities in the human condition and that though the differences should be accepted and empathized with, the similarities are more vital.

3. To increase in students a sense of social responsibility by providing opportunities to become actively involved in social service in the community.

4. To develop a sense of the interdependence of nations through the use of case studies and through the use of resource people with first-hand information.

B. Objectives related to study skills

1. To develop the ability to locate, organize and assimilate pertinent information by providing a wide variety of both primary and secondary source material in conjunction with the time and guidance necessary to carry on independent study.

2. To develop the ability to work effectively in group situations by providing extensive opportunity for small group discussions of pertinent topics.

3. To provide through inductive techniques such as simulation and understanding of basic principles rather than unrelated facts. One example of such a simulation is the Inter-Nation Simulation recently published by Science Research Associates.

C. Objectives related to cognition and appreciation

1. To increase the student's fund of knowledge related to foreign countries, particularly those of the non-western world. This will be attempted through the use of printed

materials such as periodicals and source books, but not texts, lectures by knowledgeable natives of countries being studied, and audio-visual media.

2. To increase the student's awareness of current affairs and the basic philosophies that influence these affairs.

3. To expose the students to as many experiences as possible which deal with the dramatic, plastic and literary arts of other cultures. This will involve extensive use of the cultural facilities made possible by Michigan State University.

D. Objectives related to structure

1. To develop an inter-school teaching team.

2. To make efficient and systematic use of community resources such as the Center for International Programs and university lecture-concert series.

3. To develop a set of materials and teaching techniques which can be disseminated according to the plans laid out by the staff.

4. To build into the program instructional features which can be retained.

APPENDIX J

**REACTIONS OF SUPERVISORS DEALING WITH WORLD
UNDERSTANDING AND COMPARATIVE CULTURES
STUDENTS INVOLVED IN THE TEACHER AIDE
PROGRAM AND OTHER VOLUNTEER AGENCIES**

APPENDIX J

REACTIONS OF SUPERVISORS DEALING WITH WORLD UNDERSTANDING AND COMPARATIVE CULTURES STUDENTS INVOLVED IN THE TEACHER AIDE PROGRAM AND OTHER VOLUNTEER AGENCIES

Teacher Aide Program

"Janet has been a real asset in our room. She follows directions or the routine without supervision but also has the ability to make changes when the situation demands. She is very prompt and reliable. Many times she has brought material to school to use with the children which shows her interest and indicates that she does advance planning. She understands and enjoys the children and they in turn love her and respond very well to her requirements. Frequently, she has stayed after class to ask questions about behavior and reasons for it. In my estimate, she should go a long way in any field she chooses."

"I have found Donna, in most areas, very cooperative. For the most part her duties have entailed preparing materials for classroom use. Recently she has been reading, on an individual basis, with students whose added practice will aid them. She works well individually and is very enthusiastic. She is reluctant in a group, which I feel is because she has not yet reached a balance between discipline and fun with the children. She will, in time, and I feel she is progressing well in this area. I have found her very reliable and she is certainly welcome here for another semester."

"Mike has a variety of special groups that he has the responsibility of tutoring in special areas. Such as spelling, time telling, math, in addition to some clerical duties. He is very reliable, neat and organized person. He is successful with the groups he has contact with. In his eagerness he sometimes fails to lay behavior rules down. However, he has been much firmer lately with his pupils (many first year teachers fail to make this correction)."

"The children and I have enjoyed Pam coming to our room, her attendance has been regular, she has good communication with us. Drill, work, and story time have been her main work. Target school children are more slow, work slow, think slow, and only so much work can be accomplished when Pam is here. Just being here, another person to communicate with, is most worthwhile. Pam feels as she told me, she wasn't busy or doing enough, so only intends to spend one morning. I feel as I said above, that just being here,

spending time with, speaking to each child, a pat on the head, is their need. Just taking an interest is a big step for my children."

"Keith is a fine young man who has related extremely well with the 62 children in our team room. His chief role is that of being another member of the "team" in our individualized program. He has tutored, given small and large group presentations as well as doing some "clerical" work for us, although we have tried to keep this to a minimum. His large group presentation of a Norse myth was well prepared and he held the attention of his audience, the class, extremely well.

Many of our students, particularly the boys, have related exceptionally well to Keith. Many are seeking a male figure in their predominantly women's world. Keith's appearance, size, interest, and receptive qualities have given them a positive male person to "hero-worship." Keith is very sensitive to the students' feelings and needs. For example, three of our boys did not have a book to read, and a book report was due the following day. He took it upon his shoulders to go to the library to find high-interest, low-vocabulary books with these boys in mind. For Nathan, a negro boy, he brought back a book about Martin Luther King, Jr. Because "Keith brought it to him," Nathan read it. We had not been able to achieve this result previously. The students always look forward to when Keith comes, and, of course, so do both teachers. Finally, we would like to say that Keith's participation, and capabilities with the students have been an excellent contribution to our team room."

Other Volunteer Agencies

Boys Club: "Joe is a very dependable young man. He has great ability to follow instructions, he has initiative, and has good work quality. He works well with the boys and others. We here at the club enjoy having Joe here because aside from being dependable he is punctual. This is very important when the boys here at the club began to expect someone to be here and they are here, they gain confidence. Joe, furthermore, is cooperative, he has the interest, and accepts criticism quite well.

Joe has been working with the boys in the gym area, the games room, and the craft room. He has helped with our basketball team, and is in the process of starting a wrestling program for us. We would like to have him back."

Cristo Rey: "Garry worked primarily with me in the U.M.O.I. head start program at Cristo Rey. The time he spent was usually the regular play time for my group, the 3-5 year olds. In my brief relationship with Garry, I

discovered him to be an extremely patient and understanding person, shaping a natural insight into basic child psychology, being understanding and tolerant yet firm without force. Garry was always enthusiastic and cheerful and I would enjoy the chance to work with him again. The children will miss him too. He did a fine job."

"Doug worked with the 3-5 year olds at Christo Rey. He was always quick to respond to whatever I asked him to do. He worked well with the children and they enjoyed him as I believe he enjoyed them. He always seemed enthusiastic and could step in and take over at any time. We enjoyed having him help us."

Listening Ear: "Cathee took part in the 40 hour training program required to become a member of Listening Ear staff and showed during that period much potential for the kind of work required of our workers. Essentially, Cathee's job is that of answering telephone calls of all types and listening to and commenting on the problems presented. She is also required to care for the needs of people who "walk-in" to the listening ear. Cathee has shown herself to be an excellent worker, interested and empathetic to the many and varied persons with whom she must deal. Her sense of responsibility has been shown by her excellent attendance record and her willingness to work whenever there is a need. In order to continue her growth, Cathee has frequently attended on-going training sessions, participated wholeheartedly in the exercises at these sessions. If Cathee has a fault, it is an unwillingness to assert herself in large group situations and to avoid confrontation in that atmosphere. However, in one-to-one situations, she does well in assessing problem areas. As time goes on, her ability to use good judgment in handling problems improves and she becomes freer in asking for advice and help from her fellow workers.

In conclusion, Cathee has been a most desirable addition to our staff and we would like very much to have her continue as a fellow 'listening ear.'"

"Jim participated in the 40 hours of training. He did well in training and showed potential for insightful thinking. Intelligent assessment of problems and the empathetic response to others' problems. In his work at the listening ear he has handled telephone problems of all descriptions, including potential suicides, with relatively mature judgment. He has also done well with people who "walk-in" to the ear. Jim has shown himself to be responsible and to have a strong sense of loyalty to his fellow staff and his duties at the ear. Jim has a tendency to mistrust his judgment and to need strong support from others. I feel Jim has done a tremendous amount of growing

and that he has benefited from his work at the listening ear. We would like very much to have Jim continue to work with us at the Listening Ear."

Beekman Center: "Janet has served as a volunteer since early in the school year in the Marvin Beekman Center for trainable retarded children.

She has been a real addition in the classroom of young children between the ages of four and six years old. She not only performs her assigned duties of assisting with the usual routine training of the children, i.e., toiletting, putting on and removing clothing, eating and toilet training, group participation, etc., but she makes a point of working a great deal with individual children. In other words, she is always constructively busy.

Janet is a personable, well-groomed, attractive, prompt young lady. She has natural ability to work with children. She is well liked by the children but is able to control them sufficiently to prevent behavior problems. She has original ideas and uses initiative in her work."

APPENDIX K

**REACTIONS OF STAFF MEMBERS CONCERNING
DISCUSSION GROUP MODELS**

APPENDIX K

REACTIONS OF STAFF MEMBERS CONCERNING DISCUSSION GROUP MODELS

Group I Situation

"During the period of having a group "I" the majority of the class period was spent discussing content in small groups. I felt that it was my function to provide the objectives, aides to achieving them, and suggestions for anyone interested in going further into any specific area. I provided handouts which dealt with specific aspects of Chinese and Japanese society, provided options for films and filmstrips and related content activities. The students at the beginning of each unit were given a pre-test to analyze how much they already knew about the topic. This was in fact the same test they were given at the end of the unit. The interpersonal aspect of this group centered on communication within the small group. I purposely left this quite unstructured so that the students themselves were able to determine the course of the discussion on a given day. The small groups were limited to six persons. In my opinion, the students were satisfied with the content aspect of the units, but felt there was a real lacking at the interpersonal level."

"This, I believe, was a real learning and life experience in that they had selected a grouping that had students that were, to a large degree, similar in value patterns, much of the diversity they had experienced in the previous random groupings. They demonstrated in their future selections that they did want to be re-grouped with people very much different from themselves. There seemed to be a real desire to deal with others that had various backgrounds and values. I felt also that the students were successful in realizing that the amount they acquire on content areas is their responsibility and they must take the initiative for it. To me, the most valuable aspect of this experience was the appreciation for diversity and what a vacuum that is created when little student diversity exists. These students, I am sure, will return to future groups with a different attitude than they previously held in regard to the desirability of dealing with others."

"I felt that the past two units were especially significant to me in that I viewed this group as persons truly interested in Asian studies. As it turned out, this to me was the most uninteresting of any of the previous sections I have had over the three years. I felt, to a large degree,

that the students there were seeking a comfortable refuge from dealing with the "radicals," "flakes," or whatever. Again, this was an experience in the importance of diversity."

Group III Situation

"I am in a group "III" section, in which the students and the teacher share equally the decision-making responsibility. In line with that I decided that my share of the responsibility therein would be to insist that the class decide on some minimum requirement for itself, something which I could see and evaluate directly. I insisted upon this because my experience in the first semester, when for a time some common minimum requirement existed in my section, was disappointing. Although that was an arbitrary decision, it still left a great deal of freedom to the students to decide what the minimum requirement would be (test, paper, bibliography, etc.); How they would use the discussion sections (small groups, large group, etc.); Their own grades, by means of a written self-evaluation of their work at the end of the unit; Which materials they would read. They chose as a class to require a short research paper, on topics of their own choosing, and they chose to work in small groups for discussion. I brought in outside reference material and a list of possible questions for those who were having difficulty in deciding on a research question. This may sound like a lot of direction on my part, but it actually wasn't, as the students could reject all my reference materials if they wanted to. The research questions were not difficult, or required a great deal of time to answer. They did not have to sit in on any particular activity if they did not want to (filmstrips for instance), and felt they could use their time more profitably by reading or discussion. I pretty much accepted their self-evaluations of their own work. We spent a short time on an interpersonal game, because the class wanted to do it one day upon a student's suggestion."

"My evaluation of all this shared decision making is as follows: Educationally I don't like it because it greatly undermines the teacher's leadership role, which may be all right if someone else, or hopefully the students individually take on a sense of responsibility for their education, an occurrence which happened too infrequently. I believe most students would eventually assume that responsibility, but waiting for them is very frustrating for me personally, and inefficient in terms of the time and expense involved in the course. I think many students are still reacting to the regimentation of their previous school years, and the increased freedom in this course is something they need to learn how to handle. Many of them are still responding to the course in terms of the old rules, "playing the game." Their self-evaluations show this--of approximately 33

students, only one gave herself less than a B grade, when in actuality there was a wide range of quality of papers, material read, and classroom participation. If a discussion section goes poorly on a particular day, I still get the impression that the students feel that it is my fault, that I am responsible for it, rather than a shared responsibility."

"To sum up, I think there is a great value in what we are doing in these discussion sections, students are learning about themselves, about freedom and responsibility, and perhaps this is the only course in which they are learning it. The problem is that it is all much too inefficient in terms of our original area studies goals. If we are going to continue this way our expectations and goals will have to be re-written. I don't think we should expect to accomplish much in the field of area studies as a discipline if we continue this format. Theoretically, I suppose, interpersonal relations, discovering the meaning of freedom, and the academic aspects of the course should be compatible, but it doesn't seem to work out that way. At this point it almost seems as if we are going to have to make a decision about what our major goals and objectives are going to be. It may be that the freedom interpersonal aspects are the most valuable part of the course, but if that is so we had better decide that, develop instruments to evaluate for those items, and explain our course to administrators and future students in those terms. At present, however, I don't think we should plan to continue the present format into next year."

"Considering not only group III, but the group IV and group V students also, it seems to me that the problems mentioned above would be compounded. Our present five sections exist because we found that some students just were not willing to work within the original framework. They wanted more freedom to decide for themselves what they would get out of the course, and how they would get it. We went along with that and established the five sections, but the effect was to group students with similar attitudes, which reduced conflict, but doesn't that work against our goal of promoting understanding? If students in our course, with all the socio-economic ways in which they are similar, cannot exist with each other but have to be separated in order to work effectively toward their own particular goals, then haven't we already failed somehow in trying to promote international understanding? Haven't we taught them to escape a conflict situation, rather than try to resolve it, or at least to be able to function in it?"

"Personally I am very glad we experimented the way we did this year. I have learned much about myself, about students, and about teaching. My home school students must feel it has value too, because at semester time they all indicated to our board of education that they felt our school should be in the program again next year."

Group V Situation

"As to the fundamental question, "Has the group been successful in terms of the objectives of WUACC and in terms of the goals of the model V in the continuum of discussion groups?" my observations are:

1. The group consists of members of only seven of the ten schools in the program and some of these schools have only one representative. Three or four schools are significantly "over represented" with six or seven people. This does seem, to me, counter to the objective of the course as a whole which is to provide mixed discussion groups. I know of the difficulty of going back to randomly assigned groups but I recommend that we do. This seems to be the feeling of several students, although some would vigorously object.

2. The group has had great difficulty in executing any continuing program. But, I feel that they have been sensitized to the difficulties of group organization, compromise, change, interpersonal relations, and in general, all the dynamics that go along with developing and administering a structured learning program. Some of the feedback on the weaknesses of the group indicate increased sophistication about group and personal commitment in group building and thus I do not view these comments too pessimistically.

3. Many of the problems in attendance and commitment to group goals which would be traditionally considered evidence of the program's failure, I feel are problems which these students have never before encountered. In this sense, the program is a successful experiment in learning. I feel that the introspective nature of the feedback from students supports this observation.

4. Most of the group did get involved in meaningful interaction with their peers, especially when we moved to the Michigan State Union building. Even though I felt that this group was particularly homogeneous, relatively speaking, there were many bridges of communication built. People who had not participated in my former discussion group were very much involved in small group interaction under this new system of assigning groups.

5. Some people missed class, or actually avoided it on a chronic basis because of their problem dealing with interaction situations. For these people, a more structured approach might be more effective.

6. Although they had several opportunities to do so, many people would like to have formally studied China in the group. This again was up to the initiative of each individual student and the fact that nothing ever evolved in the cognitive sphere was a learning experience for all concerned. A possible alternative for choosing discussion groups which would handle this problem might be to develop

the sections on the basis of what the section would be dealing with (e.g. cognitive, interpersonal relations, etc.).

7. Perhaps the most significant learning for most of the students came from going through all of the above trials and tribulations in a racially mixed class. I continually had the feeling that many white suburban students were having their first experience dealing with black people. And this in itself justifies the existence of the class, in my mind."

APPENDIX L

**STUDENT ANSWERS TO "OPEN-ENDED" QUESTIONS
CONCERNING THE PROGRAM**

APPENDIX L

STUDENT ANSWERS TO "OPEN-ENDED" QUESTIONS CONCERNING THE PROGRAM

1. This class is:

"Too hung up on trying to be a group. I think we might better try to talk about now personal problems and let the group happen by natural interaction." "Falling apart in its attempt to stay together. So why force it. I think smaller groups, dictated by interest, would be better, more effective individually." "Not my type of class; the beginning of the ending; it's hell one moment and heaven the next. It's the pot of gold beyond the rainbow, it's being on the shores of fire and brimstone." "I do not know, a Noah's Ark to me, there are all different types of animals; they can coexist but never will they feel the same at all time." "Really getting ridiculous, all I've heard is talk that means nothing to me. The people in here believe that the only possible way to participate is to verbally explain the options. I'm really tired." "Trying too goddamn hard to do something, but I can't figure out what. It's just like over-cramming for a test, and this is bad. We've got to sit back a couple of times and do nothing but what the hell you want to do, meet and get to know the group and feel it out by yourself." "Scaring me. I did things not feeling I had to, but scared of the outcome. Things went too fast, seemingly developing nothing in between. But, I didn't leave because to me it would be running away . . . and I can't."

"About to split up. It will and should follow its own interests. I feel there is a great desire to have some sensitivity training. Let them do it, but I know of one person who found it so goddamn offensive that she just about killed me when I brought it up later, so they must leave if they wish to pursue their thing."

2. If I were the instructor of this class I would:

"Try to start again and find out what people want, then decide what to do, toss more than comments toward the class. I would try to stimulate the group into a positive direction and out of the quicksand." "Quit as I, a student, am quitting." "Quit, and become a human being, live and let live. Be free and let freedom ring throughout the walls." "I could not be the instructor because that is not my role, bag, whatever. I am not a leader and that is me. I am secure in being a follower, maybe a sheep but I

can cope with it." "Seeing that the class has no structure, let things happen naturally, not forcefully." "Help us to group off and let us follow our interests. We'd probably gain more and eventually get to know everyone else." "Take the money and run. Also, I would start those off on sensitivity training who desire it. The biggest job for the instructor will be to assist the rest in their efforts." "I would guard strongly against the misuse of "sensitivity"; without trained and experimented leaders, and willing and cooperative participants, it can definitely screw people up, some maybe beyond reparable damage."

3. The teacher is:

"Trying his best to appraise the evaluate what the hell is going on. But this is impossible because it can't be defined. Concerned about the direction of class and takes an interest in me and my point of view but I'm still uncomfortable with the people in it and so although I might show up occasionally I am quitting." "A human, freedom rings, he trys like hell, he gives a damn, he wants peace, gives peace a chance." "A teacher, high school teacher." "A very stable person and a strong individual trying. Honest and I wish you would talk more. As teacher there are responsibilities which separate him from us. He trys earnestly to understand all others in the group."

4. What were the strong points:

"Group discussions, small group discussions." "When we played the games, we seemed to get very close, we got to pick our own little groups and didn't have to stay with them. I liked moving around different groups." "Freedom to discuss what we want to and do what we want to. Got to know more people better. The small groups were less inhibited and more free. Everyone's ideas were free to be expressed whereas in the large group we had to fight for 'air time.'" "We really didn't have any strong points as a group because we were never together as a whole." "Some of our topics and group discussions were tremendous. I really enjoyed our discussions a lot and I would very much like to continue." "Our freedom to do as we like with our groups, think that it is necessary to do something with knowing the people in the group, their values, the way they communicate ideas, before we study any country."

5. What were the weaknesses:

"When no one tried to understand or work with each other. Kids just not trying to help." "Not many people cared to make a good group. They knew there was no format, so nobody felt impelled to make a go of it. Nobody cares." "All I can express is my feelings. For me I feel out of it

more than half the time. When groups break up I'm imposing to sit in on somebody's." "Too large of a group at first, too many ideas to deal with in that larger group." "Too many white and black individuals going through the process of intellectual masturbation." "Sometimes we were left in a void. Changing to the Union was a mistake, a lot of people lost interest. I would have liked a little more structure leading to something. I feel a lot of time was wasted. I wish now that we had set more definite goals for the group that everyone agreed upon."

6. What would you suggest for the future:

"Well since someone thinks there's a problem, random selection is the best solution for the problem. Make sure the kids really have a goal and are heading somewhat in that direction. Enough material for all groups to make the lectures worthwhile, talking to other groups and people worthwhile."

"Keep it the same way; it is something is bound to happen." "Continued small groups following suggested topics, but following through on the topics for more than one session and possibly getting feedback." "That we have our freedom, but there we would have to stay together," "We need to look and render our own solutions to local, national problems."

"I would suggest structured games and evaluation of games in order to get to know each other's values, etc. A definite definite attempt on the part of the teacher to get a group feeling. Discussion on morality, drugs, and anything to find out where the other people are. Then into stuff like discussion on the last lecture. A definite reading assignment to be discussed at a definite time. I feel that the weaknesses of this group are the creation of the educational system up to this point. If this same group were together longer we might be able to do something but a new group will have the same problems as we have had." "More direction from the instructor. As much as I hate to admit it high school kids for the most part need direction and instruction. Order to put it bluntly." "It was really disappointing to see how little responsibility we as students take for what we do."