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THE DEVELOPMENT OF GLOBAL EDUCATION IN MICHIGAN

Michigan State University

PH.D. 1981

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THE DEVELOPMENT OF GLOBAL
EDUCATION IN MICHIGAN

By
Wayne David Olson

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education
and Curriculum

1981

ABSTRACT

THE DEVELOPMENT OF GLOBAL EDUCATION IN MICHIGAN

By

Wayne David Olson

This dissertation is an effort to document the development of the state global education program in Michigan, to examine and analyze the curricular base of the program, and to draw from these the elements and experiences which will be of value to others examining the Michigan program for a perspective on their own global education or related programs. The concern is that in such a program as the one in Michigan, many important experiences, documents, and developing ideas are either quickly lost or are retained as fragmented bits which are of little value unless they can be viewed from the perspective of the total context in which they have existed. To capture that meaningful context, it is necessary to act quickly after the event and pull together such a written documentation as this with the help of the recent participants' memories and analyses.

In this effort, the following methods have been employed: (1) a review of the literature dealing with

international education and the related societal issues; (2) interviews with individuals who have played major roles in Michigan; (3) collection and examination of the documents produced thus far in the Michigan program; (4) attendance at related meetings, conferences, and workshops; (5) identification of the curriculum model base in the Michigan Guidelines for Global Education and comparison to other curricular models and concepts; (6) delineation of the chronological development of global education in Michigan; (7) examination of the Title IV-C projects to date; (8) a proposed process model graphically depicting Michigan's relationship to global education nationally; (9) compilation and analysis of the information gained from these sources; and (10) identification of the precedents and recommendations which may be of use to other educators developing global programs.

Major findings from this study include:

1. The scope of the Michigan program covers most curriculum areas and foreshadows much of the current effort to show how foreign languages relate to the global perspective. This includes Michigan's early identification of bilingual and multicultural education as part of the global package.

2. The Michigan Global Education Guidelines Committee included representatives from the different groups that exist in the great diversity of Michigan society.

This provided deep and lasting philosophical roots for the program.

3. Michigan is probably the first state to have a state-wide set of global guidelines adopted by the state board of education.

4. An established curriculum model influenced the form of the Guidelines and provided a common ground for subsequent communication among different programs around the state. However, the Guidelines failed to completely articulate the pattern of the model.

5. The imaginative use of Title IV-C funds within the Michigan Experimental and Demonstration Centers program to motivate innovative local proposals for global education projects has been an important first in the national global education movement. There is a question if the related concentration on evaluation, mainly impacting on students, may have resulted in a limitation in lasting curricular development.

6. The continuing nature of the Michigan commitment to global education is an indication that this movement, as developed in Michigan, can become an integral part of the state-wide educational philosophy and actual classroom experience. Here, the role of the state colleges and universities as well as the Michigan Department of Education is important.

7. The effective use of outside experts to assist, but not overshadow, major Michigan educators as they themselves became proponents and experts in global education is important as Michigan looks to the future development of its global education program.

8. The curriculum infusion process developed in this dissertation suggests the basis for a balance between class and district infusion efforts.

DEDICATION

To Mom, Leonard, and Tazuko

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TABLE OF CONTENTS

List of Figures	viii
CHAPTER I: INTRODUCTION	1
What Is Global Education?	1
An Overview of This Dissertation	4
Purpose	4
Rationale	4
Assumption	5
Procedure	5
Summary	6
CHAPTER II: THE DEVELOPMENT OF GLOBAL EDUCATION .	7
Introduction	7
Rationale for Global Education	8
Global Themes in the Michigan <u>Guidelines</u> <u>for Global Education</u>	10
Substantive Social Issues and Global Education	15
A Review of the Literature Dealing with the Substantive Social Issues on the World Scene	16
The Development of Global Education from International Education	27
Summary	45
CHAPTER III: THE DEVELOPMENT OF GLOBAL EDUCATION IN MICHIGAN	46
Introduction	46
Procedures	47
The Role of John W. Porter	48
Porter's Speech to the Michigan Foreign Language Association	56
The Michigan Global Education Guidelines Committee	65
The Many Dimensions of Global Education in Michigan	72
Title IV-C State Funded Projects	74

The Role of the Michigan Social Studies Consultant	86
The Role of Colleges/Universities in Michigan Global Education	87
Undergraduate and Graduate Courses	88
The Experience of Michigan State University	89
Joint College/University Efforts in Michigan	96
Michigan Associations	97
National Global Education Promoters	102
Summary	104
 CHAPTER IV: ANALYSIS OF THE GLOBAL EDUCATION CURRICULUM IN MICHIGAN	106
Introduction	106
The Curriculum Infusion Process	106
The Curriculum Model	111
Michigan Guidelines for Global Education	119
The Experimental and Demonstration Centers Program	126
The Four Funded Projects	127
The State Consultants	134
The University Programs	136
Summary	138
 CHAPTER V: IMPLICATIONS OF THE MICHIGAN PROGRAM FOR OTHER GLOBAL EDUCATION PROGRAMS	139
Introduction	139
The Scope of the Michigan Global Education Program	140
The Emphasis on a Curriculum Model	142
The Michigan Commitment to Global Education	145
Provisions for Local Ownership	148
The Revitalization of Foreign Languages	149
Summary	151
 CHAPTER VI: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	152
Introduction	152
Summary	152
Conclusions	154
Recommendations	157
 APPENDICES	161
 BIBLIOGRAPHY	203

LIST OF FIGURES

1.	Summary of Basic Global Concepts as Presented in the Michigan <u>Global Education Guidelines</u> (p. 4)	13
2.	Michigan's Program in Relation to the Larger Global Education Movement	41
3.	Global Education in Michigan: the Major Promoters and Their Approaches	73
4.	Curriculum Infusion Process	107
5.	A Systems Analysis Model of the Social Studies Curriculum	116
6.	Diagram of the Elements of a Curriculum and Their Relationship	118
7.	A Comparison of the Provisions of the First Two Parts of the Michigan <u>Guidelines</u> to the First Two Parts of the Wesley/Wronski Systems Analysis Model	121
8.	A Comparison of the Provisions of Parts III and IV of the Michigan <u>Guidelines</u> and the Last Three Parts of the Wesley/Wronski Systems Analysis Model	123
9.	Adaptation of the Wesley/Wronski Systems Analysis Model of the Social Studies Curricu- lum to Produce a Worksheet to Be Used During the Curriculum Development Process	158

CHAPTER I

INTRODUCTION

What Is Global Education?

While no introduction to a study of global education could be considered complete without a formal definition of the term global education, a universally accepted definition does not yet exist because global education as a field is still evolving from and adding to the earlier, more traditional concerns of international relations and international education. Additionally, the theme of global education is being addressed by public and private schools at all levels of curriculum throughout the country in largely independent efforts.

However, the evolution of the term global education in the state of Michigan can be charted by considering specific definitions that have been influential in the development of "global" curricula. In 1973, John Porter, then the Michigan Superintendent of Public Instruction, wrote about global education in a report for the Kettering Foundation:

The term "global education" is used to refer to a broader interaction than is implied by the terms "international" or "intergovernmental." Global education, in the perspective of a curriculum for both college preparatory and non-college-bound students, is concerned with scientific, ecological, and economic issues which affect everyone. These include questions of war and peace,

interdependency of natural resources, climate control, the use of the sea bed, the population issue, and other concerns where national positions are not necessarily controlled by inherited, prescientific, political positions.¹

Robert Hanvey, in his landmark paper An Attainable Global Perspective, did not give a specific definition of global education, but he did discuss education toward the "global perspective." He saw a global perspective as involving five dimensions: (1) perspective consciousness, (2) "state of the planet" awareness, (3) cross-cultural awareness, (4) knowledge of global dynamics, and (5) awareness of human choices. He added:

The educational goal broadly seen may be to socialize significant collectivities of people so that the important elements of a global perspective are represented in the group....Every individual does not have to be brought to the same level of intellectual and moral development in order for a population to be moving in the direction of a more global perspective.²

Lee Anderson, in Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education, declared:

Global education consists of efforts to bring about changes in the content, in the methods, and in the social context of education in order to

¹John Porter, "Global Education in the Curriculum," The Reform of Secondary Education, The National Commission on the Reform of Secondary Education, B. Frank Brown, Chairman (New York: McGraw-Hill, 1973), p. 64.

²Robert G. Hanvey, An Attainable Global Perspective (New York: Center for War/Peace Studies and Center of Teaching International Relations, undated), p. 2.

better prepare students for citizenship in a global age.³

Finally, James Becker has stated that efforts in global education are basically designed "to find some sensible educational response to the realities of change and interdependence."⁴

Presenting perhaps the best attempt at a definition of "global perspectives in education" at that time, the Michigan Department of Education in 1978 adopted a functional definition of global education which it published in its Guidelines for Global Education:

Global education is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems--social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires an understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems.⁵

This definition is the cornerstone of programs in global education in the state of Michigan.

³Lee Anderson, Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education (Bloomington: Mid-America Program for Global Perspectives in Education, 1979), p. 15.

⁴James Becker, "Interview (telephone)" (Bloomington, Indiana--East Lansing, Michigan, August 8, 1979).

⁵Michigan Department of Education, Guidelines for Global Education (Lansing, Michigan Department of Education, undated), p. 3.

An Overview of This Dissertation

Purpose

The purpose of this study is fourfold: (1) to document the history of the development of a state global education program in Michigan, (2) to examine possible precedent-setting elements in that development, (3) to provide some curricular analysis of the program to date, and (4) to draw from this document those elements which may be of value to other states and institutions which desire to use the Michigan experience in designing their own global education programs.

Rationale

To the best of this writer's knowledge, no previous attempts have been made to document and examine in detail a global education program of the scope of the one in Michigan. Too many important experiences, documents, and developing ideas can be either quickly lost or retained as fragmented bits which have little value unless they can be viewed in the total context in which they have existed. This can be considered a problem in that the work of some of the most able and dedicated educators in the nation have been involved in the Michigan global education program. As many of the fruits of their labors as possible should be preserved and utilized. In this way, not only can one avoid "re-inventing the wheel" but other educators can be afforded the opportunity to build upon the foundation developed by those who have gone before. To capture that

meaningful context, however, it becomes necessary to act quickly and pull together this documentation with the help of the participants' memories and analyses of experiences that are still vivid.

Assumptions

In the examination of global education in Michigan, the investigator brings certain assumptions to the examination. Among these assumptions are the following:

1. Global education in Michigan is a curriculum-wide concept in all subject areas, K-12.
2. There is a basic commitment in the Michigan Department of Education to infusing global education into the larger curriculum beyond the social studies.

Procedure

The procedure used will involve four steps:

1. Review the literature dealing with the global education context, both nationally and world-wide, within which the Michigan global education program has been developed.
2. Collect relevant historical documents and relevant interviews with key individuals connected with the development of global education in Michigan (for consideration within a chronological frame).

3. Undertake a detailed analysis of the Michigan program in comparison with established social studies and general curriculum. (Although the major model will be the Wesley/Wronski model, other curricular studies will also be utilized in this analysis.)
4. Analyze the Michigan program to determine precedents which could be profitably studied by other institutions and states planning to develop a global education program of similar scope.

Summary

This introductory chapter has explored the definition of global education--especially the functional definition developed in Michigan. The purpose of the dissertation has been identified as documenting the development of global education in Michigan, examining precedent-setting features, providing some curricular analysis, and drawing from this those elements which may be useful to others starting new programs. The rationale for this dissertation concerns the need to pull together this documentation while the participants' memories and analyses of the experiences are still vivid. The procedure to be followed involves reviewing the global education literature, collecting relevant historical data, analyzing the curricular dimensions of the Michigan program, and determining those precedents which could be profitably studied by others.

CHAPTER II

THE DEVELOPMENT OF GLOBAL EDUCATION

Introduction

This chapter is concerned with the development of a "world view" which has now evolved into the current efforts to achieve a realistic understanding of world relationships through what is called the global perspective. The efforts to bring this perspective to education are traced in the transition from education for international understanding to global education. Accordingly, this chapter is divided into four sections:

1. A rationale for global education,
2. An examination of the Michigan Guidelines for Global Education to identify the global themes selected for this foundation document and to establish a relevant framework for the review of the literature which comprises the bulk of the chapter,
3. A review of the literature which deals with the substantive social issues relating to the world scene, and
4. A review of the literature dealing with the development of global education from international education.

Rationale for Global Education

The rationale for global perspectives was foreshadowed in 1948 when Fred Hoyle, the distinguished British astrophysicist and later science fiction writer, looked into the future and foresaw the moment of change:

Once a photograph of the Earth, taken from the outside is available--once the sheer isolation of the Earth becomes plain--a new idea as powerful as any in history will be let loose.¹

Today, our experiences in space exploration and in gaining a new perspective of our situation have made Hoyle a prophet. He did foresee the necessary experiential element that would take us from a practice of viewing nations and their interrelations as discrete entities to the practice of viewing the world holistically.

Then David King, writing about the 1968 conference to produce An Examination of Objectives, Needs and Priorities in International Education in U. S. Secondary and Elementary Schools, made it clear that the new perspective of ourselves and our Earth provided by the Apollo photographs stimulated the development of the global approach to international education with its stress on our position as a global people (and not as world citizens²).

¹Fred Hoyle is quoted by Robert Campbell, "The Interaction of Two Great Rivers Helps Sustain the Earth's Vital Biosphere," Smithsonian, September 1977, p. 39.

²In a recent issue of Global Perspectives, the question is raised: "Is a global perspective like global citizenship?" The response:

King catches this sense of transition when he writes of the shock in 1969 when the astronauts brought back to us pictures of the Earth taken from the moon;

...Perhaps we hadn't really expected that the globe would look so small or so frail or so alone --a pretty blue speck floating helplessly in the immense sea of space. For the people who contributed their time and talents to this study [An Examination], the hope is that this new image can help pull us out of our myopic perspective and

(footnote #2, continued)

Not at all. Citizenship involves a legal status in a political community. The development of a global perspective does not require participating in or being in favor of any sort of world political community. Instead, the term simply suggests that we need a broader, more profound view of ourselves, our planet, and the workings of the systems that connect us.

"Questions People Ask," Global Perspectives: Education for a World in Change, February, 1980, p. 2.

Another side to this concern is stated by H. Thomas Collins:

Recent months have witnessed the advent of still another term; i.e., "global citizenship" education. The renewed call being heard from many sources for improving young persons' attitudes regarding their government, as well as other aspects of citizenship, have resulted in many meetings, conferences and articles calling for a national redoubling of effort in this area. Those promoting global concerns have taken every available opportunity to assume that the broader "global" aspects of citizenship are not neglected in this process. At this time the dust has not settled sufficiently to enable much in the way of a prediction, but it does appear fairly certain that however citizenship is defined in the future, it will have a global component.

H. Thomas Collins, Global Education and the States: Some Observations, Some Programs & Some Suggestions (A Report to the Council of Chief State School Officers), (New York: under contract with U. S. Office of Education, undated), pp. i-ii.

help teach us to look at the world as a single system.³

Over the past few years, many such pictures have been used to dramatize the global perspective in the efforts to create greater awareness supporting appropriate attitudes and actions in major areas of concern such as the environment, world hunger and peace.

Global Themes in the Michigan Guidelines for Global Education

After such dramatization of the global perspective, the important issue is what global concepts are involved in global education and how these concepts are translated into educational objectives for the classroom and the total school, district or even state curriculum.

Four key concepts comprise the basis for the educational objectives of the Michigan Department of Education's Guidelines for Global Education: (1) understanding interdependence/interrelatedness, (2) conserving finite world resources, (3) avoiding violence, and (4) promoting intercultural communication and international understanding. These are considered in more detail in the following paragraphs.

Interdependence/interrelatedness⁴ is the major unifying concept. Dramatic evidence of its validity can be seen in

³David King, International Education for Spaceship Earth (Washington, D.C.: Foreign Policy Association, 1971), pp. 5-6.

⁴Interrelatedness may be replacing interdependence as the key term because it is felt interrelatedness has fewer

the continuing energy crisis, first recognized by the public as a consequence of the Arab oil embargo in 1973, and the equally dramatic statement of principles in the 1976 Declaration of Interdependence.⁵ Circumstances have forced us to reconsider the recent inward-looking concentration that had resulted from our painful experiences in Vietnam and to acknowledge that it is not possible for a nation to be self-contained or unconcerned about the rest of the world. This acknowledgement leads to the realization that a decision made anywhere in the world one day can have a dramatic impact on the average American the next day. (OPEC decisions may be the best example.) Education based on this reality can prepare us as a people and as a world for creative and realistic understanding and action.

Another concept that is closely related to interdependence is the realization that we have finite world resources and that careful international planning is essential if we are to be able to adjust to the circumstances we will face as a result of this reality.

(footnote #4, continued)

negative connotations for the third world, where interdependence is not always interpreted in its literal sense. Many resent the implication that the term reinforces the notion of dependency of the less developed nations on the industrialized nations.

⁵The Declaration of Interdependence is a statement which is being circulated widely in academic and political communities. The author, Henry Steele Commager, is inviting signatures. The reaction against this declaration is creating some controversy. (See Appendix A for the full text of the declaration.)

A third major concept is the avoidance of violence as a response to international tension and difficulties. This concept goes beyond a mere avoidance of violence to include a philosophical and practical commitment to peace and positive conflict resolution and, finally, a global commitment to the basic principle of human rights.

A fourth concept which is becoming increasingly important in Michigan, and which relates to all that has gone before it, is the development of attitudes, understandings, and skills necessary for effective intercultural communication. This is the point at which development of the individual global perspective yields dividends globally as well as locally in a nation which prides itself on its history as a so-called "international melting pot."⁶

Given these four basic concepts, the "Rationale" section of Part 1 of the Michigan Guidelines identifies specific educational outcomes to be achieved in terms of what the global or world-minded person should know and how this person is expected to act on such knowledge. These outcomes are summarized in Figure 1. Each outcome's relation to the four basic concepts is also summarized.

⁶The term "melting pot" is a concept which has itself come under criticism in recent years.

Figure 1. Summary of basic global concepts as presented in the Michigan Global Education Guidelines (p. 4)

KEY: Basic global concepts identified in the left column:

1. Understanding interdependence/interrelatedness
2. Conserving finite world resources
3. Avoiding violence
4. Promoting intercultural communication and international understanding (with human rights as a major component)

Guidelines statements:

Global
Concepts:

The world-minded person concerned with vital issues *knows* such things as:

- | | |
|--|-----|
| A. The earth is a fragile, finite planet whose resources are limited. | 2 |
| B. People throughout the world have numerous and diverse life styles. | 4 |
| C. Respecting others who are different enriches rather than diminishes each of us. | 4 |
| D. Common human needs and dreams underlie cultural, national, racial, religious, ethnic, and linguistic differences. | 4 |
| E. It is useful and enlightening to view life comparatively. | 4 |
| F. What happens anywhere in the world determines how all of us live. | 1 |
| G. The world is presently divided into about 150 countries and numerous cultural, racial, religious, ethnic, and linguistic groups where extreme nationalistic, ethno-centric, and insular behavior may be a barrier to peace. | 3,4 |
| H. The armament race, if continued unabated, could lead to the destruction of mankind. | 1,3 |

The global person will be one who acts in a manner such as the following:

- | | |
|---|-------|
| A. Intelligently to promote a humane domestic and foreign policy. | 4 |
| B. Compassionately to contribute to the solution of common problems. | 1,4 |
| C. Realistically to eradicate hunger, poverty, pollution, and problems similar in nature so that there can be a significant improvement in the quality of life for <i>all</i> people. | 1,2,4 |
| D. Vigorously to promote justice as presently outlined in such documents as the Universal Declaration of Human Rights and the Declarations of the Rights of the Child. | 4 |
| E. Conscientiously to become involved in the peaceful resolution of conflict and the ultimate outlawing of war. | 3,4 |
| F. Responsibly to curb wasteful consumption of the world's resources. | 1,2 |

At this point it is important to acknowledge that global education touches upon certain controversial social issues which reflect the conflictual nature of the "real" world. Some of these issues are:

1. The use of the term interdependence
2. The importance of the role of the United Nations
3. The existence of a conflict between the global perspective and traditional American interests (especially in the U.S. history program)
4. The extent to which instructional materials and strategies should deal with military versus non-military solutions to global problems

However, it is also important to note that John Dewey asserted that education should be a series of reality-based educative experiences which enable the individual to grow in decision-making and future coping skills.⁷ The importance of global education, even given its at times controversial subject matter, then, is apparent in the examination of its definitions and concepts: it is a future coping perspective from which skills are developed to prepare us for survival in a conflict-torn world society where today's speculations may be tomorrow's realities.

⁷John Dewey, Experience and Education (New York: Collier Books, 1938).

Substantive Social Issues
and Global Education

To better understand the development of global education, it is first necessary to review the development of the global perspective in the substantive social issues relating to the world scene. Of course, it is important at the outset to recognize that these two dimensions--social issues and education--seldom develop in isolation of one another. In the sixth edition of their book, Edgar B. Wesley and Stanley P. Wronski deal with the need for basing a social studies curriculum on social realities:

...the first step in deriving a social studies curriculum is an analysis of society. In such an analysis an inventory is made of the social realities of contemporary society. These social realities provide us with a cue to objectives and curricular content in the social studies. The need for knowing about these realities is so great that they are in fact social imperatives.⁸

This would appear to agree with the increased concern about preparing students to be active citizens who demand a voice in many governmental decisions and actions. Lee Anderson, in the 38th National Council for the Social Studies Year-book, carried this position on to specifically include what was to become global education:

...No one is asking the schools to abandon totally their traditional mission of developing within young people an awareness of the history of their own particular group or an appreciation of the cultural creation of the West, but clearly

⁸Edgar B. Wesley and Stanley P. Wronski, Teaching Secondary Social Studies in a World Society, sixth edition (Lexington: D. C. Heath and Co., 1973), p. 33.

the schools now have a responsibility for cultivating within subsequent generations of human beings considerably more of what Robert Hanvey aptly terms a species-wide view of human affairs. This has both diffuse and specific implications for what and how the schools teach. Generally it means a consideration of the historically particular within the context of the larger, more general human phenomena of which any particular historical event is but a part. It means the presentation of human affairs in terms of a language and conceptual structure that is species-wide in its potential applicability.

More specifically, it means explicit instruction about that social reality here termed global or planetary society.⁹

Although the global education curriculum goes beyond the social studies class, educators need to examine the social realities before considering the curricular developments of global education. At the same time, many of the social realities involve different subject areas in the curriculum: the reality of dwindling resources is reflected in the science curriculum, international understanding in foreign languages, intercultural communication in the arts, etc. This awareness of the realities becomes an important first step to a global education program that relates to the total curriculum.

A Review of the Literature Dealing with the Substantive Social Issues on the World Scene

The substantive social issues related to global education can historically be seen as centering around the

⁹ Lee Anderson, "Education and Social Science in the Context of an Emerging Global Society," in James M. Becker and Howard D. Mehlinger (Eds.), International Dimensions in the Social Studies (Washington, D. C.: National Council for the Social Studies, 1968), p. 86.

concept of international understanding and the more pragmatic concept of avoiding violence. At the risk of being cynical, it is tempting to see history as the accounts of major wars and subsequent efforts to promote lasting peace in the period after a war. Seen from this perspective, violence and the efforts to avoid violence become major elements influencing how we view international relations, international understanding, and ultimately the educational approach to international studies. Exploring this theme, we will consider World War I as a transition point in both this section and the following section on education.

In reviewing the development of international relations studies, Fred A. Sondermann in 1968 saw a clear transition in World War I. Prior to the war, there was:

...in the emphasis on international law a reflection of the general optimism of the nineteenth century, when people were persuaded that human progress, in peace, was the rule of life.¹⁰

The intellectual basis of international relations study shifted after the war, but the approaches were similar with the decision that the key to international studies was careful study of (a) current events, (b) international organizations, and (c) international economics to prevent the recurrence of a second world war disaster by preparing us to "...channel the explosive stuff of international politics."¹¹

¹⁰Fred A. Sondermann, "Changes in the Study of International Relations," International Dimensions in the Social Studies, p. 104.

¹¹Ibid., pp. 105-106.

Some of the questions that Sondermann (in 1968) raised about international studies between the world wars are worth consideration as we examine our present-day approaches to this area of international studies:

In describing these intellectual trends of the interwar period, it is easy to adopt a condescending tone. How could our intellectual forebearers have been so naive as to think that law and organization could channel the explosive stuff of international politics? How could they have thought that the mere study of current events would suffice to create a conceptual framework sufficient for the full understanding of such dynamic processes? How could they have elevated economic considerations above political ones?... Those of us who today adopt different frameworks for our inquiries might do well to reflect how our current approaches will look to another generation 30 years hence.¹²

Given this brief quotation, it may be we have an insight from which to consider Sondermann's comments on the period after World War II. He points out that Hans J. Morgenthau of the University of Chicago in the book Politics among Nations (first published in 1947) provided the major point of departure for any study of international relations:

Discarding many of the assumptions of most previous writers--such as the assumption of automatic harmony between varying interests, the efficacy of law and organization, or the peaceful influence of public opinion--Professor Morgenthau vigorously advanced the proposition that power was the central focus for the study of international relations, as it was for its practice.¹³

¹²Ibid.

¹³Ibid., p. 107.

At the same time, it should be noted that Ralph Hunkins, writing in 1970, contradicts Sondermann and sees Morgenthau and others of like mind as having only a minor impact:

Morgenthau stated in his book:

International politics, like all politics, is a struggle for power. Whatever the ultimate aims of international politics, power is always the immediate aim. Statesmen and peoples may ultimately seek freedom, security, prosperity, or power itself. They may define their goals in terms of a religious, philosophic, economic, or social ideal. They may hope that this ideal will materialize through its own inner force, through divine intervention, or through the natural development of human affairs. But whenever they strive to realize their goal by means of international politics, they do so by striving for power.¹⁴

When we recall the circumstances surrounding World War II and the "cold war" period that followed, we may find it understandable that these new realists would define power as "man's control over the minds and actions of other men" and proceed from that definition to develop a philosophy of international education.¹⁵

At the same time, on perhaps a more idealistic plane, another school of thought continued the belief that the key to lasting world peace was understanding achieved through

(footnote #13, continued)

A third interpretation of the phrases in UNESCO's Constitution appeared among political scientists but had only slight effect upon educationists. It was the "realist" or "power politics" position supported by Reinhold Neibuhr, George Kennan, and Hans Morgenthau. They claimed that the authors of UNESCO's Constitution were mistaken.

Ralph Hunkins, "The Influence of the Military-Industrial Complex upon Education for International Understanding," Social Education, January 1970, p. 40.

¹⁴Hans J. Morgenthau, Politics among Nations, the Struggle for Power and Peace (New York: Alfred A. Knopf, 1948),

¹⁵Sonderman, p. 104.

trust in a basic desire of people to reach agreements through communications in an international forum. At the extreme this became a "one-world" approach that envisioned preparing the next generation to go beyond nationalism and proclaim loyalty to a world organization or government. At various times, the United Nations and even NATO were suggested as being the foundation for such an organization. It can be contended that the reaction against this concept has been a part of a conservative challenge and rejection of the United Nations. It is seen as an organization which threatens American national interests and which is suspect because it permits too much opportunity for communist and third-world nations to express their views and to take part in decision-making that ultimately affects the United States.

In 1970, Leonard Kenworthy, who has had a long and important tenure as a liaison between the United Nations and American education, put the contested relationship into one perspective when he wrote:

Loyalty to the international community should not supplant loyalty to the nation. It should supplement it. Loyalty to the international community should not contradict loyalty to the nation. It should complement it. All of us have multiple loyalties.¹⁶

The theme here that the concept of avoiding violence (and the accompanying influence of war experiences) is

¹⁶Leonard Kenworthy, The International Dimension of Education (Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1970), p. 27.

basic to how we all view other global concepts may seem to be overstated. Does the pendulum of international policies swing dramatically from pragmatic power politics to naive idealism and back? If such swings do still occur, can they really affect how we view and act upon such seemingly obvious (as presented today) concerns as world resources, population growth, human rights, international understanding? Are the extreme changes that marked past international views in the United States still possible in a time when we have so dramatically been made aware of international interdependencies which simply will not go away?

In the 38th Yearbook of the National Council for the Social Studies (International Dimensions in the Social Studies, 1968), John G. Stoessinger presents the basic challenge that is as relevant today as it was over a decade ago:

All the evidence of the past suggests that the struggles for power and order will continue in the future with even greater intensity. But the coming generation may play a decisive role in this age-long struggle: it will have a veto power over the existence of man himself as the dominant form of life on this planet. If power prevails over order, there may develop a fateful race between man's temptation to incinerate the earth and his striving to reach and populate another planet. If order prevails over power, man can now, for the first time in history, build a meaningful life without want or fear for all on Space-ship Earth.¹⁷

¹⁷ John G. Stoessinger, "Realities of International Politics," International Dimensions in the Social Studies, p. 25.

At this point, the role of the United Nations becomes important to any consideration of the development of global perspectives generally. It is perhaps best defined as:

...something between a forum for the joint discussion of mankind's goals and a functional coordinator and implementor of the goals.¹⁸

It is only in the United Nations that an atmosphere exists in which representatives from around the world can come together, honestly discuss and formulate meaningful goals on such global issues as human rights, the world economy, development, resources and the world environment, and international law.¹⁹ Obviously, it is impossible to consider all the programs of the United Nations, but three will be given attention in this chapter: UNESCO and its impact on education, human rights, and economic rights.

In the area of human rights, the U.N.'s 1948 Universal Declaration of Human Rights was a landmark proclamation that has been followed by additional U.N.-inspired human rights instruments. Certainly, a concern for human rights has been a major concern in the global education movement. Despite this concern, human rights have often been put

¹⁸Ervin Laszlo, et al., Goals for Mankind: A Report to the Club of Rome on the New Horizons of Global Community (New York: E. P. Dutton, 1977), p. 203.

¹⁹This point is best made by Chadwick Alger in his interviews with U.N. diplomats.

Chadwick Alger, "International Organizations and World Order: Social Science as a Source of New Perspectives," International Dimensions in the Social Studies, pp. 58-62.

aside or given only a public relations type of lip service when pragmatic considerations have dictated the action to be taken. It can be contended that the determination by the Carter administration to make human rights a cornerstone of its foreign policy gave a new vitality to the very concept for Americans and others around the world.

The influence of the U.N. has also touched upon another social reality: the issue of interdependence or interrelatedness. Dwindling resources, trade conditions, close international economic ties, the interlocking links between economic and political policy decisions and other aspects of interdependence demand immediate and continual attention. The Club of Rome sees this as no less than a matter of world survival:

In our world of interdependence, the goals on which nations and people act assume crucial importance. If these are unrealistic, narrow and short-sighted, world problems will lead to catastrophes, and amid mounting tensions the arms of ultimate destruction could finally come into use. If, on the other hand, governments, peoples, corporations, and organizations adopt realistic and farsighted goals, new horizons of need fulfillment and peace can open for the world community as nations extricate themselves from the precarious ties of interdependence and cooperatively strive for collective self-reliance.²⁰

One characteristic of this issue of "interdependence" is the "third world" challenge to a world economic order in which they have perceived their role to be that of the dependent and the exploited. In RIO: Reshaping the International Order, Jan Tinbergen states:

²⁰Laszlo, pp. 206-7.

Inevitably and rightly, the Third World is demanding change in an international system which, it contends, systematically discriminates against its interests and is characterized by institutional distortions which, according to some estimates, cost the poor nations in the order of \$50-100 billion (in U. S. dollars) a year. It is insisting on fundamental structural change; not remedial tinkering at international institutions but a new world order which will redress past patterns of hopeless dependency and provide real opportunities to more equitably share in global growth.²¹

The response to this challenge was the United Nations Declaration of the Establishment of a New International Economic Order at the Sixth Special Session of the General Assembly in 1974. Subsequent special sessions have dealt with more specific details; but, in the view of Anderson, much more remains to be done:

While the demand for greater Third World participation in the management of the global economy and changes in the structure of world markets grows, the questions of the means to bring about these changes remains unsettled, OPEC clearly presents a model of one possible strategy.²²

Closely related to these economic concerns is the issue of finite world resources and the increasing demands upon them. In The Food and People Dilemma, Georg Borgstrom graphically explained interdependencies that are increasingly difficult to ignore. Borgstrom sees population growth, food production, and non-renewable resources on a collision course. Despite a decline in per family birth rates, the

²¹ Jan Tinbergen, coordinator; Antony J. Dolman, editor; Jan van Ettinger, director, RIO--Reshaping the International Order: a Report to the Club of Rome (Englewood Cliffs, N. J.: Prentice Hall, 1976), p. 15.

²² Anderson, Schooling, p. 175.

decline in infant mortality and rising life expectancy more than offset such a technical decline in births, and the increasing number of prospective young mothers promises dramatic population increases and greater demands on the world's food and resources.²³ At the same time, he believes:

...food production has become increasingly dependent on a...massive use of energy, thus diminishing the net gain.²⁴

Borgstrom advocates promoting a perspective in which each person will be aware of the minimum amount of resources needed for individual survival and the cost to the larger ecological and social systems in going beyond that minimum. He believes that such awareness is necessary if the demands of the larger society are to be brought under control before the Earth's fragile balances are destroyed.²⁵

...This, the 20th Century, may well be the last one in which we still have the option between progress and disaster, of bringing chaos or order to Man's home.²⁶

As Borgstrom's concern is knowing where we stand in terms of global ecology, the concern of Immanuel

²³Georg Borgstrom, The Food and People Dilemma (North Scituate, Mass.: Duxbury Press, 1973), p. 16.

²⁴Ibid., p. 87.

²⁵To utilize Borgstrom's perspective, the Michigan State University Global Studies Center is lending copies of Four Mighty Forces, a video tape presenting Borgstrom's views to high school and faculty audiences.

²⁶Georg Borgstrom, "The Numbers Force Us into a World like None in History," Smithsonian, Vol. 7, July 1976 (reprint, p. 8).

Wallerstein is knowing where our present stage of global awareness fits in the broad perspective of history, tracing a consistent line of development back to the Middle Ages. The need for a perspective that enables us to understand our position in developing history is best explained by Wallerstein:

Man's ability to participate intelligently in the evolution of his own system is dependent on his ability to perceive the whole.²⁷

This is an appropriate note on which to conclude this brief review of the societal realities involved in global perspectives. As the need for the individual perspectives is important, the need for the final global perspective that unifies these different concerns into an organized whole is doubly important. This is especially true if we are to effectively participate in future evolutionary stages of international education when the key terms in global education today are likely to be interesting footnotes in a review of the literature.

The Development of Global Education from International Education

How do the societal realities of the preceding section relate to what global educators call the "world-centered school"? Becker's answer may be the most appropriate way to begin this review of the development of global education:

²⁷Immanuel Wallerstein, The Modern World-System (New York: Academic Press, 1976), p. 10.

...While no one has a complete grip on the social realities of our time, sharing our impressions of those realities can help us perceive them more accurately and help in shaping them more to our liking.²⁸

It seems likely that in this sharing, Becker has identified a common theme that may run through the development of internationally-oriented education in this century.

The specific term "global education" may be relatively new, but the concept goes back over half a century and relates clearly to the avoidance of violence through "international understanding." This is a term which appeared in documents of the old International Institute of Intellectual Cooperation under the League of Nations as well as in pre-World War I materials.²⁹ It was after World War II, however, that the phrase "education for international understanding" brought us closer to the modern concept of global education. Gerald L. Steibel relates the concept of "international understanding" to the post-World War II era:

The concept itself is of fairly recent emphasis if not origin. It had its roots in the upsurge of feeling which came with the end of the Second World War. Americans who had never cared what city lay across the river had gone all over the world and had discovered people. And, characteristically, they "liked" those whom they had discovered and expected to be liked in return.

Education for international understanding was a taproot of UNESCO. It went to work in the secure knowledge that there was effective agreement on peace and an effective instrument for

²⁸James A. Becker, "The World and the School: A Case for World-Centered Education," Schooling for a Global Age, James Becker, ed. (New York: McGraw-Hill, 1979), p. 39.

²⁹Hunkins, pp. 39-40.

keeping that peace in the United Nations Security Council. Education would feed peace on the personal level³⁰ in support of peacekeeping on the political.

Unfortunately, Steibel concludes that the concept failed to achieve its goals:

...a peace built upon understanding has given way to peace built on power--sinister, ugly power, and, at times, even that peace has dissolved into war...

While there is nothing either morally or practically wrong with the original concept of education for international understanding, it is now confronted, like the Security Council, with elementary passions and divisions with which it was never intended to deal and in the face of which it is powerless to do an adequate job. Education, it now seems in the light of experience, can feed peace and progress where there is a will to do these things. But it cannot tackle the substance of misunderstanding when misunderstanding has become a deliberate and calculated strategy.³¹

Steibel, Director of Research and Evaluation of the Free Europe Committee in 1959, then went on to propose a program of cold war era comparisons of political systems and techniques which "...should set as its major goal the education of the young American in the basics of world relationships." This would:

...constitute an educational approach to international studies designed to produce citizens with at least a basic capacity to deal with the baffling issues of our day.³²

³⁰Gerald L. Steibel, "International Understanding and Understanding the International," Social Education, January 1959, pp. 12-13.

³¹Ibid., p. 6.

³²Ibid., p. 16

Almost in response to this proposal, R. Freeman Butts in 1963 wrote about the need for an extensive program of teacher preparation:

Understanding of world affairs should be an integral and important part of the general education and professional preparation of every prospective teacher, no matter what his specialized field of professional study may be...

...All present and prospective teachers need a better understanding of the ideological, political, economic, and religious beliefs that both unite and divide the peoples of the world. They need to know more about the basic elements of foreign policy of our own government and of other governments. The need to know more about the agencies of international cooperation and control that now exist and might exist in the fields of economic, political, and cultural affairs. They need to develop a greater sense of individual responsibility and concern for understanding the critical issues of international relations. Special efforts should be made not only to work with the present and newly appointed faculty members of schools or departments of education in order to raise the level of international understanding of the entire institution of teacher education.³³

To what extent the proposals of such people as Steibel and Butts were actually put into practice and, if they were, the nature of the education for international understanding that was presented is impossible to ascertain. It would appear that such proposals were to some degree heeded if we consider the comments of Commager nearly seven years later when he wrote about what had gone wrong in the efforts to teach education for international understanding:

The modern approach, cultivated more assiduously in the United States than elsewhere, is to expose the young to foreign cultures early and

³³R. Freeman Butts, American Education in International Developments (New York: Harper and Row, 1963), pp. 6-7.

persistently. It relies not so much on the study of literature, philosophy, and history as on the study of sociology, economics, and politics; its aim is not so much qualitative understanding as quantitative coverage; its preferred technique is that of "problem solving." This sovereign philosophy of education operates vertically on the whole body of our children through formal schooling from elementary school through college, and horizontally on the whole of our population through mass media such as television, newspapers, and magazines.

Never in history, it can be confidently asserted, have so many been exposed to so much with results so meager. For if we judge by results--and by what other standards are we to judge?--this pervasively American method of teaching about the rest of the world has been a stunning failure. After half a century of exposure to world cultures and politics and of problem solving, we are culturally more alienated and politically more isolated than at any time in the past, and we seem totally unable to solve any of our major problems, foreign or domestic. Who can deny that the American people are today more nationalistic, chauvinistic, militaristic, parochial, and intolerant in their attitude toward other nations and cultures than at any time in the past century?³⁴

Although Commager was writing at a low moment in the Vietnam War (1970), when it seemed the U.S. was experiencing a lingering illness that would never end, he is clearly refuting the emphasis on sociological, economic, and political type area studies that had developed as an approach to teaching international understanding. Hunkins also underlies a similar concern when he examines the comments of Hans Morgenthau regarding area studies and concludes:

In short, Morgenthau is saying that area studies are more a type of vocational training

³⁴Henry Steele Commager, "Education and the International Community," Phi Delta Kappan, January 1970, p. 233.

influenced by practical needs than an intellectual endeavor aimed at the development of theories which might be used in understanding some contemporary problem such as the attainment of peace.³⁵

The point is well made that we apparently had lost the idealism and perhaps the accompanying humanism that had been a major concern of the post World War II movement to promote education for international understanding. However, it is equally important to remember that often such idealism is rediscovered in the effort after a war to utilize education in an effort to develop an approach that will educate another generation to turn away from violence as a solution to international problems and tensions. James Davis looked forward to something such as global education in the same year (1970) that Commager and Hunkins were writing about the failure of the efforts in international education:

Recent American history shows that wars have been followed by international idealism. Educators might well ponder now some fresh approaches which could generate public support if and when the Vietnam war ends. If the past is any guide, the seeds of these effective new developments are here right now; the challenge is to see them.³⁶

It seems safe looking back to see global education as the form that this traditional "international idealism"

³⁵Hunkins, p. 42.

³⁶James P. Davis, "The U.S. Government and International Education: A Doomed Program?: Phi Delta Kappan, January 1970, p. 235.

took. The question then becomes one of the future of global education. Is it likely to fall victim to a changing political climate and adverse international developments? This raises a question about the very nature of global education and how those who are shapers in the movement see it. Two people who speak directly to this question are Asa Briggs, Chancellor of the Open University and Provost of Worcester College, Oxford, and Rose Lee Hayden, former Director of the International Education Project of the American Council on Education.

Briggs points out how he feels global education goes beyond previous efforts:

Preparing today's students for an interdependent world involves increased emphasis on traditional international education, including the study of nations and regions, world affairs and diplomacy. However, more is now required--new knowledge, new skills, and new sensitivities...

What is now called "global perspectives" is a recently developed concept. When one speaks of a global perspective, what is meant is the collection of knowledge, attitudes, and skills acquired throughout life which can help the individual to make better decisions, both as individuals and as citizens, in regard to the challenges and opportunities of an interdependent world.³⁷

Hayden is more forceful in her statement about the individual's relationship to government policies:

...My response is simply this--an education that does not prepare children to live in a highly

³⁷ Asa Briggs as quoted in "The Conference Begins: Briggs, Kwapong, Perkins," IIE Reports on INTERNATIONAL EDUCATION: THE GLOBAL CONTEXT, THE U.S. ROLE (New York: Institute of International Education), Vol. 4, Oct. 1979, p. 2.

interdependent world is no education at all. Children who lack other-culture knowledge and experience are effectively stunted, condemned to frustration and political alienation because ignorance deprives them of influence over people and events. Pupils need to know about the world, or they will be at its mercy. Furthermore, these school children have to police their own government's behavior in the world because...foreign policy must not be considered a matter solely for diplomats, trade experts and other specialists.³⁸

Hayden points to a major societal development which is basic to many definitions of global education: the responsibility which individuals should assume in terms of the decisions and actions of their governments in the world. This feeling became a powerful factor in the mid-seventies--especially in relation to the Vietnam War. As this sense of responsibility may well be vital to the actions which should flow from an understanding of global perspectives, maintaining sufficient public enthusiasm to accept the responsibility for action could be the final test of the success or failure of this approach to international education.

Do these societal concerns and perspectives translate into agreed-upon topics which educators will consider in curriculum development? Some insight may be gained from the results of a field survey which Robert Hanvey, as consultant to Global Perspectives in Education, has recently conducted. One early comment on this survey indicates that an agreement is being reached:

³⁸Rose Lee Hayden, "Comments," Proceedings of the Pinehurst Conference in Global Perspectives in Education for Chief State School Officers (Pinehurst, N.C., April 4-6, 1977), p. 14.

There are difficulties in defining global perspectives education. However, there does seem to be an emerging agreement about a configuration of topics, issues, concepts, and goals associated with the term (e.g., multicultural education, food needs, conflict, population growth, and the arms race).³⁹

In the same survey, it is reported that Hanvey examined the area of curriculum opportunities in global perspectives education. These are some comments related to his survey:

Those international/global programs in the schools that outside professionals identify as particularly successful are frequently operated by lone teachers (or a small group) who manage despite local indifference.

...

Opportunities for infusing a global perspectives dimension in precollegiate education do exist, but these opportunities may be more limited than expected in such areas as economics, world history, foreign languages, and some other fields.

...

Robert Hanvey identified global perspectives in education as a movement drawing on several other areas, such as multicultural education, peace education, and focusing on concepts of interdependence and systems. This movement is still a small one, but "underneath something very deep and profound is happening" as important aspects of the movement connect with the trait of altruism and the capacity to invent reality.

Hanvey's immediate recommendation is that Americans should begin to think:

...about the way we educate ourselves as people--and not just to think of global education in terms of the schools or even ...universities...we have to think about the broad functions that these institutions play in our society.⁴⁰

³⁹"Developing a Global Perspective: Learning to Live with Interdependence," ITE Reports on INTERNATIONAL EDUCATION: THE GLOBAL CONTEXT, THE U.S. ROLE.

⁴⁰Ibid., pp. 13-14.

This survey merits careful consideration as it has several important elements relevant to this dissertation.

Three elements especially require comment:

1. The observation that frequently lone teachers or small groups of teachers operate particularly successful programs reflects a reality that may exist throughout the normal curriculum. The background, vision, enthusiasm, commitment, and rapport of a single teacher or teaching team often seem to be the key to programs that are clearly the outstanding moments in a school. Occasionally, this enthusiasm can influence the entire school building or even system, but often it is limited to the individual classroom and does not impact on the school environment.

2. The statement that infusion opportunities are unexpectedly limited in areas such as economics, world history, foreign languages, and other fields is disturbing.

As these are areas which must be committed to the global perspective if it is to be meaningfully addressed in the curriculum, it becomes important to know why this limitation exists. Is it the nature of the subject or the unwillingness of the teacher to be involved?

3. Hanvey's finding that something "very deep and profound is happening" in the developing relationship between global education and multicultural education may be an important indication of potential ties with mandated and better financed curriculum projects. In the newsletter Global Perspectives, Carlos Cortes, Professor of History at the

University of California, Riverside, attempts to promote such a partnership.

Multicultural and global education are natural, if often unaware, partners. While they differ in emphasis, these two educational reform movements are linked by common concerns. Both seek:

- to improve interpersonal and intergroup relations;
- to increase awareness of the impact of global and natural forces, trends, and institutions on different groupings of people, including national and ethnic groups;
- to reduce stereotyping and increase intergroup understanding;
- to help students comprehend the significance of human diversity, while at the same time recognizing underlying, globe-girdling commonalities; and
- to improve intercultural communication.

As will be obvious in the next chapter of this dissertation, an important relationship between multicultural and global education is a basic characteristic in the Michigan state program.

Running somewhat counter to such areas as multicultural and global education is the increasing emphasis on basic skills. This represents a challenge to global education in that increased time given over to reading, writing, and arithmetic in the curriculum leaves less time for social studies generally in the elementary school. At the same time, the impact of a basic skills consciousness on the social studies (for example) seems often to be reflected in recent elementary textbooks (published in 1978-80) which,

⁴¹Carlos E. Cortes, "Global Perspectives and Multicultural Education," Global Perspectives (Global Perspectives in Education, Inc., February 1980), p. 3.

with a few notable exceptions, are consciously setting aside the inquiry approach (which is important to preparing students to deal with global perspectives) in favor of emphasis on such perceived basics as map skills, the sense of national identity and patriotism, and a more cognitive recall of data.

This becomes especially important in the impact that such an emphasis on basic skills has on elementary education because the elementary experience may be a key time for developing perceptions and basic attitudes. The Wingspread Report explains the situation very well:

...A recent summary of major research in international socialization drew the following conclusions about American children:

1. International learning begins early in life.
2. International learning is cumulative ...what children learn at one age builds upon and is influenced by what they have previously learned.
3. The time of middle childhood (grades three through eight) is an important period in international learning.
4. The beliefs, attitudes, values, and knowledge individuals develop about the world differ--each individual student brings his or her own particular configuration of orientations towards the world.
5. The mass media, especially television and newspapers, play an important role in children's international learning.⁴²

⁴²Toward the Achievement of Global Literacy in American Schools (Racine, Wisconsin: Wingspread Workshop on Problems of Definition and Assessment of Global Education, July 1976), p. ii. The five quoted items are from:

Richard Remy, James Nathan, James Becker, and Judith Torney, International Learning and International Education in a Global Age (Bulletin 47, National Council for the Social Studies, 1975), p. 40.

Torney, in reviewing the literature, points out an important consideration about learning readiness in global education:

The period of middle childhood (before the onset of puberty) has thus been identified by many studies as a time of relatively low rejection of groups and relatively high attitudinal flexibility. We might even go so far as to call this a critical period in attitudinal development.

...Once the end of this period is reached, behavior organized in a given pattern is extraordinarily difficult to reorganize....The stress of the world-centered elementary school upon human differences and variations is an attempt to reach children during this critical period.⁴³

In addition, Torney cites research by Riastra and Johnson to point to the need for exposure to other languages at this critical time:

Perhaps children need to have exposure to a language other than their mother tongue in order to be globally or interculturally competent. Riastra and Johnson report that the study of another language appears to increase positive attitudes toward speakers of that language and the culture it serves.⁴⁴

Our apprehension increases as one examines the findings of Nathan in 1972, as reported in Overly and Kimpston, that over sixty-two percent of ten year olds reported that their idea of other countries came from the mass media and not from the formal education programs of the schools.⁴⁵

⁴³Judith V. Torney, "Psychological and Institutional Obstacles to the Global Perspective in Education," Schooling for a Global Age, James M. Becker, Ed. (New York: McGraw-Hill, 1979), p. 68.

⁴⁴Ibid., p. 73.

⁴⁵Norman Overly and Richard Kimpston, Eds. Global Studies: Problems and Promises for Elementary Teachers (Washington, D.C.: Association for Supervision and Curriculum Development, 1976), p. 18.

The impression one receives here leads to doubts that a few exemplary programs can offset the influence of random experiences in television viewing. The need for a long term and well-organized global education program would seem to be increasingly evident.

Overly and Kimpson present the following disturbing observations in their introduction to a 1976 publication:

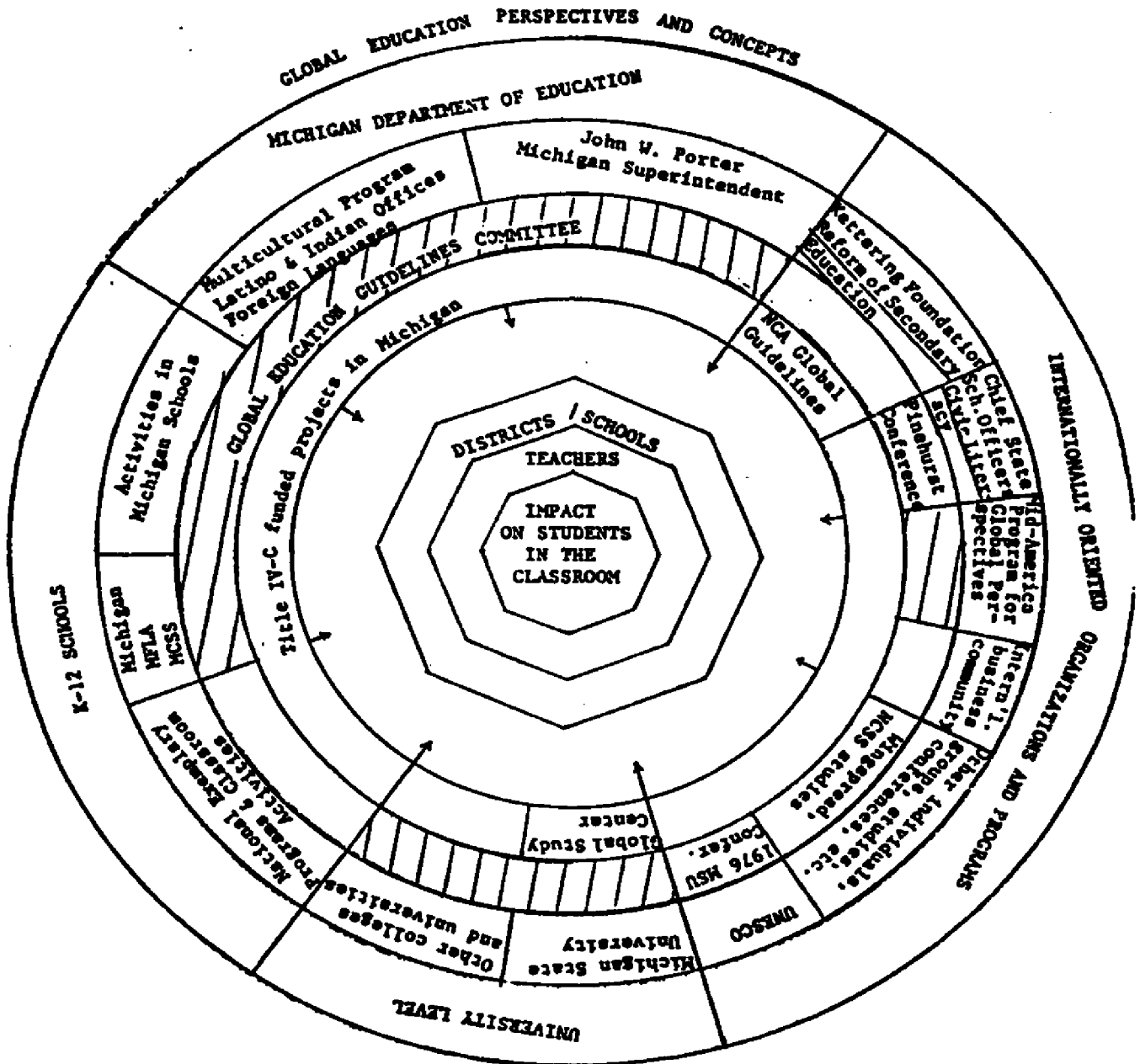
First of all, we find very little material prepared for global studies at the elementary level; and when materials are available they are almost exclusively for use in social studies programs. The usual approach to social education in elementary schools is egocentric and parochial, dealing with the immediate and familial environment. Second, and related to the first, we find little support in the psychological literature that suggests that elementary students are usually able to deal with the complicated concepts of global relationships and abstract problem identification and resolution which encompass education about global problems in secondary schools. Third, we are troubled by the continuing effort to effect change in American education by preparing materials to be used by teachers without preparation of the teachers to use the materials or understand the content and intent of the materials.⁴⁶

These concerns are addressed in the efforts in Michigan to develop meaningful approaches and materials as an objective of the teacher preparation projects.

The final section of this review is concerned with the many different influences that helped shape the developing Michigan program. (Figure 2 on the next page is an effort to graphically depict the many different aspects of global education affecting development of the Michigan global education program.) Of course, it is difficult, if not impossible, to identify all of the national developments which

⁴⁶Ibid., pp. 7-8.

FIGURE 2. MICHIGAN'S PROGRAM IN RELATION TO THE LARGER GLOBAL EDUCATION MOVEMENT



Note: The center octagon is developed in more detail in chapter 4.

influenced the growth of the global education movement in Michigan. Accordingly, the concentration here will be on major productions in the literature which may have influenced thinking in Michigan.

International Dimensions in the Social Studies (edited by James M. Becker and Howard D. Mehlinger in 1968) was a major Yearbook of the National Council for the Social Studies. In the preface, the editors pointed out the need to realize that the world was changing and education would have to change accordingly:

The term "international," which arose from the necessity of explaining relationships among nations, was a perfectly useful concept when the interactions of peoples around the world were primarily through the representatives of their governments ... But today interactions of national governments are far from being even the major portion of contracts among nations. New kinds of relationships, apart from and in many ways indifferent to the traditional contacts of governments, have enjoyed such a sudden and spectacular proliferation that it becomes necessary to think of a change in kind rather than simply in number of trans-national contacts.⁴⁷

Although global education was not yet accepted as the term, the editors clearly pointed out the need for a new term to describe a concept or perspective which was more realistically in touch with the times:

As a concept or descriptive term, "international" is losing its utility; either the word must be discarded in favor of newer, more accurate terms, or its meaning must be systematically

⁴⁷James M. Becker and Howard D. Mehlinger, Eds., "Preface," International Dimensions in the Social Studies (38th Yearbook) (Washington, D.C.: National Council for the Social Studies, 1968), p. 2.

and radically altered to fit the new realities that are in existence today.⁴⁸

This statement of the need for a new approach and term is underlined by the realization that one of the editors (James Becker) will go on to receive credit for parenting global education as both a term and a developing concept.

The articles in the yearbook provide an overview of the field in terms of ways of viewing the new situation in international relations, ways of selecting and evaluating new areas of study in international affairs, ways of using innovative approaches in the social studies, and reports on some of the programs, resources, and opportunities available for strengthening the international dimension of the social studies.⁴⁹ It is a key study with wide distribution at a major moment in the transition period of international education.

Toward the Achievement of Global Literacy in American Schools is the report which came from the Wingspread Workshop on Problems of Definition and Assessment of Global Education in Racine, Wisconsin, on January 25-26, 1976. It was convened under the auspices of the Council of Chief of State School Officers Committee on International Education with the assistance of the Johnson Foundation. It was concerned with

⁴⁸Ibid.

⁴⁹Ibid., p. 255.

"problems of definition and assessment of global education." ⁵⁰ It was also concerned with:

...defining in as concrete terms as possible the stake which individual states have in the rest of the world and therefore of the need of state-level leadership in increasing citizen understanding of global issues and world regions. ⁵¹

It was in meeting this second goal that the study is especially important to this paper.

UNESCO (the United Nations Educational, Scientific, and Cultural Organization) requires special consideration in this review of the development of international education. As a common meeting ground for the world's educators and scholars, it has been the stable and supporting central core around which the concept of global perspectives could develop. To put this into a perspective in Michigan, two of UNESCO's major functions need to be mentioned:

1. It has brought together educators from around the world to share and appreciate their different backgrounds and insights on the world's condition. The UNESCO Conference held on the Michigan State University campus in 1976 is discussed in greater detail in the next chapter.
2. It has been a major developer and distributor of teaching materials for use in the

⁵⁰Toward the Achievement of Global Literacy in American Schools, p. ii.

⁵¹Ibid.

elementary and secondary classrooms. Often stressing our common humanity while using the most updated statistical information, these materials have been key resources in the global literature.

Other influences will be considered in the next chapter as they fit into the unfolding account of the development of global education in Michigan.

Summary

This review of the literature of global education has been intended to present the scope and nature of global education as the present stage in the evolution of international education and international attitudes. At the same time, this review has been an effort to explore and understand the larger environment up to approximately the mid-1970s in which Michigan's global education program has developed.

CHAPTER III

THE DEVELOPMENT OF GLOBAL EDUCATION IN MICHIGAN

Introduction

This is a study of the development of global education as a formal concern in Michigan education during the period from about the mid-1970s on. It will not go into detail about the supportive foundation that developed prior to this time. This foundation was the result of the combined efforts of organizations involved in international trade, interest groups promoting world-mindedness, college level international studies, and other activities by internationally concerned people in Michigan. Certainly, these influences will be given attention as they continued to play a role in the development of global education after 1975, but their contribution is worthy of more attention than it can receive here.

As this chapter will consider the developments in global education in Michigan in chronological order, the first focus will be almost exclusively on the one person who initiated the formal global education movement in the state-- John W. Porter, Superintendent of Public Instruction for Michigan from 1969 to 1979. In recent years, the scope of the program has broadened as educators at all levels and in

all positions have become involved in the effort to develop global education programs. Accordingly, the focus will expand to the development of the Michigan Department of Education Guidelines for Global Education, approval of the Guidelines by the Michigan State Board of Education, Title IV-C funded projects sponsored by the State's Department of Education, classes and programs offered by colleges and universities (especially Michigan State University), and the roles of organizations specifically organized to promote global perspectives--all of this in an effort to influence the educational experiences of K-12 students by profoundly influencing the attitudes and teaching strategies of their teachers.

A graphic illustration of the development of global education in Michigan was provided by the diagram in Figure 2. A simplified variation on the diagram is presented in Figure 3 (page 73).

Procedures

The following procedures were used in this chapter:

1. Collection of information through interviews with people who have been involved in the development of global education in Michigan.
2. Examination of published and unpublished materials about the Michigan Guidelines for Global Education, the Guidelines, the funded projects, university programs, etc.

3. Delineation of the chronological development of global education in Michigan from these sources.
4. Development of the graphic illustration:
"Global Education in Michigan: the Major Promoters and Their Approaches" (Figure 3).

The Role of John W. Porter

Porter's interest in global education was shaped in his early background as a history major and his doctoral studies at Michigan State University. An understanding of these early experiences prior to his superintendency is important to an understanding of the particular personal definition of global education that he promoted in Michigan. Two elements in his MSU experience which he later recalled were the study of Spanish as his Ph.D. language and his dissertation on "The Development of an Inventory to Determine the Problems of Foreign Students."¹

After Porter became Superintendent of Public Instruction, several experiences caused his thoughts to crystallize: his travels abroad, his increasing activity in the Chief State School Officers, and his conversations which increased his awareness of the linguistic limitations of Americans. In the Chief State School Officers organization, Porter had an important experience serving on the

¹John W. Porter, "The Development of an Inventory to Determine the Problems of Foreign Students" (Ph.D. dissertation, Michigan State University, 1962).

Committee on International Education that in 1975 prepared the report on Civic Literacy for Global Interdependence.

In 1977, he became the president of the organization.² But it was the issue of other languages that he remembers most vividly. In his 1975 speech to the Michigan Foreign Language Association, he said that the issue of both foreign languages and bilingual education were brought together for him:

...when a group of angry Latino mothers appeared before the state board, demanding that school districts provide bilingual-bicultural studies.

The spokesperson for the group, following the initial plea, said, "Dr. Porter, what you must understand is that the United States is in a Spanish speaking hemisphere, and that the largest minority in the states today are the non-English speaking, not the blacks."³

Other conversations brought the realization that America has become the only industrialized country that is basically monolingual, and:

²In addition to these experiences, Porter pointed to the following in his 1975 speech to the Michigan Foreign Language Association:

Spanish was my Ph.D. language...

During the sixties I participated in a number of efforts to promote international understanding. In 1972, I chaired a task force that spent two weeks in Aurich, Switzerland, discussing with officials from 25 other countries how "global education" might become an integral part of the school curriculum. In 1974, I was instrumental in getting the Chief State School Officers to establish a standing committee on international education...

John W. Porter, "Global Education," (a speech prepared and delivered by Porter to the Michigan Foreign Language Association on October 3, 1975, at the Union Building of Michigan State University), pp. 1-2.

³Ibid., p. 8.

...In fact, I concluded about eight years ago that in the best of all worlds within this decade we ought to be requiring all children to take at least one foreign language tied in with global perspectives just to get the families thinking beyond English...starting in the elementary grades.⁴

From Porter's perspective, this became the basis for global education in Michigan:

...My whole argument, the whole rationale for global perspectives, was that social studies and foreign languages (from my long time historical perspective) were not compatible. You had to have some delivery system that would make them comfortable.⁵

It was at about this point in the development of Porter's philosophy that he was invited to participate in an April, 1973, international conference sponsored by the Charles F. Kettering Foundation and the Gottlieb Duttweiler Institute in Zurich, Switzerland:

...to explore the structure and objectives of global studies at the precollegiate level of education with emphasis on the United States.⁶

The conference was designed to advance the aims of the National Commission on the Reform of Secondary Education. Here, Porter began his important association with James M. Becker who was in 1973 the Director of the Mid-America

⁴John W. Porter, Interview (Ypsilanti: Eastern Michigan University, July 18, 1980).

⁵Ibid.

⁶William P. Shaw, Global Education: Helping Secondary Students Understanding International Issues (the report of an international seminar sponsored by the Charles F. Kettering Foundation and Gottlieb Duttweiler Institute of Zurich, Switzerland, 1972), p. 2.

Program on Global Perspectives in Education at Indiana University. Also attending the conference were H. Thomas Collins, Director of the Schools Program of the Center for War/Peace Studies and later advisor to the Chief State School Officers, and Lee Anderson, professor at Northwestern University, whose pioneering efforts in global elementary materials and extensive writings gave philosophical anchoring to the developing global education movement, are mentioned frequently in this study. Perhaps the person whose impact on Porter was most immediate was Fred M. Hechinger, then editorial writer and formerly the education editor for the New York Times. It was in a conversation with Hechinger concerning the rapid decline in foreign languages that Porter's analysis of foreign languages and its relation to global education took the form that would appear in the chapter he would write for the National Commission's book and which would subsequently be a basis for global education in Michigan.

One of the products of the Zurich conference was a book entitled The Reform of Secondary Education: a Report to the Public and the Profession. Porter was asked to write Chapter 6: "Global Education as Part of the Curriculum." Although parts of this chapter are mentioned elsewhere in this study, the section on "Decline in Foreign Language Study" needs to be quoted at some length here:

Another factor compelling global studies in the secondary schools is the sharply declining enrollment in foreign languages. Many students

have found in a foreign language a way to escape the narrow vision of an upbringing in the confines of a single culture, but shrinking enrollments in foreign languages make their impact questionable. Partly because all their students do take foreign languages--usually English--the schools of other countries now offer what most observers regard as an education in global affairs superior to that in America. Because they study English in a practical, contemporary way, adolescents in other countries tend to know what is happening in the United States; but adolescent Americans know little of what is happening abroad...

The New York Times, through its responsibilities as an international newspaper, has probably been more concerned about the foreign language problem than any other publication directed to a general audience. Over the last three years, the Times has made numerous surveys of the teaching of foreign languages and has viewed the findings with alarm. Fred M. Hechinger of the Times editorial board recently wrote about this issue:

"Foreign languages have never been classroom favorites. Students took them as they would cod liver oil--and could do little about it. But today, as part of the general youth revolution, requirements have eased and language is a casualty... What are the reasons for the present trend? Aside from the student rebellion with its attack on required courses, some observers believe there has been a general turning away from 'hard' subjects in favor of involvement with social issues which were considered by many of the rebels as more relevant..."

Of course, others have more incentive to learn English than Americans have to learn foreign languages. English is the language of the multinational corporations, nurtured originally by the American capital market, and of international air travel...The factors that created this dependence on America are now gone, but neither students nor teachers know it; there is a widespread belief in America that for all practical purposes, English is enough.

...The collapse of foreign language teaching strengthens the case for a systematic program of global education. Unfortunately, this means yet another subject in an already crowded curriculum. Several disciplines encompass aspects of the study of global affairs, but in the final analysis, the requirement must be that international

education pervade the entire curriculum, beginning in grade one.⁷

The impact that this would have on teachers--especially foreign language teachers--in Michigan was immediately obvious to Barbara Ort-Smith, then Foreign Language Consultant, and now Associate Superintendent for School Program Development in the Michigan Department of Education. She remembers that Porter asked her for advice on his early manuscript of Chapter 6 and:

I edited all the nasty things out of it about foreign languages...in essence, (it) said foreign languages hadn't done the job...Even though some of that, to a degree, is true, it certainly didn't look very good coming out in the national commission report.⁸

Needless to say, Porter reinserted the edited sections in his final manuscript, and foreign language teachers in Michigan were disturbed when they read it. In fact, they asked Ort-Smith to have Porter address them at the Michigan Foreign Language Association conference in the fall of 1975.

Before considering that speech, it is necessary to realize that this did not all start with the Zurich conference. Porter emphasizes:

...the global perspectives approach didn't just pop out of the air nor was it something that I dreamt up while I was in Zurich...long before we surfaced the global perspectives,

⁷John W. Porter, "Global Education in the Curriculum," The Reform of Secondary Education, B. Frank Brown, Chair (New York: McGraw-Hill, 1973), pp. 66-68.

⁸Barbara Ort-Smith, Interview (Lansing: Michigan Department of Education, August 2, 1979).

(there was) some energizing in these areas that go back almost a decade.⁹

In this regard, he points to the fact that Michigan was the first state to create an advisory body on Latino affairs and an advisory body on Indian affairs funded with full-time staff. In fact:

...It's hard to go back because people don't tend to write history as they go; but bilingual education, multicultural perspectives, the Latino office, the Indian office were all part of one gigantic move to provide a responsiveness to the needs of the heterogeneity of our school population...I think all of that is part of the fermenting that led to global perspectives.¹⁰

Especially important, in his view, is the work that was going on in elementary and secondary foreign languages earlier that led to the 1974 publication of Minimal Performance Objectives for Foreign Language Education in Michigan. In the introduction to this publication, the point is made that the foreign language curriculum is important because:

...In a world beset with misunderstandings and hostilities between people of different cultures it would seem imperative that young people the world over begin to appreciate and understand their neighbors. One way of developing such understanding is to expose children to the language and culture of other peoples early in the school experience. Hopefully, such exposure will eventually lead to a lessening of tensions between people of different cultures.¹¹

Some of the objectives in the affective domain would seem to underline Porter's observations presented earlier.

⁹Porter, Interview.

¹⁰Ibid.

¹¹Minimal Performance Objectives for Foreign Language Education in Michigan (Lansing: Michigan Department of Education, 1974), p. 2.

This is the best example:

By the end of Stage A level of proficiency, foreign language students should:

1.0 RECEIVING

1.1 Awareness

Recognize that there may be more than one acceptable style of living.

Be aware of the feelings of others whose cultural orientation has been different from their own.

1.2 Willingness to receive

Accept differences of race and culture among the people speaking another language.

Listen to others respectfully even though their point of view is different.¹²

Clearly, a foundation for global perspectives existed in the above objectives.¹³ In light of Porter's specific concern about the global dimension foreign languages should assume and these specific provisions in the Michigan Objectives for foreign languages, it is appropriate that he would publically initiate the Michigan global education movement before an audience of Michigan foreign language teachers.

¹²Minimal Performance Objectives, p. 6.

¹³The stature of the Objectives is underlined by the influence they had on major textbook publishers. In her interview, Barbara Ort-Smith observed:

...In fact, the major textbook revisions were based on our objectives. We provided them for McGraw-Hill, Harcourt Brace, and Britannica. Those people when they did their revisions, all had copies of these and cross-referenced the objectives in their textbook to our objectives...

Porter's Speech to the Michigan
Foreign Language Association

On October 31, 1975, Porter spoke to the members of the Michigan Foreign Language Association during their noon luncheon on the Michigan State University campus. In his speech, he stated:

Historically, a great deal of a student's perception and understanding of other countries has come through the requirement that for postsecondary study a foreign language was pre-requisite.

I believe that over the past many years, you and your colleagues have done an excellent job in this regard, but your audience was limited and your approach, of necessity, restricted. Today, for reasons beyond your control, there has been a decline in foreign language study.

This we must turn around, utilizing the foreign language as the medium of understanding rather than just a prerequisite to college...

Keeping that in mind, I would like to put forth a challenge to this organization. The addition of a course of global studies in our schools will not happen automatically. It will be necessary to determine goals, to spell out objectives and to define in measurable terms what it is that students should be able to understand in order to more intelligently and effectively function in the 21st century.

While statistics are important, the measure of success in a global course of study or curriculum would not be the quantity of information learned by the end of a term or terms, rather, it would be whether the students continue to be actively concerned with the problems and issues of global interdependence five or ten years later in their personal and professional lives.

Only if we internalize these goals will we remain one of the world's greatest nations for a nation of tomorrow cannot be mono-lingual. I contend we should heed the warning of our bilingual neighbors to the south and forge to the top of our agenda global education utilizing foreign languages with as much commitment as we displayed in putting a man on the moon which has become the symbol of our earthly interdependence.

However, someone must assume this task. I believe that at the state level we can offer the impetus that will be needed, but in order for us

to succeed, your cooperation, your counsel and your initiative will be imperative.¹⁴

This was the formal speech. After it, Ort-Smith remembers that Porter went on to assign responsibility for development of a state program:

...at this meeting...he said that he was assigning me to head a program with a partner under the funding mechanism of the old Title III-E and D to start a global education program in the state.

So the first thing that I did was to bring a task force together made up of foreign language people and social studies people predominantly.¹⁵

The Michigan Global Education Guidelines Committee

The Global Education Guidelines Committee had a unique growth pattern that does much to illustrate both the initial interest in global education and the nature of that interest. Roger Niemeyer, at that time the Executive Director of the Michigan Council for the Social Studies, recalls the experience from the perspective of an original committee member:

...John Porter got the Michigan Department of Education to identify global education as one of the priority areas of funding in the State of Michigan, and kind of set the stage for what happened. A relatively small committee (perhaps 12 or 14 people) was originally identified to write the guidelines. But the topic was so popular and there were so many economic areas interested--people who felt they would gain financially by the rise of global education--that the committee had to be expanded. It eventually turned out to be a group of (32) individuals. The size of the group and a smaller writing team actually developed

¹⁴Porter, "Global Education," pp. 11-14.

¹⁵Ort-Smith.

the guidelines...and the larger group reacted to the smaller group.

The interpretation given global education was much broader than many people initially felt that it would be. It dealt with foreign language, art, music, history, geography, and a future component. So, it had a very eclectic idea, and that explains how it was such a large group.¹⁶

It must be appreciated that each participant may see this period differently; and so Niemeyer's view must be regarded as one person's perception of the committee. Indeed, John Chapman, who later became the Social Studies Consultant for Michigan, felt that it was important to have many representatives from minority and other groups present so that the deliberations could better consider the broad spectrum of the population. Chapman also remembers debates over elective vs. required courses, sequential vs. nonsequential types of study, traditional vs. innovative curriculum, one-world peace advocates vs. those who wanted to avoid utopian aims, state mandating vs. local autonomy, etc. He felt that the greatest disagreement was over the issue of sequential studies:

...Foreign language people would say it has to be sequential study and that we are primarily concerned about language proficiency.¹⁷

James Becker, Director of the Mid-America Program for Global Perspectives in Education at Indiana University,

¹⁶Roger Niemeyer, Interview (East Lansing: Michigan State University, July 29, 1980).

¹⁷John Chapman, Interview (Lansing: Michigan Department of Education, July 17, 1979).

watched the process from the special vantage of an outside consultant who played an important role:

...the involvement of such a variety of groups and individuals in this...I think that's terribly important because I think that Porter and the group that worked with him and advised him were very sensitive to the politics of this thing. I know they'll get criticism from people who say that they didn't pay enough attention to this group or that group, but I know that at that first meeting they had about a hundred people there... representing science, foreign language and the arts as well as social studies. ...[There were] people representing organizations like the school principals and superintendents and they tried to get the minority groups represented...They did get representation from a great variety of groups, and they deliberately tried to promote that. They didn't avoid anyone. Some states sort of avoid these things because they think it'll be controversial and it'll be better if you can just pool your friends together.

They also had members of the state board of education come to some of these meetings so they could hear not only the people who were promoting it but also some of the complaints from people who had reservations about it or who thought that it would detract from other things that were more important. I think that in the long run that really pays off. It makes things a little messier at times.¹⁸

In addition to the leadership roles of the successive Michigan social studies consultants--Eugene Cain and John Chapman, the committee had co-chairpersons in Nadal Dostal from Detroit representing foreign languages (and who retired soon after the work of the committee began) and Stanley Wronski of Michigan State University who remains active in global education to the present. Other members of the writing committee were John Chapman (who became Michigan

¹⁸Becker, "Interview."

Social Studies Consultant during this time), Lillian Genser (Center for Teaching about Peace and War of Wayne State University), Sister Elizabeth Girardot (President of the Michigan Council for the Social Studies), Adams Koroma (Ann Arbor), James McClafferty (Cultural Enrichment Center of the Grand Rapids Public Schools), Donald Riddering (President of the Michigan Foreign Language Association), and Mary Wile-den (Michigan Department of Education).

The work of the Committee went to the Michigan State Board of Education Committee of the Whole for general discussion on June 6, 1977, and was returned to the regular meeting of the State Board of Education for approval on December 7, 1977. During the six month interval from June to December, the Guidelines were distributed through the Board's Primary and Secondary School Administrative Procedure to the educational community for review and suggestions. In this process, the Guidelines "...were modified slightly as a result of the reactions of the educational groups."¹⁹

The Guidelines were approved by the State Board of Education on a 7-1 vote and Michigan became the first state to have a set of global education guidelines. The Guidelines, however, were not approved without challenges being raised by some of the Board members. Supporting members saw the Guidelines as representing a vital educational

¹⁹Michigan Department of Education, "Minutes" (Lansing: Michigan Department of Education, December 6-7, 1977), p. 20.

concern about world understanding at a time when there was cause to worry about the state of international relations. On the other hand, critical members saw the Guidelines as weak in content and provisions for enactment, but they did not challenge the basic concept of global education and the global perspective. Their comments--as recorded in the December 6-7, 1977, State Board of Education Minutes--provide a clear picture of the pro and con positions taken by the members of the Board.

These were some positions taken in support of the Guidelines by individual members of the Board:

1. The Guidelines would promote an understanding of war and peace and provide valuable information for classroom teachers was the view of one member.
2. A second member who had attended several conferences on global education saw it more as an affective global encounter therapy than just cognitive knowledge.
3. A third member drew upon personal experiences working with university students to express a belief that American students had a limited global knowledge and background and suggested that the Board should go further to recommend a unit in international affairs or problems.
4. The fourth member saw the Guidelines as a good beginning to countering the

isolationistic drift and provincialism that often exists.

The two members critical of the Guidelines pointed to specific shortcomings they felt they saw in the document:

1. One stated that there should be more guarantees that the global guidelines were going to be part of school programs. To accomplish this, it would be necessary to be more aggressive in promoting global education--especially in terms of curriculum and the programs in teacher training institutions. It was even suggested that completion of a global education course should be required before a teacher could be considered for a certificate. It would be impossible to vote for the motion unless it contained an implementation scheme.
2. Another was disturbed that the reviewing organizations were so uncritical in accepting the Guidelines which had more philosophy and generalities than content and contained conclusions that were based more on theory than fact. The whole program was weak in comparison to previous task forces which worked on content area performance objectives and contained members who were more than subject area specialists. In contrast the Board was not

provided with background information about the global education committee members. If the motion passed, the bibliography accompanying the Guidelines should contain a statement that the identified resource materials did not have the complete endorsement of the Board.²⁰

It seems necessary to give more attention to these criticisms as they represent the judgments of major figures in Michigan education who gave careful attention to the final documents produced by the Global Education Guidelines Committee. Accordingly, the following comments consider the Board criticisms in more detail:

1. Local school districts should be strongly encouraged to adopt the Guidelines--especially in the area of curriculum.

This becomes an important issue to be considered more carefully in Chapter 4 where the global education program is analyzed in terms of curriculum development. Chapman recalled related discussions at meetings of the Guidelines Committee:

Some people would come in and say the state should make them or require them or mandate them to do that, and the general posture of all the programs in Michigan is that local autonomy is pivotal.²¹

2. A second aspect of the requested implementation scheme should require that a course in

²⁰Ibid.

²¹Chapman.

global education be completed to be considered for a teaching certificate.

Although there are serious reservations about such a mandating measure,²² this does relate to the efforts to develop undergraduate and graduate global education classes and programs. These efforts--especially at Michigan State University--will be examined later in this chapter.

3. The Guidelines are "long on philosophy and generalities and short on content."

This is perhaps a response to a characteristic of the global education movement generally with the major emphasis on a global perspective that is, to a considerable extent, an affective state of mind to be brought about by an examination and resulting heightened awareness of the world around us. This and the large scope or basis of a global perspective would appear to make it difficult to start with the type of content details that might characterize state programs with a much more limited scope. The procedure involved here calls for teachers to first grasp the global perspective and then go on to adapt existing materials and develop strategies appropriate to the learning levels of their students. As this is a crucial part of many of the

²²In an interview, Stanley Wronski remembered the tentative opposition of MSU faculty members who mistakenly assumed that global education had been mandated in Michigan.

Stanley Wronski, Interview (East Lansing: Michigan State University, August 14, 1980).

funded projects and other global programs in the State, it will receive detailed attention in these final chapters.

4. More information is needed on the Global Education Committee to be certain it represents more than just the thinking of subject area specialists.

In addition to the information on the writing committee presented earlier in this chapter, a listing of the total committee and their backgrounds can be found in Appendix B. Especially for an area such as global education, it is important that a wide range of interests and viewpoints be represented. Chapman recalled the changing composition at the Guidelines Task Force meetings:

They had several meetings with teachers, administrators, curriculum people, some representatives from labor, and the Chamber of Commerce to discuss global education guidelines or what we should be about in this area and how schools should go about doing something about it. So the Task Force then were not the same members that met each time. There was a nucleus that met each time and a nucleus that ended up being the writing committee. So you have a continuity, but you did not have the same people each time. You also had representation of different places. And that was their task--their charge.²³

Michigan Guidelines for Global Education

The official Guidelines for Global Education and the companion Global Education Bibliography were published in 1978 and provided a foundation for global education in Michigan from that time forward.

²³Chapman.

Although more information from the Guidelines is presented elsewhere in this dissertation, there are certain aspects that should be considered now to better understand what follows. This is a brief outline of the Guidelines:

Part I

DEFINITION

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

RATIONALE (which emphasizes the personal behavior of the world-minded person)

...The world-minded person concerned with vital issues knows such things as (listing of 8 things).

The global person will be one who acts in a manner such as the following [listing of 6 actions].²⁴

Part II

GOALS* (The asterisk refers to the bottom of the same page: "*These goals are meant to encourage and stimulate participation with emphasis on active experience. An interdisciplinary approach is highly encouraged.")

Global education in a school system will equip the student with an understanding and an awareness of global interdependence by providing encouragement and opportunity to:

- A. Acquire a basic knowledge of various aspects of the world:...
- B. Develop a personal value and behavior system based on a global perspective...
- C. Understand problems and potential problems that have global implications.

²⁴Guidelines, p. 14.

- D. Explore solutions for global problems.
- E. Develop a practical way of life based on global perspectives.
- F. Plan for alternative futures.
- G. Participate responsibly in an interdependent world.

In order to accomplish these goals, a school system should provide both cognitive and affective experiences such as:

- A. A sequential study of world geography.
- B. A sequential study of at least one foreign language.
- C. A sequential study involving the basic concepts of history, economics, politics, anthropology, science, and the arts.
- H. A study of the uses and abuses of energy.
- J. Encounters with artistic expressions of other cultural groups.
- K. Involvement in scientific studies from a global perspective.
- L. Awareness of instances of the denial of human rights.
- M. Exposure to different religions.
- P. Resolution strategies for resolving personal, intergroup, and international conflicts.
- Q. Cultural activities of different racial and ethnic groups.
- R. Participation in people-to-people exchange programs.
- S. Person-to-person contacts with official and unofficial representatives of other countries.
- T. Participation in community programs with a global orientation.²⁵

An examination of the goals section shows that the guidelines are a statement of broad goals rather than the narrower and more exact performance objectives for the foreign language program and other subject area objectives prepared for use in the state assessment program. It seems questionable if goals designed to assist in the

²⁵Ibid., p. 15.

development of the world-minded person of Part I could be narrowed to easily measurable performance objectives of a cognitive nature. This is more a listing of a range of suggested experiences from which the school and individual teacher will have to select and, using available materials and suggested teaching strategies, adapt to fit the circumstances of the individual class. As will become even more evident later in this chapter, this makes the awareness, commitment, preparation, and skills of the individual teacher the key element in global education.

To continue the outline of the Guidelines:

Part III

IMPLEMENTATION

District Administrators, School Staff, and Students

- A. There should be evidence of administrative support for a global education program from the local board of education in the form of a formal policy statement. (underlining added)
- B. There should be a clearly formulated plan of action for implementing a global education program. Such a plan will include (listing of 7 provisions).
- C. There should be a clearly formulated plan for monitoring and evaluating global education.

Community

...a cross-section of multi-ethnic, multi-racial, and socio-economic groups within the community should be invited to serve on advisory council.

Higher Education

...the following criteria will describe the types of inservice education program efforts which may be utilized to assist teachers and other personnel...²⁶

²⁶Ibid., p. 18.

In Part III, suggestions are presented for bringing together the school district, the community, and higher education institutions to develop a global education curriculum utilizing the provisions of Parts I and II. It should be noted, however, that the use of the word should had been challenged in the State Board discussion as not doing enough to strongly encourage local districts to adopt the Guidelines as a basic element of the curriculum. At the same time, the section on higher education assumes little or no initiative in getting teacher training institutions involved (and the funding arrangements that later develop in Michigan do little to provide additional initiative).

There are also references in this section, as in other parts of the Guidelines, to involving the areas of foreign language, multi-cultural and multi-ethnic education which were already the focus of other Michigan programs. These are frequent aspects of a global perspective as it is defined today. It may well be, however, that Michigan has already contributed and will continue to contribute to the specifics of this part of the global education definition.

The final part of the Guidelines is concerned with program development:

Part IV

CRITERIA FOR PROGRAM DEVELOPMENT

Introduction

.
 School systems will, of course, wish to continue to develop their own global education efforts. It is expected that this section may be useful to a wide range of school systems with

interests in starting or expanding activities in this vital area.

Whether the global education activity affects the total school system or a part of it, it is highly recommended that performance levels be set for the guidance of those responsible for the program. A particular advantage of this strategy is the accumulation of evidence to document progress in contrast to run-of-the-mill opinions indicating the attitudes--"This is what we already do and have been doing."

Evidence plays a critical role in the allocation of scarce educational resources, therefore, it is much needed at all decision-making levels.

The following categories are suggested as criteria for global education programs:...

- A. Administration
- B. Involvement of Staff, Students, and Community
- C. Dissemination
- D. Curriculum (This section lists the goals and characteristics of a global curriculum.)
- E. Self-assessment of Global Education Criteria [This puts the 14 criteria of D into a checklist for elementary school through adult education.]
- F. Some Suggested Steps for Getting a Program Started
 - 1. Get administrative support
 - 2. Identify a staff
 - 3. Carry out needs assessment
 - 4. Review guidelines
 - 5. Professional preparation
 - 6. Locate existing resources
 - 7. Develop a model program

Another suggested approach for getting started is that of designing specific classroom activities which could be used in one or more subject areas. (For illustration, some suggested classroom units are presented in social studies, language arts, mathematics, science, music, art, physical education, reading, and foreign language study.)²⁷

The Guidelines for Global Education conclude with a statement that needs to be considered in its entirety to get a perspective on the later developments in Michigan:

²⁷Ibid.

The emphasis in the development of global education programs is to foster an interdisciplinary approach among the teachers involved at each building level. There should also be provisions for vertical articulation from building to building.

Careful selection of staff, support from administration, training assistance for staff, as needed, are among the most critical elements of a successful start to and continuation of a school program.²⁸

The Global Education Bibliography that accompanies the Guidelines for Global Education lists materials going back to 1973 and is not all-inclusive. Two comments from the Bibliography indicate both the intention of the document and a sense of the direction global education is intended to take in Michigan:

...Emphasis was placed on finding information which would best aid educators in becoming cognizant of existing global education ideas and programs, as well as finding effective resources and materials with which they could implement their own programs.

The bibliography...simply is a sampling of those materials which place an emphasis upon global interdependence and global awareness. In developing a true global perspective it may be necessary to create new materials for all disciplines.²⁹

In addition to the listing of books and materials, the Bibliography lists agencies and groups in Michigan and the nation which:

²⁸Ibid., p. 24.

²⁹Michigan Department of Education, Global Education Bibliography (Lansing: Michigan Department of Education, undated), p. 1.

...are sources from which one can obtain literature, media materials, teaching ideas and/or information concerning current programs.³⁰

A brief review of those lists makes it easy to understand the reaction of the Michigan State Board of Education member who wanted to make it official that not all of the resources identified in the Bibliography had complete endorsement by the Board. Certainly, some of these organizations could be conceived to have, for example, controversial political backgrounds in the antiwar politics of the 1960s.

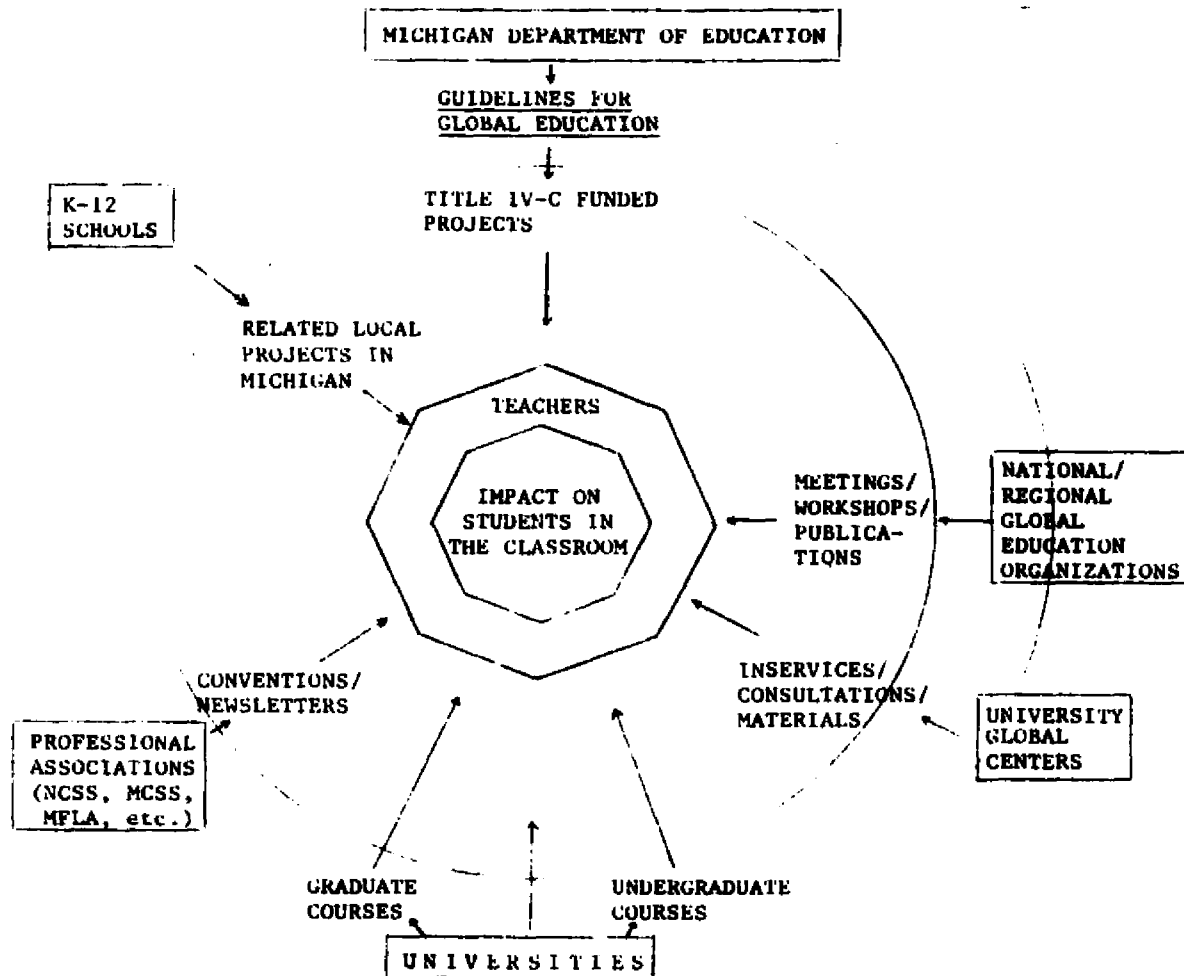
The organizations listed in the Guidelines as State Resources are listed in Appendix C.

The Many Dimensions of Global Education in Michigan

After the attention, promotion, and philosophical anchoring provided by the development of the state guidelines, many different things happened in Michigan global education by the time Michigan became the first state to endorse global education so completely. The diagram on the next page simplifies the diagram in Figure 2 to graphically depict the relationship that this author envisions as having developed with major promoters after the state guidelines were a reality. As is explained in the illustration, the assumption is that the Guidelines were studied by the different promoters and served some guiding function in what followed. It is also assumed that many of the individual

³⁰Ibid., pp. 14-15.

Figure 3: GLOBAL EDUCATION IN MICHIGAN: THE MAJOR PROMOTERS AND THEIR APPROACHES



All of these promoters seem to have two things in common:

1. an awareness of and some attention to the provisions of the Michigan Guidelines for Global Education (and the societal realities for the State reflected in these Guidelines;
2. use of approaches intended to reach the individual teacher and impact on the experiences that the teacher provides for the students in the classroom.

efforts to promote global education are aimed rather directly at influencing the individual teacher rather than proceeding in step-by-step fashion through the established curricular channels of the different school districts.

In some instances, it is impossible to identify every situation where a particular type of global education promotion is occurring. The procedure will be to describe at least one example with which this author is familiar and which seems to be in touch with the larger state picture.

Title IV-C State Funded Projects³¹

Even before the Global Education Guidelines were approved and published, a form of the Guidelines was produced for potential directors of projects which, if selected, would be funded by ESEA (Elementary and Secondary Education Act) Title IV-C through the Experimental and Demonstration Centers Program of the Michigan Department of Education. A series of workshops were then held around the state in

³¹The information in this section comes mainly from these sources:

Marilyn Hartley-Hunter, Interview (Lansing: Michigan Department of Education, July 30, 1980).

Michigan State University Global Studies Center, "The Future of Global Education in Michigan," General session with presentations by John Chapman, Stanley Wronski and John Osborne, Supervisor of Experimental and Demonstration Centers Program for the Michigan Department of Education (East Lansing, Global Interdependence Conference, April 26, 1980).

Michigan Experimental and Demonstration Centers Program, "Michigan Educational Programs that Work" (Lansing: Michigan Department of Education, no date).

1976-77 to prepare these potential directors for the proposal writing process. The emphasis in the federal guidelines for Title IV-C at that time was on innovative and exemplary programs that could eventually be shared with other schools.

In the proposal writing process, some of the priority areas that are a state-wide concern are identified to be addressed in the particular project. The most important responsibility of the proposer is to show that there is a real need at the local level which will be solved through the implementation of the project over a two or three year period. Once these steps have been taken and the proposed program presented in detail, the proposal goes to the state selection process.

Over fifty global education proposals were submitted to the Michigan Department of Education. These were read and evaluated to select those which met the major criteria for approval (described in the preceding paragraph). Then, the proposals were ranked in terms of these criteria and the allotted budget (about \$843,000 at that time) was stretched as far down the ranked proposals as possible. In this way, four projects were selected for the 1977-78 school year. The sites of these projects were Farmington, Grand Rapids, Livonia, and Menominee.

In this section is a review of the process that is followed in the Experimental and Demonstration Centers Program. Once a project is selected, it goes on to become a three, four, or five year program that follows this pattern:

Development Stage (3 years):

- 1st year - Starting the program
- 2nd year - Starting to collect student impact data for state evaluation after year 3
- 3rd year - Completing the development stage with field-tested process model which has been documented and proven at the local level

Some programs stop at this point while others are nominated by the Michigan Experimental and Demonstration Center Program to go to the Project Classification Committee for possible selection as one of the projects that go on to the:

Experimental (Replication) Stage (1 year)

- 4th year - The project continues at the original site (on local funding only) while the process model is used at another site and data are collected to provide that the project/process can be successfully replicated outside the original site (\$5,000 maximum funding).

Some programs stop at this point while others are nominated and sent to the Committee for possible selection to the:

Demonstration Stage (1 year)

- 5th year - In the Michigan Adoption Program, the director (and possibly staff) of the project provide training around the state at as many sites as time and finances (\$5,000 maximum funding per adopter site) permit. The Experimental and Demonstration Center Program lists the project in booklets made available state wide and serves as a liaison for interested sites.

At the end of this fifth year, the funded program terminates. However, in the summer of 1980, the first

programs adopted in Michigan were just completing their Developmental Stage, and the Department of Education was considering the possibilities of a program that would permit additional involvement with outstanding programs beyond this cut-off point. Although the global education projects are not to this stage yet, Porter considers such funding to be important:

...We put Title IV-C money into financing global perspectives activities, but it's going to have to be built into the state aid act state-wide and all children are going to have to experience global perspectives, I think, every year.³²

Here, this study should consider in more detail the individual funded projects to gain additional insights into the developing nature of global education in Michigan. In briefly reviewing the four original funded projects, we should be aware of the view expressed by Marilyn Hartley-Hunter, Education Consultant in the Michigan Experimental and Demonstration Centers Program, that these are not as much a curriculum building as a process which tends to emphasize the development of "how-to" techniques for infusing global education into the education process--most specifically the classroom.³³ Although there is no single model presented for project developers, there seems to be an endorsement of the change agent concept as developed by those working for agricultural improvement in developing nations.

³²Porter, Interview.

³³Hartley-Hunter.

Because the change agent concept is important in the program, it is necessary to take time here to speculate on what implications this may have for the approaches used in the individual programs. As the change agent is one who works for change on the lower individual level, we could expect the IV-C global education project to concentrate on change at the teacher or classroom level. As the change agent often expects such individual initiatives to become successful examples that influence others to change and eventually expand to change a region or area, we could expect the project to aim for a ripple effect on the teacher level and be little concerned about changing the larger formal curriculum. As the change agent works to implement change and eventually no longer be needed once the change is well set in motion, we can understand that the projects have a specified life span during which they are expected to start a ripple effect promoting change in Michigan schools before ceasing to exist as change agents. This makes it easy to understand why the projects are evaluated finally on the basis of data showing their impact on students.

The review of the four funded projects will consider the nature of the individual project, its major features, and its status in the 1980-81 school year.

1. Farmington

The project's goal is "To develop a model aimed at infusion of global education into the public school

curriculum."³⁴ It is designed to bring this about through a process of yearly summer workshops in which teachers are introduced to global education, the state Guidelines, and available teaching resources. Participants are reimbursed for their expenses and are expected to develop at least one global unit (including creation of new materials and adaptation of existing resources) which they will teach in their classes during the following school year. In addition, follow-up meetings are provided during the year (with some reimbursement for time) and the director of the project, John Summerlee, visits individual classrooms and works with teachers.

The sixty-five teachers in the task force over the years are representative of the district's three high schools, four middle schools, and fourteen elementary schools. So every building is involved. With the middle school concept being adopted this year, Summerlee was pleased to see that many of the thirty-four teachers scheduled for the 1980 summer workshop were teachers in grades 6-8 who are in the process of putting together a new school concept.

The consequences of this program, from Summerlee's perspective, are good vertical articulation K-12, some strong

³⁴ John Summerlee, Telephone Interview (Farmington to Lansing, Michigan: August 4, 1980) and miscellaneous handouts from the Farmington presentation at the Conference on Global Interdependence (East Lansing: Global Interdependence Conference, April 25, 1980). See Appendix G for information on Project MERGE.

formal units, and involvement of all grade levels and most subject areas. Thirty task force teachers have gone through the units and placed them in a K-12 subject area scope and sequence matrix that should be valuable for any teacher in global education.

In 1980-81 the project went into the 4th year experimental stage at Brighton School District. About twenty members of the Brighton staff (over ten percent) signed up to attend the 1980 summer workshop.

2. Menominee

This project is the only one on the intermediate school district level, and this fact has broadened its scope at the same time that it has limited its ability to demonstrate major impact on a specific building. The project involves summer seminars for area teachers (with three college term credits provided as part of the remuneration for those who successfully complete the seminar requirements). Again, teacher units are prepared for use in the classroom, and the project center serves as the major global materials center. (In the first year, all schools were surveyed and a master listing of their related materials was distributed and a delivery system set up for sharing in the Intermediate School District.) The second aspect of the program includes follow-up workshops during the school year and a Global Festival that has grown into a large community participation affair.

An important aspect of this program has been bringing in outside resource people and identifying local resource people who can bring a greater sense of global ties into the classrooms of this rather remote area.

David Hultgren, Project Director, says the project goal is to:

...help teachers better teach about countries and cultures of the world (cultural awareness), global issues,³⁵ and our local links with the rest of the world.

He feels the approach has enabled them to achieve this goal and take teachers successfully through the stages from awareness to decision-making to final commitment and classroom infusion.

In the summer of 1980, the experimental stage of the project began with a summer workshop in Ionia for the Ionia Intermediate School District. Since that time, however, the emphasis has shifted from replication to dissemination with Dave Hultgren doing presentations explaining the program.

3. Livonia

This project is designed to develop an alternative secondary school for grades 10-12 based on a global education infusion into all areas of the curriculum and school-wide attention to one global theme at a time. The School for Global Education is an alternative school within a school

³⁵Dave Hultgren, Interview (East Lansing, July 21, 1980).

Additional information came from miscellaneous hand-outs and information on project units about the Menominee project. (See Appendix M.)

which students may select on a semester basis. It uses a block of two-four rooms in the high school building.³⁶

The project teachers present an organized curriculum with six basic subject areas: English, social studies, mathematics, science, Spanish, and physical education. The enrollment has averaged about seventy-five students per year, but declining enrollments affected this adversely in the later years. Declining enrollments also caused the alternative school to be viewed as a threat by some teachers in the district.

The project has an inner strength and growth with a dedicated staff of teachers who have a strong commitment to global education. The many outside-of-the-normal classroom experiences and field trips have been a major feature of the school. The students head up the committees that are a part of the school's operation.

In addition to the opportunity to hear and interact with excellent speakers and take meaningful field trips, such experiences as thirty hours of fasting to better understand a major unit on world hunger and involvement in different community service projects of an international nature are important shaping experiences for the students.

In 1980-81 this project will not go on to the replication stage. Although the data collected clearly show it

³⁶Jonathan Swift, "An Alternative School of Global Education," a presentation (East Lansing: Global Interdependence Conference, April 24, 1980). (See Appendix L.)

has had an impact on students, one year was not considered sufficient time for a meaningful replication at another site. Instead, the project will terminate its funding with year 4 as a dissemination year. Jonathan Swift, the project director, has prepared materials (such as slides) and has set a schedule of presentations in different sites around the state so that educators can examine the project and consider ways in which they could adapt aspects of it.³⁷

4. Grand Rapids

This project has a history dating back in some ways to the involvement and interest in international affairs that has existed in the Grand Rapids area and in specific local organizations before the concept of global education became well-known. For example, Title III funding supported the Center for World Studies which was operated by the Grand Rapids Public Schools.

The project revolves around the creation of the Global Education Outreach office designed to help teachers develop global materials for use in their classrooms. This is done through developmental workshops in which teachers turn their ideas into finished products with the assistance of the three member Outreach staff. Some of these finished products have been commercially printed and sold for a minimal fee to other interested educators around Michigan and elsewhere.

³⁷Hartley-Hunter.

Robert Myers, the project director, has stressed the emphasis is on classroom teachers and their view of the global situation.³⁸ Translating from this base into finished products insures that the result will be a thoroughly infused use of the materials in the classroom. In addition, these products can be made inexpensively available to K-12 teachers throughout the state and the nation. (Adaptations of the Great Decisions for practical classroom use were well received by secondary teachers in Iowa, for example.)

In 1980-81, the project terminates and does not go into the 4th year experimental stage. It was felt that the project had not developed a process that could be replicated easily at another site, and no master plan for curriculum had been developed.³⁹

It appears at this time that the Global Education Outreach will continue with a reduced staff and funding support from the district. The project staff may choose to disseminate information without the state funding that for other projects comes in the 4th or 5th year.

A fifth funded global education project in 1981 entered the second year of the development stage. Larry Hackett is the project director of a program at Potter School in Flint. This is a K-6 pilot school in which the

³⁸Robert Myers and Carla VanWormer, "Teachers and Students Sharing a Global Perspective," a presentation (East Lansing: Global Interdependence Conference, April 24, 1980).

³⁹Hartley-Hunter.

intention is to bring about a union of multicultural education and global education that can be infused into the school program through a series of inservices and workshops.

The project will start to collect student impact data during the 1980-81 school year. Through the inservice assistance of the Michigan State University Global Studies Center and others, it has benefitted from the experiences of the four originally funded global education projects.

A final note should be added about the Title IV-C funding of projects through the Michigan Department of Education. In 1978 the funding of Title IV-C global projects in Michigan involved more federal money than similar global education funding in all of the other states combined. Beginning with 1981-82, this promising avenue for promoting global education may start drying up. After a financial scare in the spring of 1980 about Title IV-C funds, Michigan has adequate funds for the 1980-81 school year, but the federal emphasis in funding has shifted from innovative programs to programs that improve educational practices (including instruction), and the prospect is that this requirement will be tightened as funds become limited in the future. This would seem to make the success of the original funded projects even more important. One logical outcome of their success would seem to be proving that global education can be a basic element in the curriculum rather than just an untried innovation.

The Role of the
Michigan Social Studies Consultant

John Chapman, Michigan Social Studies Consultant, sees his role as that of a facilitator among the agencies of the Michigan Department of Education, the universities and colleges, the K-12 schools (including the funded projects), publishers, and the national community of global educators. In his travels and his continuing conversations on all of these levels, he becomes also a type of communication link.

At the same time, he has been active in promoting and organizing many types of programs. One example of his involvement is the 1979 "Trends and Issues in Global, Multicultural, Bilingual and Foreign Language Education" series of presentations which he jointly led with Renato Gonzales, Supervisor of the Michigan Bilingual Program, and Wronski. A second program was the "Shiga, Japan, Educational and Cultural Exchange Seminar" which enabled eighteen educators (including eight classroom teachers) to visit Shiga, Japan, from October 8 to November 18, 1979, in an effort to promote understanding and broaden the global perspectives of the participants. (Shiga, Japan, officially became Michigan's sister state in 1967.) In addition, Marylee Wiley (director of the MSU African Studies Center Outreach Program) has led a teacher tour of Tanzania. This second program relates to the concern of Michigan Superintendent Runkel (covered in detail later) that Michigan's global education

perspective would benefit from the increased foreign travel and experiences of Michigan teachers.

The Role of Colleges/Universities in
Michigan Global Education

Another major group promoting global education is found in several Michigan colleges and universities. In his chapter in The Reform of Secondary Education, Porter ended by addressing his final paragraph to the nation's colleges and universities:

The nation's teacher preparation programs should speak very clearly to global education. New materials will be needed for use in existing course structures and to serve as foundation stones for the new courses that must be created. The Commission calls on the educational leadership to assure that tomorrow's students will grasp the global issues that relate to the security and well-being of the United States.⁴⁰

This has been said many times in the literature, but it deserves special attention in terms of global education. In interviewing and just talking to many people involved about global education, this writer was struck by the constant underlying assumption that no matter what the ups and downs and no matter how temporal the individual programs, the concepts and perspective that constitute global education should have a secure foundation in the college or university. In fact, several have expressed the belief that such a perspective has its most lasting impact on education only when

⁴⁰Porter, "Global Education as Part of the Curriculum," p. 70.

it is something with which the educator has "grown up" professionally. There seems to be good evidence that our greatest and most important period of such growth has to be the years spent in the intellectual atmosphere of the college when the primary pressure is one which demands intellectual growth. This philosophical grounding could serve the new teacher well later when the demands of the daily teaching routine make it difficult to find unpressured time in which to consider and incorporate new concepts into the class.

This section cannot cover all of the programs in higher education in Michigan. It will examine a few that illustrate some of the different directions global education can take. Also the program at Michigan State University will be examined in greater detail to illustrate some features that may be typical and atypical of MSU's leadership in the state.

Undergraduate and Graduate Courses

Although not all programs in the state are catalogued here, the following programs provide some samples of what is happening.

Eastern Michigan University President John Porter, who left the Michigan Superintendency to assume the Eastern presidency in 1979, spoke about some of the global programs he is promoting at the university in an interview in July, 1980 (see Appendix K). His views take on special

significance because it was his promotion of global education while he was Superintendent of Public Instruction that has resulted in much of the progress recorded in this chapter. It is especially significant that through special classes he is now interested in reaching the business and other sectors of the adult community in addition to registered students to provide practical experiences that promote a community global awareness from which to build.

Michigan State University offers courses in global education through the College of Education and the joint effort of the Departments of Anthropology and History. A detailed discussion of these classes is contained in the next section which attempts a holistic examination of Michigan State University's experience in global education.

The Experience of Michigan State University

Michigan State University has benefitted both from its nearness to the Michigan Department of Education in Lansing and the close contact that many of its staff have maintained with educators and educational developments throughout the nation. These factors have placed MSU in an ideal position to assume a leadership role in global education. In the education college, Janet Alleman-Brooks, William Joyce, Tim Little, Roger Niemeyer, and Stanley Wronski have all assumed

active roles in both the state and national social studies councils. Often cooperating in activities with some of the above people, the African Studies Center, under the direction of David Wiley, is nationally recognized and respected.

Not as directly connected to global education are nationally, and even internationally, recognized leaders in fields closely related to the major concepts of global education. Perhaps the outstanding example is Georg Borgstrom, in food sciences, who is recognized as the ranking expert in population and resources. The list could go on for pages. The point is that these people were available and willing to become part of the global education projects at Michigan State University when a faculty committee on global education was established in 1975.

Michigan State received international recognition in 1976 when Wronski hosted the UNESCO Conference on Education which took place on the MSU campus. It was the only such UNESCO sponsored conference held on an American university campus that year and featured outstanding educators from fourteen different nations. Handbook on the Teaching of Social Studies, edited by Howard D. Mehlinger, is a follow-up product of that conference. To be published in 1981, it is expected to be an important contribution to the literature on the teaching of the social studies. It contains a strong emphasis on global education.

Any consideration of global education at MSU has to recognize the central role of Stanley Wronski, whose interest in the evolution of international studies/understanding and related university classes goes back three decades to team teaching a 1951 summer class on Education for International Understanding at the University of West Virginia. In fact, it was partly because of conversations with Tom Collins and James Becker that Wronski and Edgar B. Wesley, whose pioneering work in teaching international affairs goes back even more decades, decided to entitle the sixth edition of their popular book Teaching Secondary Social Studies in a World Society.⁷¹ With his national and international involvement, Wronski was an obvious choice to represent the university community as global education developed in Michigan.

Against this background, courses were organized to reach undergraduate teacher trainees in social studies and graduate teachers in all grade levels and subject areas. The graduate course in global education came into being first in the spring of 1977 when Wronski offered Education 882: Seminar in International Education (later retitled Global Education). It was a class in which teachers examined and discussed some of the major literature in global education and developed global units to be used in their classes.

⁴¹ Stanley Wronski, "The Development of Global Education," interview (East Lansing: Michigan State University, June 25, 1979),

During the last years, this class has kept many involved teachers and graduate students abreast of the global education movement. Spin-offs from this class for Wronski have included a course entitled Internship in American Education (which had foreign educators doing graduate study at MSU teaching in Lansing area elementary classrooms) and team teaching global education classes with counterparts at Grand Valley State Colleges and the University of Michigan.

Other programs in education at Michigan State have for many years emphasized very practical global linkages. The Institute for International Studies in Education, directed by Cole Brembeck, has involved many members of the MSU staff in practical contacts with nonformal education in settings all over the world. Graduate Education Overseas, directed by Sheldon Cherney, has sent MSU teachers to many different countries to bring graduate courses to American and other teachers working in the international schools.

These programs have produced many benefits. Two obvious ones are the continuing international exposure for MSU staff and the international flavor that those overseas graduate students bring when they come to the campus for additional study. For this group of students, one class that brings together education and the practical reality of their school setting is Ruth Useem's class in the Third Culture Child (an area of education first defined through her pioneering efforts). Although these programs are not officially labeled global education, the atmosphere that is

conducive to teaching global perspectives at MSU might not exist without such a broad academic base.

This only scratches the surface in terms of the important global atmosphere that exists at this one sample university. But a review of all the graduate and undergraduate programs of a global nature at MSU could easily become a dissertation in itself.

One undergraduate program that specifically addresses itself to global education is jointly offered by the history and anthropology departments at MSU. The course titles are:

History/Anthropology 426 - Humanistic Perspectives
on Global Diversity and
Interdependence

History/Anthropology 427 - Contemporary Issues in
Global Interdependence
and Change (Prerequisite:
426)

History/Anthropology 428 - Project in Global Studies
(Prerequisite: 426 or
427)

Although these classes can be taken for either undergraduate or graduate credit, most of the students are undergraduates. In this new program all history education majors will have to have a basic concentration in American history and also a basic concentration in European-nonWestern global studies.

In a discussion of these three classes, Peter Vinten-Johansen, who represents the history department half of the team teaching HST/ANT 426 - Humanistic Perspectives on Global Diversity and Interdependence, felt that there are two

benefits to be realized in such a program: one is the better preparation of teachers and the second comes from the heightened professional awareness of global perspectives as a major academic concern among the members of the two departmental staffs.⁴²

It is along the lines of this professional awareness that Vinten-Johansen touches upon the important contribution which the university brings to any such program. He sees much of the material on global education as being present day (and often business) oriented, and he is concerned that social studies teachers need to have a strong understanding of the past which enables them to see the present global situation in a more historical perspective. This is the basis for deepest and most lasting form of understanding. Working from this base, he feels the program should increasingly place an emphasis on resources that teachers can adapt and use in their own classrooms.

As is true of many global education programs, grants become most important. The history and anthropology departments have applied for a continuation grant from the National Endowment for the Humanities to keep the existing program going and to develop two or three additional summer workshops with financial help incentives.

⁴²Peter Vinten-Johansen, Interview (East Lansing: Michigan State University, July 31, 1980). This interview is the source for most of the information presented in this section.

Perhaps one of the most exciting features of the program is the personal commitment Vinten-Johansen is willing to make to the practical implementation of the goals of HST/ANP 428 - Project in Global Studies which he will be teaching. In the class, students would be expected to develop teaching units using perspectives developed in one of the two preceding classes. Vinten-Johansen plans to visit the classrooms of those of his students who are currently teaching to observe their units being taught. For undergraduates, he will work with local high schools to provide situations where the students can test run their units under his supervision. The development of these units is to be done under the supervision of MSU faculty members whose speciality is involved.

Yet another dimension of the Michigan State University program is the MSU Global Studies Center funded during the 1979-80 academic year under the provisions of the Citizen Education for Cultural Understanding Program of the U.S. Office of Education. It is described as:

...an all-University effort under the direction of the College of Education at Michigan State University. The principal objective of the Center is to provide a state-wide coordination network for efforts relating to in-service teacher education.⁴³

Some of the major functions of the Center during 1979-80 were hosting the spring 1980 conference at MSU's Kellogg Center on Global Interdependence (April 24-26), providing

⁴³ Global Studies Center, a pamphlet (East Lansing: Michigan State University, 1979).

university extension workshops for interested schools and districts, and providing expert personnel to assist with some of the funded project inservice programs. There was also an emphasis on videotaped products such as units on African storytelling, Latin American culture and issues, and the world food and population situation (the last featuring the previously mentioned Georg Borgstrom). An important larger dimension is the effort to establish a university/college network that would enable educators from different institutions to come together to discuss global matters of mutual interest and unite forces to better promote global education in Michigan. (This network will be discussed later in this chapter.)

The Global Studies Center was not funded during 1980-81 by the same source. While other funding is being sought, a reduced staff will keep the Center functioning in at least a communications capacity. It is receiving some funding from the College of Education.

Joint College/University Efforts in Michigan

A positive indication of the future of global education in Michigan is the activity of the Michigan Coalition of Global Educators which met at the MSU April, 1981, global conference. At that meeting, the representatives of the different colleges/universities decided to meet with Phillip Runkel, the new Superintendent of Public Instruction for Michigan, to discuss the future of global education in

Michigan and to offer their commitment and assistance. (As the correspondence of Wronski, on behalf of the group, to Runkel provides some important insights into the future of the Michigan program, that correspondence is contained in Appendix F.)

Michigan Associations

The last major group of Michigan based promoters to be considered are the educational subject area associations. The associations to be considered here are the Michigan Foreign Language Association and the Michigan Council for the Social Studies. They have both played important roles in the development of Michigan's global education program and provide a special insight into the development of the program.

The Michigan Foreign Language Association provided the stage for the initial philosophical foundation statements on Michigan's program by Porter. His emphasis on the importance of foreign languages in the global education program made it clear that foreign language experience could provide the student with unique insights into thought, language, and culture that even social studies could not rival. In this sense, the MFLA was the first major association to become involved in global education in Michigan, and it had an opportunity to assume a leadership role in what followed. Certainly, the key role of Ort-Smith, Michigan's Foreign Language Consultant, in Porter's program increased this opportunity.

Coming from the October, 1975, MFLA meeting with Porter, foreign language teachers thought that

...the social studies people ought to recognize their input and include them in global education.⁴⁴

Their view seemed to be that social studies had a more permanent position in the curriculum and would not be threatened as much by financial cutbacks or the increasing emphasis on basic skills, so social studies could provide a more universal and solid foundation from which to build global education.

Although it is easy to agree with the logic in this position, it has led to a reduced role for the foreign languages that is frustrating to Ort-Smith and Lorraine Strassheim, 1978 President of the American Council on the Teaching of Foreign Languages. They both point out that foreign language teachers who travel are the educators most able to get a true sense of other cultures and that these teachers are the best prepared people in the school to provide educational experiences that get to the heart of the global perspective. Without the input of foreign language departments, global education cannot be more than another two-dimensional international understanding program. And they see evidence that the limited involvement of foreign languages is dooming global education to be a two-dimensional perspective. This will be considered in more detail in Chapter IV, but the

⁴⁴Ort-Smith. This interview is the source for much of the information presented in this section.

statement by Strasheim that analyzes the role of foreign language teachers should be quoted here:

Although foreign-language educators were involved in drafting Michigan's guidelines and objectives for global education, the "fit" of foreign languages into this construct is an uneasy and nebulous one. Part of this lack of "fit" seems due to a lack of leadership, part to a failure to secure commitment to the concept from the various professional organizations of foreign-language teachers, and part to a misperception of what meaningful roles for foreign languages in global education can be.⁴⁵

There has been an effort to increase the involvement of foreign language teachers in the program. Ort-Smith, the former and only Michigan Foreign Language Consultant, arranged for Strasheim to meet with the MFLA members in what became a rather warm sharing session. John Chapman and Stanley Wronski joined with Renato Gonzalez, Supervisor of the Michigan Bilingual Program, in leading a series of eleven staff development sessions entitled "Trends and Issues in Global, Multicultural, Bilingual and Foreign Language Education" from July through October, 1979. This was yet another effort to involve foreign language teachers in the developing Michigan global education program.⁴⁶

The reality is that the MFLA members have not assumed the leadership role that Porter, Ort-Smith, and others had

⁴⁵ Lorraine A. Strasheim, "Foreign Languages in Global Education in Michigan," short paper (undated), p. 1.

⁴⁶ It is especially interesting to note that in the initial meeting on July 11, 1979, bilingual teachers from other national and cultural backgrounds challenged the concept of global education and questioned if it were really an opportune device created to permit continuing exploitation of the developing world. (See also Appendix H.)

hoped would develop. The success of the efforts to increase their involvement cannot be determined at this time. This writer felt that in his interviews, he noted a sense of pessimism when the future of foreign languages in global education was discussed.

It should be noted that foreign language teachers have been involved in the funded projects. In Livonia, which has most specifically spelled out the involvement of foreign language, Spanish is a part of the alternative school program with its emphasis on spoken language. In Menominee, David Haultgren felt that one of the outstanding projects was "A Voyage to France"--a French class project that resulted in about half of the class' traveling to France. In the Farmington project, John Summerlee says there has been some foreign language involvement in developing units.

In addition, the President's Commission on Foreign Languages and International Studies released a report in November, 1979. A brief summary of a few of the recommendations may be warranted here: encouraging an international education requirement in the individual state certification of all teachers, promoting international school exchanges at all levels, major attention to curriculum development in international studies, research on how international education can be better incorporated into K-12 education, etc.⁴⁷ The list of recommendations at all levels of education is

⁴⁷ "Major Recommendations of Foreign-Language Panel," The Chronicle of Higher Education (November 13, 1979).

too extensive to review here; however, it should be mentioned that this commission report could provide a motivation for exploring more foreign language connections in the different global education programs.

The Michigan Council for the Social Studies was an enthusiastic supporter of global education during the early period when the Guidelines Committee was meeting (with MCSS members playing an important role on the committee itself). In an interdisciplinary effort, there were exchanges of presentations between the MCSS and the MFLA in at least two of their annual conventions. A global education committee person was added on the MCSS board, and the organization produced a major book for the state and the national global perspectives literature: Education for Global Consciousness: Social Studies for Responsible Citizenship, edited by Grace Kachaturoff and Guy Blackburn (1978). In part of the book as well as in the convention presentations, there was a frequent emphasis on how global education can be an integral part of the social studies program of the individual teacher.⁴⁸

In 1981, the involvement of the MCSS is somewhat reduced. The Council's global education exchanges with the

⁴⁸ Grace Kachaturoff and Guy Blackburn (editors), Education for Global Consciousness: Social Studies for Responsible Citizenship (Danville, Illinois: Michigan Council for the Social Studies, 1978). Some specific chapter titles from the booklet illustrate the point: "A Chinese Mini-Course for Maxi-Benefits," "Global Education in the High School," and "A Global Microcosm in Detroit."

MFLA have diminished. The position of MCSS global education committeeperson has been discontinued. The MCSS book (Education for Global Consciousness) never sold sufficiently to repay the investment of the Council. Finally, as social studies teachers in the state teach longer, many shift much of their attention to the theme of patriotism and such subjects as American history and local history. Often, they find global education an uncomfortable topic in communities where greater awareness of interdependencies may lead to curses about the Japanese automobile industry and OPEC. Although this is stated rather dramatically, there is a feeling among some that this identifies what seems to be the prevailing trend.⁴⁹

At the same time, the global realities can no longer be ignored and the awareness produced by the movement to date may not allow such a setback to be lasting. Certainly, many social studies teachers have made the global perspective an important part of their program, and the pressure of international developments in an interdependent world is promoting a different view of the social studies as it is reflected in the major textbooks and other educational materials upon which teachers are dependent.

National Global Education Promoters

Although many national promoters of global education have been mentioned so far in this study, probably the

⁴⁹Niemeyer,

organization that has figured most prominently in the development of global education in Michigan has been the Mid-America Program for Global Perspectives in Education which is affiliated with Indiana University. James Becker, the director of the Center, became well acquainted with John Porter during the Kettering Foundation seminar in Zurich when Porter was putting his views on global education into written form. Later, when the Mid-America Program had been established, Becker remembers contacting Porter:

...I had corresponded with John Porter off and on; so when this [Mid-America Program] was funded, I wrote to him initially to ask if he would be willing to serve on some kind of advisory committee. He accepted. Then, Gerald Marker and I went up to talk to him. We told him we were going to be meeting with people in the [five] states to find out what plans they had and whether there was anything that we could do that would help them with their plans. His initial response was, "Well, can you give me a list of competencies that are needed?" We said, "No. There are lists of goals and objectives, but they're not quoted in the terms that you're talking about." He said, "Well, if you have those (lists of competencies), I'm willing to go with you right now."

We felt, on the basis of that meeting, that he probably wasn't going to do much for awhile. Still, it wasn't long afterward that he started ...⁵⁰

When the Michigan global education project started, Porter turned for outside advice and assistance to Becker and his colleagues of the Mid-America Program as major advisors. Becker is careful to point out, however, that his role was that of advisor answering specific requests and

⁵⁰ Becker, "Interview." (See also Appendix E.)

that the bulk of the work--especially planning and writing --was done, as he felt it should be, by the Guidelines committee and others in Michigan.

Many aspects of the global education movement in Michigan in 1981 are still characterized by continuous contact with the Mid-America Program. It continues to be a friendly and creative relationship.

On a lesser scale, the relationship of Michigan educators with the Mid-America Program is repeated in associations with other national promoters of global education such as the Center for Global Perspectives in New York, the Center for Teaching International Relations in Colorado, the Kettering Foundation, and many others.

Summary

This chapter has been a chronological review of the formal development of global education in Michigan from the 1973 article by John Porter, then Michigan Superintendent of Public Instruction, through the writing of the Michigan Guidelines for Global Education and to the 1980-81 status of the Title IV-C state-funded projects in global education. It has also considered the roles of the Michigan state consultants, the colleges and universities, and the different state education associations in the development of global education in Michigan. Finally, the chapter has reviewed the influence national global education promoters have had on the Michigan program.

Of necessity, this chapter cannot be all inclusive. It is characterized by some omissions and by points of view for which an opposing view might be presented. As time lapses, memories fade and become selective, and some important sources cannot be reached.

CHAPTER IV

ANALYSIS OF THE GLOBAL EDUCATION CURRICULUM IN MICHIGAN

Introduction

The intention in this chapter is to analyze the global education program in Michigan in terms of its curricular provisions to identify the program's strengths and limitations. In this examination of the program, the following procedures will be used:

1. Examination of models and views from the professional literature;
2. Collection of information through interviews with persons who have played major roles in the development of global education in Michigan, examination of published and unpublished materials about the Michigan Department of Education Guidelines for Global Education, projects, university programs, etc.; and
3. Analysis and comparison of information from these sources.

The Curriculum Infusion Process

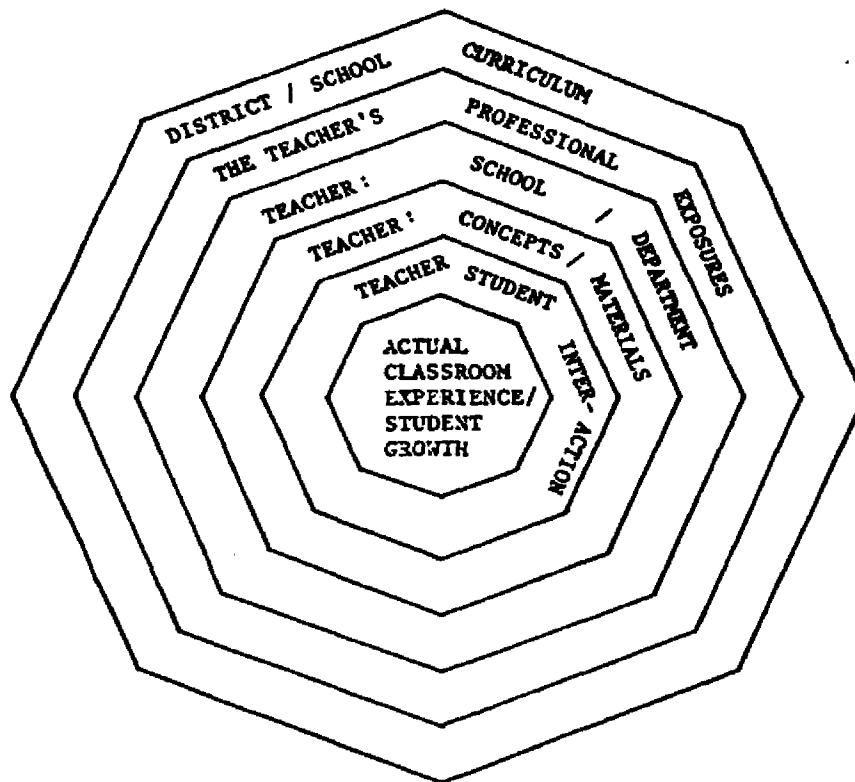
Related to the question raised in the introduction is the assumption that careful and thorough curricular planning is the key to any success that is realized in any

Figure 4: CURRICULUM INFUSION PROCESS

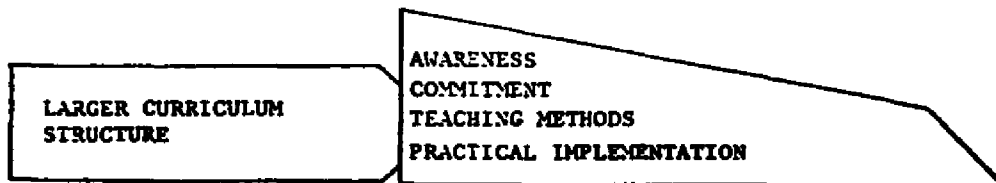
This process involves two separate elements:

- A. the educational process pictures as a series of layers surrounding the heart of the process: "actual classroom experiences / student growth;"
- B. a curricular instrument (with a distinct handle and blade) which represents those organized efforts to permeate the sequential layers of the the educational octagon (A.) and to finally have a meaningful impact on the actual classroom experience of students.

A.



B.



effort to bring meaningful and lasting infusion into the actual educational experiences of students. Moreover, as the program to develop a global perspective is currently in an infusion stage in Michigan, the most meaningful structure for this chapter would relate curriculum models to the infusion process. An ideal relation might have infusion as the central purpose running through the curriculum model. After the model is completely implemented, infusion would have occurred.¹ Accordingly, the first illustration in this

¹Infusion as used in this chapter combines and uses in differing degrees the following definition and descriptive adjectives from Webster's Third New International Dictionary (Springfield, Massachusetts: G. & C. Merriam Co., 1971), p. 1161:

infuse...2a: to instill or inculcate a principle or quality in...b: introduce...infuse implies the introducing into one thing of a second that gives life, vigor, or new significance...

In addition, the writer assigns a degree of permanence and curriculum-wide impact in his comments on the relative success of the infusion attempts and processes.

As a formal process, the structure defined in career education is useful although stress on teacher or counselor must be widened to include all possible curriculum participants:

The infusion process is a series of steps a teacher or counselor can follow to identify where in existing instructional and guidance programs they can assist students...

The first major step in the infusion process is to identify the desired outcomes for the lesson or guidance activity being developed...

A second major step of the infusion process involves identifying the activities and resources a counselor or teacher may utilize to reach the desired outcomes.

Michigan Career Education, Career Development Goals & Performance Indicators (Michigan Department of Education, 1974), p. 11.

In fact, the limited impact implied in this last quotation corresponds to similar limitations in the change agent concept as discussed later in this chapter.

chapter is a graphic of a Curriculum Infusion Process (Figure 4) created by the author specifically for the purposes of this paper to provide a framework within which to compare the realities of the developing programs and the provisions of the Wesley/Wronski Systems Analysis Model of the Social Studies Curriculum (Figure 5) as well as the studies of curriculum by John Dewey, Hilda Taba, and others.²

This Curriculum Infusion Process is an inductively derived process for infusing global perspectives which reflects the perceptions of this author. These perceptions are based on an examination of the state-wide situation, interviews with participants in the Michigan program, and personal experiences in working with the infusion process. As illustrated, the process is a detailed enlargement of the infusion phase of the illustration "Global Education in Michigan: the Major Promoters and Their Approaches" which appears in Chapter III in Figure 3. In the Curriculum Infusion Process, the pattern of concentric circles represents the sequential layers of education that must be penetrated in order to achieve the final goal of infusion:

²It should be explained that there is an emphasis on the social studies approach in this chapter. The perception of this writer is that global education in Michigan continues to be interdisciplinary but its developing foundations are most often in the established social studies curriculum which has the advantage of great permanence, universality of application, and potential to accommodate global education. When interviewed, Barbara Ort-Smith observed that "Social studies is certainly viewed as a more permanent part of the curriculum than foreign language."

Ort-Smith, "Interview."

impacting on the actual educational experiences of students in the classroom. To achieve this goal, it is necessary to design an approach that will:

1. win teacher commitment, and
2. provide the committed teacher with the information, skills, and opportunity to adapt for effective implementation in the individual classroom.

The teacher commitment and ability to implement is a necessary part of curriculum infusion. However, if infusion is limited to individual teachers, the benefits of a larger curriculum structure (i.e., curriculum model) will be lost. If infusion is into the larger curriculum, the benefits to be realized would include permanence (that goes beyond a unit used for one or two years), continuity (especially for the student who is exposed to the global perspective in more than one class for one year), breadth (as the perspective is presented in different subject areas), and control (as the perspective is considered and integrated into the larger curriculum). One of the functions of this chapter will be to examine the curricular dimension of the development of global education in Michigan and the existing programs to consider how complete a curricular tool has been developed. The eventual successes of the model programs now entering the replication stage may be a realistic test of the predictive validity of the Curriculum Infusion Process.

Actually the final success of the model programs is dependent on two aspects:

1. The degree to which they take participating teachers in progressive order through the stages of Awareness, Commitment, Teaching Methods, and Practical Implementation.

2. The degree to which they have more than a temporary impact on individual classes.

To do this, the programs must have a larger curricular structure that enables them to relate to and interact with: the larger changing societal realities; the evolving curriculum developments on a national, state, and local level; and the need for a ready organization for evaluating and restructuring the individual program.

The Curriculum Model

For a program to realize these two aspects requires a curriculum model that will provide for the integration of all aspects of the educational process and system on any level from state to local. Although there may be many impressive models or curricular approaches which could serve this function, it seems best to consider some important expert observations on the social studies curriculum and, with that background, employ the model that deals with the societal realities from which global education springs. As

it is at the same time the model that has been the most influential in the development of global education in Michigan, the choice is especially appropriate.

Expert observations start, as often happens, with John Dewey's philosophy which is basic to global education as evidenced by his statement:

...all education proceeds by the participation of the individuals in the social consciousness of the race. This process...is continually shaping the individual's powers, saturating his consciousness, forming his habits, training his ideas, and arousing his feelings and emotions... the most formal and technical education in the world cannot safely depart from this general process...This educational process has two sides--one psychological, and one sociological and... neither can be subordinated to the other, or neglected, without evil consequences...knowledge of social conditions of the present state of civilization is necessary in order to properly interpret the child's powers...³

The assumption that the U. S. is fundamentally a future-oriented society which needs a solid basis of global understanding in education takes on an added practical dimension when Dewey speaks of experience:

...education in order to accomplish its ends both for the individual learner and for society must be based on experience--which is always the actual life-experience of some individual.⁴

Over four decades later, Bruce Joyce identifies another dimension that has been added to Dewey's position when he

³John Dewey, My Pedagogic Creed (New York: Progressive Education Association, 1929).

⁴John Dewey, Experience and Education (New York: Collier Books, 1938), p. 89.

describes the peoples of the world as being on Spaceship Earth where a sense of international citizenship is considered to be a "moral necessity" and the key to world survival.⁵ In this, the "knowledge of social conditions of the present state of civilization" becomes equated with an awareness and understanding of the present global realities.

In terms of curriculum models, Dewey may have the greatest impact in the area of constructive thinking and problem-solving. His approach has influenced the nature of many models developed later. The following variation on Dewey's steps for constructive thinking by W. C. Smith contain some obvious parallels to the curriculum models to be examined in this chapter.⁶

STEP 1. IDENTIFYING THE PROBLEM. In this step, the concerned group defines terms, states the exact problem, and sets the limits of the problem according to its interests.

STEP 2. ANALYZING THE PROBLEM. The group determines the problem is worth their effort and works to understand the problems as completely as possible. The key here is agreeing on a common goal, considering the barriers to achieving that goal and the consequences if nothing is done.

STEP 3. SUGGESTING POSSIBLE SOLUTIONS TO THE PROBLEM. This involves a complete listing of all possible solutions.

STEP 4. SELECTING THE BEST SOLUTION(S) TO THE PROBLEM. This involves selecting the best solution(s) with careful attention to the political, social,

⁵Bruce Joyce, New Strategies for Social Studies (Chicago: Science Research Associates, Inc., 1972), p. 185.

⁶William S. Smith, Group Problem-Solving Through Discussion (Indianapolis: Bobbs-Merrill Co., Inc., 1965), pp. 107-112.

economic, etc., realities of the environment in which the solution(s) must be enacted.

STEP 5. PUTTING THE SOLUTION INTO EFFECT. This is often the most difficult step because so many variables must be brought together in a harmonious balance to make the solution(s) work.

An important concern in Dewey's approach is that much of the success of this process depends on the attitude and actions of the group most directly involved with the implementation of the solution. This is also true of the Michigan global education programs where all that has gone before is lost if the local project fails in Step 5. In this regard, acceptance may depend on sense of local autonomy ownership. This raises the challenge of finding a constructive balance between freedom for local growth and the larger state structure that is necessary for perspective and larger, possibly more lasting, aspects of program infusion.

Dewey's concern with the need for ordering our world was elaborated by the late Hilda Taba who raised an important concern germane to this study:

...without an effort to stand aside and gather perspective, the curriculum makers will commit themselves uncritically to plans and movements and will take up current modes only to discard them as unthinkingly as they adopted them. Much of the machinery of American education has indeed developed in the past fifty years by just this method.⁷

⁷Hilda Taba, Curriculum Development (New York: Harcourt Brace & World, 1962), p. 8. Taba is, in part, paraphrasing H. Rugg.

Taba believed this perspective could be obtained by following a step-by-step procedure in which carefully thought-out curriculum decisions could be made. Her seven basic steps for organized curriculum decisions are as follows:

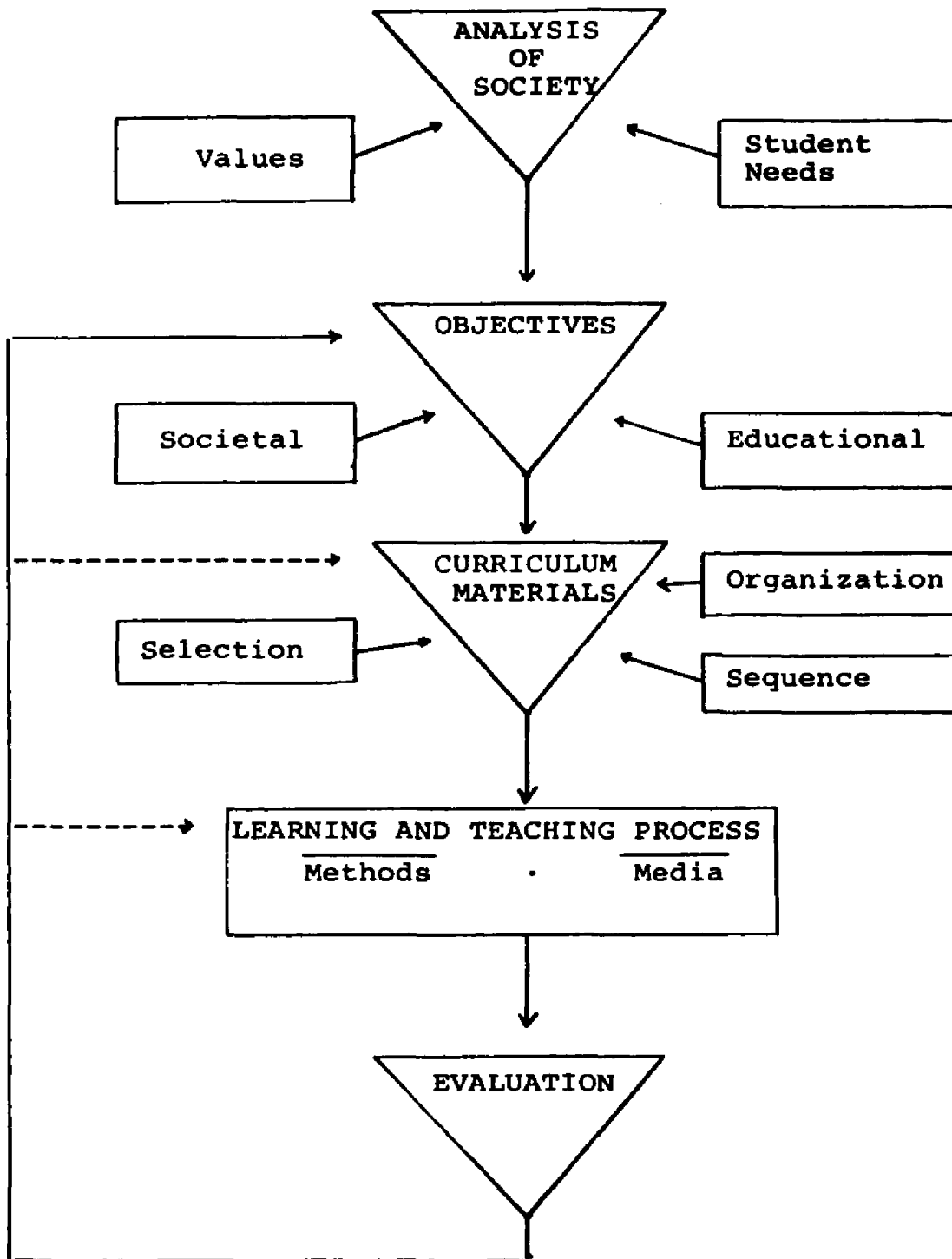
- Step 1: Diagnosis of needs
- Step 2: Formulation of objectives
- Step 3: Selection of content
- Step 4: Organization of content
- Step 5: Selection of learning experiences
- Step 6: Organization of learning experiences
- Step 7: Determination of what to evaluate
and of the ways and means of doing it.⁸

While relating to Taba's order, this investigator has chosen to concentrate specifically on the Wesley and Wronski model (Figure 5) which, as will be demonstrated later in this chapter, influenced the actual structure of the Michigan Guidelines. Despite its title--A Systems Analysis Model of the Social Studies Curriculum--the model is not limited to the social studies and can practically relate to the entire curriculum.⁹ Especially important is the Wesley/Wronski assumption that a realistic goal is revision of/or infusion within the existing curriculum and not just sweeping curriculum change. This seems to be especially relevant in terms of the frequent response of administrators and teachers who ask defensively just what global education is

⁸Ibid., p. 12.

⁹In this regard, the writer would cite use of the Wesley/Wronski model by Dr. Anne Sturdivant as a basis for working with major language arts curriculum revisions in school districts in the Keystone Area Education Agency (Northeast Iowa) during the 1978-79 and 1979-80 school years.

Figure 5. A SYSTEMS ANALYSIS MODEL OF THE SOCIAL STUDIES CURRICULUM¹⁰



¹⁰ This is an adaptation of the model as it appears in different stages of development through the book. The dotted lines have been added to indicate the potential use of the evaluation data in subsequent curriculum revision.

Wesley/Wronski, pp. 34, 46, 54, and 76.

supposed to replace in the existing curriculum with which they feel comfortable. They find reassurance in the Michigan program where less threatening infusion aims at manageable changes in the existing curriculum and educational perspective.

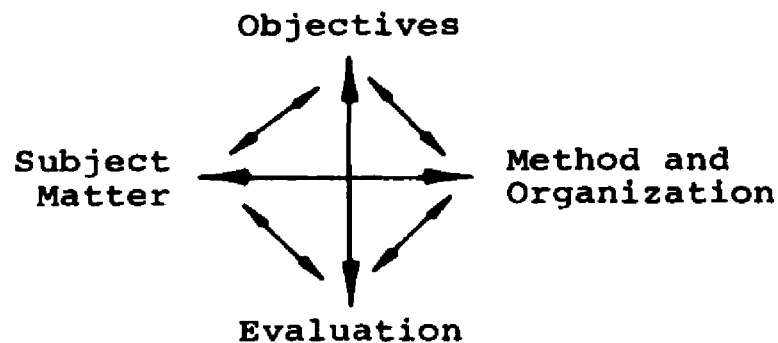
The Wesley/Wronski model illustrates a clear sequential pattern in curriculum development in an ideal situation. In actual practice, however, it is likely that only sections of the model would receive attention in the development of a program. In this way, the model is not necessarily linear. In addition, such a curriculum model should not be perceived as authoritarian: it is probably more likely to be non-threatening. This depends, of course, upon the administrator involved and the style s/he brings to the position.

Although it seems that the larger perspective would receive attention in the development of a program, the concern is that the larger perspective might be lost in the effort to meet immediate developmental needs. Although the key terms remain, another model illustrates rather dramatically what can happen to the sense of direction in curriculum. This is how the curriculum consultants in the Eight Year Study saw the elements of a curriculum and their relationships in diagram form.

Taba, in her consideration of this model, succinctly summarizes its functions and its limitations:

...In essence, it suggests for the curriculum maker four questions: What is to be done? What

Figure 6. Diagram of the elements of a curriculum and their relationships.¹¹



subject matter is to be used? What methods and what organization are to be employed? How are the results to be appraised? The design also indicates that each of these elements is related to the others and that, therefore, decisions regarding any of them are dependent on decisions made on others.

However, this design fails to indicate the basis on which the decisions regarding these elements are to be made: the sources from which objectives are derived, which criteria, in addition to objectives, govern the selection and organization of content, and what relationships exist between these criteria.¹²

In short, the model illustrates the relationships that do exist in the curriculum at the same time that it reveals the limitations which exist in a curriculum plan that lacks a sense of direction.

Despite the discussion of its limitations, the diagram has an important characteristic that makes it especially appropriate to this paper: it was to be functional for a

¹¹Harry H. Giles, S. P. McCutchen, and A. N. Zechiel; Adventure in American Education--Volume II: Exploring the Curriculum (New York: Harper & Brothers, 1942), p. 2.

¹²Taba, p. 425.

large curriculum staff from a variety of backgrounds working with thirty different schools, and in each school they were

...to work with that school on its problems in the light of its philosophy, with due regard to the extent of progress in its educational thinking.¹³

This may make the diagram valuable in describing a variety of programs already in existence. In juxtaposition to the organized ideal of the Wesley/Wronski Systems Analysis model, it provides a sense of perspective for this study.

Michigan Guidelines for Global Education

The importance of the state efforts should be re-emphasized here. In 1976, Rose Hayden, advisor to the Chief State School Officers, wrote about the importance of state programs at the same time that she summarized the related shortcoming which she felt existed:

Clearly, success depends as well upon other important ingredients: a comprehensive statewide strategy for change, a realistic assessment of the educational needs and existing resources for international/intercultural education, some financial flexibility, a visible degree of bureaucratic and political clout, and an effective outreach and dissemination system.

Certain generalizations may be made from statewide experiences to date. The States seem to set lofty, far-reaching goals rather than specific objectives that can be put into operation...

In most cases, little is done at the beginning of a statewide program to set a time frame or to set up specific ways to measure achievement. This makes it difficult to assess and evaluate international and intercultural programs at the State level. As a consequence, very little outcome data

¹³Giles, p. xix.

is available to justify international program budgets to state legislators in times of heightened fiscal crisis and accountability.

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In all activities, the greater the involvement (in state planning) of those persons actually teaching and administering programs, the greater the degree of receptivity and of actual acceptance of the educational changes and innovations...in each case, it is clear that the success of any program reflects the degree to which it becomes an inherent, centrally based component in the State-level bureaucracy.¹⁴

In looking at how well the State of Michigan has followed the recipe for success given by Hayden, the logical place to start an analysis of the curriculum aspects of global education is with the official Guidelines. As Wronski, a co-author of the Systems Analysis Model, was also the co-chairperson¹⁵ on the writing committee for the state Guidelines, it seems reasonable that his influence would be reflected in the organization of the document. And, indeed, an outline of the Guidelines booklet seems to bear this out when it is compared to the Systems Analysis Model.

In this comparison, the first two steps of the Systems Analysis Model can be inferred as affecting the nature of the first two parts of the Guidelines. Part I is almost an exact fit with the Analysis of Society with the Definition clearly relating to Values and the Rationale outlining

¹⁴Rose L. Hayden, "Internationalizing Public Education: What the States Are Doing," International Education and Cultural Exchange (Fall, 1976), p. 6.

¹⁵The other co-chairperson was Nodal Dostal who resigned from the committee before the actual writing of the Guidelines was begun.

Figure 7. A comparison of the provisions of the first two parts of the Michigan Guidelines to the first two parts of the Wesley/Wronski Systems Analysis Model.

Guidelines for Global Education

Wesley/Wronski Systems Analysis Model

PART I

ANALYSIS OF SOCIETY

Definition
Rationale--the world-minded person knows
The global person acts in this way

Values
Student needs

PART II GOALS

OBJECTIVES

Equip the student with an understanding and an awareness of global interdependence by
A school system should provide such experiences as

Societal

Educational

Student Needs. Part II is a general fit with GOALS to be translated into OBJECTIVES for individual programs. (The goals do fall into the Societal and Educational categories of the Model.) We can recognize the potential for such translation of the Guideline goals into objectives when we consider such societal goals as:

- C. Understand problems and potential problems that have global implications.
- D. Plan for alternative futures.¹⁶

or such educational goals as:

- B. A sequential study of at least one foreign language.
- H. A study of the uses and abuses of energy.

¹⁶Michigan Guidelines, p. 4.

T. Participation in community programs with a global orientation.¹⁷

At this point, it seems evident that the Wesley/Wronski model did affect the development of the state Guidelines. Was this model distributed to the writing committee and, if so, was it consulted? When this issue was raised in an interview, Wronski stated that the model had not been distributed or consciously consulted although its influence did seem to be evident.¹⁸ As Wronski had been involved in creating and revising the model as well as continuously using the model in his graduate curriculum classes, it is understandable that he would--consciously or unconsciously--be influenced by it in his leadership role on such a major curriculum committee as the global education guidelines committee.

After the first two parts, the adherence of the Guidelines to the Wesley/Wronski model stops as is shown in the illustration on the next page (Figure 8).

It is evident in examining this illustration that a dramatic shift occurred in the Guidelines from Part II to Part III in comparison to the Wesley/Wronski Systems Analysis Model. It is a shift not only in content but also in writing style and sense of organization. In the largest sense, it appears to be a philosophical shift in terms of

¹⁷Ibid., pp. 6-7.

¹⁸Stanley P. Wronski, "Interview: Global Education--a Second Look," (August 14, 1980).

Figure 8. A comparison of the provisions of Parts III and IV of the Michigan Guidelines and the last three parts of the Wesley/Wronski Systems Analysis Model.

<u>Guidelines for Global Education</u>	Wesley/Wronski Systems Analysis Model
PART III IMPLEMENTATION	CURRICULUM MATERIALS
District administrators, school staff, and students Community Higher Education	Selection Organization Sequence
PART IV CRITERIA FOR PROGRAM DEVELOPMENT	LEARNING AND TEACHING PROCESS
A. Administration	Trends
B. Involvement of staff, students, and community	Methods Media
C. Dissemination	
D. Curriculum	
E. Self-assessment	EVALUATION

ultimate goals for the program. These shifts are best illustrated by quoting from Part III of the Guidelines:

...a starting point for curricular aspects of a global education program is contained in Parts I and II of these guidelines. Suggestions for implementing a global education program, with an emphasis on school-community interaction, are as follows:...¹⁹

In this new sense of direction, Part III recommends the following steps be taken:

- A. Have the local board of education show support with a formal policy statement.

¹⁹Michigan Guidelines, p. 9.

- B. Clearly formulate an implementation plan which includes provisions for global education in terms of:
1. Review of Guidelines by faculty, staff, and students
 2. Motivating administration and staff support
 3. Reviewing interdisciplinary implication in current curricula
 4. Training staff
 5. Developing resources--both human and instructional
- C. Have a plan for monitoring and evaluating the program.

It seems clear that the program is here turned over to the local district or school with some rather vague Part III suggestions to use as they see fit. There is not the clear sense of developing organization that characterized the first two parts of the Guidelines. Even if Parts I and II were simply to provide "a starting point" for a global education curriculum in the school, this intention would certainly be better realized if the rest of the adopted curriculum model were made available for local consideration in going on from this juncture. The fact is the Guidelines do not even hint that the Wesley/Wronski Systems Analysis Model exists for consideration as a model for developing and maintaining the local program. Later in this analysis of the

Michigan experience, the need for awareness of such a model will be considered in more detail.

What happened to bring about such a complete change of direction in the middle of the Guidelines? The speculation in this dissertation is that two things occurred. First, the pressure to structure the document for use by local projects meeting the requirements of the Experimental and Demonstration Centers Program was probably increasing as the time for this application drew closer. Second, the leadership of the writing committee possibly shifted with the selection of John Chapman to be the new Michigan Department of Social Studies Consultant replacing the departing Gene Cain. Cain had not been a member of the writing committee. Chapman was a member of the committee from the first. As he would obviously be in a responsible position with regard to the future development of the Michigan global education programs, it seems logical that the committee would be inclined to honor his concerns in developing Guidelines that he wanted to meet his future needs as he perceived them at the time. These two factors would do much to explain the changes in structure and writing style as increased attention was given to adapting the Guidelines to meet the special needs of the social studies consultant and the pilot projects program with the time for application of the Guidelines rapidly approaching.

The Experimental and
Demonstration Centers Program

This application of the Guidelines caused a change to accommodate the curricular expectations of the Michigan Department of Education's Experimental and Demonstration Centers Program. At the risk of repeating information from Chapter III, it might be helpful to remember that when global education reached the local level as an E & D funded project, the concept shifted from the development of a global education curriculum to development of process type models that are concerned with "how to infuse global education into the curriculum." The emphasis here is on educational practices, and it can be appreciated that the provisions of the state Guidelines would not be so important to a potential project director or committee when setting out to determine a local need that is global education related, as developing a program to meet that need for students, and later (in the accepted program) trying to show that there has been a significant impact on students. This concern with infusion and impact on students may often target the individual teacher and the classroom rather than any larger school philosophy or curriculum. The larger picture would probably be addressed only if the project director had a prior concern for involvement with curriculum.

The curriculum dimension of the E & D program could follow Ralph Tyler's four question guide for curriculum on

a limited basis by simply substituting "class" or "project" for "school" in the first question:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?²⁰

Although this might not meet the larger curriculum goals originally envisioned, the effective project would meet the carefully spelled-out needs of a specific student audience in an educational experience that could be replicated in other districts around the state.

The Four Funded Projects

Even while meeting student needs, the local projects--including the funded projects--may be limited in terms of the impact they have on the school or district curriculum. This writer perceives several factors which may become limitations:

1. In some instances, the money for the project may be the major objective.²¹ In such cases, the project may be seen as having only a life expectancy of three to seven years during which it is to be externally supported

²⁰ Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago Press, 1949).

²¹ This was a concern mentioned by Roger Niemeyer in the interview with him.

(except for the last two of the seven years) and not part of the permanent school program. Thus regarded as an isolated source of funds, the project is apt to have little impact on the larger curriculum--especially if it is one in a series of funded projects developed by a district's professional grant writer.

2. The director may have an inward-looking commitment to his/her own project which makes it difficult to relate to or even share with the larger curriculum and other administrative leaders.

3. Some members of the administration and staff may come to see the project as an "in-group" thing and vent their hostility by isolating it and keeping it isolated from the basic curriculum. This may be especially true when the project director is an "outsider" (often a teacher) who has not established meaningful communications with the administrative staff.²²

4. Seen from another perspective, a project may be limited because decision-making members of the administrative staff have not been adequately involved in its development. They do not have an opportunity to infuse the project into their basic objectives and curricular process.

5. Infusion may exist only on the individual teacher level and may be not even a department-wide concern.

²²This may be related to the observation by Marilyn Hartley-Hunter in the interview with her that project directors with an administrative background often enjoyed greater success.

6. Teachers may feel that they have honored their "responsibility" after preparing and teaching a unit.

7. A project may become the special "territory" of a certain department and be considered off-limits by the rest of the school.

Although the listing could be continued, this should serve to identify some of the factors that could keep a project from going beyond limited classroom infusion to curriculum-wide infusion.

Following are some observations on specific global education projects funded by the Michigan Department of Education. The observations focus on the degree to which the projects relate to the broader curriculum principles referred to in the models discussed above.

1. Farmington--the stated goal of this project is "to develop a model aimed at infusion of Global Education into the public school curriculum."²³ Project MERGE (Merging Everyone's Resources for Global Education) has provisions for involving students, teachers, and administrators, and parents and community members. In the steps to implement the model, however, it is difficult to identify a step that specifically includes curriculum infusion (see Appendix G).

In practice, John Summerlee, director of the project, begins inservices with a review of the Michigan Guidelines for Global Education and they become a starting point in

²³ Farmington Public Schools: Global Education (undated pamphlet).

developing objectives for units. His administrative background (and he is the only project director not fresh from a teaching position) seems to appear in his techniques: putting developed units into a scope and sequence matrix for consideration by all teachers, visiting classrooms to observe how much success is realized in actual use, and analyzing each unit from the larger school perspective.

2. Grand Rapids--each developed unit opens with a statement of purpose that mentions a goal or goals from the Michigan Guidelines for Global Objectives. Then, behavioral objectives are stated for the unit and the individual activities. The activities were developed by the teaming of a curriculum writer and a classroom teacher with a specific class in mind. The resulting units would appear ready to be effectively plugged into a curriculum with a global education dimension. The use of the larger state goals as an anchor makes it easier to relate to a curriculum utilizing the state Guidelines.

As the Global Education Project is a part of the Grand Rapids Public Schools and a history of international concern and involvement exists in the Grand Rapids area, it is reasonable to expect that specific provisions for global education will appear in future district curriculum planning. As the project is not being funded for a fourth year, the test will be what the district does in 1981. It is not obligated in any way to carry on the project.

With an important outside consultant contribution by Tom Collins, the project concentrated on in-district personnel for development and may not have had as much working contact with state and university staff people as did the other projects.

3. Livonia--this alternative school approach involves the development of an organized curriculum within the school. (Because formal publications and documentation is not expected from projects until the end of the fourth year, a written curriculum is not available to aid this analysis.) If, as reported in Chapter III, the alternative school for global education is somewhat alienated from the rest of the system, the chances of influencing district curriculum may be limited--depending on administrative views.

Out of the close working atmosphere involving teachers from different subject areas could come the most tightly developed interdisciplinary curriculum of any of the projects. Again, a project such as this one can become--as can the others--so demanding and exhausting that there is no time to put into organized statements the curriculum provisions--especially if this is not part of the state E & D requirements. The fact that the project is not going to be replicated in another district might tend to make formalizing its curriculum less important than other products.

4. Menominee--the program is described as:

An inservice training and resource utilization program designed to encourage the professional development of teachers and foster the

teaching of global perspectives in elementary and secondary classrooms.²⁴

In this project the community has been more involved through the Intermediate School District with less concentration on specific schools or districts. Although the other projects have been concerned with community ties, they have not tried for or obtained such a broad base of community involvement as has Menominee with its annual Global Festival and search for local resources to supplement a program in a remote part of the state.

The unit plans developed in the project have overall goals for some units and behaviorally stated unit objectives for some other units. With the target's being individual teacher use, it is understandable that the units would not have consistent reference to some larger curriculum concept.

As the project inservices have utilized the services of Wronski and the MSU Global Study Center, it is possible that a consistency with the larger state program has developed in this way. Certainly, the MSU Center has a central position in the state program with its foundations in Wronski's work with the state Guidelines and its continual contacts with both the state program developing through the Michigan Department of Education and the national developments in such centers as the Mid-America Program on Global Perspectives in Education, Bloomington, Indiana.

²⁴ Global Education (Menominee: undated pamphlet).

Overall--the funded projects tend to be concerned with infusion at the individual teacher level and become part of the educational experience for students in that teacher's classroom. It seems unlikely that we are talking about broader curriculum infusion. Even in those projects which are reaching the replication or demonstration stages (years four and five) there was little indication in the interviews that the projects will change or expand to include an exemplary curriculum dimension unless this becomes a part of the funding requirement and receives the type of attention that state and university experts could provide.

The determination that a project has had sufficient impact on students to go to the replication stage of year four and a review of the products of the projects to date would indicate that teacher development has progressed to the point that successful infusion into the classroom experience of students has been achieved. Thus the blade of the infusion instrument in the Curriculum Infusion Progress (Figure 4) has been effectively developed; however, the broader curricular handle of the instrument has not been developed adequately for the infusion to be more than a limited, temporary and uncontrolled thing. To the extent that a curriculum pattern can be identified, it would probably be a random pinballing action within the curricular framework of the Eight Year Study diagram (Figure 6).

The State Consultants

If the lasting curricular handle (Figure 4, part b) for global education is to be developed in the individual districts, the role of the state consultants logically becomes important. These are the people who are best positioned to bring together the state goals and the statement of local objectives within the district curriculum. This assumes that they can bring the proper combination of background knowledge, curricular expertise, ability to establish rapport, and commitment to global education to the task. Most important, their schedule has to permit them the time to do all that is necessary.

The philosophy and goals of the Michigan Experimental and Demonstration Centers Program precludes its staff members from devoting much effort to impacting on district curriculums. The major concern is demonstrating meaningful impact on students in the classroom and potential for replication.

The Michigan Social Studies Consultant, John Chapman, has a background that includes membership in the state Global Education Guidelines Writing Committee, graduate work in curriculum, and commitment to global education. It is probably a combination of job description, time constraints, volume of territory, and personal style that define his role as a liaison between the schools and the larger

academic community.²⁵ Major demands on his time include conducting inservices, presenting at conferences, and planning travel experiences and other international contacts for teachers.

In addition, Chapman is basically alone in the area of global education as there is no foreign language consultant to represent the subject area that Porter originally envisioned as the key to implementing global education. In her essay on foreign languages and global education in Michigan, Lorraine Strasheim, 1978 President of the American Council on the Teaching of Foreign Languages, sees the lack of a state consultant as a major limitation:

The end product of the years without dynamic state leadership of the type previously provided by Barbara Ort seems to be semi-stagnation, for the state guides and the teacher discussions have centered on standard sequence four-skills foreign-language offerings and reflect little of the influences of alternative education, the diversification of curricula, or the increased emphasis on deep culture that are seen today in states like New York, Minnesota, Virginia, and Indiana. Unless Michigan is prepared to offer some type of effective state leadership, foreign languages may never become a meaningful component in global education.

Both the lack of leadership and some misperception of the possible role or roles of foreign-language education in global education may be responsible for the inability to secure a professional commitment and active involvement in the model programs established.²⁶

²⁵Chapman, "Interview."

²⁶Lorraine A. Strasheim, Foreign Languages in Global Education in Michigan (undated pamphlet), p. 2.

Because of this combination of circumstances on the state level, it is easy to understand that the leadership has not fully been available from the Michigan Department of Education to promote a widely-based lasting global education infusion into the basic curriculum of local districts. Indeed, it is unlikely that a combination of changes will occur to make such leadership possible.

The University Programs

The graduate and undergraduate courses in global studies and problems are concerned with influencing the teacher or teacher trainee rather than influencing a total district curriculum. They have the unique advantage, however, of having the time and resources to concentrate on deeper philosophical insights and should have a more lasting influence on the basic attitudes and professional philosophies of teachers. The teacher, in turn, is better equipped to work with his/her classes and such curriculum development as may exist. However, it is clear that the instructor of a graduate or an undergraduate course cannot be expected to have a direct or immediate influence on the district or state curriculum.

University programs such as the Michigan State Global Studies Center or African Studies Center have a professional staff which is in touch with developments on the local, state, national, and even international level and which should be uniquely qualified to offer assistance with

curriculum. Of necessity, however, they most often respond to requests for specific services which involve inservicing staff or giving assistance with the acquiring or use of relevant materials. In this way, they are more likely to reach individual teachers than to promote infusion of global objectives and techniques into the larger curriculum structure.

The same observation could probably be made about such regional organizations as the Mid-America Program for Global Perspectives in Education (affiliated with Indiana University). When an expert team or individual from such an organization is available, the normal intention is to concentrate on the exposure of as many people as possible to the unique expertise represented in an inservice setting rather than spend the time with a small curriculum committee.

The beginnings of a foundation for effective curriculum development and organization has been established in the state global education program. The means are at hand to make this a lasting part of the curriculum on the district level. What is needed is a provision that brings the need and the means together. This might be accomplished through new provisions in the state guidelines, new developments in the Michigan Experimental and Demonstration Centers Program or some other method not yet considered. Unless some action is taken to promote effective global education curriculum development on the local level, this

program faces the dual threats of limited influence and short tenure.

Summary

This chapter has examined the two formal phases of the development of global education in Michigan. The first phase has revolved around the Michigan Guidelines for Global Education. Here, special attention has been given to the curriculum aspects of the Guidelines and the apparent influence of the Wesley/Wronski Systems Analysis Model of the Social Studies Curriculum. In addition, the Wesley/Wronski Model is considered in the larger curriculum perspective made possible by inclusion of the thinking and models of such curriculum authorities as Dewey, Taba, and Tyler. The second phase has included the Title IV-C funded projects supervised by the Michigan Department of Education's Experimental and Demonstration Centers Program as well as the roles of the state consultants and the university program in the state.

CHAPTER V

IMPLICATIONS OF THE MICHIGAN PROGRAM FOR OTHER GLOBAL EDUCATION PROGRAMS

Introduction

As the Michigan global education program is unique and precedent-setting in both its scope and some of its individual features, there are characteristics of the program which could be profitably considered by other states and school districts concerned with making global perspectives an important part of their curriculum. The intention in this chapter is to examine the possible precedent-setting features of the Michigan program and other strengths worthy of possible duplication in another program. At the same time, it is necessary to examine the shortcomings and limitations of the developing Michigan program for the lessons they have to teach. In short, the experience in Michigan may be profitably studied by others who are either considering the addition of a new global dimension to the educational experience they offer or are evaluating their present global program. In terms of both strengths and limitations, then, this chapter will examine in detail what are perceived to be precedent-setting features of the Michigan program.

The Scope of the
Michigan Global Education Program

In the early envisioning of what global education should be in Michigan, the scope and depth of the program in relation to the established curriculum is likely precedent-setting. As a person who early envisioned and articulated the potential of global education in Michigan, State Superintendent of Public Instruction Porter saw the need to bring foreign languages and social studies together in such a way that they provided students with a global perspective necessary for their future roles in the state that (prior to recent developments in California):

...ranks first in the nation in per capita exports and is exceeded in total exports by only 17 nations.¹

Michigan's pioneering efforts in funding the Indian Education Office and the Latino Office and providing for bilingual education Porter also sees as "...kinds of backdrops moving to global perspectives."² For him, looking back in 1980, global education and these other programs are:

...all part of one gigantic move to provide a responsiveness to the needs of the heterogeneity of our school population.³

¹John Porter, "Introduction: Global Education," Education for Global Consciousness: Social Studies for Responsible Citizenship, Grace Kachaturoff and Guy Blackburn, Editors (Danville, Ill.: Michigan Council for the Social Studies, 1978), p. 1.

²Porter, "Interview."

³Ibid.

This could be relevant to other schools in that it illustrates the scope of the global perspective and how it can practically pull together programs on the state level or on the district level.

From this initiating conceptualization, the selection of a Global Education Guidelines Committee and the subsequent work of that committee all contributed to a further expansion of the involvement of different aspects of the total curriculum in the new program. Art, music, mathematics, science, and other disciplines were represented by those who envisioned involvement of those disciplines in global education. It may well be that the knowledge of a new source of funding for their programs and the prospect of new jobs was an important initial motivation. Whether that was the case or not, the significant result was that many areas of the curriculum were involved in the foundation that was laid for global education in the state. The fact that involvement of several disciplines has been successfully attempted in Michigan may be used as a model by any schools that elect to develop a global program.

Another aspect of the committee is a possible precedent. The composition of the committee went beyond educators to include members of the business community, the minorities, and the intellectual interest groups that exist in the great diversity of Michigan society. As has been described in previous chapters, the enlargement of the original state global education committee to include so many

different dimensions created a trade-off situation in that the large group would not seem to be as quick to respond to its charge as a smaller hand-picked group although its results might be more meaningful and lasting. The results of the deliberations of the large group can be philosophical roots that are deep and lasting--coming as they do after extensive deliberation. Opportunities were provided for all to be heard, to be involved, and finally to be committed to a product that they helped shape. In the final analysis, global education/perspectives as a community concern appears to have a better opportunity for success when it is based on planning that involves as much of the community as possible.

A third indication of the wide scope of involvement associated with the Michigan program was the adoption of specific guidelines by the Michigan State Board of Education. The precedent potential of this is explained by Becker:

...One of the things that I think will have a major impact is the procedure they used. That is getting a state-wide set of guidelines adopted by the state board of education. Now, a number of states have subsequently done that, but Michigan was one of the first.⁴

The Emphasis on a Curriculum Model

The use of an established curriculum model by the writing committee (as documented in Chapter IV) is very likely also precedent-setting in its details. The "Analysis

⁴Becker, "Interview."

of Society" and the "Objectives" stages of the model were carefully developed as they should be in keeping with the needs of an organized state-wide program. The next stages which have to be developed locally were left to local discretion with guidance in the second half of the Guidelines as to the concerns that should be considered in going from the basis provided by the state program to the development of a district or school program. Some of the implications of using a model for states and schools have already been discussed. However, a brief review of some strengths and limitations here is in order.

The strengths involved in using such a model could include the benefits of common ground for state-wide contacts, discussions, and sharing of developed materials and resources. In a more formal sense, consultants on the state department level and university personnel could give more attention to developing programs with assurances that a large audience existed.

Two limitations have to be mentioned in this regard. One is the failure to articulate the actual curriculum model (the Wesley/Wronski Systems Analysis Model) which influenced the committee so that those developing programs could have a graphic and easily understood sense of the basis of what had been done and what remained to be done. This lack of a complete curriculum model could compound what is too often a major weakness in curriculum development from the observations of this author: the tendency to

put the greatest emphasis on early planning and project development with a steadily declining investment of time and effort after the resulting products are utilized in the classroom. Too often, the less exciting tasks of evaluation and subsequent improvement of the curriculum program are given only token attention. As these steps are the key to a lasting program with the greatest educational merit, the lack of clear directions for these steps in the state model increases the likelihood that school and district programs may have a shortened life span. In fact, the emphasis on evidence of immediate impact on students may encourage one to let such a specific evaluation be the only evaluation. Add to this the pressure in the Evaluation and Demonstration Program to hurry on to promotion and replication of "successful" programs, and it becomes increasingly obvious that the full evaluation would likely only be realized in those districts that already have an institutionalized curriculum plan and staff dedicated to the complete development of any curriculum project. In a time of declining finances and reductions in staff, it is hard to be optimistic that such curriculum staffs or programs exist in many districts. Indeed, the resulting pressures from these financial and staffing problems may militate for utilizing a curriculum staff primarily in the search for the next funded program.

This introduces the second limitation which compounds the first: a state Title IV-C funding program may focus so intently on infusion into the classroom and impact on

students that local projects tend to ignore careful curriculum planning and attention to a larger curriculum model. As has been explained in the Chapter IV Curriculum Infusion Process (Figure 4), this can result in a curriculum tool that has a well-honed blade for infusion of a concept into an individual classroom but lacks the curriculum handle necessary for larger curriculum development and the continuing refinement and growth that is the hallmark of an integral and lasting program. Not only can this limit the life of a program, but it encourages districts to emulate the flawed state model in their own future efforts at curriculum development of all types as well as increases the danger that they may come to regard global education as another shallow educational trend with limited staying power.

The Michigan Commitment to Global Education

In addition to the initial commitment to global education made by the Michigan State Board of Education in approving the Guidelines for Global Education in 1977, Michigan has since made a more lasting commitment. In The Common Goals of Michigan Education, Second Edition, published in 1980, elements of global education are listed as a Student Learning Goal:

4. acquire the knowledge, skills, and attitudes needed for effective participation in a pluralistic, interdependent, global society;
 - a. acquire the knowledge about persistent global issues such as the food, population, and energy problems.
 - b. understand and appreciate the interrelatedness of local and national problems

with those confronting the global society.

- c. develop skills and attitudes for effective communication and cooperation with people from cultures different from their own both at home and abroad.⁵

In speaking of this precedent-setting commitment, former State Superintendent of Public Instruction Porter says:

To my knowledge, no other state has tried to describe what ought to take place in terms of global perspectives. I think that the key is how does one translate it from a pilot to a state-wide initiative?⁶

This raises the question of the nature of the lasting commitment and the direction it takes in the state. The question took on special significance after Porter left his position and Phillip Runkel became Superintendent of Public Instruction. The quotation from The Common Goals above gives some indication of a lasting state effort. The exact answer to Porter's question has not been determined, but the evidence of Runkel's commitment is obvious from the sense of future direction indicated in Runkel's response when he met with a coalition of Michigan university and college educators who are concerned about global education. Wronski recalls that Runkel stated he is committed to global education "unequivocally and 100%."⁷

At least in Michigan, schools can view the state's global education program as a lasting commitment that spans

⁵The Common Goals of Michigan Education (Lansing: Michigan State Board of Education, May, 1980).

⁶Porter, "Interview."

⁷Wronski, "Interview--August, 1980."

two superintendencies. For other states, this indicates that such a state commitment can survive changes in leadership.

Further evidence of Michigan's commitment to global education is provided by the direction taken in the Title IV-C program. Becker explains this very well:

...Another one of the precedents, I think, is that they not only got these guidelines adopted but that they made this commitment to Title IV-C so that they encouraged schools to apply for funding to do something.

...they were certainly one of the first because most of the states, even those that are interested in this area, will pass a resolution and that's about it...Michigan, I think, took the next very important step in saying that "...we're going to fund four school districts to the tune of \$50,000 a year and we're encouraging you to compete." And then they went out around the state and held these meetings to explain to people what kind of things they were looking for and what kind of things are already being done around the country so that a school that was going to get into this would be more familiar with what's already happening and where they might get help.

...while there has never been any provision against the use of Title IV-C money for a specific area like global education, it is very important in that it said, "Here's a state that is doing it--not only can do it, but here's somebody that's doing it and that feels it is important enough to give it a high priority."⁸

From this, one can infer that Title IV-C thus employed can be used to communicate a high priority on global education. Certainly the decision to give a major source of state funds to a program such as global education is the strongest possible statement of support that can be made.

⁸Becker, "Interview."

Provisions for Local Ownership

An important aspect of the Guidelines and Title IV-C approach has been the emphasis on developing local global education projects which are designed to meet local needs and build upon the use of local resources and strengths. With the precedent of utilizing Title IV-C funds for global education projects, the emphasis on local planning and ownership adds another dimension in the unique combination of the availability of information on national experiences and resources and access to major authorities in the global education movement through state efforts balanced by local freedom to utilize these excellent resources in a local project.

Another precedent-setting aspect of this is the use of outside experts. Becker summarizes this:

...one thing (and I think this may be another precedent) is that Michigan made very good use of both people within the state who could play leadership roles and outsiders...A big problem is that a state says, "Here's somebody on the outside who's a real hotshot in his field. We'll bring him in and he'll do our program."

That doesn't work, as you well know...I think Michigan did a good job of balancing these things so that they made use of the Wronskis and the Jim McClaffertys and the Guy Blackburns and the people within the state. Then they brought in outsiders to play specific roles. They didn't bring outsiders to ask, "How should we organize the state?" or "What should our social studies council do?" ...They brought them in to get discussions going and to talk about things which the outsiders may know about what's happening in their state and what's happening around the country. They did, I think, a good job of building upon what was already there and using outsiders sparingly and for specific purposes.

...if you're going to have a sound and a viable state program, you've got to get a lot of people in the state interested and involved in doing it. And so you shouldn't do things that only stimulate people for the moment but don't get them to feel that they have any involvement or any responsibility for the outcome of the state effort.⁹

The Revitalization of Foreign Languages

As has been discussed in detail in earlier chapters, the initiation of Porter's concern about developing state global perspectives seemed to be his desire to aim foreign language instruction at preparing a future citizenry for greater communication with and understanding of the peoples of other cultures and nations. In this, he had the very able support of Ort-Smith and many foreign language experts and teachers who were involved in the development of the Michigan global education Guidelines. It may well be that the logical bringing together of theory about a realistic function of foreign language study and a practical global education program on the state level represents a precedent both in its nature and in its scope.

This dimension of the state experience does not stop here, however. Since the Guidelines for Global Education were approved by the Michigan State Board of Education and local global education projects developed, the involvement of foreign languages has diminished and experts such as Ort-Smith and Strasheim have expressed their professional

⁹ Ibid.

concern. In her essay, Strasheim pinpointed causes of the global education apathy of Michigan foreign language teachers and proposed:

...a series of regional and professional dissemination sessions to provide teachers with much more concrete information.¹⁰

The efforts to continue to realize more completely the global education potential of foreign language instruction is perhaps best symbolized by the series of symposia on "Trends and Issues in Global, Multicultural, Bilingual, and Foreign Language Education" offered by the Michigan Department of Education through the Institute for Staff Development (July-October, 1979).

The Michigan Department of Education (especially Ort-Smith and Chapman) and other Michigan educators (such as Wronski) have shown a determination to continue to work hard to realize the potential role for foreign languages envisioned in the Guidelines for Global Education. In this determination to continue to work and to invest state resources in such an important dimension of the state global education program, Michigan may be establishing and, more importantly, demonstrating the precedent of a state determination to continue to make major efforts to realize all aspects of the goals envisioned in the original formal Guidelines.

¹⁰Strasheim, p. 3. (See Appendix H.)

Summary

In terms of its precedent-setting features, the Michigan experience can be important both in its successful features and in its limitations. The large scope of the program in terms of the wide range of curriculum areas it affects, the extensive background of the Global Education Committee members, the state adoption of specific guidelines, the emphasis on a curriculum model, the lasting commitment by the state, the use of outside experts, the foreign languages set a very positive precedent. In an examination of such limitations as an incompletely articulated curriculum model and possible problems in larger district infusion beyond the classroom, there are also important things to be learned.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter is comprised of a brief summarization of this study. It offers conclusions and recommendations related to the development of future global education programs in states, districts, or individual schools.

Summary

Global education (or education for global perspectives) represents a logical step in the development of education for international understanding during this century. It is based on perspectives derived from concepts that for decades have been centerpieces in the effort to educate each generation to avoid violence and war. Global education brings a new dimension to this concept of avoiding violence by grafting to it an understanding of the common concerns of humankind. One primary concern, we have seen, is a recognition of all Earth's peoples as passengers on a fragile global "spaceship," where diminishing resources and other ecological concerns present interdependencies that must be understood and acted upon if its inhabitants are to survive.

The unique feature of working towards the attainment of a global perspective is that it may provide a common ground upon which agencies--including the United Nations, special interest groups (e.g., the environmentalists and the anti-war activists), the established educational institutions, and even the business community--may be able to lay aside past differences and unite in agreement that the survival of the planet is an issue that takes precedence over all others. How long this understanding will hold us together is open to question, given the history of warfare on the planet. Global education, however, is the concerted effort to take advantage of the opportunity that exists while such a spirit of understanding and mutual willingness to act together for the common survival prevails.

The development of global education in Michigan is an impressive example of such a concerted effort by the state community, wherein educators worked to pull together the evolving philosophy, forces, and institutions of the international education movement to produce a relevant global education package for the state of Michigan. In this study, the examination of the Michigan global education program has focused on five areas:

1. The establishment of a broad overview of the history of the international education movement.
2. The development of global education by then-Superintendent John Porter as a unifying

theme which pulled together such seemingly diverse subject areas as foreign languages and the social studies.

3. An examination of the Michigan Guidelines for Global Education to identify the major perspectives and learning objectives to be used with students in global education programs.
4. A critical analysis of this effort by the state to give formal guidance to local schools in subsequent curriculum development.
5. An examination of the four state-funded pilot projects in global education as efforts to implement the Guidelines and infuse global education into the curriculum and the classroom.

The results of this author's analysis are presented in the following section.

Conclusions

This study's general conclusion is that, in the largest sense, the development of global education in Michigan has been a success, and that many of its features could be worthy of study by other groups about to become involved in development of a similar program. At the same time, as should be expected, there are shortcomings which

could be profitably studied with a view to avoidance or correction in developing future programs. Specific conclusions are presented here in list form:

1. The original intention (as stated by Porter) that global education be a practical and unifying theme, pulling together different curricular disciplines in implementing global perspectives, has been shown to be very possible. Enthusiastic educators at all levels and in all subject areas have been able to develop and use global units in their classrooms.
2. Bringing together so many different elements of the educational and general community in the development of a state program has resulted in a commitment that has shown considerable staying power. It has remained a major formal state commitment through the change of state superintendents. It also seems to have developed a wider and deeper base in some colleges and universities. At the local level, the staying power of traditions and programs developed by the pilot projects will be tested once they are no longer formally funded through the state.
3. Teacher commitment reflects the enthusiasm that can quickly be generated when the

global education concepts are effectively presented and opportunity is provided to channel this enthusiasm into the creation of practical units for use in the classroom.

4. There is a danger that over the long term the tendency to view global education as primarily a concern of the social studies will return. Despite the well stated cases for global perspectives in the foreign languages, language teachers have shown a pronounced tendency to drift back to the view of foreign language instruction as the teaching of a linguistic skill only and give little attention to the intercultural dimensions.
5. The Department of Education's Guidelines did not clearly present a total curricular development model to assist in infusing global perspectives into the state's curriculum. This author contends that without this level of infusion, classroom programs are apt to lose their global dimensions over a short span of two or three years. Individual teacher commitment to global perspectives is apt to be eroded by shifts in the larger curriculum that has not integrated global education in its present and evolving forms.

Recommendations

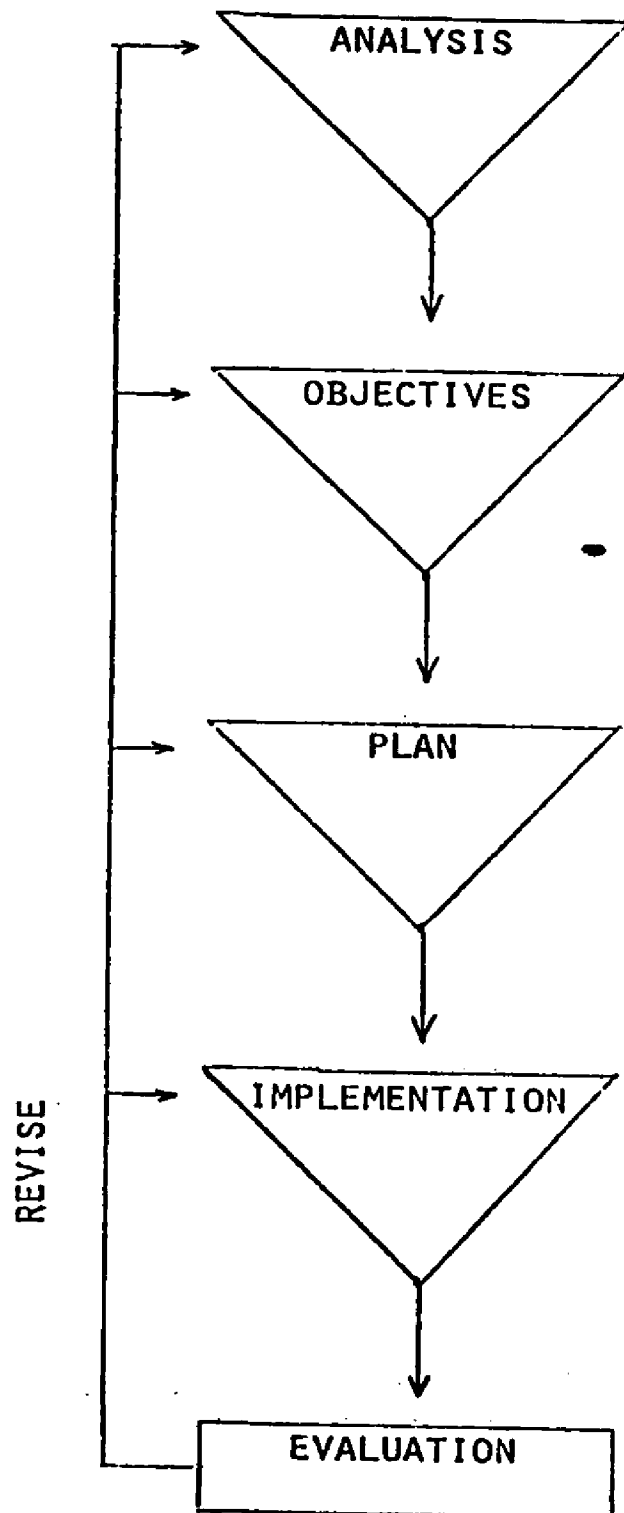
Coming from the preceding sections are certain recommendations for consideration in future programs:

1. An effective program should develop around contacts with the larger community of global educators which will develop many practical teaching materials and strategies. This can save teachers from unnecessarily "re-inventing the wheel." At the same time, local control is the key to the most meaningful program. Michigan's program seems to be a good example of the balance between consulting outside experts and doing one's own creating.
2. The big curricular picture should be considered at all stages of the program development so that lasting infusion into the curriculum--as well as into the classroom --is achieved. If the Michigan Guidelines for Global Education are consulted in the program development, the adaptation of the Wesley/Wronski model into a working paper might be useful. (The adaptation appears in Figure 9.) It is recommended that the adaptation form be used at designated stages in the development of the project by having the participants (in group work)

Figure 9. Adaptation of the Wesley/Wronski Systems Analysis Model of the Social Studies Curriculum to Become a Working Sheet Used During the Development Process.

Date: _____

COMMENTS/QUESTIONS/ACTIONS:



fill out the form to solidify their perceptions of the larger curricular picture as the program is being developed. Kept in sequential order in a master folder, this history of the development of the project could be useful.

3. At all stages of the development of the program, creative contact with the community outside the school should be maintained. Both the Menominee and Farmington projects exemplify how the community can add important dimensions to the program (such as formal global festivals and excellent resource persons) and become a supportive partner over the years.
4. Every effort should be made to keep the program a K-12 commitment by the entire school and to have a clear picture of how global perspectives are a relevant part of each subject area. It may be especially valuable to examine documents (e.g., the Wingspread report) which make clear the need for global education in the elementary program. The least acceptable alternative would be to have global education reduced and narrowed down to a single social studies class in the high school.

5. Development of a global education program is best done by a group that has time to consider, discuss, and adapt the philosophy involved and which then can examine materials and create new resources and approaches. The situation in Michigan was ideal, with funding to pay teachers (often in graduate credits) for their summer time, an excellent delivery system in the Michigan Experimental and Demonstration Centers Program, and ample opportunities to share and discuss programs at state-wide meetings and conferences. These activities were sponsored by such diverse sources as state consultants, universities, and private groups. Although such a supportive environment is not likely to be fully recreated in every situation--especially in the light of changing economic circumstances which seem to be growing tighter--certainly an effort towards creating this climate will be beneficial to future programs.
6. Global education should be regarded as a stage in the larger international education movement and not be institutionalized as "the final step." The development of global education should be regarded as

basically an evolutionary process which is subject to change and refinement. This will enable global educators to approach the global education curriculum both critically and creatively. We can appreciate such pioneering works as the first edition of Windows on the World without feeling obligated to assume either a defensive or a negative position. The proper critical attitude will enable one to move on to the next step. This has been especially true of the Michigan global education experience. It has been a vital phase in the current evolution of international education. Taking time to examine it and learn from its strengths and its shortcomings can only serve to make our future progress stronger and more productive.

APPENDIX A

A DECLARATION OF INTERDEPENDENCE

A DECLARATION OF INTERDEPENDENCE

In its traditional role as convenor of discussion and debate on global issues, the World Affairs Council of Philadelphia, in recognition of the Philadelphia region's leadership role during the first 200 years of our history and in view of the global crises which today affect all, gave thoughtful consideration to its role in the American Bicentennial. Nothing, it was felt, could be more timely and relevant than to extend the concept of Independence to Interdependence. The concept of "A Declaration of INTERdependence" emerged and the Council adopted a five step program:

1. Drafting a "A Declaration of INTERdependence" by historian Henry Steele Commager.
2. Signing of the Declaration by members of Congress and other leading Americans to promote widespread awareness.
3. Arranging "INTERdependence Assemblies" and a joint consultation of the United States organizations capable of furthering American initiatives in world affairs.
4. Sponsoring a Convocation of Specialized Agencies of the United Nations.
5. Encouraging deepened study of Interdependence by America's youth through such activities as the preparation of relevant materials for inclusion in school curricula.

A Declaration of INTERdependence

When in the course of history the threat of extinction confronts mankind, it is necessary for the people of The United States to declare their interdependence with the people of all nations and to embrace those principles and build those institutions which will enable mankind to survive and civilization to flourish.

Two centuries ago our forefathers brought forth a new nation; now we must join with others to bring forth a new world order. On this historic occasion it is proper that the American people should reaffirm those principles on which the United States of America was founded, acknowledge the new crises which confront them, accept the new obligations which history imposes upon them, and set forth the causes which impel them to affirm before all peoples their commitment to a Declaration of Interdependence.

We hold these truths to be self-evident: that all men are created equal; that the inequalities and injustices which afflict so much of the human race are the product of history and society, not of God or nature; that people everywhere are entitled to the blessings of life and liberty, peace and security and the realization of their full potential; that they have an inescapable moral obligation to preserve those rights for posterity; and that to achieve these ends all the peoples and nations of the globe should acknowledge their interdependence and join together to

dedicate their minds and their hearts to the solution of those problems which threaten their survival.

To establish a new world order of compassion, peace, justice and security, it is essential that mankind free itself from the limitations of national prejudice, and acknowledge that the forces that unite it are incomparably deeper than those that divide it--that all people are part of one global community, dependent on one body of resources, bound together by the ties of a common humanity and associated in a common adventure on the planet Earth.

Let us then join together to vindicate and realize this great truth that mankind is one, and as one will nobly save or irreparably lose the heritage of thousands of years of civilization. And let us set forth the principles which should animate and inspire us if our civilization is to survive.

We affirm that the resources of the globe are finite, not infinite, that they are the heritage of no one nation or generation, but of all peoples, nations and of posterity, and that our deepest obligation is to transmit to that posterity a planet richer in material bounty, in beauty and in delight than we found it. Narrow notions of national sovereignty must not be permitted to curtail that obligation.

We affirm that the exploitation of the poor by the rich, and the weak by the strong violates our common humanity and denies to large segments of society the blessings of life,

liberty and happiness. We recognize a moral obligation to strive for a more prudent and more equitable sharing of the resources of the earth in order to ameliorate poverty, hunger and disease.

We affirm that the resources of nature are sufficient to nourish and sustain all the present inhabitants of the globe and that there is an obligation on every society to distribute those resources equitably, along with a corollary obligation upon every society to assure that its population does not place upon Nature a burden heavier than it can bear.

We affirm our responsibility to help create conditions which will make for peace and security and to build more effective machinery for keeping peace among the nations. Because the insensate accumulation of nuclear, chemical and biological weapons threatens the survival of Mankind we call for the immediate reduction and eventual allimination of these weapons under international supervision. We deplore the reliance on force to settle disputes between nation states and between rival groups within such states.

We affirm that the oceans are the common property of mankind whose dependence on their incomparable resources of nourishment and strength will, in the next century, become crucial for human survival, and that their exploitation should be so regulated as to serve the interests of the entire globe, and of future generations.

We affirm that pollution flows with the waters and flies with the winds, that it recognizes no boundary lines and penetrates all defenses, that it works irreparable damage alike to Nature and to Mankind--threatening with extinction the life of the seas, the flora and fauna of the earth, the health of the people in cities and the countryside alike--and that it can be adequately controlled only through international cooperation.

We affirm that the exploration and utilization of outer space is a matter equally important to all the nations of the globe and that no nation can be permitted to exploit or develop the potentialities of the planetary system exclusively for its own benefit.

We affirm that the economy of all nations is a seamless web, and that no one nation can any longer effectively maintain its processes of production and monetary system without recognizing the necessity for collaborative regulation by international authorities.

We affirm that in a civilized society, the institutions of science and the arts are never at war and call upon all nations to exempt these institutions from the claims of chauvinistic nationalism and to foster that great community of learning and creativity whose benign function it is to advance civilization and the health and happiness of mankind.

We affirm that a world without law is a world without order, and we call upon all nations to strengthen and to sustain the United Nations and its specialized agencies, and

other institutions of world order, and to broaden the jurisdiction of the World Court, that these may preside over a reign of law that will not only end wars but end as well that mindless violence which terrorizes our society even in times of peace.

We can no longer afford to make little plans, allow ourselves to be the captives of events and forces over which we have no control, consult our fears rather than our hopes. We call upon the American people, on the threshold of the third century of their national existence, to display once again that boldness, enterprise, magnanimity and vision which enabled the founders of our Republic to bring forth a new nation and inaugurate a new era in human history. The fate of humanity hangs in the balance. Throughout the globe, hearts and hopes wait upon us. We summon all Mankind to unite to meet the great challenge.

--Henry Steele Commanger

APPENDIX B

**MICHIGAN GLOBAL EDUCATION
GUIDELINES COMMITTEE**

**MEMBERS OF THE MICHIGAN GLOBAL EDUCATION GUIDELINES
COMMITTEE (AS LISTED IN THE OFFICIAL GUIDELINES FOR
GLOBAL EDUCATION)**

WRITING COMMITTEE

Dr. John M. Chapman
Michigan Social Studies
Consultant
Haslett, Michigan

Dr. Nadal Dostal
(Co-Chairman--Foreign Languages)
Detroit Public Schools
Detroit, Michigan

Lillian Genser
Center for Teaching about
Peace and War--Wayne State
University
Detroit, Michigan

Sr. Elizabeth Girardot
Michigan Council for the Social
Studies
Birmingham, Michigan

Dr. Adams Koroma
Ann Arbor, Michigan

James McClafferty
Supervisor for Humanities
Grand Rapids, Michigan

Donald Riddering, President
Michigan Foreign Language
Association
Detroit, Michigan

Mary A. Wileden
Michigan Department of
Education
East Lansing, Michigan

Dr. Stanley P. Wronski
(Co-Chairman--Social
Studies)
Institute for International
Studies in Education
Michigan State University
East Lansing, Michigan

GENERAL COMMITTEE

Alice Ahearne
Foreign Languages
East Lansing High School
East Lansing, Michigan

Michael Asumaa
Academic Interest Center
Lansing, Michigan

Ruth Beatty
Ann Arbor, Michigan

Larry Dodd
Social Studies Department
Traverse City High School
Traverse City, Michigan

Winona Humphrey
Highland Park, Michigan

William H. Parrett, Director
Center for World Studies
Grand Rapids, Michigan

Hugo Pinti
Flint, Michigan

Elsie Seaborne
Social Studies Department
Finney High School
Detroit, Michigan

Alex Toth
Flint, Michigan

Richard Dougherty
Social Studies Department
Northern High School
Port Huron, Michigan

Edward Dutcher
Lansing, Michigan

Charles Head
Music Coordinator
Wayne, Michigan

Charles Hemmingway, Director
Flint Public Schools
Flint, Michigan

Gayle W. Nelson
Sault High School
Sault Ste. Marie, Michigan

Gene Vert, Director
Elementary Social Studies
East Lansing Public Schools
East Lansing, Michigan

Dennis Vizina
Davison High School
Davison, Michigan

Jean Hutt
Saline, Michigan

Jody Hymes
Ann Arbor, Michigan

E. Ramona Knox
Muskegon Heights High School
Muskegon, Michigan

John McFall, Director
Social Studies Department
Petoskey Public Schools
Petoskey, Michigan

Sylvester Mosley
Inkster High School
Inkster, Michigan

Dr. Roger Niemeyer, Execu-
tive Director
Michigan Council for Social
Studies
Michigan State University
East Lansing, Michigan

Mary Wilks
Detroit, Michigan

APPENDIX C

ORGANIZATIONS LISTED AS RESOURCES IN THE MICHIGAN GLOBAL EDUCATION BIBLIOGRAPHY

STATE RESOURCES

The following are sources from which one can obtain literature, media materials, teaching ideas and/or information concerning current programs.

American Friends Service
Committee
25 Sheldon Boulevard
Suite 215
Grand Rapids, MI 49503

Institutes for International
Studies in Education
Kellogg Center for Con-
tinuing Education
Michigan State University
East Lansing, MI 48824

Michigan Foreign Language
Western Michigan University
Kalamazoo, MI 49008
(A constituent of the
American Council on the
Teaching of Foreign
Languages)

Michigan International
Council
8 Kellogg Center for Con-
tinuing Education
Michigan State University
East Lansing, MI 48824

Project on Asian Studies
University of Michigan
300 Lane Hall
Ann Arbor, MI 48104

World Education Fellowship
15444 Blue Skies
Livonia, MI 48154

The African Studies Center
Michigan State University
East Lansing, Michigan

Center for Peace and Conflict
Studies

5229 Cass Avenue
Wayne State University
Detroit, MI 48202

Michigan Division, United
Nations Association of
the U.S.A.

Office of International Ex-
tension

8 Kellogg Center for Con-
tinuing Education
Michigan State University
East Lansing, MI 48824

Michigan Institute for Global
Education

300 Morris Street, S.E.
Grand Rapids, MI 49503

Multi-Ethnic Curriculum
Development

600 West Jefferson
Ann Arbor, MI 48104

Southeast Michigan Ethnic
Heritage Studies Center
Merrill-Palmer Institute
71 East Ferry
Detroit, MI 48202

FOLLOW-UP RESOURCES

American Council of Learned
Societies
345 East 46th Street
New York, NY 10016

American Educational Pub-
lishers
Educational Center
Columbus, OH 43216

Association for Childhood
Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20016

Center for International
Programs and Comparative
Studies

State Education Department
of New York
99 Washington Avenue
Albany, NY 12210

Children's International
Summer Villages, Inc.
7 North Terrace
Newcastle Upon Tyne
N32 4AD, England

Department of State, U.S.A.
Washington, DC 20520

Educational Publishers Corp.
Darien, CT 06820

Foreign Area Materials Center
The State Education Department
60 East 42nd Street
New York, NY 10017

Global Education Associates
522 Park Avenue
East Orange, NJ 07017

Institute for Education in
Peace and Justice
3700 West Pine Boulevard
St. Louis, MO 63108

Management Institute for
National Development
230 Park Avenue
New York, NY 10017

American Council on Education
1 Dupont Circle, N.W.
Washington, DC 20036

American Council on the Teach-
ing of Foreign Languages
62 Fifth Avenue
New York, NY 10011

American Friends Service
Committee
407 South Dearborn Street
Chicago, IL 60605

Associated Schools Project
of UNESCO
United Nations Building,
Room 2201
New York, NY 10017

Center for War/Peace Studies
218 East 18th Street
New York, NY 10003

Children's Press
1224 W. VanBuren Street
Chicago, IL 60607

Creative Educational Society,
Inc.
515 North Front Street
Mankato, MN 56001

Exchange Tapes Through World
Tape Pals
Box 9211
Dallas, TX 75214

Fund for Peace
1855 Broadway
New York, NY 10023

Grolier Education Corp.
845 Third Avenue
New York, NY 10022

Institute for World Order
1140 Avenue of the Americas
New York, NY 10036

Mid-America Program for
Global Perspectives
in Education
513 North Park
Bloomington, IN 47401
United Nations Development
United Nations
New York, NY 10017

Overseas Development Council
1717 Massachusetts Avenue, N.W.
Washington, DC 20036
Transnational Institute
Institute for Policy Studies
1901 Q Street, N.W.
Washington, DC 20009
World Without War Council/
Midwest Office
7245 South Merrill Avenue
Chicago, IL 60649

APPENDIX D

**MINUTES OF THE FIRST MEETING (9-10 APRIL, 1976)
OF THE MICHIGAN GLOBAL EDUCATION
GUIDELINES COMMITTEE**

MICHIGAN DEPARTMENT OF EDUCATION
GLOBAL EDUCATION GUIDELINES COMMITTEE

April 9-10, 1976
Lansing, Michigan

Long's Banquet and Conference Center

The first meeting of the Global Education Guidelines Committee began at 2:30 p.m. with Dr. Naida Dostal, Chairperson, presiding. Dr. Dostal introduced Dr. Barbara Ort, Supervisor of the Experimental and Demonstration Centers Program, who then gave an overview of the purpose of this committee and the background of its origin.

Several years ago, Dr. John Porter, State Superintendent of Public Instruction, was appointed to the President's Council on Secondary Education Reform. He had a part in writing a section on "global education" in the book entitled The Reform of Secondary Education. Subsequent to this activity, on October 31, 1975, Dr. Porter spoke at the Twelfth Annual Michigan Foreign Language Conference, held in East Lansing, in which he stated his desire for greater emphasis and need of global education. At that time, Dr. Porter appointed Dr. Ort to direct and coordinate the state's activities in global education. It is our desire to have this committee write guidelines for statewide use in local school districts for writing proposals and projects with emphasis on global education. In light of this, Dr. Ort gave a background on the Experimental and Demonstration Centers Program and ESEA Title IV C funding, as it relates to innovative and exemplary programs of education within the state. She stated that in the next submission period of the Experimental and Demonstration Centers Program in the fall, monies are being set aside specifically for future global education proposals.

Dr. Ort did emphasize that the leadership and impetus for this task is coming from the state, and thus this committee has a great responsibility in writing these guidelines. The purpose of these guidelines is for global education to be infused throughout the total K-12 curriculum, and it is not the intent of the Department to have schools make courses (from these guidelines) in global education.

Dr. Dostal then introduced Dr. James Becker who then spoke to the group on global education with respect to his involvement in Indiana and current applications of global education across the nation. After Dr. Becker's speech, discussion by committee members followed.

After a brief break, Mr. William Parrett, Project Director of the Center for World Studies, Grand Rapids Public Schools, made a presentation of this project. The presentation was a slide program developed by a group of students involved in the project and staff members at the Center for World Studies. This is a project funded under the Elementary and Secondary Education Act, Title III, through the office of Experimental and Demonstration Centers Program within the Michigan Department of Education. After this presentation, the committee adjourned for dinner.

The meeting reconvened at 7:55 p.m. with a presentation by Ms. JoAnn (Jody) Hymes entitled PASE--Project on Asian Studies in Education, University of Michigan, Ann Arbor. She gave a background on the beginnings of this project. This project is striving to bridge the knowledge gap between what is going on among the Asian scholars and what is being printed in the textbooks about Asians.

Ms. Hymes then gave a slide presentation of the Project on Asian Studies.

Ms. Lillian Genser of the Center for Teaching about Peace and War, Wayne State University, gave a slide presentation and spoke on the project at the Center. Materials were handed out with regard to the slide presentation. The goal of this project is to meet the need in each area at the level indicated: the international, national and local levels. Since there was not enough time for the total presentation, Ms. Genser agreed to finish it in the morning. The meeting adjourned at 9:45 p.m.

April 10, 1976

The meeting began at 8:45 a.m. with the completion of Ms. Genser's presentation.

At this point, Mr. Gene Cain stated that this is the place in the conference where the real work comes in. He stated several elements to achieve the goal of the writing of the guidelines for the eventual receipt and approval by the State Board of Education. These elements are (1) a referent group--"the state committee on global education"; (2) the writing of the document during April, May and June; (3) the preparation and finalization of the guidelines for presentation to the State Board of Education by September or October, 1976.

Mr. Dick Dougherty did express a concern that there were no representatives of science on this committee, and Mr. Gene Cain indicated that this would be remedied.

Mr. Cain explained briefly the procedure used in receiving State Board approval. One criterion is that it be readable and/or understandable by John and Mary Q. Citizen; i.e., the language be so structured so as not to cause any difficulty for Michigan's citizens in understanding and implementing.

At this point in the conference, Dr. Dostal asked for brainstorming from committee members as a total group. These ideas were placed on flip charts and were to be used in the small group meetings which followed. These will be typed and presented in time for the next meeting.

After a brief break, the groups resumed their task. Dr. Dostal did make summary comments before the writing committees met in small groups.

The writing committees, which Mr. Gene Cain designated, appointed one or two people to document their discussions and findings, using the "brainstorming" materials from the total group. Some groups that did not finish all their reports opted to send the material to Mr. Gene Cain for inclusion at the next meeting.

The meeting dates of May 7-8 were discussed. It was agreed upon that having the meeting on May 7 from 9:00 a.m.--3:30 p.m. would be more desirable than a two-day meeting. The tentative dates of June 4-5 were discussed, and this will be confirmed at the May 7 meeting.

The meeting adjourned at 12:00 noon.

APPENDIX E

**MID-AMERICA PROGRAM FOR
GLOBAL PERSPECTIVES IN EDUCATION**

MID-AMERICA PROGRAM FOR
GLOBAL PERSPECTIVES IN EDUCATION

8/78

Indiana University
513 North Park Avenue
Bloomington, Indiana 47401

What Is the Mid-America Program?

The Mid-America Program works with a variety of civic and educational groups to improve and expand global perspectives in education.

What Are the Objectives?

A major objective is helping schools and other civic and educational agencies to identify and mobilize the talents and resources needed to design programs enabling young people to acquire the knowledge, skills and attitudes necessary for responsible participation in an interdependent world.

MAP seeks to make more visible and concrete the variety of ways in which home towns and states have links to the rest of the world. These efforts are geared to helping young people better understand such terms as interdependence, conflict and cooperation. They also create greater awareness of the opportunities for youth participation in local events or activities which have international significance.

APPENDIX F

**CORRESPONDENCE FROM MICHIGAN COALITION OF
GLOBAL EDUCATORS TO PHILLIP RUNKEL,
MICHIGAN SUPERINTENDENT OF PUBLIC INSTRUCTION**

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • GLOBAL STUDIES CENTER

EAST LANSING • MICHIGAN • 48824

13 ERICKSON HALL

(17) 355-5522

May 20, 1980

Dr. Phillip E. Runkel
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909

Dear Dr. Runkel:

I am writing to you as a representative of a coalition of Michigan educators who are concerned about global education. At the conference on Global Interdependence, held in April at Kellogg Center, a group of us met to consider ways in which we in teacher education institutions and community colleges could sustain and even accelerate the momentum in global education initiated by the Michigan Department of Education in 1978 through the publication of its Guidelines for Global Education.

Several possible courses of action with respect to global education may be taken. One is to implement the Guidelines statement in additional schools in Michigan. Another is to revise or expand the statement to include a more comprehensive treatment of the role of teacher education institutions in global education. A third is to anticipate some of the proposals recommended in the recently published Report of the Presidential Commission on Foreign Languages and International Studies.

On a more formal level, you may wish to consider the formation of a state-wide advisory board on international/global education. In addition to being an advisory group to the Michigan Department of Education, such a board would report on current and future activities relating to global studies, would maintain liaison with citizen groups, and would consult with the teacher certification office on possible revision in the certification requirements of teachers. It could serve as a general clearing house on projects, materials, and research relating to global education.

We should like to discuss these ~~and other~~ possible actions with you. All of us are committed to the need for developing in learners at all levels an awareness of our global interdependence and an understanding of crucial global issues.

We are all aware of the financial constraints operating at the Federal, State, and local levels. These are inhibiting but not necessarily insurmountable obstacles. Prior even to funds is the need for commitment. This we have. And this we would like to discuss further with you.

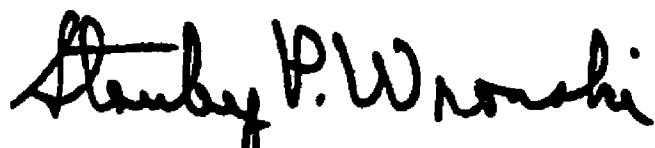
MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

tunkel

May 20, 1980

We welcome an opportunity to meet with you at a mutually convenient time. May I suggest a one-hour session in the afternoon of May 28. I shall get in touch with your secretary to confirm your response as to the precise time.

Very sincerely yours,

A handwritten signature in dark ink, reading "Stanley P. Wronski". The signature is fluid and cursive, with the first name "Stanley" and last name "Wronski" clearly legible. The middle initial "P." is smaller and less distinct.

Stanley P. Wronski
Project Administrator
Global Studies Center

SPW:rph

cc: Members of Ad Hoc Group of
Michigan Global Educators

Winkel
Michigan Department of Public Instruction
Michigan Department of Education

19

up to the meeting you had on May 28 with those of us who represent a coalition of Michigan educators interested in global education. Miele, and I thoroughly enjoyed our conversations with you, and the support of global education efforts in the State.

That two major suggested activities emerged at the meeting: (1) There should be made of all types of global education efforts in the schools, in industry, and through lay groups such as church and civic groups. (2) A clearinghouse should be established for teachers and other professionals who are interested in positions in one of the many inter-

One of the three of us with you, I have had conversations with [Name], who, I understand, also discussed the above two items with [Name]. In addition to the inventory, he indicated that the Department of Education currently plans to survey a sample of the K-12 population in the State. Our coalition are prepared to make a parallel survey among universities and community colleges. Such a survey will be a follow-up to a survey conducted in 1978, a copy of which I enclosed in my letter to you of [Date]. The instrument will be more inclusive, and cover a larger number of institutions. I shall be distributing shortly to members of our coalition a copy of the instrument for their review and suggestions. We hope to have the instrument ready for mailing with the beginning of the 1980-81 school year.

In addition to the survey instruments, I have also had conversations with [Name], Executive Director of the Michigan International Council, and [Name]. He has already begun such an inventory relating to business, industry, and other groups. He currently has a proposal for funding of a study of these efforts. His findings should be an excellent complement to the survey designed for K-12 and college levels.

In the clearinghouse effort, this will probably take a longer time to get underway. Colleges and universities can best assist the effort by having

Runkel

June 26, 1980

their respective placement offices establish contacts with the central clearing-house office. Dr. Chapman indicated that the focal point for these efforts should probably be within the Department of Education.

Let me conclude by expressing again our deep appreciation to you for your commitment to the goals of global education. We all realize in these times of fiscal forbearance that funding for all of the efforts described above will be extremely limited. But even more basic than funds is the sense of professional responsibility for achieving imperative educational goals. This we all have.

Very sincerely yours,



Stanley P. Wronski
Convenor
Michigan Coalition of Global Educators

SPW:rph

cc: Members of Michigan Coalition of Global Educators

APPENDIX G

PROJECT MERGE

**(MERGING EVERYONE'S RESOURCES
FOR GLOBAL EDUCATION)**

FARMINGTON PUBLIC SCHOOLS

FARMINGTON PUBLIC SCHOOLS
GLOBAL EDUCATION

GOAL: To develop a model aimed at infusion of Global Education into the public school curriculum.

DEFINITION: The awareness of the interdependence and interrelationship of the world's population and the ability to take effective action through cultural and/or technological components to insure our present and future survival.

ASSUMPTIONS: The model of curriculum change must consider the following factors:

1. Due to declining enrollment, new staff will be limited.
2. Effective curriculum change must involve those in the delivery system.
3. In response to many public and private measures, the current public school curriculum has many specialized content areas.
4. Effective public school curriculum change must allow community involvement.

OBJECTIVES:

1. A nucleus of existing staff will be skilled in presenting global concepts by including

- a new "look" or different perspective to material regularly handled in the classroom.
2. Students will gain an awareness of planet-wide conditions, events, and developments leading to more responsible citizenship.
 3. Global Education classroom teaching units, which represent all grade levels and subject disciplines, will be developed.
 4. Appropriate local Global Education resources, human and institutional, will be identified for possible utilization in the classroom.
 5. Parents and community will have the opportunity to learn and become involved in the Global Education program.

MERGE MODEL

<u>WHO</u>	<u>WHAT</u>	<u>HOW</u>
Students	Understanding the effects of the increasing interdependence of the world	Speakers Field trips Reading Writing Discussions Projects Media
Teachers and Administrators	Develop Global Education awareness Increase Global Education knowledge Put a Global perspective into the present classroom subject areas	Speakers Field trips Reading Media Community survey Individual and small group activities Discussions Planning, developing, piloting, reviewing, modifying Global Education units

Parents and
Community
Members

Develop Global Educa-
tion awareness

Become involved in the
Global Education Pro-
gram

Surveys
Speakers
Meetings
Suggestions
Home activities
Presentations

STEPS TO IMPLEMENT THE MODEL:

1. Form advisory committee
2. Form task force
3. Discover community resources
4. Develop and implement teaching units
5. Survey needs
6. Organize workshops and meetings
7. Establish community participation
8. Monitor and evaluate all project activities

APPENDIX H

**TRENDS AND ISSUES IN GLOBAL, MULTICULTURAL,
BILINGUAL, AND FOREIGN LANGUAGE EDUCATION**

MICHIGAN DEPARTMENT OF EDUCATION

JULY-OCTOBER, 1979

TRENDS AND ISSUES IN GLOBAL, MULTICULTURAL, BILINGUAL, AND FOREIGN LANGUAGE EDUCATION

PROGRAM DESCRIPTION

The Institute for Staff Development, in cooperation with selected ESEA Title IV-C Projects* will sponsor a series of symposia on Trends and Issues in Global, Multicultural, Bilingual, and Foreign Language Education under the leadership of Dr. John Chapman, the Department's Consultant for Social Studies Programs; Dr. Renato Gonzalez, Supervisor of the Bilingual Program; and Dr. Stanley Wronski, Professor of Education and Social Sciences at Michigan State University. These symposia (11 sessions, 3 hours each) will:

- a) Provide pertinent information for and initiate dialogue among appropriate Department staff about policy and position statements which have been approved by the State Board of Education regarding global, multicultural, bilingual, and foreign language education;
- b) Provide a forum for significant national figures to present formal papers and discuss with Department staff national trends and issues regarding global, multicultural, bilingual, and foreign language education; and
- c) Provide an opportunity for collaboration among units and staff responsible for the implementation of State Board policy regarding the areas identified.

Presentation, discussion, and audience participation formats will be used.

ELIGIBLE PARTICIPANTS: Professional supervisory, administrative, and consultant staff.

DATES: July 11 - October 3, 1979

*Projects focusing on global, multicultural, or bilingual education: Ann Arbor, Flint, Holt, and Marquette.

Projects focusing on global education: Farmington, Grand Rapids, Livonia, Menominee.

APPENDIX I

INTERVIEWS CONDUCTED IN RESEARCHING
THIS DISSERTATION

INTERVIEWS CONDUCTED IN
RESEARCHING THIS DISSERTATION

- Becker, James. Director, Mid-America Program for Global Perspectives in Education; Bloomington, Indiana. Interview conducted by telephone: East Lansing, Michigan--Bloomington, Indiana; August 8, 1979.
- Borgstrom, Georg A., Professor, Food Science and Human Nutrition; and Wronski, Stanley P., Professor, College of Social Science, Michigan State University; East Lansing, Michigan. Twelve conversations during the years 1977-1980.
- Case, Jeffery. Michigan Department of Education; Lansing, Michigan. Interview, July 22, 1980.
- Chapman, John. Social Studies Consultant, Michigan Department of Education; Lansing, Michigan. Interview, July 17, 1979.
- Collins, H. Thomas. Global Education Consultant, National School Board Association; Washington, D.C. Interview in East Lansing, Michigan; April 25, 1980.
- Gage, Richard. Social Studies Consultant, Iowa Department of Public Instruction; Dubuque, Iowa. Interview, January 8, 1981.
- Hartley-Hunter, Marilyn. Education Consultant, Michigan Department of Education Experimental and Demonstration Centers Program; Lansing, Michigan. Interview, July 30, 1980.
- Hultgren, David. Director, Global Education Project of Menominee County Intermediate School District; Menominee, Michigan. Interview in East Lansing, Michigan; July 21, 1980.
- Joyce, William. Professor of Elementary Education, Michigan State University; East Lansing, Michigan. Interview, July, 1979.
- Niemeyer, Roger. Associate Professor in Student Teaching and Professional Development, Michigan State University; East Lansing, Michigan. Interview, July 29, 1980.

- Ort-Smith, Barbara. Associate Superintendent for School Program Development, Michigan Department of Education; Lansing, Michigan. Interview, August 2, 1979.
- Porter, John W. President, Eastern Michigan University; Ypsilanti, Michigan. Interview, July 18, 1980.
- Summerlee, John. Director, Project MERGE, Farmington Public Schools; Farmington, Michigan. Interview conducted by telephone: Lansing, Michigan--Farmington, Michigan, August 4, 1980.
- Vinten-Johansen, Peter. Assistant Professor, Department of History, Michigan State University; East Lansing, Michigan. Interview, July 31, 1980.
- Wronski, Stanley P. Director, Global Studies Center; and Professor, Secondary Education and Curriculum, Michigan State University; East Lansing, Michigan. Two interviews, July 26, 1979, and August 14, 1980.

APPENDIX J

CONFERENCES ATTENDED IN RESEARCHING THIS DISSERTATION

SOME OF THE CONFERENCES ATTENDED
WHICH RELATE TO THE
DEVELOPMENT OF GLOBAL EDUCATION

MIDWEST GLOBAL EDUCATION CONFERENCE:
SCHOOLING AND THE CREATION OF HUMAN FUTURES
Grand Valley State Colleges
Campus Center; Allendale, Michigan
April 22, 1977

FALL CONVENTION, MICHIGAN COUNCIL FOR THE SOCIAL STUDIES
Plymouth Hilton Inn
Plymouth, Michigan
October 14, 1977

THE CITIZEN IN SOCIETY:
THE ROLE OF THE SOCIAL STUDIES TEACHER
57th Annual Meeting of the National Council
for the Social Studies
Cincinnati, Ohio
November 24-27, 1977

GLOBAL EDUCATION IN MICHIGAN
Kellogg Center
Michigan State University
East Lansing, Michigan
February 28, 1978

MID-MICHIGAN GLOBAL EDUCATION CONFERENCE
Department of Education and
Ingham County Council for Curriculum and Instruction
Starboard Tack
East Lansing, Michigan
May 16, 1978

TRENDS AND ISSUES IN GLOBAL, MULTICULTURAL, BILINGUAL,
AND FOREIGN LANGUAGE EDUCATION
Michigan Department of Education
State Library Media Conference Center; Lansing, Michigan
July 11, 1979
July 25, 1979

GLOBAL INTERDEPENDENCE: CHANGING PRIORITIES
FOR THE UNITED STATES
Global Studies Center, Michigan State University
Kellogg Center; East Lansing, Michigan
April 24-26, 1980

MICHIGAN STATE BOARD OF EDUCATION MEETING
Michigan Department of Education
Michigan National Tower; Lansing, Michigan
July 1, 1980

APPENDIX K

INTERVIEW WITH JOHN W. PORTER,
PRESIDENT OF EASTERN MICHIGAN UNIVERSITY,
(AND FORMER MICHIGAN SUPERINTENDENT
OF PUBLIC INSTRUCTION)

EXCERPTS FROM AN INTERVIEW WITH DR. JOHN PORTER,
PRESIDENT OF EASTERN MICHIGAN UNIVERSITY

(in his office in Ypsilanti, Michigan,
on July 18, 1980)

This conversation concerned Porter's role as the motivating and innovating force behind global education in Michigan, his view or larger perspective/philosophy into which global education fit, his concerns about its future, etc.

Q. How did you initially become interested in global education? Is your dissertation the starting point?

No, my interest in history (as a history major) is the starting point. My dissertation raised my interest even more and led to the determination that this would be one of my areas of specialization. I also started to travel abroad yearly.

I worked with the Chiefs of State Schools Officers and was influenced by their interests and publications. That was tied in with something else that happened about the same time, [I had] a conversation with some Latinos (which I never will forget) which concluded that by 2000 AD or 2005 Spanish would be the second dominant language of the Western Hemisphere. ([It] kind of caught me by surprise; but now that I've done the analysis, I can see that that's quite obvious.) So that, plus traveling abroad yearly, got me to thinking that America has become the only industrialized country that is basically monolingual. Then I got to talking to Fred Hechinger, who was editorial writer for the New York Times, about the fact that foreign languages have been plummeting so rapidly. My response was that the reason foreign languages had been declining is that they're part of the select, screen, sort and select process and what we need to do in America is provide an opportunity for all children to acquire global perspectives. In fact, I concluded about eight years ago that in the best of all worlds within this decade we ought to be requiring all children to take at least one foreign language tied in with global perspectives just to get the families thinking beyond English.

Q. What grade or age level?

Starting in the elementary grades. Elementary kids pick up foreign languages so easily. So we then asked Stan [Wronski] and a group of twenty-five people or so to sit down and develop the first set of global perspectives and guidelines with the clear understanding that once that was done, we would seek legislative support to finance those and that would begin to put global perspectives into the Michigan curriculum. That's, I think, about where we are now. At some point in time we [planned to] come back to the legislature (I'm just giving you the long term) with some kind of incentive grants that would encourage schools to provide beyond the 180 days and 900 hours of curriculum incentives for kids to explore a second language. That's basically the upshot of it all.

Q. So you really, clearly tied foreign languages and social studies together...?

Yes. You see, my whole argument--the whole rationale for global perspectives--was that social studies and foreign languages were not compatible. You had to have some delivery system that would make them compatible. By and large, those kids that take social studies are not the kids who take foreign languages or at least with a great deal of interest. We tend to have urban, white, upper middle class kids involved in foreign languages. We tend to have poor, inner city, black kids (quote--end quote), Latinos, Indians, poor whites involved in social studies. In a sense, I just think we could break that out of the curriculum. The question is "Why shouldn't both groups be getting global perspectives?"

Q. Has there been some success in changing the nature or view of foreign languages?

Of foreign languages? My answer is no. I just don't think there has been any major change. There was a long term strategy behind this, and that is that the only way that foreign languages are going to be appreciated is to increase the awareness and heighten the interest of people in terms of global perspectives. You've got to have that in front before you can proceed with foreign languages because foreign language is just like math. (Most adults can't do math--they get uptight--but they could if they understood math from the perspective of its utility.)

...

So we had a strategy behind the global perspectives. (And I would hope the new Commissioner of Education would

vigorously pursue this.) We put Title IV-C money into financing global perspectives activities, but it's going to have to be built into the state aid act state-wide and all children are going to have to experience global perspectives, I think, every year.

Q. So, global education would give us a rationale and eventually an underlying philosophy--beyond just a perspective--a philosophy that would hold together...

Yes.

...

Q. So in 1974 the decision was made at the state department level--and that would involve yourself, Barbara Ort-Smith, and Eugene Cain?

Right.

...

Right around that same time, we created the Indian Education Office and the Latino Office and began working on multicultural perspectives. I think all of that is part of the fermenting that led to global perspectives...being the first state to create an advisory body on Latino affairs and the first state to create an advisory body on Indian (affairs) and to have a full-time staff,...and then initiating multicultural perspectives. Those were kinds of backdrops moving to global perspectives. All of that took place back in '73-74. [These were] state funded.

Q. The concept of bilingual education...?

Well, the bilingual was part of this. It's hard to go back because people don't tend to write history as they go; but bilingual education, multicultural perspectives, the Latino Office, the Indian Office were all part of one gigantic move to provide a responsiveness to the needs of the heterogeneity of our school population.

Q. When I talked to Dr. Ort-Smith, she had suggested that at the fall 1975 presentation to the Michigan Foreign Language Association (which is mentioned frequently as a landmark moment), you appointed her and Eugene Cain to head this up. Was she very much involved prior to this?

Oh, yes.

Q. The elementary foreign language program...also fit into this perspective, then?

Yes.

Q. Was this articulated pretty well to the staff or was it the larger view that you had while you had different people working on different aspects?

Oh, no. That was all articulated. What you haven't picked up yet is the 1971-72 Development of Performance Objectives in Foreign Languages. You probably haven't seen them.

No.

[They]...were tied into the foreign language in the elementary schools. A set was developed ten years ago of what we felt every child ought to know in foreign language. So there is a lot that was going on during this whole period of time that I'm sure everybody has forgotten about. All I'm saying to you...is that long before we surfaced the global perspectives, [there was] some energizing in these areas that goes back almost a decade. You see, the key to this is that I discovered at that point in time that we couldn't float foreign languages in the curriculum. We didn't have a sufficient number of teachers who could teach foreign languages and provide the on-going stimulus. Second, we didn't have the incentives built in and, therefore, we gradually--because of the ensuing things in '73 and '74: the Indians, the Chicano, bilingual--began shifting from that approach to the global perspectives approach. The global perspectives approach didn't just pop out of the air nor was it something that I dreamt up while I was in Zurich. All of this was, "How do you get social studies and foreign languages appreciated in a different perspective?" And the conclusion was you get them better appreciated in a global perspective. The people don't want to learn a foreign language for the sake of learning a foreign language. But they might learn a foreign language if it's related to something that has a global perspective to it.

Q. Jim Becker, as I understand it, came in and met once with the committee; but did he primarily consult with you directly? Was he kind of touching base for you with the movement nationally?

...Keep in mind that while all of this was going on, a similar corollary set of activities was going on at the national level. So, while we were pushing things in Michigan, the Chief of State School Officers were adopting positions at the national level trying to get all of the states to move

in this direction. I say that because an outgrowth of all this was that we set up with the Department of State and with Bob Leestma at the U.S. Office of Education an on-going sojourn of Chief State School Officers to other lands so different chiefs go to four or five different countries every year as part of this global perspective. There's a national perspective that you could get through Bill Pierce who's the new executive director. That was feeding on what we were trying to do in Michigan. [Note: Tom Collins and Rose Hayden served as advisors to this group.]

Q. Are there ways in which you have been disappointed in this program?

If I have any disappointment, the disappointment would be that what one tries to sustain over a long period of time is not sustained. Then, that would be disappointing. Now, I had every reason to believe that it would take a long time for schools to begin to appreciate the need for global perspective. But I'm operating on the theory that if pretty soon we discover we can't talk to half the people we're working with because they talk in Spanish and we're monolingualistic, that awareness is going to accelerate this.

If you look at global perspectives and compare it to another project that I initiated in '69--the state assessment program--and you realize that the legislature in 1979 enacted in law--after ten years--the tenth grade assessment--then you can say that I'm not disappointed at all. My only disappointment at this point would be that this would not be perceived as very important when I think that it is very important.

...

...I don't think kids ought to take foreign languages for the sake of taking foreign languages. I think they ought to take foreign languages when those foreign languages are related to something that they can identify with. Therefore, I think--in a sense--you provide the global perspectives and the appreciation for foreign languages. If students are going to go to China or Japan or Indonesia, then, I think, through a language center, one can acquire those language skills. That takes a long time.

...

...I am frankly not disappointed. I just don't know that people will carry forth. People tend to do what you inspect, not what you expect. And I expect them to do something, but unless the superintendent is really providing the leadership for them--which is what I mean by inspect--

then there's going to be some other task that's going to take [precedence].

Q. Another apprehension might be that people would lose the larger goal or perspective and zero in on their individual thing.

I think that that is what one would probably conclude.

Q. So there has to be some place at which this larger perspective remains intact and articulated.

That's my whole apprehension

Q. John Chapman is very supportive of global perspectives. Of course, he's in social studies. And I don't think there's a person just in charge of foreign languages...

No. That's under communication skills which is another area.

Q. The article by Lorraine Straussheim indicates that the foreign languages have lost the sense of a global perspective and if they don't regain it, the social studies will make it their thing and go charging off...

I don't think anybody is "charging off." That's the reason I'm apprehensive.

[COMMENT: Eastern is hoping to develop an "upbriefing" program which will be designed to quickly prepare travelers abroad for the language, culture, politics, society they will encounter on their specific travels. It would be sponsored by Exxon and the specific companies and organization through for which the traveling is being done. Porter believes, "The more one does that for adults, the more adults are going to appreciate the need for global perspectives in the schools."]

Q. How is the global education effort in Michigan, as you see it, precedent-setting?

Well, it certainly is precedent-setting. To my knowledge, no other state has tried to describe what ought to take place in terms of global perspectives. I think that the key is how does one translate it from a pilot to a state-wide initiative? We've got two legs up but we don't have the third leg. And since I'm not around any more, I just don't know how we're progressing from the pilots to the state-wide effort.

Q. That's the translation from the pilots...?

Yes, it's taking the pilots and demonstrating that it's so valuable that the pilots need to be translated/transformed into a state-wide initiative. That's the next step. Whether that takes one year, three years, five years, I can't say.

Q. Is that going to be dependent on quite a bit of money?

Well, I assume it's going to be dependent on some funds.

Q. You initiated the term "life role competencies."

Right.

Q. This obviously all fits into that perspective...into which career education also, for example, is well suited. Was that intended to be a way of translating existing programs into a philosophical frame that is more encompassing?

Well, the difference is that secondary schools now respond to subjects and not to youth. And the purpose of the life role competencies was to get the secondary school people to respond to the needs of youth and not to subjects.

Q. To make the transformation, then, from a subject-centered to a child-centered...?

To try to make the curriculum more compatible as the child progresses from elementary grades to secondary grades.

Q. That might be almost a precedent related to this, too

Yes.

Q. A personal question, if I might ask: You have gone from your position with the State of Michigan to this position. Was that, in part, because you envisioned building more specific programs or...?

No. It was very simple. After ten years as a state commissioner of education, I felt we had accomplished everything that could be accomplished; but it wasn't being implemented. And it wasn't being implemented, I thought, for one reason, and that's because colleges and universities had not been brought into the system.

Q. In Chapter 6 of the Kettering Report, you specifically spoke of the need for the state to get teacher training institutions into this in their preparation of teachers. And...that has not been realized in terms of larger goals?

I think that in the 1980s, the major challenge we face is actually bringing into existence success stories based upon the very significant adoptions of the '70s. I think [those years] will go down in history as probably the greatest [time] of American education's response to equality. The problem is the system is not now operative to implement all of this.

Thank you. I appreciate your being willing to take the time to talk with me.

APPENDIX L

**THE SCHOOL OF GLOBAL EDUCATION
STEVENSON HIGH SCHOOL
LIVONIA**

Global Education

"Global Education at Stevenson High School means a curriculum which will involve students in cultural, scientific, ecological, and economic issues which affect everyone. It promotes an understanding of the values and priorities of the many cultures of the world as well as the basic concepts and principles related to world communities."

The School of Global Education --Components

- I. Global Education--Definitions and Models
- II. Academics (in the School of Global Education)
 - A. Three Sequences
 - 1. Past: Cosmos Formation to Age of Exploration
 - 2. Present: Age of Exploration to 1980s
 - a. Conflict, War, and Peace
 - b. "American History"
 - 3. Future: Holistic Futuristics
 - B. Five Disciplines--English, Social Studies, Math, Science, Spanish
 - C. Team Teaching
 - D. Interdisciplinary Studies
 - E. Choice--Reading/Research
- III. Global Issues in Seminar/Simulations
 - A. Three to Four Issues Addressed Per Year

B. Students Take Responsibility for Reading,
Research, Community Research

C. Involvement--Simulations

IV. Resource Speakers and Materials

V. Field Trips

A. Local

B. National

C. International

VI. Model United Nations

A. Preparation

B. Operation

VII. Student and Community Involvement

VIII. Evaluation

Topics for Curricular
Focus (Seminars)

1. Limited Resources (food, energy, etc.) in a Global Age
2. Communication in a Global Age
3. The Refugee in a Global Age
4. Human Rights in a Global Age
5. The Family in a Global Age
6. Terrorism in a Global Age
7. The Planet Earth in a Global Age: Maintaining a
Healthy Environment
- and/or
8. Global Security: Peace/War, the Arms Race, the
Draft, etc.
9. Changing Roles in a Changing Society: Man, Woman,
Child

10. A Model U.N.--for Students
11. Population: The Relativity of Birth/Death, Migration, Employment, Urbanization, Standard of Living

Based on the Four Global Education Concepts:

1. Communication
2. Change
3. Conflict (Resolution)
4. Interdependence

Four to five topics are covered per year
at Livonia.

Attitudes Conducive to
International Understanding
(for measurement)

1. Tolerance and respect for others' views, faith, culture, and customs
2. Readiness to seek and to manage a peaceful solution to differences
3. Willingness to reassess one's own view--open-mindedness
4. Active readiness to learn about other peoples and cultures
5. Willingness to recognize humankind's unity in diversity among both achievements and problems
6. Interest in and willingness to analyze global issues
7. Readiness to be altruistic, sociable, compassionate

Community Involvement

1. Advisory Association
2. Workshops (Comm./Teach./Adm./Stud.)
3. Evening Presentations
4. Mayor/City Government
 - 4.1 "Sister City Project"
 - 4.2 "Global Awareness Day"
 - 4.3 Support in City Offices
 - 4.31 Community Services
 - 4.32 Chamber of Commerce
 - 4.33 City Council Members
5. Citizen Awareness & Cooperation with Students in Community Service
6. Media Sub-Committees
 - 6.1 To Establish Media Relationships
 - 6.2 To Prepare Materials and Presentations
 - 6.3 To Prepare and Print Brochures
7. Community Resources
 - 7.1 As Classroom Presenters
 - 7.2 As Materials Providers
 - 7.3 As Project Advisors
8. Media Coverage
 - 8.1 News--Special Events
 - 8.2 Magazines--Ongoing Reports or Articles
 - 8.3 Interviews--Personalities
9. Educational Community Presentations
 - 9.1 To Principals
 - 9.2 To Staffs
 - 9.3 To Students
 - 9.4 To P.T.O.
10. Cooperating Institutions and Projects
 - 10.1 Global Studies Center, MSU
 - 10.2 African Studies Center, MSU
 - 10.3 ACTION
 - 10.4 LASED
 - 10.5 Y.F.U
 - 10.6 NWSD Center
 - 10.7 Center for Peace and Conflict, Wayne State Univ.

APPENDIX M

GLOBAL EDUCATION PROJECT

MENOMINEE COUNTY

INTERMEDIATE SCHOOL DISTRICT

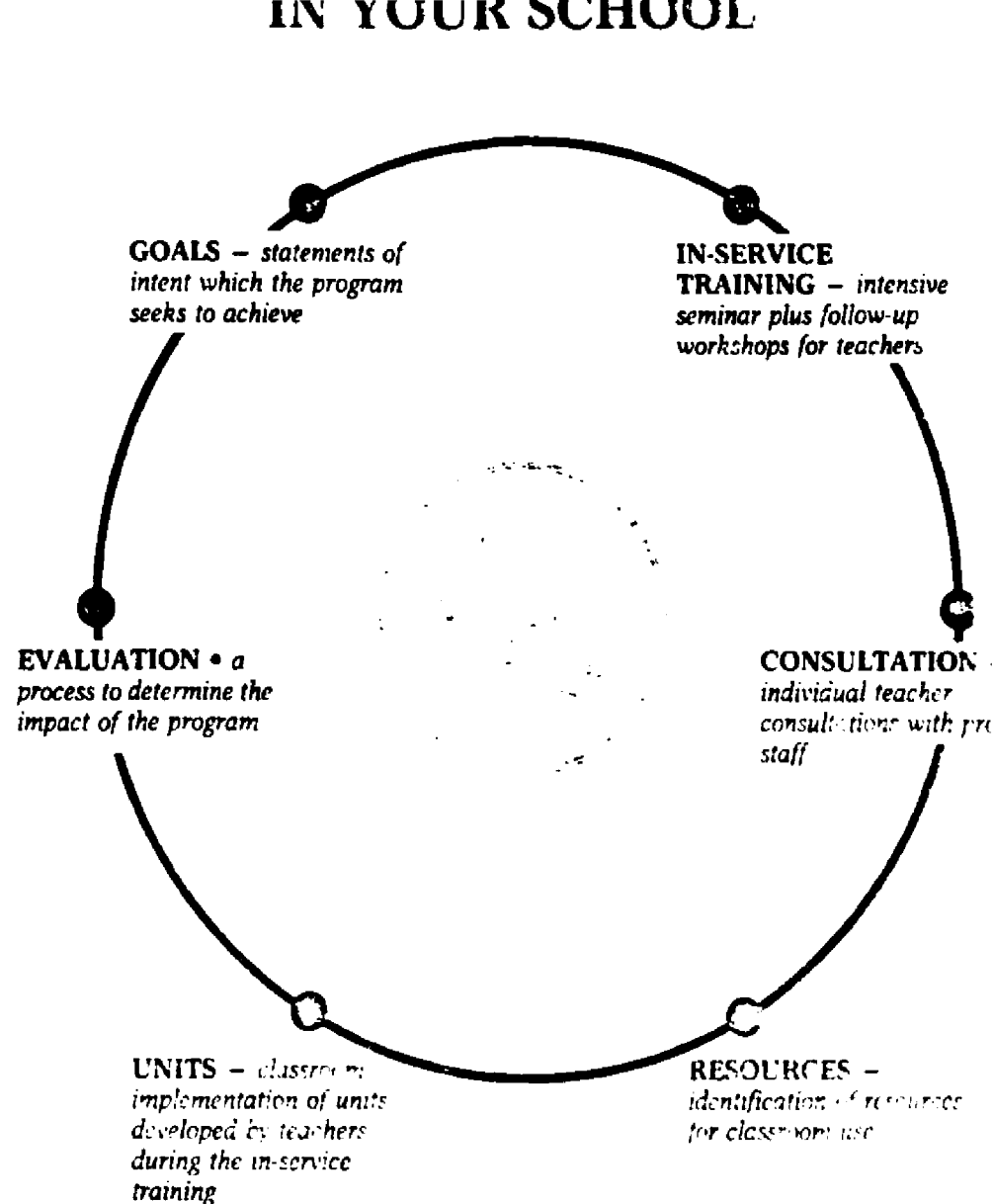
COMPONENTS OF THE PROJECT

SEMINAR – An intensive seminar to provide teachers with in-service training in areas of global perspectives, global issues, cross cultural understanding, unit development, teaching strategies and resource identification.

WORKSHOPS – Follow-up workshops to provide additional in-service training in teaching methods and global topics.

CONSULTATION – Individual teacher consultations with project staff to reinforce teacher commitment to the goals of the project and to suggest resources and strategies.

A GLOBAL FESTIVAL – A culminating activity of global displays and demonstrations by teachers, students and the community.



An in-service training and resource utilization program designed to encourage the professional development of teachers and foster the teaching of global perspectives in elementary and secondary classrooms.



A training and resource utilization program designed to encourage the professional development of teachers and foster the teaching of global perspectives in the elementary and secondary classroom .

COMPONENTS OF THE PROJECT

August

Summer geminar
8 sessions @ 4hrs/
session over a two
week period (approx)

October

Workshop I
(3 hours)

February

Workshop II
(3 hours)

May

Global Festival
(2 school days)
(optional)

Individual Consultation with Participating Teachers

Seminar

.Core Teacher Training
.Unit Development
.Community Resource
Identification

Workshop I

.Awareness for
new teachers
.Reinforcement and
additional ideas
for Core Teachers
.Materials Display

Consultation

.Unit Support
.Identification of
teaching materials
.Data Collection
.Coordination of
teacher efforts
.Additional Support
Services

Workshop II

.Knowledge
.Teaching
Strategies
.Reinforce
teacher com-
mitment

Festival

.Demonstration
global projects
produced during
the year
.Awareness for
students, other
teachers, and
community
.Information and
teaching
strategies
.Exposure for Co
munity Resource
People

The length of timing of workshops and other Project components may be adapted to meet the needs of the Replication District.

STUDENT GOALS

of the

GLOBAL EDUCATION PROJECT

AWARENESS

1. Students gain awareness in seeing how they are linked to the world.
2. Students become aware that people around the world have different points-of-view, beliefs, and attitudes and these can be shared.
3. Students become aware that each person and the groups to which people belong, are part of the world's social-cultural make-up.

KNOWLEDGE

4. Students gain basic skills about their world's geographic, social, political, and economic make-up.
5. Students learn to acquire and process information related to world issues and world problems.
6. Students gain competence in acquiring information relating to the ever-changing nature of the world around them.

DECISIONS/JUDGMENTS/ACTION

7. Students gain competence in decision-making with a global perspective by learning to make their own lives a good example for others to follow.
8. Students take into consideration the interests of others including future generations when making a decision with global consequences.
9. Students consider global perspectives when making personal decisions regarding their life-style.

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