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The status of global education in Ohio high schools

Schiraldi, Frank Louis, Ph.D.
The Ohio State University, 1987

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THE STATUS OF GLOBAL EDUCATION
IN OHIO HIGH SCHOOLS

DISSERTATION

Presented in Partial Fulfillment of the
Requirements for the Degree Doctor of
Philosophy in the Graduate School of
the Ohio State University

By
Frank Louis Schiraldi, A.B., M.A.

* * * * *

The Ohio State University
1987

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VITA

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FIELDS OF STUDY

Major Field: Social Studies Education

Studies in curriculum and instruction, educational administration, global education, and national security issues.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>ix</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>Purpose and Objectives</td>
<td>1</td>
</tr>
<tr>
<td>The Need for Global Education</td>
<td>3</td>
</tr>
<tr>
<td>The Educational Response</td>
<td>8</td>
</tr>
<tr>
<td>Organization of the Study</td>
<td>13</td>
</tr>
<tr>
<td>List of References</td>
<td>16</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td></td>
</tr>
<tr>
<td>Historical Overview</td>
<td>22</td>
</tr>
<tr>
<td>Defining Global Education and Its Goals</td>
<td>29</td>
</tr>
<tr>
<td>Defining Global Education</td>
<td>29</td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>33</td>
</tr>
<tr>
<td>Responsibilities of the Education Community for Global Education</td>
<td>36</td>
</tr>
<tr>
<td>Implementation Patterns</td>
<td>45</td>
</tr>
<tr>
<td>Successful Global Education</td>
<td>45</td>
</tr>
<tr>
<td>Strategic Approaches to Global Education</td>
<td>50</td>
</tr>
<tr>
<td>Major Implementation Strategies:</td>
<td></td>
</tr>
<tr>
<td>(1) A Global Issues Approach</td>
<td>52</td>
</tr>
<tr>
<td>Major Implementation Strategies:</td>
<td></td>
</tr>
<tr>
<td>(2) Global Interdependence</td>
<td>57</td>
</tr>
<tr>
<td>Major Implementation Strategies:</td>
<td></td>
</tr>
<tr>
<td>(3) Local Community Linkages to the World</td>
<td>61</td>
</tr>
<tr>
<td>Major Implementation Strategies:</td>
<td></td>
</tr>
<tr>
<td>(4) Infusing Global Perspectives</td>
<td>64</td>
</tr>
<tr>
<td>Major Implementation Strategies:</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>(5) National Security Issues</td>
<td>69</td>
</tr>
<tr>
<td>Pedagogical Considerations</td>
<td>71</td>
</tr>
<tr>
<td>Effective Instruction</td>
<td>71</td>
</tr>
<tr>
<td>The Hidden Curriculum</td>
<td>73</td>
</tr>
<tr>
<td>List of References</td>
<td>78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. METHODOLOGY</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures</td>
<td>88</td>
</tr>
<tr>
<td>Development and Administration of the Questionnaire</td>
<td>90</td>
</tr>
<tr>
<td>Structure of the Questionnaire</td>
<td>91</td>
</tr>
<tr>
<td>Philosophy/Rationale</td>
<td>92</td>
</tr>
<tr>
<td>Content/Structure</td>
<td>96</td>
</tr>
<tr>
<td>Instruction/Materials</td>
<td>102</td>
</tr>
<tr>
<td>Comparative Case Studies</td>
<td>105</td>
</tr>
<tr>
<td>Analysis of Data</td>
<td>107</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. STATUS OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic Characteristics</td>
<td>109</td>
</tr>
<tr>
<td>Philosophy/Rationale</td>
<td>115</td>
</tr>
<tr>
<td>Content/Structure</td>
<td>119</td>
</tr>
<tr>
<td>Instruction/Materials</td>
<td>136</td>
</tr>
<tr>
<td>Statistical Analyses</td>
<td>148</td>
</tr>
<tr>
<td>Comparative Case Studies</td>
<td>151</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusions and Findings</td>
<td>163</td>
</tr>
<tr>
<td>Recommendations</td>
<td>169</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPENDICES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. GLOBAL EDUCATION QUESTIONNAIRE</td>
<td>182</td>
</tr>
<tr>
<td>B. NEW COURSES CREATED OR NEW UNITS DEVELOPED TO ACCOMMODATE GLOBAL EDUCATION IN THE SAMPLE HIGH SCHOOLS</td>
<td>197</td>
</tr>
<tr>
<td>C. INSTRUCTIONAL MATERIALS AVAILABLE FOR GLOBAL EDUCATION IN THE SAMPLE HIGH SCHOOLS</td>
<td>200</td>
</tr>
<tr>
<td>D. QUALITY OF INSTRUCTIONAL MATERIALS USED IN GLOBAL EDUCATION IN THE SAMPLE HIGH SCHOOLS</td>
<td>202</td>
</tr>
</tbody>
</table>
E. DIFFERENTIATED INSTRUCTIONAL MATERIALS USED IN GLOBAL EDUCATION IN THE SAMPLE HIGH SCHOOLS .............................................. 205
F. STAFF DEVELOPMENT NEEDS SUGGESTED BY GLOBAL EDUCATORS IN THE SAMPLE HIGH SCHOOLS. ................. 208
G. COURSES TAUGHT BY SOCIAL STUDIES TEACHERS MOST KNOWLEDGEABLE ABOUT GLOBAL EDUCATION IN THE SAMPLE HIGH SCHOOLS .............................................. 210
H. SELECTED CONVERSATIONS WITH GLOBAL EDUCATORS IN EIGHT OHIO HIGH SCHOOLS ....................... 214

LIST OF REFERENCES ..........................................316
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DISTRIBUTION OF OHIO SCHOOLS BY U.S. CENSUS BUREAU CLASSIFICATION</td>
<td>110</td>
</tr>
<tr>
<td>2. DISTRIBUTION OF OHIO HIGH SCHOOLS BY ENROLLMENT</td>
<td>111</td>
</tr>
<tr>
<td>3. DISTRIBUTION OF COST PER PUPIL EXPENDITURE BY SCHOOL TYPE</td>
<td>111</td>
</tr>
<tr>
<td>4. DISTRIBUTION OF RESPONDENTS BY AGE</td>
<td>112</td>
</tr>
<tr>
<td>5. DISTRIBUTION OF RESPONDENTS BY EDUCATIONAL ATTAINMENT</td>
<td>112</td>
</tr>
<tr>
<td>6. GLOBAL EDUCATION EXPERIENCES</td>
<td>133</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DISTRIBUTION OF TOTAL SELECTED SAMPLE</td>
<td>113</td>
</tr>
<tr>
<td>2. DISTRIBUTION OF RESPONDING SAMPLE</td>
<td>114</td>
</tr>
<tr>
<td>3. DISTRIBUTION OF NON-RESPONDENTS</td>
<td>114</td>
</tr>
<tr>
<td>4. GLOBAL EDUCATION PATTERNS IN OHIO HIGH SCHOOLS</td>
<td>120</td>
</tr>
<tr>
<td>5. THE ECONOMIC DIMENSION OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS AS MEASURED BY ECONOMIC CONCEPTS USED IN INSTRUCTION</td>
<td>124</td>
</tr>
<tr>
<td>6. THE SOCIAL/POLITICAL DIMENSION OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS AS MEASURED BY THE SOCIAL/POLITICAL CONCEPTS USED IN INSTRUCTION</td>
<td>125</td>
</tr>
<tr>
<td>7. THE CULTURAL DIMENSION OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS AS MEASURED BY THE CULTURAL CONCEPTS USED IN INSTRUCTION</td>
<td>126</td>
</tr>
<tr>
<td>8. KNOWLEDGE OF THE WORLD AS AN IMPORTANT PRIORITY OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS</td>
<td>127</td>
</tr>
<tr>
<td>9. VALUE AND BEHAVIOR SYSTEM DEVELOPMENT AS AN IMPORTANT PRIORITY OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS</td>
<td>129</td>
</tr>
<tr>
<td>10. UNDERSTANDING GLOBAL PROBLEMS AS AN IMPORTANT PRIORITY OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS</td>
<td>130</td>
</tr>
<tr>
<td>11. SOLVING GLOBAL PROBLEMS AS AN IMPORTANT PRIORITY OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS</td>
<td>131</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>12. Preference for an Infusion Strategy to Implement Global Education in Ohio High Schools</td>
<td>137</td>
</tr>
<tr>
<td>13. Preference for a Discrete Course Strategy to Implement Global Education in Ohio High Schools</td>
<td>138</td>
</tr>
<tr>
<td>14. Preference for a Global Issues Strategy to Implement Global Education in Ohio High Schools</td>
<td>139</td>
</tr>
<tr>
<td>15. Preference for a Local Community/Global Linkage Strategy to Implement Global Education in Ohio High Schools</td>
<td>140</td>
</tr>
<tr>
<td>16. Utilization of Multimedia Presentations in Global Education Programs in Ohio High Schools</td>
<td>141</td>
</tr>
<tr>
<td>17. Utilization of Games and/or Simulation Activities in Global Education Programs in Ohio High Schools</td>
<td>142</td>
</tr>
<tr>
<td>18. Utilization of Case Studies in Global Education Programs in Ohio High Schools</td>
<td>144</td>
</tr>
<tr>
<td>19. Utilization of Individualized Activities in Global Education Programs in Ohio High Schools</td>
<td>145</td>
</tr>
<tr>
<td>20. Utilization of Field Trips (Domestic and/or International) in Global Education Programs in Ohio High Schools</td>
<td>146</td>
</tr>
<tr>
<td>21. Staff Development in Global Education as Deemed Worthwhile by Respondents</td>
<td>147</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

PURPOSE AND OBJECTIVES

My tenure as social studies specialist with the Ohio Department of Education provided me with the opportunity to work closely with individuals and institutions in the state and the nation who are interested in and who have contributed to the global education movement. Early on in that seven-year span, it became obvious to me that the success of global education rests on the ability of those within the movement, especially elementary and secondary teachers, to provide the tools necessary for effectively implementing curricular/instructional programs. This study examines the extent to which Ohio high schools, through their social studies programs, have addressed global education. Specifically, this dissertation seeks to find out how much global education exists and how it is implemented in Ohio. Instructional practices as well as rationales, definitions, and descriptions of the substantive content of global education as expressed by selected social studies teachers have been identified and analyzed.
Goodlad (1985) observed that effective school programs are designed at the school site. To the extent that this is true, clear statements of what global education is and why it is important are critical to the successful development and implementation of global education programs. Teachers, however, are rarely deeply immersed in those concepts that provide structure to the various fields of knowledge. Additionally, and even more problematic is the inadequate training in curriculum development and conceptual teaching that form the core of global education. The solution may lie with principals and teachers who are more adequately prepared to provide global education (Gilliom and Harf, 1985).

Kniep (1985) has suggested that the field of global education needs new efforts, with a new focus in order to build upon the work of the past if it is to be brought into the mainstream of American education. To insure that education with a global perspective will be a central part of the experience of all American young people, an agenda of tasks needs to be undertaken in the short term. An important component of such an undertaking is an examination of any changes in the structure of schools that may have resulted in students' development of a global perspective from teacher behavior. Specifically,
such an examination might encompass three general objectives to guide the effort:

1) to assess the importance of teachers in carrying out global education;

2) to assist in the development of theory about the relationship between what teachers do and the knowledge, skills, attitudes, and values students learn, taking into account the structural properties of the school ranging from authority structures to curricula; and

3) to identify teacher behaviors associated with students' acquisition of a global perspective.

This study is concerned with the third objective. An effort has been made to identify topics for future research primarily in order to provide as comprehensive a base for future analysis of global education in Ohio as possible.

THE NEED FOR GLOBAL EDUCATION

Warnings about the many global problems and the increasingly frequent international crises that seem certain to trouble humanity during the remaining years of this century began to appear in the mid-1950s in the literature produced by a few wise, perceptive men and women. Sir Geoffrey Vickers' expressions of concern about these problems have been among the most persistent since 1954 (Vickers, 1954). Among other well-known benchmark publications warning of possible catastrophes are Rachel
Carson's **THE SILENT SPRING**, and such Club of Rome reports as **THE LIMITS TO GROWTH** and **MANKIND AT THE TURNING POINT**. A number of events over the last ten years have made it clear that the final decade of the twentieth century may necessitate some of the most important social decisions ever to face the United States and other nations. Famine and environmental ruin are as likely to characterize the next century as are increased life expectancy and higher standards of living unless the former are recognized as global problems requiring global solutions.

A review of current trends in education (Miano, 1983) reveals that, despite these warnings, the educational system in the United States has not responded well. Ample evidence exists to confirm the deterioration of knowledge about people and places outside the United States. In the fall of 1980, the National Assembly on Foreign Language and International Studies in Higher Education met to discuss the report of the President's Commission on Foreign Language and International Studies (STRENGTH THROUGH WISDOM, 1979). The Assembly concluded that "...world conditions make a strong international focus not only practical but essential. Economic and political as well as educational imperatives call for...international learning as an integral part of the curriculum" (STRENGTH
THROUGH WISDOM, 1979). Wealth and weaponry appear to have made the U.S. smugly indifferent to foreign lands. Distorted views of the world win no friends abroad and jeopardize national security. In part this distortion may be attributed to a limited understanding of dramatic changes taking place in human society.

Lee Anderson (1979) has claimed that a major transformation is taking place in the human condition as evidenced, in part, by geometric or exponential change in various phenomena impacting on human affairs. The growth of trans-societal technologies (e.g., nuclear power), institutions (e.g., World Council of Churches), languages (e.g., scientific symbols), and beliefs (e.g., human rights), together with increased cultural diffusion and convergence, have contributed to the increasing globalization of human culture. Historian C.E. Black (1966) has suggested that the scope of change now taking place is of an intensity rarely experienced by humankind over the course of history.

The globalization of communication and transportation technologies has resulted in an increasingly interconnected world as the transnational flow of information, goods, and people continues to increase. At the same time, an expanding network of institutions, private and public, cuts across the boundaries of nations,
linking people in one society to people in other societies. In addition to the growth of technologies and institutions, recent decades have witnessed the growth of trans-societal languages, both "artificial" and "traditional." Many belief systems in the contemporary world (e.g., a seemingly worldwide growth in fundamentalist religion) transcend national boundaries. These phenomena have resulted in an increasing rate of both cultural diffusion and cultural convergence, which in turn, have contributed significantly to the globalization of human culture.

Given that the globalization of human culture is progressing exponentially and represents one of the great revolutionary transformations of the human condition, it follows that some national response to this dramatic change is warranted. In April 1978, President Carter appointed a special commission to evaluate the current state of foreign language and international studies and their impact on the nation's internal and external strength. The commission's report was published in November 1979, proclaiming that:

We are profoundly alarmed by what we have found: a serious deterioration of the country's language and research capacity at a time when an increasingly hazardous international military, political and economic environment is making unprecedented demands on America's resources, intellectual capacity and public sensitivity (STRENGTH THROUGH WISDOM, 1979).
Speaking before a conference on improving American competence in world affairs, former deputy director of the International Communications Agency, Charles W. Bray III (1983), provided his own assessment, charging that Americans are complacent, parochial, and insular with respect to the demands of the international environment. These characteristics persist in spite of the need to devise and conduct a foreign policy which is cosmopolitan and global in nature. The future promises to be troublesome and perhaps disastrous unless we can develop a much greater American capacity to understand at least the major foreign cultures and significantly reduce our tendency to think in inaccurate, misleading stereotypes (CHRISTIAN SCIENCE MONITOR, March 24, 1981).

In 1980, the Educational Testing Service conducted a major survey of American fourth, eighth, and twelfth graders' knowledge and attitudes about other peoples and other nations (Pike and Barrows, 1979). To educators and social observers alike, the results proved generally disconcerting. The majority of the students had a surprisingly limited understanding of other countries. More recently, the Council On Learning asked ETS to develop and conduct a national assessment of what college students know and perceive about global complexities. Partial results of this assessment were published in the May-June 1980 issue of CHANGE MAGAZINE:
Seniors achieved a mean score of 50.5 questions correct out of 101 on the test, showing a considerable lack of knowledge on topics felt important by the assessment committee...

It appears then, that at precisely the same time that the realities of living in a global society are becoming more evident, educational preparation for life in such a society appears to be inadequate.

THE EDUCATIONAL RESPONSE

As global interrelatedness continues to be recognized as a fact of life, the realities of living in a global society are being more widely proclaimed. This recognition includes the need for more appropriate educational responses to the shrinking of time and space and the increase in human interactions across national and continental boundaries (Council of Chief State School Officers, 1985). Efforts to spell out the educational implications of the emergence of the global age then, are increasing. Public and private institutions too numerous to mention are engaged in such efforts. So, too, are thousands of individuals associated with academic institutions and professional associations. The body of literature addressing these concerns continues to proliferate. Nevertheless, there appears to be little in the way of systematic examination of educational programs
in schools to determine the nature of curricular/instructional efforts being made, and to assess the impact such programs are having on student perceptions about the world.

The need to undertake such a systematic examination seems clear. The endeavor must certainly consider research findings appropriate to the study. For example, as it becomes increasingly clear that learning is holistic and that understanding is promoted most effectively through the content areas (Johnson and Johnson, 1984), such patterns need to be viewed positively as they apply to global education. To the extent that children are engaged in active and purposeful inquiry about their world through the study of meaningful content, the development of skills will be accomplished most effectively. If global education is to profit from this wisdom, it will be necessary to:

- better describe what we are about in global education;
- develop a comprehensive framework for curriculum at the local level, complete with conceptualization and goals;
- pay better attention to the structures through which we hope to achieve global education objectives;
- address how the goals of global education relate to and/or enhance other goals of education; and
- find the resources/energy to develop model programs and/or sites to serve as exemplary illustrations of global education.
While the rationale for including global education in the already crowded curriculum has been clearly stated, and adequate attention has been paid to the expected outcomes of global education, efforts to specify what it is that will help get youngsters to develop a global perspective have been more modest.

The time is appropriate to begin addressing this concern. Barbara and Kenneth Tye (1983) have suggested that researchers in global education should be much more interested in understanding than in predicting, in that the former makes interpretation and judgment more acute within the constantly changing environment of the classroom. Thus, descriptive research is better suited to the needs of global education at this time. Indeed, major research efforts in global education for some time to come probably ought to focus on the generation of the kinds of hypotheses which emerge from descriptive data. Such research is intended to describe any emergent patterns which might surface in the description in order to suggest possible topics for further exploration. The purpose is not to prove or disprove predetermined hypotheses.

The systematic examination of Ohio high schools in order to determine the status of curricular action relative to global education is expected to contribute significantly to the generation of such descriptive data.
The last half-decade has seen some concerted efforts to increase attention to global education in Ohio's schools. The impact of these efforts, however, has yet to be determined. Indeed, before such an effort can be undertaken, the nature of global education must be carefully described. A comprehensive assessment would certainly include an examination of the formal goals and objectives of global education prescribed by Ohio school districts, an analysis of a wide variety of instructional materials, strategies, and techniques, as well as evaluative practices and procedures. While such an ambitious undertaking is desirable, an examination of high school efforts to implement global education programs appears to be an important first step.

Morgan (1977) and Tye (1985) have shown the social studies curricula in schools to be very ethnocentric. A very common pattern, consisting of one year of U.S. history and one year of either state or regional history and/or geography is prevalent. In those schools with a third year of social studies, that year too often contains a nationalistic theme such as U.S. government. Some schools do have a world history/geography course and those courses usually focus upon European history and geography. On the surface, such curricula seem to ignore the realities of an interdependent world wherein virtually
every aspect of daily existence has connection to other peoples on the planet. Not only do we import and export goods and services which are basic to our lives; but, more importantly, our mores and values are shaped in part by these connections. We are rapidly becoming an information society rather than an industrial one. This alters our world role (Naisbitt, 1982).

The literature further suggests that social studies courses are generally preoccupied with coverage of content. For example, U.S. history courses "cover" the period of exploration through the Civil War and Reconstruction. There is little focus on concept learning. Classroom activities in social studies are quite traditional. Teachers lecture, students read and answer questions, and there are discussions, but teacher questioning almost always requires simple recall answers as do tests and quizzes. There is some report writing, but the investigative methods of social scientists which could help students become critical thinkers are little in evidence. These characteristics have implications for what children learn about the way the world works, not only from the formal curriculum, but also from the context and environment in which that curriculum is offered. Johnson and Johnson (1984) have documented that the modern American school is characterized by competitiveness,
isolation, and dependent relations. An environment which discourages cooperation and makes learners dependent on materials and authority for learning hardly seems conducive to helping children to learn that they live in an interdependent world.

ORGANIZATION OF THE STUDY

The intent of this study then, is to generate observations in a way that maximizes the number of conclusions that can be confidently drawn from them. In order to accomplish this objective, the study is organized into five chapters which are developed as follows.

In order to establish what is known about teachers' understanding and awareness of global education, and the degree to which they are teaching it, a systematic investigation of what research and the global education literature have suggested should be very useful. Chapter II, Literature Review, provides such an overview.

Chapter III, Methodology, describes the strategies, instruments, and procedures employed to collect and analyze data. A sample representing twenty percent of the public school districts in Ohio was randomly selected for the study. In multiple high school districts, further randomization techniques were used to select one of the schools. In each case, the department chairperson or the
principal was asked to identify the social studies teacher most knowledgeable about the global education component of the curricular program. That individual was then asked to respond to a written questionnaire designed to gather data relative to the status of global education in that school. Additional demographic and substantive information was also solicited. Respondents constituting the sample population were asked to indicate the degree to which they agree or disagree with a series of statements selected to reflect a variety of information relevant to the study.

Following the analysis of survey data, eight schools were selected to be included in comparative case studies. These were selected on the basis of strong occurrences of global education activity. This phase of the study was designed to raise a series of questions helpful in clarifying the meaning and importance of global education in Ohio high schools.

Chapter IV, Status of Global Education in Ohio High Schools, provides an analysis of data and discussion of findings. The discussion focuses upon significant implications of the findings for global education in Ohio high schools.

Summary, Conclusions and Recommendations, Chapter V, summarizes the findings of the study, identifies weaknesses in design and/or process, and specifies
suggestions for further study. All recommendations which seem warranted are enumerated.
LIST OF REFERENCES


CHAPTER II
REVIEW OF THE LITERATURE

In this chapter we shall review the research literature of global education in order to establish what that concept has come to mean to those actively involved in the movement as it relates to secondary and postsecondary education. In the first section, An Historical Overview, the recent history of global education is examined in order to provide a firm foundation for the current study. Fairly early in the global education movement, its proponents set forth the idea that a global society was emerging, necessitating that each of us develop a personal vision of the world based upon global knowledge and values. Later, global interdependence became the motivational force for efforts to systematically include global education in the elementary/secondary school curriculum. As the movement matured, it became clear that a number of strategic approaches were not only viable, but probably necessary to address the multifaceted vision which global education has become.
In the second section of the chapter, an examination of the research literature which defines global education and its goals is presented. Following a brief discussion of one enduring challenge to global educators as they seek to include global education in the high school curriculum, a subsection entitled Defining Global Education examines the complexities created by interchanging terminology. A second subsection entitled Goals and Objectives of Global Education identifies the boundaries and content of global education as described in a number of studies and documents. A summary of what seems to be accepted by an increasing number of global educators as important content for global education is provided. Effective instruction in global education is illustrated in several ways, including international academies, magnet schools, and International Baccalaureate Programs. The section concludes with a discussion of various efforts to identify the skills necessary to function effectively as a global citizen.

The responsibility of the educational community for global education, as suggested in the literature, is discussed in the third section of the chapter. Beginning with STRENGTH THROUGH WISDOM, the report of the President's Commission on Foreign Languages and International Studies in 1979, through the publication in
1985 of the Council of Chief State School Officers' INTERNATIONAL DIMENSIONS OF EDUCATION, there has developed an ever stronger understanding of the need for including global education in the elementary and secondary curriculum of the nation's schools. These developments are examined and analyzed in this section in order to better understand what steps have been taken by the educational community as well as to point the way for future efforts.

A close examination of various instructional patterns that have been developed to implement global education in high schools is presented in the fourth section of the chapter. The section is divided into three major parts, beginning with a survey of research literature relevant to what constitutes successful global education. This effort includes a brief review of recent political socialization research which concludes that classroom climate or the hidden curriculum may be as important to the socialization process as any substantive measures which might be employed.

In the second and third parts of the section, a number of strategies for implementing global education at the high school level are examined. The process begins with the identification of several short-lived and/or limited efforts, including the use of traditional folklore,
simulation/role playing, second language study, and narratives to capture students' interest in global education. In the third and final part of the section, four distinct patterns which have emerged as viable alternatives in the implementation of global education are examined in terms of rationale, purpose, and effectiveness.

These patterns are: (1) a global issues rationale, (2) a rationale employing local community linkages to the rest of the world, (3) a rationale which focuses upon the world as an interdependent entity, and (4) a rationale for infusing global perspectives throughout the curriculum. A fifth pattern focusing upon national security issues is emerging as a major alternative. For the present, however, this strategy is included as part of the global issues/problems approach.

The chapter concludes with a section entitled Pedagogical Considerations. The purpose here is to provide a brief survey of recent literature as it relates to the teaching/learning (especially in social studies) process. The section begins with a review of research efforts which have attempted to view classroom phenomena through the mental lives of teachers and students. Some effects of the hidden curriculum on the teaching/learning process are identified, and a theoretical framework which
explains differentiated abilities of children to think generally and abstractly are presented. The section concludes by identifying some of the limitations encountered by much of the research in human behavior. There seems to be little doubt, nevertheless, that teachers make a difference in both cognitive and affective learning in global education.

Historical Overview

Interest in the area of global education has been growing steadily during the past decade. As more and more educators see the need to help students understand the interdependent world in which they live, it becomes more imperative that an analysis of the field of global education is begun. This section provides the conceptual background to the field.

Anderson (1979) attempted to explore the meaning and significance of global education through a structure justifying the importance of global knowledge and values in a personal vision of the world. With Becker (1980), he suggested a rationale, goals, and objectives for global education based upon the globalization of human society which they believe to be emerging. The elements that contribute to the formation of a global perspective
consciousness, including "state of the planet" awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices had already been described by Hanvey (1978). A persuasive case was made shortly thereafter (Hoppes 1980), for a conceptual approach to global education which emphasized cultural pluralism and global interdependence. Cultural identity was found to be an important element in efforts to develop global perspectives.

The conceptual development of global education was advanced by Lamy (1983a) in his effort to clarify its meaning through an exploration of the relationship between various world views and the purposes of global education. These perspectives determine the content and purpose of global education. Mecklenburger (1980) made a case for global education which includes a clear definitional statement and a list of educational objectives consistent with the priorities and values of a given community. These efforts made it increasingly clear that the content of global education is an essential ingredient in the preparation of young people for effective participation in their local, national, and global communities. The content of global education has generally been influenced by: (1) the changing role of the U.S. in world affairs; (2) the conflict or crisis situations in the international
system; (3) the significant changes in economic, political, or social conditions; and (4) the priorities and values of influential academic and nonacademic interest groups (Lamy 1983a).

There is little agreement among global educators on a single configuration of global issues, goals, and attitudes. The continuous debate over the substance of global education reflects the diversity of perspectives found in most societies. Adherents of a particular perspective often insist that only their view of the world is important, thereby dismissing the assumptions and priorities of other valid perspectives. These arguments or debates reflect the diversity of these world views, but they also emphasize the difficulties that educators face in attempting to reach consensus on a definitional statement on global education. The main elements in global education have been identified as: (1) unity and diversity of mankind; (2) intergenerational responsibility; and (3) international cooperation (Leestma, 1979). In an effort to broaden educators' understandings of global education and its applications, Muessig and Gilliom (1981) suggested the need to address three major areas: (1) definitions for global perspectives and the need for them in general education as well as global education curricula; (2) global education
from humanistic, historical, geographical, political, economic, anthropological, and scientific and technological perspectives; and (3) an overview of instructional methods and materials for global education.

Hahn (1984) argued that citizenship education must be redefined to mean preparation for global as well as for national and local citizenship. Such efforts must include practice in examining complex issues. Education programs need to be redesigned to meet the challenges of modern society, e.g., technological advancement, in order to implement this broader definition. School improvement has been identified as synonymous with a change in school culture, methods, norms, procedures—a change to reflection upon the meaning, use, and organization of information as a key learning process. Global education has frequently been used to concentrate on such altruistic concerns as the world environment, peace, and international understanding. In this sense, a purpose of global education might be to help solve the problems of individuals, groups, and nations by developing a more sophisticated understanding of rapidly changing global conditions. (Otero, 1983; Hanvey, 1983).

Because everyone is affected and influenced by others' actions throughout the world, Morgan (1983) suggested that development education, a long-term process which teaches
about the development of human lives and countries on an international scale, needs to be taught in the schools. In a similar vein, Rorke (1983) argued that global studies programs are needed to help students grasp the world's complexities.

Falkenstein (1983) found that, while American schools have long offered some kind of international education, the approach to this topic has been characterized by a Western orientation, a nationalistic perspective that conveys the superiority of the United States, an omission of information about other cultures, a message that all people are the same, and an elitist focus. Such narrowly conceived approaches to global education are not likely to produce results which are consistent with the needs of an interdependent world. Global education then, should include an effort to foster a world view and a realization of the interconnectedness of people. This, according to Falkenstein (1983), is a necessity given the context of changes in the social, economic, and political structure of the world. This approach to global understanding focuses upon interdependence, diversity, empathy, multiple loyalties, cooperation, human rights, participation, change, and conflict management.

Although most educators agree that these concepts constitute a valuable component of a curriculum which
offers students the opportunity to understand differences and commonalities among people, there is little agreement about how they should be taught. Willard Kniep (1985) has argued that in order to attain a useful global perspective, students must participate in programs which engage them in the study of substantive aspects of the world. Real phenomena, issues, and events must serve as the focus of such thought processes, sensitivities, skills, and explanations as are developed within the field of global education. Assistance in choosing such phenomena has not been readily available to teachers, curriculum developers, and other educational decision-makers. There does exist, however, an implicit basis for developing a richer description of the content of global education. These are scattered throughout the global education literature. So too, are strategies for instructional organization (the major topics, themes, and/or ideas) around which learning activities are structured. A critical impact on how effective global education programs are in reaching their goals, depends in large measure on the kinds of instructional organizers that are used.

An analytical review of curriculum efforts in secondary schools (Woyach, 1982) suggested that instructional organization in global education can be
described in terms of three broad approaches. These are: (1) an infusion approach, (2) a world-centered school approach, and (3) a discrete course in world studies. An infusion approach assumes that global perspective goals can be included within the existing curriculum without sacrificing the existing goals of that curriculum. A world-centered school approach supports a broad implementation which depends upon both the curricular and extra-curricular aspects of schools as learning communities. A discrete world studies course designed around the concepts and goals of global education represents the third organizational structure. The consequences for global educators who use these approaches to help develop a global perspective are significant. Those who believe, for example that the goals of global education include: viewing the world as a global system, state-of-the-planet awareness, awareness of choices and opportunities for actions, cultural awareness, and perspective consciousness are likely to find any one of these approaches incomplete. Woyach (1982) recommended that curricular change efforts be based on some image of the future which embodies all the segments of these global perspectives.
Defining Global Education and Its Goals

A great challenge to global educators has been the need to deal with those structures (especially the curricular structures) in American elementary and secondary schools that have been almost impervious to change. Attempts to make education with a global perspective part of the experience of all American young people necessitates resolving where global education fits in the curriculum (Gilliom and Harf, 1985). The successful introduction of global education is profoundly affected by and has broad implications for the fundamental structures of American schools. Whether global education should be added to an already crowded curriculum, or whether it should be infused into the subjects that traditionally have made up the school curriculum needs further study. Many global educators assert that global education is "part of all subject areas and can be studied in a variety of ways. Global education should be viewed as pervasive—a thread that runs throughout a student's entire school experience" (Muessig and Gilliom, 1981, p. 83).

DEFINING GLOBAL EDUCATION

There is no universally accepted definition of global education, but there are a number of thoughtful approaches
to setting its boundaries and content. For example, a
definition adopted by the Michigan Department of Education
in 1978 states:

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 (State of Michigan

This definition was expanded by a federal task force in
1979:

Education for global education perspectives is those
forms of education or learning, formal or informal,
which enhance the individual's ability to understand
his or her condition in the community and the world.
It includes the study of nations, cultures, and
civilizations...with a focus on understanding how
these are all interconnected and how they change, and
on the individual's responsibility in this process.
It provides the individual with a realistic
perspective on world issues, problems and prospects,
and an awareness of the relationships between an
individual's enlightened self-interest and the
concerns of people elsewhere in the world (U.S.
Commissioner of Education's Task Force for a Global
Perspective, 1979).

It is important to stress that global education is
based upon and supports, rather than detracts from the
student's sense of national citizenship. As Ward
Morehouse has pointed out, "...the basic civic literacy
which prepares the individual for American citizenship
must include a reasoned awareness of...the way that global problems impinge upon and are linked with American communities, large and small" (1976, p. 2).

It seems reasonable to expect that instructional implementation will be more effective if it is based upon a clear understanding of what global education is all about. There is, unfortunately, little consistency in the use of terms related to global education. Indeed, the interchangeability of terms by many in the field has created much consternation for those who insist that each term has its own distinct meaning. Becker (1979) interchanges the terms "global education," "world-centered education," and "global perspectives in education" with presumed impunity. It is very common to find the term "international education" used interchangeably with or in conjunction with "global education" (Hanvey, 1979). Many have argued for greater distinction among the terms. Anderson (1979) has stated his preference for "education for a global perspective," but has settled for "global education" to overcome the cumbersome grammar of the preferred terminology. Still others (Alger and Harf, 1985) have insisted that a real distinction exists between global education and international education.

This divergence in defining the field is a significant one in planning curricular programs and teacher inservice.
A specifically delineated structured discipline, typically assigned to the social studies, is implied by both global education and international education. The study of various geographical and cultural areas of the world is a major focus of international education. Global education incorporates this content, "...but views world areas as parts of larger, interacting, interdependent systems expressed and studied through global issues" (Kobus, 1983, p. 21). A global perspectives approach is based on the infusion and integration into the curriculum, at all levels, of an awareness of emerging global concepts rather than on implementing new courses or extensively redesigning curricular content. This approach further implies dealing with affect and stresses student acquisition of competencies which incorporate essential knowledge, skills, and attitudes (King, Branson, and Condon, 1976).

The architects of international education programs in the United States have been greatly influenced by significant changes in the international system. As Carnegie Foundation President Ernest Boyer said recently, (1984) "...the world's 165 independent nations and 60-odd political jurisdictions are interlocked....What happens in the farthest corner of the world now touches us almost instantly." An abundance of statistics is available
(CONGRESSIONAL RECORD, 1985) to illustrate the economic interdependence of the United States and the rest of the world. Current trends in technology, population growth, use of nonrenewable resources, and information sharing also emphasize the importance of cross-cultural relationships.

Although these trends and statistics indicate a high priority for helping citizens understand and work effectively with other nations, American schools are perceived to provide students with few opportunities to study and virtually no demands to master international phenomena. It has been estimated, for example (Social Studies Development Center, 1984) that less than five percent of U.S. teachers have ever taken a course in subjects related to international studies. International studies receive scant attention in most schools other than in elective courses where the emphasis tends to be on geographic areas or regions, or—in the case of world history—a chronology of major events in the western world (Becker, 1985).

GOALS AND OBJECTIVES

Identifying appropriate goals and objectives is a crucial step in implementing an effective global education program. An example of state goals for global education
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:

- Acquire a basic knowledge of various aspects of the world;
- Develop a personal value and behavior system based on a global perspective;
- Understand problems and potential problems that have global implications;
- Explore solutions for global problems;
- Develop a practical way of life based on global perspectives;
- Plan for alternative futures; and
- Participate responsibly in an interdependent world (GUIDELINES FOR GLOBAL EDUCATION, 1978).

The California International Studies Project provides another example of clearly stated goals:

- An understanding of events that have shaped world and American societies, and a willingness to search for the antecedents of contemporary issues. (Historical Context.)

- An ability and a willingness to consider issues from the viewpoints of people whose cultures or value orientations are different from our own. (Multiple Perspectives.)

- An understanding of the nature of conflict, and approaches for managing it successfully. (Conflict Management.)

- A knowledge of the interconnections between world regions, events and peoples, and a tolerance for the ambiguities that result from such complexity. (Interdependent Systems.)
An ability to think analytically about complex issues, to distinguish fact from opinions, and to recognize bias, advocacy and propaganda (Herring, 1985).

Global education can be approached instructionally in at least two ways. The first is as a group of interrelated curricular areas which include second languages, world geography, world history, world issues, international economics, global environment, and international relations. The second is as an interdisciplinary approach to all areas of the curriculum at all grade levels, incorporating activities relating to global issues and cross-cultural understanding.

Some school systems have developed special organizational structures that promote global education. Examples include separate schools that have international curriculum, student body, faculty and languages of instruction; separate global education schools that operate within the framework of a larger high school; and magnet schools that feature global education. Cultural exchange programs and school-based international fairs are other techniques used by schools for increasing students' global awareness.
Responsibility of the Educational Community for Global Education

Several recent developments portend a new movement for adding a stronger global component to the high school curriculum. Some observers (King, 1985) link this movement to the report of the President's Commission on Foreign Languages and International Studies. The charge that "Americans' incompetency in foreign languages is nothing short of scandalous," and that "nothing less is at stake than the nation's security," was a blunt indictment of the educational parochialism which contributed to a national crisis (STRENGTH THROUGH WISDOM, 1979). The Commission called for major state and federal efforts to improve America's education system. The 47 million children in our schools must grow up with a keener awareness of and a greater sensitivity to other peoples' attitudes and customs if they themselves are to function effectively in the next century.

A rash of activity at the state level followed the Commission's report, and by 1981, many major education organizations had issued formal endorsements of the report's stance (King, 1985). Since 1981, the importance of global education has been stressed in several national reports on education. The Carnegie Foundation Report
(1983), for example, recommended that the high school curriculum be modified to reflect the changing national and global context. The Twentieth Century Fund (1983) asserted that each public school student should be able to study a second language, and the National Advisory Board on International Education (1983) reported to the Secretary of Education that "the United States is linguistically isolated, hampering our communication with the majority of the world's population." The report recommends that the American public be educated about the complexity and diversity of the world, that Americans acquire greater intercultural skills, and that educational agencies ensure that graduates have adequate knowledge of the world.

A report of a Wingspread conference (1984) which brought together teachers and administrators as well as representatives of education associations and special projects, expressed the view that education needs to provide a more realistic view of the U.S. role in the world—to "help people comprehend the implications of the transnationalization of human affairs and to recognize the many interactive factors and dynamics that are fostering complexity." The report recommended increased funding for government programs which support global education programs and greater cooperation among groups that provide
global education. The following year, the Council of Chief State School Officers published a position paper and action recommendations (INTERNATIONAL DIMENSIONS OF EDUCATION, 1985) advocating firsthand experience for teachers in the cultures of the languages they teach, student exchanges among nations, and exchange of information among nations on successful educational practices and materials.

Progress to date, nevertheless, has been slow despite strong support for greater educational emphasis on global education. In general, there remains a general lack of awareness of the extent to which economic well-being depends upon trade and foreign investment. Emphasis on the back-to-basics movement coupled with tight budgets have continued to divert attention from development and improvement of global education programs. The lack of clear definitions and goals for global education has resulted in the under-utilization of available resources. This under-utilization is due in part to limited cooperation and coordination among the many organizations and agencies with an interest in global education. Other obstacles to effective global education programs include the inadequate training of teachers, resistance to change on the part of teachers and administrators, and inadequate
evaluation of global education and student learning outcomes.

The educational community has recognized that in order to address these problems, several kinds of initiatives are needed. Communication, coordination, and leadership were identified as the most important elements in encouraging change by participants at a Wingspread Conference on Shaping the Future of International Studies (1984). Specifically, the Wingspread conference listed several critical needs, including identifying, training, and utilizing individuals acquainted not only with sources of resources and expertise, but also with some understanding of the complicated nature of educational improvements. Additionally, the need to encourage team approaches involving university professors, special projects personnel, and elementary and secondary teachers and administrators was recognized.

Because education is, by tradition and law, the responsibility of the states, it is from that jurisdiction that meaningful reform will take place. As states become increasingly involved in international affairs, legislatures are likely to appropriate more and more money to maintain trade missions in foreign countries, and debate whether to encourage or restrict foreign investments on land in their states. State departments of
commerce devote considerable effort to enticing foreign firms to build and operate manufacturing plants within state borders. It has become increasingly clear that it is in the state's best interest to have a citizenry with international communication skills and an understanding of the social, economic, and political contexts in which potential economic partners from foreign countries cooperate. These factors have contributed to recent initiatives in several states to improve and expand global education in the schools.

The Michigan Department of Education (GUIDELINES FOR GLOBAL EDUCATION, 1978) perceives global education to involve lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems. New goals and objectives for elementary and secondary social studies, incorporating an international studies perspective, are being developed by the Department and practitioners in the field (Michigan Department of Education, 1986).

A policy statement advocating that schools provide the opportunity for every student to acquire an appreciation of international issues and other cultures in a well-articulated, interdisciplinary sequence, was adopted by the Illinois State Board of Education (1980). State Department of Education staff subsequently implemented a
five-year plan for carrying out that policy. Activities specified in the plan include funding four international studies high schools; provision of program planning assistance to local school districts through workshops, conferences, and seminars; development of regional improvement centers in five universities and colleges, all of which provide teacher development activities in international studies; and assistance to local education agencies in preparation of grant proposals for state and federal funding for curriculum development and teacher training.

The State Board of Education in Florida passed a resolution (1979) to support the concept of global education, and the Florida Commissioner of Education (1982) developed a State Plan for Global Education. The plan was the cooperative effort of representatives of universities, schools, and agencies throughout the state. Early in 1984, the Department of Education's Project for International Education and Economic Development issued a report and recommendations; and an Office of International Education was established in the Department in late 1984.

A plan for revising the grades 7-12 social studies curriculum was approved by New York's Board of Regents in 1984. The revisions include a two-year course in global studies (New York State Education Department, 1984) to
replace the ninth grade syllabus on Asian and African culture studies and tenth grade syllabus on European cultures. A global perspective on economics and trade are also emphasized in a new one-semester twelfth grade course in economics and economic decision making. Beginning in June, 1989, tenth grade students will be required to pass a Regents competency test or Regents examination in global studies as a graduation requirement. The Regents have also recommended new federal legislation to address the need for a comprehensive approach to international education at the elementary and secondary levels (New York State Department of Education, 1985).

Various national and state study commissions have concluded that state policy development in international studies is both appropriate and beneficial. There are several policy options available for establishing or improving global education programs. Many of these policy options have been recommended by various national study groups, including the President's Commission on Foreign Language and International Studies, the National Advisory Board on International Education, the Wingspread Conference on Shaping the Future of International Studies, and the Council of Chief State School Officers.

Initial steps that a board might take include establishing a commission or task group to study global
education programs and make recommendations on how to improve existing programs and address unmet needs (National Advisory Board, 1983; Shaping the Future of International Studies, 1984; International Dimensions of Education, 1985). The Wingspread Conference report (1984) and the Council of Chief State School Officers (1985) also suggest major resolutions or position statements supporting global education. The Council report recommends further efforts to encourage student and teacher exchanges with other countries and school-to-school linkages with other countries. Collaboration and cooperation among the various levels of the education system, business and civic groups and schools, and state and local counterpart agencies to foster better delivery of instructional services are encouraged by the chiefs, as well as the increased use by schools of ethnic and linguistic minorities and foreign exchange students as resources in international studies programs.

Other options considered for board action include providing guidelines and funding for global education programs such as incentive grants for pilot projects (e.g., establishment of international schools, summer institutes for international studies); and matching funds for global education programs. Some have suggested establishing state resource centers for international
studies (President's Commission, 1979) which might provide such services as reviewing available resource materials and developing guidelines for selecting materials, including textbooks, software, and video discs (Wingspread Conference, 1984; CCSSO, 1985).

Other services might include the development and dissemination of new curricula or strategies for incorporating global dimensions into existing curricula. Wingspread participants encourage information exchange among practitioners through newsletters, dissemination of successful program ideas, and convening state conferences on international studies. They also recommend assistance to local education agencies in establishing research agendas and designs for collecting and evaluating data on teaching methods, learning outcomes, and changes in students' attitudes. Reports from the President's Commission, the Council of Chief State School Officers, and the Wingspread Conference encouraged or required teacher training institutions to increase the international dimensions of their preservice programs. They were joined by the National Advisory Board on International Education in recommending the inclusion of global studies in teacher certification and recertification requirements.
SUCCESSFUL GLOBAL EDUCATION

Few research projects have been conducted on what constitutes "successful" global education. The major reasons offered for this lack of systematic research are: the recent emergence of the global education field, the high cost of research and quality evaluation, the lack of consensus about goals and appropriate outcome measures, and the lack of training (and lack of interest) of global educators in research and evaluation techniques. There have been attempts to collect descriptive data about global education. For example, Dembo (1984) identifies some representative global education programs in terms of both geographic location and curricular offerings, while Sims and Hammond (1981) attempt to identify exemplary programs and their characteristics. The Council of Chief State School Officers (1985) survey of state education agencies' information on global education programs describes state policies and requirements, student enrollments in global education programs, and state education agency capability to provide technical assistance in global education to local education agencies.
There have been few research efforts, however, which compare the effects of different state or local interventions on student knowledge and attitudes regarding international issues. Some interesting beginnings in this type of research include an analysis of the 1971 International Association for the Evaluation of Educational Achievement (IEA) civic education survey data (3,000 students aged 14 and 17-20 from nine countries). The analysis showed that use of rote methods of learning and stress on practice of patriotic ritual were negatively associated with knowledge of civics and support for democratic attitudes across countries. The extent to which secondary school teachers respected students' opinions and allowed them to express those opinions in class was a positive predictor of more knowledge of civics and of less authoritarian attitudes (Torney, 1975). A further analysis of the IEA data showed that, for United States students, the two aspects of classroom climate that were the most significant predictors of tolerance for democratic dissent in political life were: students' reports that knowing the causes or explanations of events was more important than memorizing names or dates in social studies classes, and students' reports that they frequently brought up current events for discussion in class (Nielsen, 1977).
A 1979 study conducted by the National Association of Elementary School Principals' Global Education project provided a series of global education workshops for elementary teachers. Students of the workshop participants were subsequently assessed to determine the project's effect on teacher attitudes and teaching behavior, and the influence of a global perspective in an existing social studies program on student attitudes toward other nations and on degree of student ethnocentrism. The study concluded that a global education program can have a positive effect on the way children view other nations, that a global education program does not reduce a student's view of the United States, that a global education dimension can be successfully integrated into an existing social studies program, and that the workshops helped teachers conceptualize a global education component for their social studies program and also had a significant impact on their teaching behavior (Mitsakos, 1979). The sample size was limited, however (only five school systems were studied).

A 1980 review of political socialization research concluded that the most positive contribution a teacher at any level could make to the acquisition of democratic values is to foster a classroom process which gives
students freedom to express their opinions. This classroom process was found to be more important than any curriculum content as a predictor of student acquisition of democratic values (Ehman, 1980). An analysis by Judith Torney-Purta of the 1980 Educational Testing Service/Council on Learning survey data on the global awareness of college students (3000 freshmen, seniors, and two-year college students sampled from 185 U.S. institutions) revealed that taking history or geography courses (even if one does not major in those subjects) is an important predictor of global awareness (1982).

Another study by Torney-Purta of the global awareness (knowledge) and global concern (attitude) of 1500 secondary school students in nine states revealed that an international high school, several schools offering the International Baccalaureate, and schools offering extensive extracurricular programs were very successful in promoting global awareness and concern among college preparatory and academically talented students. Two other programs—one organized on a statewide basis and another on an areawide basis, both of which used extensive teacher training and long-term follow up—were successful with students from a wide range of academic backgrounds. In contrast, short-term programs and programs that relied on a relatively traditional course in world history showed
little success. This study also found that taking four years of social studies was an important predictor of global awareness and concern and that enrollment in foreign language courses and perception of oneself as a competent speaker of a foreign language were good predictors of a student's global concern (1985).

Clearly, any study of the "success" or "effectiveness" of an intervention, whether it is a policy statement, a program or a teaching technique requires an initial determination of the goals and objectives to be obtained, a determination of appropriate ways to measure achievement of those goals and objectives, careful measurement of outcomes with valid measurement instruments, and thoughtful analysis of the measurement results. The Educational Testing Service (ETS) and the Council on Learning test of students' global knowledge, developed by experts in fields such as world history and international economics, is considered a valid test of knowledge of thirteen specific topics, including environment, food, international monetary and trade arrangements, energy, human rights, war and armaments, arts and culture, and relations among nations. To measure the degree of attainment of other educational objectives related to international studies will require development of appropriate measurement instruments and research designs.
Research suggests that four distinct patterns have emerged as viable alternatives in the implementation of global education programs. Each, of course, places greater emphases on certain or other of the various segments of global perspectives. These four major strategies are: a global issues rationale; a rationale for approaching global education through local community linkages to the rest of the world; focusing upon the notion of the world as an interdependent entity; and infusing a global perspective into already established curricular programs. A fifth pattern, which focuses upon national security issues, is becoming increasingly important, and is, therefore, included with the others. Additionally, other less-well defined approaches continue to be proposed. A brief examination of some of these will proceed a more extensive examination of the major strategies.

Goodman and Melcher (1984) have developed a rationale for using traditional folklore as a resource for educating children about other people's cultural heritage. Osunde (1984) provides an analysis of African social studies curricula showing that African students probably study about other countries more than do American or British students. Among the reforms suggested by Osunde is a
recommendation for including an increase in coverage of world affairs in U.S. schools. Davison (1984) discusses the use of simulation/role playing to help students understand unfamiliar, controversial situations and practice decision making in a nonthreatening context.

Unks (1983) has found that despite the diplomatic advantages of knowing other nations' languages, only 15 percent of American high school students study a foreign language. Recommendations include increasing expenditures for foreign language instruction, providing for foreign language instruction from the elementary level through college, and expanding international student exchange programs.

An anthroliterary approach to cross cultural education has been suggested by Goodman and Melcher (1984) to help students understand and appreciate other cultures through narrative portrayals of the lifestyles, customs, and values of different ethnic groups. This portrayal can best be developed in the classroom through the use of a given culture's oral and/or written literature, and through implementation of learning activities that encourage students to actively use their powers of imagination, speculation, and reason. If educators are serious about increasing children's appreciation and understanding for different cultures, they must explore
and use resources that capture students' interests and
spark their intellect.

MAJOR IMPLEMENTATION STRATEGIES: (1) A GLOBAL ISSUES
APPROACH

Among the first instructional strategies to emerge as
a distinctive pattern in the implementation of global
education was the global issues approach. This approach
grew out of the functionalist-internationalist world view
which stresses the importance of cooperation between state
and nonstate actors to respond appropriately to global
environmental problems such as food, energy, pollution,
economic and monetary issues, and problems associated with
development processes in the lesser developed countries.
Underlying this globalist perspective are the following
assumptions:

1) Global cooperation will result from the increasing
   interdependence between nation-states.

2) Initially all actors in the international system
   may not benefit equally from this interdependence
   but eventually all will benefit from this mutual
   dependence.

3) International relations are not limited to the
   interactions between nation-states. Transnational
   actors such as international governmental
   organizations (e.g., the United Nations),
   nongovernmental organizations (e.g., Amnesty
   International), and transnational enterprises
   (e.g., ITT or IBM) are also critical participants
   in international interactions.
Global stability and order will be maintained by an increase in transnational interactions (interactions between state and nonstate actors in the global community) in functional issue areas. This functionalist-internationalist world view maintains that countries will work together, for example, sharing expertise and resources in order to clean up a polluted ocean. They argue that these successful interactions will result in positive attitudes toward cooperation which will result in "spillover" into other policy areas. This will eventually lead to an integrated and interdependent community of state and nonstate actors.

Lamy (1983a) suggests that the purpose of global education from this functionalist-internationalist perspective is to encourage mutual understanding and cooperation between various cultures. Students are encouraged to see the United States as an integral actor in the international system but not as the most powerful or more salient actor in all situations. Global education from this perspective emphasizes the importance of skills and competencies which prepare students for the articulation and resolution of global problems and potential conflict situations. Students are not encouraged to abandon their national allegiances, but the definition of problems from a global perspective
implicitly encourages the development of cooperative regional or global institutions. Functionalists often point to the increasing obsolescence and ineffectiveness of the nation-state for achieving world order or simply meeting the most basic of citizen needs. Global education from this perspective encourages students to find workable solutions to socioeconomic, military-security, and ecological problems which challenge the leaders and citizens of the world.

International studies give the broad background needed for a truly global education. Area studies complement this approach by offering specificity to the issues and providing perspectives that break ethnocentric and nationalistic molds, giving students the world picture as seen through the eyes of other peoples (Fonte, 1983). At a global level, topics such as urbanization, pollution, overfishing of oceans, and planetary management of natural resources (Allen, 1978) are all viewed as parts of the larger questions of humankind's destiny, planetary stewardship, and coexistence with other life forms. Only through a global perspective of the environment can we understand the long-range ramifications. To remedy these pressing global concerns, humankind must think and rethink the issues surrounding the life-support systems that nature provides. An initial educational tool to foster
awareness, discussions, involvement, and resolution lies in the curriculum process (King, 1977, 1980).

Lamy (1983a, p. 12) has argued forcefully that "those who teach global studies without a basic understanding of the structures and processes of the international political, economic, and sociocultural systems are no more than likely sharing ignorance with their students."

To insure against such a possibility, it will be necessary to provide preservice and inservice courses in global education appropriate to the professional needs of educators. Such courses would introduce the critical, theoretical, and substantive issues in the field of global education and present resources, materials, and teaching strategies for use in secondary classrooms (Gilliom and Harf, 1985). Educational efforts need to be developed to respond to the complex issues that challenge traditional authority patterns in the international system.

The issues approach to education for a global perspective, then, stresses the commonalities rather than the differences of peoples around the globe—all of whom have the same basic needs and face the same megaproblems. Advocates of this view believe that the substantive content of global education is best approached by exploring the ways in which a single issue—for example, population—is affected by and in turn affects the lives
of peoples from a variety of cultures and regions. Although they overlap to a certain extent and may be grouped in various ways, the following issues (Harf and Trout, 1983) transcend national boundaries and can be said to affect, directly or indirectly everyone in the world: human rights, peace and conflict, world-trade and economic interdependence, the arms race and the threat of nuclear war, energy, natural resources, air and water quality, population, food and world hunger, and international law. Specific cases from one or more of these broad categories can form the content of many global studies lessons or teaching units.

The Consortium for International Studies Education (CISE), long an advocate of a global issues approach to international education at the collegiate level, has developed materials (Harf and Trout, 1983) and inservice programs for secondary school teachers. The rationale supporting these efforts is based on the assumption that teachers can play an important role in instilling in young people, the ability to think, feel, and act from a perspective that is global rather than narrowly personal, national, or regional. Teachers can help develop an appreciation for the global nature of most of the issues that affect their lives and an understanding of the
interrelationships that bind humankind extricably in an ever-increasingly global human society.

MAJOR IMPLEMENTATION STRATEGIES: (2) GLOBAL INTERDEPENDENCE

The notion of focusing upon the world as an interdependent entity as the basic approach to global education has been present throughout the history of the movement. Advocates of this approach view the international system as a web of interdependence with that interdependence eventually promoting cooperation and limiting conflict between state actors (Keohan and Nye, 1977). This internationalist world view often stresses the importance of cooperation for business purposes. Americans are more aware than ever of the interdependence of the global economy. With this awareness comes a need for a better understanding of world economics (Lewis and Dalgaard, 1984; Becker, 1980).

It has been suggested that what is needed is not so much to broaden knowledge but to reinterpret it through an understanding of global systems. Leading conceptualizers in the field support this view and suggest that interdependence is probably the most essential and basic concept within the structure of global education. Indeed, interdependence has served consistently as the central
construct in the theoretical conceptualization of the field (Becker, 1979, 1982; Anderson, 1974; Hanvey, 1979; King and Anderson, 1976).

The interdependence of humankind is laden with potential for citizen education. Rosenau (1983) argued that the responsibilities of citizenship in these complex times are extensive and elaborate, and that the citizenship education to which succeeding generations of students are exposed needs to be brought into line with the choices that greater interdependence imposes on individuals in all walks of life. Cogan (1981) maintained that the mounting number of problems and conflicts confronting all nations requires interdependent, cooperative action. Young students, beginning in kindergarten, need to be offered a global education in order to understand and cope with future world problems.

Too often, news events are reported as distinct, isolated happenings. Students may miss causes and effects and the relevance of happenings to their lives. The interdependence of humankind approach to global education is designed specifically to help students identify the global interdependence that affects their lives and their world. The National Association of Elementary School Principals (1982) documented the need for a world view and a rationale to understand the increasing multicultural and
interdependence trends. The Association recommended immediate action in elementary school settings. Muller (1978) agreed, citing improved living conditions, increased population, and the advent of a dense network of interdependencies on earth as evidence of the need for global education and the formulation of a new ethics.

An abundance of learning materials and activities have been developed to support the global interdependence approach to education. Anderson (1982) believed that global educators must teach about other societies as integral parts of a worldwide system. Students must learn to project themselves into alternative cultural perspectives and to recognize cultural influences on their own outlook. Brodbelt (1981) suggested approaches and strategies for teaching about global interdependence in elementary and secondary schools. Steinbrink (1983) has developed three different listing activities on global topics for students. This technique is useful in developing the cognitive skills of fluency, flexibility, originality, and higher-order rule making. These activities are based on the proposition that the contemporary world is international in character and students must develop a global perspective.

These efforts are typical and have been made consistently throughout the history of global education.
There are two essential themes running concurrently throughout the interdependence orientation literature. The first is that the world is rapidly becoming more interconnected. U.S. dependence on foreign goods, the relationships between foreign markets and domestic employment, the shrinking of the world through advances in transportation and communication technology, the effects of increasing industrialization on the global environment, the human costs of the great disparities of wealth between the industrial and third worlds, and the unity of a world suffering under the threat of a nuclear holocaust are frequently cited to support the assertion of increasing interdependence.

The fact that education in the schools of the United States is not equipping young people to cope with and participate effectively in such a world constitutes the second theme. There is ample evidence that programs, curricula, and textbooks are ethnocentric and nationalistic in approach, and that teachers are inadequately prepared to teach about the interdependence of nations, cultures, and systems (Nelson, 1976; Klassen and Leavitt, 1982; Tucker, 1983; Kniep, 1985). A fundamental issue has been the inability of the high school curriculum to keep pace with the increasing involvement of the United States in world affairs. Alger
and Harf (1985) have argued that interdependence is best understood through awareness of the historical contacts among civilizations. Their description of the major dimensions of relations among people is organized around five themes: values, transactions, actors, procedures and mechanisms, and global issues. If this approach is to be effective (Kniep, 1985), teachers of young children need to have a picture of the entire edifice that make up the structure of global understanding for which they are laying the foundation of conceptual understanding.

**MAJOR IMPLEMENTATION STRATEGIES: (3) LOCAL COMMUNITY LINKAGES TO THE WORLD**

Perhaps the most innovative pattern for the implementation of global education to emerge has been through the identification and examination of local community linkages to the rest of the world. The Columbus-in-the-World (CITW) project (Alger, 1976; 1980) developed methods for participatory learning experiences based upon increasing knowledge of their personal links to the world and those of other people and institutions in their local community. The assumptions of the project are as follows:

1) Perception of local international linkages enables people to move from unconscious involvement to self-conscious involvement;
2) Once people are self-consciously involved in international activities, a base is created for personal evaluation of those involvements;

3) This provides the basis for responsible participation in international activity; and

4) Participatory learning through this process eventually makes it possible for people to set foreign policy agendas that are responsive to the international dimension of their daily lives, rather than simply be responsive to agendas set by powerful institutions.

The strategy which follows from these assumptions is rather unique in the field of global education. It is based upon the proposition that everybody is involved in international affairs. Education must help them perceive it by helping them to "grow out of a condition of non-aware involvement" (Alger, 1980), thereby becoming responsible participants. Approaches to global understanding that encompass the local community quickly followed CITW. King and Anderson (1976), adapted the approach for a unit in a fifth-grade social studies textbook. The Mid-America Center for Global Education spawned a host of materials for secondary school teachers that use the state as the local unit (Miller, 1980; Victor, 1978; Basa, et al., 1979; Fuller, 1980). Other curriculum materials reflecting this approach were developed by secondary school teachers in Peoria and Minneapolis (Bennett, et al., 1976; Whelen, 1977; and Gottstein, 1977). Between 1980 and 1982 efforts to
develop a "second generation" of precollege curriculum materials were undertaken by the Mershon Center's Citizenship Development and Global Education Program.

Educational theory and research provide support for the premise that using local resources will facilitate the teaching and learning of abstract concepts associated with international studies (Dalgaard and Schug, 1983). Several learning theorists, including John Dewey, have stressed the need for educational strategies which permit students to test and apply concepts within their immediate environment. Kobus (1983) has indicated the need for strategies which introduce abstract ideas through concrete and familiar examples. In these terms, the local community serves as a highly appropriate and a uniquely available source of learning resources.

There is some research support (Woyach and Love, 1983; Woyach and Remy, 1982; and Remy, 1982) for the assumption that showing students the impact of global systems on their daily lives will help them perceive the personal relevance of international events and issues. Gerald and Patricia Mische (1977) found that students exposed to information on local participation in problem-solving activities tend to regard nongovernmental leaders as more important within international systems than other students. Thus, international affairs and global problems
are more likely to appear (to the former), more manageable and less within the exclusive domain of experts. Three types of strategies for using community resources have been practiced by educators. These include: (1) community linkages as content, (2) local people as classroom resources, and (3) out-of-school learning experiences.

The use of community resources in global education by and large, has been limited to one or other of these strategies, despite the highly distinctive benefits of each. The use of readings or data on local linkages cannot achieve the cross-cultural experience possible by bringing a foreign student into the classroom. Likewise, students are not likely to see adequately how they are involved in the world community or touched by it in their everyday lives by bringing foreign students into the classroom. Community linkage advocates recommend that curriculum efforts incorporate all three of these strategies to the extent possible in order to provide a balanced set of community-based resources.

**MAJOR IMPLEMENTATION STRATEGIES: (4) INFUSING GLOBAL PERSPECTIVES**

The most recent efforts to forge meaningful global education programs are based upon the infusion of a global perspective into already established curricular programs.
Today, with growing emphasis on the basic elements of education, it is necessary to suggest new approaches which will contribute to the competencies of young people as members of a global society. In September, 1976, a National Citizenship Conference sponsored by the Council of Chief State School Officers and the U.S. Office of Education included global perspectives as a major component of citizen education. The implication of this focus (Becker, 1979) is that teachers and specialists in all disciplines need to consider how to use existing courses to help students acquire a global perspective.

Adams and Waldman (1983) found that higher level conclusions are obtained from students when common trends in comparative social inquiry (e.g., international studies in anthropology, geography, economics, political science, sociology, and history) are revealed. Anderson (1983) argued that modern geography instruction should contribute to multidisciplinary global studies by making students aware of human modification of the earth's environment and of the relationships between human behavior, culture, and the natural habitat. Others (Conte and Cavaliere, 1982; Cornbleth, 1979; Braun, 1983; Woyach, 1983b) have viewed global education, not as an educational strand in the curriculum, but rather as an infusion of concepts and attitudes relevant to global issues and interdependence
into existing curricula. A global perspectives infusion model composed of process, content, and philosophy is characterized as holistic, humanistic, conceptually-based, and issue-oriented.

Advocates of infusion or integrated approaches to global education suggest three primary advantages:

1) Students are motivated by developing concepts which are a part of their understanding, and by expanding these interests across space and through historical time to clarify perspectives.

2) Although the concepts are presented sequentially with regard for their historical development, they proceed to the areas of current concern. They stimulate understanding of the critical problems of the human condition while exploring the positive actions that humans have taken while coping with their world and improving life quality on a broad scale.

3) This approach presents a model for integrating the tools of a variety of intellectual disciplines in gaining perspective on the human condition. This focus goes beyond the social studies and focuses upon an individual seeking to find understanding of the world in which survival and happiness are sought. To understand one's self in this context, it is necessary to draw upon the ideas of many subjects.

Global approaches to social studies courses are becoming more common (Stavrianos, 1979; Woyach, et al, 1983a). The opportunities to integrate global perspectives into existing discipline-focused courses are many. Nevertheless, efforts to specify just what
developing a global perspective involves can vary considerably. A lesson in American history may use ethnocentrism, a central concept in global perspectives education, to show students how we can be ethnocentric with respect to people living in the past. Another lesson may be designed to help students see their global heritage both in terms of the ethnic origins of their community and the global origins of many practices and ideas we take for granted in everyday life. A lesson in economics may focus on the division of labor, a concept usually limited to the domestic economy, in a way which encourages students to see how it applies to the international economy as well. The lesson may raise questions about security and equity, issues which are often more difficult to introduce within the domestic context.

Ultimately, local decisions must be made about how global education fits within existing curricula. There is a high degree of standardization within American education reflected in the major, nationally disseminated textbooks. This standardization is real, despite the considerable differences in curricula from one school district to the next and even within local communities. Woyach (1983a, 1983b) has used this standard curriculum as a basis for substantively integrating global learning in the existing curriculum. The urgencies of modern international coping
are not generally reflected in the curricular and degree requirements of American schools. Infusion/integration advocates believe these educational anachronisms can best be compensated for through the existing curriculum.

Designing educational responses to the challenges of global interrelatedness, cultural diversity, and finite natural resources requires not only an awareness of the nature of world trends and developments and an awareness of how children learn, but also a sensitivity to the realities of educational change (Westerford, 1977). Simplistic schemes disregarding the many influences which affect what schools do or the kind of support teachers need are unlikely to have much impact. Many (McNeil, 1963; Weitzman, 1974) believe that efforts to improve global education in schools must take into account the fact that decisions about what should be taught or emphasized involve many individuals, agencies, and interests. Helping teachers to view, rethink, and revitalize their courses is essential to improving and expanding global perspectives in schools. Recognizing the realities of existing curricular patterns, and the manner in which "new approaches" must accommodate or relate to these courses, is an important first step. Not all approaches make equally valuable contributions to the development of global perspectives.
MAJOR IMPLEMENTATION STRATEGIES: (5) NATIONAL SECURITY ISSUES

An increasing number of global educators are designing instructional efforts to address national security issues. The educational objective of this enterprise is to introduce students to the major challenge to the national security of the United States—protecting American interests while avoiding conflicts that might lead to nuclear war. Such programs are usually designed to enable students to define national security and become familiar with the various components inherent in that concept, including:

1) Protection of the nation's people and territory against foreign attack.
2) Protection of vital economic and political assets.
3) Protection of the nation's fundamental strengths and values.

This approach to global education is designed to help students understand national security issues more realistically, by examining them from a global perspective. The pursuit of self-interest is a fundamental premise of national political behavior. Because each nation interprets its interests differently, however, competition is inevitable. The military result of this competition is the arms race. In the nuclear arena, the arms race has taken the form of an increasingly
sophisticated weapons rivalry evolving over four decades, from the relatively small bomb dropped on Hiroshima in 1945, to a triad of intercontinental ballistic missiles (ICBMs), submarine-launched ballistic missiles (SLBMs), and intercontinental bombers in both the United States and the Soviet Union.

Students are encouraged to examine the complexities of national security. It is not possible, for example, to examine military policy—the way in which a nation defends its people, territory, and interests—in isolation from foreign policy—the way in which it manages economic and political relationships with other countries. U.S. and Soviet actions since World War II have demonstrated just how clearly related military and foreign policy are, sometimes complementing, sometimes conflicting with each other. It is difficult to determine, therefore, whether military policy is the result of foreign policy, as it ought to be, or the cause of foreign policy. Proponents of national security issues education argue forcefully that Americans need to face the sobering truth that the prevention of nuclear war in not a short-term problem that will fade away in a few years or even a few generations.
Pedagogical Considerations

EFFECTIVE INSTRUCTION

Research efforts in social studies education, variously known as intentionalist (Fenstermacher, 1978), constructivist (Magoon, 1977), or cognitive (Tobias, 1982; Wittrock, 1978) have constituted what might be called a movement which perceives the mental lives of teachers and students as being the real keys to the better understanding of classroom phenomena. This emphasis reflects a recognition that human behavior cannot be properly studied in isolation. At least some of the causal factors that account for behavior are internal. Thoughts, intentions, and affects that prompt action must be taken into account.

Underlying this movement is the assumption that students and teachers need to be active constructors of meaning. That is, students must be able to reorganize incoming stimuli on the basis of prior knowledge, value orientations, and the constructive processes employed in particular learning situations. If this is true, the most important variable accounting for learning from instruction—the frequency and intensity with which students cognitively process instructional input—has been consistently obscured by studies that have "compared the
external characteristics of instructional methods" (Tobias, 1982, p. 4).

It would seem then, that achievement is apt to be improved by any instructional method that increases students' relevant processing of the content of instruction. To the extent that students are stimulated to "actively comprehend the material, to organize what is learned with what has been learned previously, and to relate it to their prior experience" (Tobias, 1982, p. 6), any teacher behavior or any instructional variable is important to learning outcomes. In short, depending on the extent to which student attention, motivation, image-making, and other psychological processes have been stimulated during instruction, the same instructional technique may be more or less successful.

Teachers do make a difference in student learning. Teacher effectiveness, however, is not universal. Well-trained and experienced teachers vary widely in how they organize the classroom and present instruction. Specifically, they differ in several respects: the expectations and achievement objectives they hold for themselves, their classes, and individual students; how they select and design academic tasks; and how actively they instruct and communicate with students about academic tasks. Those who do these things successfully produce
significantly more achievement than those who do not, but doing them successfully demands a blend of knowledge, energy, motivation, and communication and decision-making skills that many teachers do not possess.

**THE HIDDEN CURRICULUM**

A great deal has been written about the everyday life of the school, most of which predicts dire consequences resulting from the anti-democratic character of the lessons children are taught (Morgan, 1977). A range of school characteristics, including curricula, texts, authority structures, and teachers, are examined. This literature is concerned with both the explicit lessons taught and with what John Dewey described as the "hidden curriculum." A dreary picture emerges, especially with respect to the implicit lessons being taught. Little research is available to indicate whether such lessons impact on children in the way the advocates of the hidden curriculum thesis suggest. It is useful, therefore, before reviewing what research there is, to identify some of the theoretical assumptions which undergird the notion that teacher behavior affects students' global perspectives.

A theoretical framework exists which sees children develop the ability to undertake more general and abstract
thinking at different rates and both the coherence of their abstractions and the facility with which they use them to organize new information or transfer existing knowledge to new contexts or problems will vary (Rosenau, 1975). As children grow older they acquire a greater set of experiences and a greater cognitive capacity to integrate those experiences. The more congruent these are, the more likely they will be to provide a set of understandings about how things are and should be that is well articulated.

Essentially, people learn things because doing so meets their perceived or unconscious needs. From this notion, it follows that those people or organizations in a position to provide rewards or penalties cannot only affect what is learned, but—because many needs are learned—they can shape needs. Teachers clearly are such sources of influence. Students may also learn from teachers because their ideas and behaviors are seen as valued by parents, friends, or the larger society. The student's readiness to assimilate or imitate aspects of teacher behavior and attitudes depends also on personal feelings for the teacher and/or for school in general.

Empirical literature on the impact of teachers on global understanding is limited and inconclusive. Most research on teaching effectiveness deals with rather
narrowly defined cognitive development. A number of studies have shown that the expectations of teachers are important in motivating student learning (Brookover, et al., 1979; MacQueen and Coulson, 1978; and Good, Biddle, and Brophy, 1975). Teachers play an important role over and above the stimulus children get from their parents in shaping the level of effort given to school work (Hawley, 1976). The experiences children have in school, then, seems to shape their attitudes and capacities in important ways. To the extent this is true, it is largely because of what teachers do in their interactions with students.

Torney-Purta (1986) suggests that some programs falling under the general category of global education do make a positive contribution to the global awareness and concern of secondary school students. Those programs which have been established longer, those which combine curricular with extra-curricular activities, and those which have stressed teacher training appear to be the more effective. Common sense predications about some of the variables which predict global awareness were confirmed. Brighter students did better than those who were less bright; those same students were also more globally concerned. Those students who were more knowledgeable about global issues and were more concerned about them tended to spend more time reading international news in
the paper and watching the news on television. Whether such exposure to information makes students more concerned or whether they seek out more information because they are concerned is difficult to know. The content of courses in international relations and world geography does seem to make a positive contribution to both global awareness and global concern.

At the same time the research provides strong evidence that global education does work, it clearly indicates that simply creating a course and calling it International Relations or World Studies will not insure the desired outcome. The creation of a typology of different approaches to global education may greatly strengthen the field in terms of research and evaluation efforts and the ability to construct different measures tailored to assess the effectiveness of these different types of programs. From this perspective, it is unlikely that enough in-depth information about a program could be provided. Teacher interviews and classroom observations would be necessary parts of an adequate examination.

The research on global education is plagued by the same kinds of problems that undermine the credibility of most studies of human behavior. Nevertheless, despite the absence of longitudinal studies, the evidence mounts that teachers make a difference in both cognitive and affective
learning. At the same time, the factors that condition that impact and the processes through which it occurs are not well understood. There are, nevertheless, few who do not pay heed to the fact that good teachers must know something about what they are teaching (or trying to let others learn), must care about it, and must be concerned about their students' learning what they are trying to teach. The present research, at its best, represents an effort to examine these factors in order that they may be better understood.
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The examination of global educational programs and activities in Ohio secondary schools was accomplished through descriptive research. This method was employed because descriptive research can contribute valuable information about the status of current programs. The systematic gathering and careful analysis of data may serve several purposes simultaneously. Data depicting present conditions can represent history in the making. Adequate survey data can help in the formulation of goals and future projects. Such results depend, not only upon the collection, organization, and analysis of data, but also upon significant conclusions from the research. These conclusions must be based upon comparisons, contrasts, and relationships within the data collected.

Procedures

The study involved the following procedures: (1) developing a questionnaire; (2) sending the questionnaire to 123 Ohio high schools; (3) examining and organizing the
data; and (4) developing logical conclusions and recommendations from an analysis of the data collected. The impetus for this study came from a desire to investigate Ohio high schools in order to determine the status of curricular action relative to global education programs and activities. Some major considerations related to this effort include the need to:

1) assess the importance of teachers in carrying out global education;

2) contribute to the development of theory about the relationship between what teachers do and the knowledge, skills, attitudes, and values students learn— that takes into account the structural properties of the school, ranging from authority structures to curricula; and

3) identify teacher behaviors associated with the acquisition of a global perspective.

The schools examined include rural, suburban, urban, and central city high schools located throughout the state of Ohio. The high schools included in the sample are representative of the variation that characterizes the state in terms of enrollment and cost per pupil expenditures. The sample also reflects the three types of public school districts in Ohio: city, exempted village, and local.
Development and Administration of the Questionnaire

A questionnaire was developed to survey a sample of Ohio high schools representing twenty percent of the public school districts in the state. The major focus of the research was to identify phenomena in the curricular structure of high schools that might account for students' development of a global perspective as a direct result of teacher behavior. In order to assess readability and clarity, the questionnaire was pretested by six teachers with characteristics similar to those in the sample population. Three university professors from the Colleges of Education and Arts and Sciences at Ohio State University provided advice in the development of the instrument.

The questionnaires were mailed to the 123 public high schools selected for the sample. The sample was drawn randomly from the total list of public school districts in Ohio. One hundred and sixteen of these districts are single high school districts. In the remaining seven multiple high school districts, the selected buildings were randomly selected. A packet of materials consisting of the questionnaire, a letter to the respondent, and a letter to the building principal (see Appendix A) was mailed to the building principal.
The letter to the principal presented the rationale for the study and requested that the questionnaire be forwarded to the social studies teacher in the school most knowledgeable (in the opinion of the principal and/or the individual best able to judge such qualification) about global education. The initial mailing was made on December 1, 1986 with a stamped self-addressed envelope included. The returns were identified, and after three weeks, a phone call was made to each school which had not returned a completed questionnaire. On December 31, 100 questionnaires (81.3%) had been returned. This percentage was deemed adequate.

Structure of the Questionnaire

The questionnaire is divided into four parts, three of which parallel major sections of the literature review presented in Chapter II. In addition to these substantive sections, specified demographic information, useful for specifying characteristics of both the school and the individual respondent, was collected. This information includes the sex identity, age range, and educational attainment of each subject; and the school enrollment range, grade levels, district type, and geographic classification of each high school. Some demographic data
were collected from files provided by the Ohio Department of Education. The remainder were collected from responses to items in the first section of the questionnaire.

PHILOSOPHY/RATIONALE

The second section of the questionnaire corresponded to issues raised in the Historical Overview and Pedagogical Considerations sections of the literature review (Chapter II). The focus of items in this section of the questionnaire was on the philosophy/rationale undergirding a school's global education program. The section began with an effort to determine the source of global education in the school. Respondents were asked to identify the major reason that global education is included in the curricular/instructional program. In addition to expected responses which included teachers' beliefs that global education is an important component of education; course of study prescriptions; and influential others, respondents were provided with the opportunity to specify other sources of support for global education in the school.

When one or more teachers were identified as the major influence for the inclusion of global education in the high school curriculum, a further effort was made to identify the cause of teacher initiative in becoming that
source. This was accomplished through an examination of some factors influencing teachers to encourage the inclusion of global education in the curriculum. These factors include attendance at workshops, meetings, or inservice programs at the local, state, or national levels, which focused on global education; regularly reading professional materials which suggest a global perspective; attending college-level courses; or as a response to major international crises over the last decade.

Having determined how global education gets into the school program, the philosophical bases for each school's global education program was examined. Respondents were asked to choose between two alternative characterizations of global education in order to identify the one closer to the rationale for their program. The first statement characterizes global education as being primarily content or knowledge based:

*Education is the transmission of civilization so that we can win the race against catastrophe. It is the transmission of civilization so that we can avert the tragedy of ignorance as our fate as citizens of the world. Thus it follows as night the day, that education is global.*

The second statement characterizes global education as developmental or process based:

*The word "global" means all-encompassing. In this sense global education is the opposite of parochial. It views the world of knowledge as a*
seamless web. It takes into account everything in its search for balance and quality.

The Philosophy/Rationale section concluded with a series of statements with which respondents were asked to agree or disagree. Each statement was followed by one or more open-end questions or scaled items designed to probe the area in more detail. This series of items began with a statement suggesting that global education is an imperative even if it needs to be imposed by the school. Specifically, respondents were asked whether students should be made aware of global issues regardless of community sensitivities to any of them. Those who agreed with this position were asked to identify who should decide which issues are of such importance that they should be in every student's education. The next statement suggests that global education is interdisciplinary by nature. Respondents were asked to agree or disagree that global education should be based primarily on the humanities, with concentrations in literature, art, philosophy, and music. Follow-up questions tried to determine how much emphasis is placed on traditional subjects such as geography, history, or area studies as a measure of the importance to the school's global education program of history and the various social science disciplines. Respondents were
asked whether the global education program in their school is organized primarily around topics or concepts, and how much emphasis is placed on values. They were then asked whether they agreed that global studies should be available to students at every grade level. The section concludes with a request to identify any new courses or units developed to accommodate global education.

The purpose of this section of the questionnaire is to establish the extent to which a rationale or philosophical basis for global education is present in Ohio high schools. Additional data were collected in order to determine whether variations in the dimensions of such bases as are identified might be accounted for by differences in the demographic characteristics of either the schools or the responding teachers. Those dimensions partially explain the presence of global education in the high school program, why it is there, what educational purpose(s) it is designed to serve, and how it interfaces with the established social studies curriculum in terms of content and developmental process. Such a conceptualization is necessary in order to facilitate the effort to clarify the meaning (or meanings) of global education which is undertaken in the next section of the questionnaire. The continuing debate over the substance of global education serves to illustrate the difficulty
that educators face in attempting to reach consensus on a
definition of global education, let alone identifying its
major components.

CONTENT/STRUCTURE

The third section of the questionnaire, Content/Structure, corresponds to issues raised in the
Definitional Concerns and Implementation Patterns sections of the literature review chapter. Respondents were asked
to select from among five descriptions of global education, the one being implemented in the school. The
descriptions included: (1) a global issues approach; (2) a local community linkage to other peoples/nations
approach; (3) a global interdependence approach; (4) a global perspective approach; and (5) a national security
issues approach to global education.

A global issues/problems approach to global education is one wherein efforts are made in one or more social
studies courses to identify and examine global issues or problems. Students are encouraged to see the United
States as an integral actor in the international system, but not necessarily as the most salient actor in all
situations. The importance of skills and competencies which prepare students to recognize and contribute to the
resolution of global problems is emphasized. Topics such
as the planetary management of natural resources, pollution, and urbanization are examined at a global level as parts of larger questions about the destiny of humankind and coexistence with other life forms. In short, advocates of a global issues/problems approach to global education organize substantive content around a limited number of global problems in order to determine how those problems are affected by and in turn affect the lives of peoples from various cultures and/or regions.

In a local community linkage to other peoples/nations approach, a rigorous examination of the local community and/or the state is undertaken in one or more social studies courses in order to identify and examine linkages to the rest of the world. This approach is based on the assumption that helping students to see the impact of global systems on their daily lives will help them perceive the personal relevance of international events and issues. Global education programs designed in this manner try to help students perceive that everyone is involved in international affairs by helping them become more knowledgeable of their personal links to the world as well as the international linkages of other people and institutions in their local community.

A global interdependence approach does not so much seek to broaden knowledge as it seeks to reinterpret it
through an understanding of global systems. The interdependence of humankind is laden with potential for global education. Two basic assumptions undergird the global interdependence approach to global education. The first is that the world is becoming increasingly interconnected and the second is that the educational system in the United States is not preparing youngsters to live and participate effectively in such a world. The reality of global interdependence from this perspective is included in one or more social studies courses as a major focus of study.

In a global perspectives approach, global education is viewed as a perspective, to be developed over time and across disciplinary boundaries. Teachers and specialists in all disciplines consider how to use existing courses to help students acquire a global perspective. The focus of such a program is upon an individual seeking to find understanding of the world in terms of survival and happiness. In this context, the challenges of global interrelatedness, cultural diversity, and finite natural resources require an awareness of how children learn as well as an awareness of the nature of global trends and developments.

A national security issues approach to global education is just beginning to emerge as a major
implementation strategy in its own right. While increased attention at the precollegiate level is being directed to a more substantive examination of a variety of issues (e.g., arms control, nuclear arms proliferation, and conflict resolution) generally categorized as national security, it is most often included as a global issue worthy of examination.

Next, respondents were asked to examine three sets of concepts often associated with global education, and to identify those addressed more than casually in the school's global education program. The first set of concepts reflects some of the economic dimensions of global education, while the second and third sets reflect some of the social/political and cultural dimensions respectively. A series of items follows which attempt to measure the importance of a variety of global education conceptualizations to the identified school program. This series began by asking respondents to indicate the extent to which their global education programs provide learning experiences that give students the ability to view the world as a planetary society. Other conceptualizations included the intensity of the global education program's examination of ethnocentrism by inquiring into the extent that global education programs examine the ethnocentrism common in sharp divisions drawn between the study of the
United States and the rest of the world. The extent to which global education integrates world studies with developments in other disciplines and fields of study is also examined as part of this series of items. The extent to which global education is concerned with the interrelatedness of human beings was examined through an item requesting respondents to indicate the degree to which their global education programs provide experiences for students which recognize the likelihood of continued change, conflict, ambiguity, and increasing interdependence. This series of items concluded with an inquiry into the extent to which global education programs focus on continued/increasing change.

Respondents were asked to prioritize some utilitarian components of global education by rank ordering a set of instructional objectives in terms of their importance to global education. These objectives, phrased in terms of student outcomes, include:

- acquiring a basic knowledge of various aspects of the world;
- developing a personal value and behavior system based on a global perspective;
- understanding problems and potential problems that have global implications;
- exploring solutions for global problems;
- developing a practical way of life based on global perspectives;
participating responsibly in an interdependent world; and

examining the possibilities for reducing the risk of nuclear war.

They were then asked to identify cognitive and affective experiences provided through global education. The indicated experiences involve the inclusion of geographic, historical, economic, political, and anthropological concepts in the social studies sequence. The importance of a non-ethnic point of view in the study of various social, political, and economic systems is identified, as is the importance of including the study of various international networks (e.g., labor, business, communications, and travel) in global education. Similar inquiries were made about the causes and effects of pollution, the uses and abuses of energy, and the global implications of natural disasters.

The importance of student encounters with artistic expressions of other cultural groups, scientific studies from a global perspective, instances of the denial of human rights, and the cultural activities of different racial and ethnic groups were included as important affective experiences which might be provided for students through global education. Important cognitive experiences which might be provided through global education were also included. Specific examples include the importance of
examining some causes of and suggested solutions for domestic and world hunger, participating in community programs with a global orientation, and a substantive examination of national security issues, including the possibility of nuclear war.

INSTRUCTION/MATERIALS

The Instruction/Materials section corresponds to the Implementation Patterns and Pedagogical Considerations sections of the literature review. The section begins by prioritizing instructional strategies, including infusion, discrete courses, global issues, and an emerging global perspective through an examination of the local community. Respondents were asked to rank order a number of instructional strategies from the one most likely to increase student understanding of international phenomena to the one believed to be least likely to do the same. The instructional strategies to be ranked include:

- An infusion strategy designed to include a global education strand in as many social studies (and other) courses as possible;
- the implementation of discrete courses designed to foster global education;
- activities (within the established curriculum) designed to focus upon a rigorous examination of identified global issues; and
- a global perspective developed and manifested through local community linkages to other nations and other peoples.
These strategies were examined more closely in the next series of items which focus on the extensiveness of inquiry methodologies and social science processes in the global education program. Respondents were asked to indicate the extent to which instruction in global education includes the use of inquiry, discovery, and/or other investigative procedures. They were then asked about the extent to which materials and strategies used for instruction in global education are designed to teach the modes and processes of social science. Instructional techniques used in the global education program were examined in terms of their importance. These include media, games/simulations, case studies, projects/reports, and field trips.

An effort was then made to characterize the global education program instructionally. Indication of the intensity of attention to such activities as employing/examining sensory awareness were examined. In a similar fashion, indications of the intensity of attention directed toward comparisons and contrasts, environmental influences, commonalty of humankind, technology, local community linkages, global issues, and a global perspective were also examined. The extent to which observations and definitions center on understanding similarities and differences among classmates, family
members, and the community-at-large was examined in order to determine the importance of comparisons and contrasts in global education. The importance of environmental influences in global education was examined through a determination of the extent to which activities focus on the location of ecosystems and habitats, and environmental influences upon individual characteristics in a natural and cultural surrounding. The extent to which activities focus on humankind—its function as part of nature, its relationship to other life forms, and its cultures and future perspectives was examined to determine the importance of the commonality of humankind in global education.

The importance of technology in global education was examined through a determination of the extent to which activities focus on the development of technology. The extent to which learning activities focus on various issues at a local and/or state level and how they compare with national and/or global issues was examined to determine the importance of local community global linkages in global education. The importance of global issues and a global perspective in global education were examined respectively through a determination of the extent to which instructional activities are designed to examine international efforts to respond to global
concerns (e.g., the United Nations; arms control negotiations); and those which focus on discovering and recognizing global perspectives that differ profoundly from one's own. The section concludes with a series of items used to identify the quantity and quality of instructional materials available for global education. An opportunity to specify additional training efforts including workshops, consultants from outside the school district, local resource persons, and reading lists which might be beneficial to teachers involved in the school's global education program was provided. Respondents were also given the opportunity to specify any additional ideas in this regard.

Comparative Case Studies

While the general nature of global education programs in Ohio high schools emerged from the survey data, a more in-depth examination of selected programs was undertaken to provide some notion of the organization and structure of individual programs. Eight teachers who returned questionnaires were contacted by telephone and requested to participate in an on-site conversation about the school's global education program. The schools included in this phase of the study were selected on the basis of
survey data indicating a fairly systematic approach to
global education. Consideration was also given to
variation in approach to global education and to
demographic characteristics of the school.

Eight teachers were visited at their schools in
January, February, and March, 1987, and conversations
ranging from forty-five minutes to one hour were recorded.
These conversations were loosely structured, but were
designed to probe the major areas identified in the study.
An effort was made to clarify the meaning and importance
of global education in these schools. The conversations,
as transcribed, are reproduced in Appendix H. Except for
brief introductory remarks, the researcher's prompts,
questions, and reactions are deleted, providing a more
organized tract.

The teachers were enthusiastic and thoughtful
contributors. They were asked to describe their first
encounter with the concept of global education and
subsequent efforts to include it in their schools' social
studies programs. The conversations were intended to
reveal any of the various strategies employed to implement
global education in Ohio. Discussions sought explanations
and descriptions of instructional methods and materials
used to engage students in thoughtful global education.
Suggestions and recommendations relative to what might be
done to strengthen and extend global education were solicited.

Analysis of Data

An analysis of the responses to the questionnaire was made to determine the status (rationale, content, instruction, materials) of global education programs and activities in Ohio high schools. Most of the data were reported in percentages to ensure clarity. The chi square method was used to test for correlation between several sets of variables. A cross tabulation and an item-by-item analysis of some questions was made to determine the significance of differences between specified variables.

Demographic information about the schools and teachers participating in the study is presented as the first part of the analysis. The philosophical bases for global education programs are then noted. The content and structure of global education programs are reported, and the various instructional methods and materials used in global education are identified. Systematic analysis of the data allowed the researcher to identify and characterize the various dimensions of global education and to draw conclusions and recommendations deemed useful
in strengthening and or extending such programs in Ohio high schools.
CHAPTER IV
STATUS OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS

The report of the findings on the status of global education in Ohio high schools was divided into four sections corresponding to the major areas of emphasis in the questionnaire: (1) demographic information about the schools and teachers in the study; (2) the philosophical bases for global education in Ohio high schools; (3) the content and structure of global education programs in Ohio high schools; and (4) the instructional strategies and materials used in these programs. The summarized data presented are based on total returns of the survey. Summaries of the data are presented in table form with more detailed information presented in the Appendices.

Demographic Characteristics

The 100 high schools used in this study represent 16.2 percent of Ohio's 616 school districts. When classified on the basis of U.S. Census Bureau identification criteria, the sample compares to the total number of school districts as follows:
Three types of school districts operate in Ohio. There are 191 city districts, 48 exempted village districts, and 361 local districts. City and exempted village districts are autonomous and subject only to statutory law and state minimum standards. Local school districts have a governance structure similar to the others (e.g., an elected board of education to prescribe policy and a superintendent of schools to serve as chief executive officer), but are subordinate in some respects (e.g., prescribing courses of study) to the boards of education in the counties in which they are located. The percentages of each district type included in the sample are comparable to the percentages represented in the total (City, 36%; Exempted Village, 19%; Local, 45%).
High school enrollments in Ohio range from less than 300 to more than 2000 students. A comparison of enrollment ranges in sample schools with those in all Ohio high schools is as follows:

**TABLE 2. DISTRIBUTION OF OHIO HIGH SCHOOLS BY ENROLLMENT**

<table>
<thead>
<tr>
<th>ENROLLMENT RANGE</th>
<th>SAMPLE SCHOOLS</th>
<th>ALL HIGH SCHOOLS IN OHIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 300</td>
<td>9%</td>
<td>8.5%</td>
</tr>
<tr>
<td>301 - 600</td>
<td>38</td>
<td>36.4</td>
</tr>
<tr>
<td>601 - 1000</td>
<td>29</td>
<td>27.4</td>
</tr>
<tr>
<td>1001 - 2000</td>
<td>18</td>
<td>24.4</td>
</tr>
<tr>
<td>2001 plus</td>
<td>6</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Cost per pupil expenditures are tabulated on the basis of student enrollment and expenses. The overall average costs to educate a student in the respective district types are as follows:

**TABLE 3. DISTRIBUTION OF COST PER PUPIL EXPENDITURE BY SCHOOL TYPE**

<table>
<thead>
<tr>
<th>SCHOOL TYPE</th>
<th>MEAN COST PER PUPIL EXPENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>$3,497</td>
</tr>
<tr>
<td>Exempted Village</td>
<td>2,950</td>
</tr>
<tr>
<td>Local</td>
<td>2,888</td>
</tr>
</tbody>
</table>

The average cost of educating a student in Ohio schools during the 1985-86 school year was $3,322.
The social studies teachers who described their high school global education programs reflect the characteristics of Ohio's high school teacher population, particularly its social studies teacher population. Males account for 83.5 percent of the sample, and females for 16.5 percent. Some individuals (3 percent) did not indicate their sex identities. The age ranges included in the sample are as follows:

**TABLE 4. DISTRIBUTION OF RESPONDENTS BY AGE**

<table>
<thead>
<tr>
<th>AGE</th>
<th>PERCENTAGE OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 30</td>
<td>9.1%</td>
</tr>
<tr>
<td>31 - 40</td>
<td>43.4</td>
</tr>
<tr>
<td>41 - 50</td>
<td>38.4</td>
</tr>
<tr>
<td>51 - 60</td>
<td>8.1</td>
</tr>
<tr>
<td>61 plus</td>
<td>1.0</td>
</tr>
</tbody>
</table>

The level of educational attainment of the sample population is slightly higher than the general teacher population in Ohio. The sample distribution is as follows:

**TABLE 5. DISTRIBUTION OF RESPONDENTS BY EDUCATIONAL ATTAINMENT**

<table>
<thead>
<tr>
<th>EDUCATIONAL ATTAINMENT</th>
<th>PERCENTAGE OF TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>4.1%</td>
</tr>
<tr>
<td>Bachelors plus</td>
<td>30.9</td>
</tr>
<tr>
<td>Masters</td>
<td>19.6</td>
</tr>
<tr>
<td>Masters plus</td>
<td>43.3</td>
</tr>
<tr>
<td>Doctorate</td>
<td>2.1</td>
</tr>
</tbody>
</table>
The geographic distribution of the sample districts by county is illustrated in Figures 1 - 3.

FIGURE 1: DISTRIBUTION OF TOTAL SELECTED SAMPLE
FIGURE 2: DISTRIBUTION OF RESPONDING SAMPLE

FIGURE 3: DISTRIBUTION OF NON-RESPONDENTS
There appears to be no discernable systematic reason for the failure of the nonresponding teachers to return the questionnaires. The geographic distribution of the sample districts (Figure 2) adequately reflects the various regions in Ohio that one should expect to be included in any sample purporting to be generalizable to the state. Of Ohio's eighty-eight counties, sixty-six are represented in the sample.

**Philosophy/Rationale**

An effort was made to discern the major reason that global education is included in the curricular/instructional programs of each of the schools. A strong majority (56.7 percent) responded that the reason is primarily because one or more teachers consider it to be an important component of education. In an additional three percent of the cases, respondents reported that the social studies faculty as a group acted to include global education. The following comments are typical.

- Teachers have identified it as important and included it in the graded course of study.

- In a recent curriculum study, teachers chose to include it, feeling it is an important component of education.
A large number (39.2 percent) maintain that global education is specifically identified in a course of study prescribed by the board of education. The principal or an individual responsible for curriculum development (either locally or at the county level) influenced the inclusion of global education into the programs of 11.3 percent of the schools.

Virtually every teacher who considered global education to be an important component of education has attended workshops, meetings, or other inservice programs at the local level. Nearly fifty percent of these teachers reported, however, that the meetings have had little significance in developing this view. Attendance at such meetings at the state or national level appears to have been even less influential. More than seventy percent reported that such meetings were not significant for them. Regularly reading SOCIAL EDUCATION and/or other professional publications seems to be fairly important with the 65 percent indicating that such activities have had at least some significance in developing the view that global education is an important component of education. Proclamations by non-educational institutions (e.g., Report of the President's Commission, STRENGTH THROUGH WISDOM) were reported to be very significant by only 5.6 percent of the respondents. The most significant factors
impacting on the development of strong support for global education are college courses, major international crises in recent years, and a kind of synthesis of reading, observation, and reflection. At least ninety percent of the teachers reported these activities to be of some significance in developing their views.

Two characterizations of global education emerged as rational bases for instructional programs. Fifty-eight percent suggested that the concept "global" means all encompassing, and that global education is the opposite of parochial. The world of knowledge is viewed as a seamless web, taking into account everything in its search for balance and quality. A large minority (42 percent), on the other hand suggested that education is the transmission of civilization so that a perceived race against catastrophe may be won. Education, then, is the transmission of civilization so that the tragedy of ignorance can be averted as our fate as citizens of the world. It follows, therefore, that education is global.

There was overwhelming agreement (91.8 percent) that students should be made aware of global issues regardless of community sensitivities to any of these issues. There appears to be a sense that certain issues are of such importance that they should be examined by every student. Decisions as to who should decide which issues are of such
importance ought to be made by individual teachers. Such sentiment is very strong, although many felt that input, consultation, advice and consent should be provided by course of study committees, students, administrators, the board of education, the public, and the state.

Fewer than one-fourth of the respondents believed that global studies should be based primarily on the humanities, with concentrations in literature, art, philosophy, and music. A strong majority (75.3 percent) indicated that, in their global education programs, a great deal of emphasis is placed on traditional subjects such as geography, history, or area studies. Global education programs are organized primarily around concepts in thirty-seven percent of the cases, and around topics in sixty-three percent. A great deal less emphasis is placed on values in global education programs. Only one-third address values in anything more than a cursory manner. Basic skills, on the other hand, are strongly emphasized in sixty-five percent of the global education programs described. There is a strong sense (74.2 percent) that global studies should be available at every grade level. A number of new courses have been created or new units developed to accommodate global education. A complete list of these is included in Appendix B.

An examination of the philosophical bases for global education in Ohio high schools, supports the conclusion,
then, that individual teachers who are convinced that global education is an important component of social education, are critical to its inclusion in the curriculum. These teachers have been exposed to a variety of stimuli supportive of global education, but appear to have been most strongly influenced by college courses, the need to respond (instructionally) to a host of recent international crises, and a synthesis of reading, observation, and reflection. Global educators in Ohio high schools are most likely to approach the concept as the opposite of parochial, believing that certain issues should be examined carefully by every student. These educators believe, therefore, that some form of global education should be available at every grade level (organized primarily around international topics), and that these efforts should probably be made most frequently through traditional subjects such as geography and history where basic skills can be emphasized rather than through humanities (literature and the fine arts) where a stronger values orientation is more likely.

Content/Structure

The global education programs being implemented in Ohio high schools may be generally viewed as fitting one
of five distinct patterns which have emerged as viable alternatives. The distribution of these alternative patterns for all respondents is illustrated in Figure 4.

Curricular Approaches

FIGURE 4: GLOBAL EDUCATION PATTERNS IN OHIO HIGH SCHOOLS

In a majority of Ohio high schools (56.7 percent), efforts are made to identify and examine global issues or problems in one or more social studies courses. The importance of traditional social studies courses in examining international phenomena and helping students develop a global perspective seems clear. Global educators believe themselves to have an important role in enhancing their students' appreciation for the global nature of many of the issues that affect their (students')
lives. In examining global issues and problems, these teachers set out consciously to instill in young people the ability to think, feel, and act from a perspective that is global rather than parochial in order that they may better understand the interrelationships that bind humankind.

Global education is viewed as a perspective to be developed over time and across disciplinary boundaries in a significant number (16.3 percent) of Ohio high schools. Once again, educators in these schools are attempting to forge meaningful global education programs through the established curriculum. They are attempting to provide global education by infusing into the established curriculum, those concepts that are relevant to global issues and interdependence. Unlike their colleagues who prefer a global issues approach to global education, these global educators are attempting to implement global education programs which are more likely to be characterized (substantively as well as philosophically) as holistic, humanistic, and conceptually based.

Global education programs which focus upon the notion of global interdependence enjoy fairly strong (15.4 percent of Ohio high schools) support. Teachers who advocate such global education programs often stress the importance of cooperation for international business
purposes. These global educators are attempting to help students see the international system as a web of interdependence, the very presence of which will eventually promote international cooperation and reduce the risk of international conflict. Whether global interdependence is approached through an examination of the major dimensions of relations among people, or through the traditional courses which constitute the established social studies curriculum, global educators who advocate this approach believe that it is imperative to have a solid foundation of conceptual understanding.

National security issues (e.g., arms control, nuclear arms proliferation, conflict resolution) provide the substantive basis for global education in an increasing number (9.6 percent) of Ohio high schools. In addition, an examination of national security issues is often included in those programs which use a global issues or problems approach. A very small number (1.9 percent) of Ohio high schools have global education programs which engage students in a rigorous examination of the local community and/or the state in order to identify and reflect upon linkages to the rest of the world.

Respondents identified the concepts included in the instructional efforts to define the economic, social/political, and cultural dimensions of global
education. These relationships are illustrated in Figures 5, 6, and 7. The economic dimension of global education (see Figure 5) receives fairly strong emphasis in Ohio high schools. Seven of the ten concepts are included in more than fifty percent of the programs. Indeed, the least included concept, circular flow of income, is included in a relatively large number (29.3 percent) of the global education programs in Ohio high schools.

A great deal of variation exists in the emphasis placed on the concepts associated with the social/political dimension of global education (see Figure 6). While some concepts (socialization, institutions, and power) are included in more than sixty-five percent of the schools, others (privacy and maintenance) are included in fewer than twenty percent.
Two clusters of concepts emerge in terms of their instructional use in examining the cultural dimension of global education (see Figure 7). World view, change, and religion are included in at least seventy percent of
the schools, while the others are included much less frequently (less than forty percent).

CONCEPTS

- Socialization
- Norms
- Sanction
- Institution
- Power
- Legitimacy
- Role
- Identity
- Privacy
- Maintenance

FIGURE 6: THE SOCIAL/POLITICAL DIMENSION OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS AS MEASURED BY THE SOCIAL/POLITICAL CONCEPTS USED IN INSTRUCTION

The extent to which global education programs in Ohio provide learning experiences that develop in students the ability to view the world as a planetary society is moderate. Relatively few (5.2 percent) teachers report a
great effort. Nearly twice as many (9.1 percent) report that, to a great extent, their global education programs teach skills and attitudes designed to enable individuals to continue learning throughout life. Well over eighty percent report only moderate efforts in this regard. A much stronger emphasis (31.3 percent) is placed on examining the ethnocentrism common in sharp divisions drawn between the study of the United States and the rest of the world.

CONCEPTS

Cycles
Language
Acculturation/Education
World View
Change
Religion
Ritual

FIGURE 7: THE CULTURAL DIMENSION OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS AS MEASURED BY THE CULTURAL CONCEPTS USED IN INSTRUCTION
Relatively little success has been attained in efforts to integrate world studies with developments in other disciplines and fields of study. Nearly one-third report no success at all. Neither have the global education programs in Ohio succeeded in extending, beyond a moderate level, teaching the interrelatedness of human beings as opposed to simply identifying uniqueness or differences. Nearly thirty percent have succeeded in developing global education programs which help students grapple with the likelihood of continued change, ambiguity, and increasing interdependence.

FIGURE 8: KNOWLEDGE OF THE WORLD AS AN IMPORTANT PRIORITY OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS
Some of the most frequently identified objectives of global education are included in the programs being implemented in Ohio. The prioritization of these objectives is illustrated in Figures 8 through 11. Students are encouraged to acquire a basic knowledge of the various aspects of the world. Nearly eighty percent of the teachers consider this to be a very important objective of global education. Figure 8 illustrates that global educators in Ohio are firmly convinced that a major purpose of global education must be to increase students' knowledge about the world. This was supported in conversations with global educators (see Appendix H). For example:

In reflecting upon the importance of global education in the social studies program, I would have to say that we do place quite a bit of emphasis on it. Not just because we require every student to take it, but I think we...in the department feel it's important that they get some sort of basic understanding of the world that we live in. Not to make them historians, or not to make them all experts on one area or another, but to try to have them assimilate as much knowledge about the world as they can.

The attempt is being made, then, to provide students with a fairly accurate historical and geographical view of the whole world. The development of a personal value and behavior system based on a global perspective is not generally viewed as being an important objective of global education in Ohio. Indeed, nearly one-third of the
respondents (see Figure 9) suggest that it is a very unimportant objective. At the same time, however, a number of teachers (6.7 percent) believe that it is the most important purpose of global education. One must conclude, therefore, that there is very little agreement among global educators as to the extent to which value and behavior system development ought to be addressed in global education.

![Bar Chart](image)

**FIGURE 9: VALUE AND BEHAVIOR SYSTEM DEVELOPMENT AS AN IMPORTANT PRIORITY OF GLOBAL EDUCATION IN OHIO HIGH SCHOOLS**

Students enrolled in the global education programs implemented in Ohio high schools are encouraged to understand problems and potential problems that have global implications. More than seventy percent of the respondents (see Figure 10) consider this to be a very important objective. A great deal of support for this
objective was expressed in conversations with teachers. Comments such as the following are common (see Appendix H):

Probably the course that I am most excited about...is called World Problems. In it we deal with issues that are current today. What I do is to plan six units on topics like population, world hunger, world terrorism, human rights, the environmental crisis, and national security. That is not all that we cover, because I have the students subscribe to NEWSWEEK so that once each week we update ourselves ...on anything that might surface that would not be part of those topics...it does help them to become better world citizens. They really feel that for the first time, they've got a grip on some of the issues they might have to be voting on in the future as a voting citizen.

![Figure 10: Understanding Global Problems as an Important Priority of Global Education in Ohio High Schools]

The exploration of solutions for global problems is not viewed as being as important an objective as is the
understanding of the global implications of such problems. Figure 11 illustrates that a large majority of global educators in Ohio high schools are rather noncommittal about the importance of solving global problems as an objective of global education. Nevertheless, conversations with teachers (see Appendix H) indicate some attention in this area:

Students have an opportunity to make some judgments. They deal with each other on their ideas,...

The development of a practical way of life based on global perspectives is not regarded as an important objective of global education. Developing the ability to participate responsibly in an interdependent world is
considered to be a very important purpose of global education in fifteen percent of the schools, and not an important purpose in nearly twice that many (29.1 percent). Slightly more than ten percent view examining the possibilities for reducing the risk of nuclear war as an important objective of global education. Twice as many (19.3 percent) believe this not to be an important objective of global education.

A listing of cognitive and affective experiences frequently provided for students through global education programs in Ohio high schools is included in Table 6. Seventeen cognitive or affective experiences are identified. None of these experiences is provided in as many as half the high schools. The most frequently provided experiences (44.4 percent) are those basic historical, economic, political, and anthropological concepts which one might expect to be included in an established social studies sequence. Interestingly, experiences dealing with instances of the denial of human rights are provided almost as frequently (40.4 percent) in Ohio high schools.
TABLE 6: GLOBAL EDUCATION EXPERIENCES

<table>
<thead>
<tr>
<th>Cognitive and Affective Experiences</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic historical, economic, political, and anthropological concepts are included in the social studies sequence</td>
<td>44.4%</td>
</tr>
<tr>
<td>Instances of the denial of human rights are examined</td>
<td>40.4</td>
</tr>
<tr>
<td>Different religions are studied</td>
<td>38.4</td>
</tr>
<tr>
<td>World geography is included in the social studies sequence</td>
<td>38.4</td>
</tr>
<tr>
<td>Various social, political, and economic systems are studied from a nonethnocentric point of view</td>
<td>33.3</td>
</tr>
<tr>
<td>National security issues, including the possibility of nuclear war are examined substantively</td>
<td>31.3</td>
</tr>
<tr>
<td>Strategies for resolving personal, intergroup, and international conflicts are contrasted and compared</td>
<td>25.3</td>
</tr>
<tr>
<td>Cultural activities of different racial and ethnic groups are contrasted and compared</td>
<td>20.2</td>
</tr>
<tr>
<td>The causes and effects of pollution and of the uses and abuses of energy are studied</td>
<td>19.2</td>
</tr>
<tr>
<td>Artistic expressions of other cultural groups are encountered</td>
<td>18.2</td>
</tr>
<tr>
<td>The causes and solutions of domestic and world hunger are examined</td>
<td>18.2</td>
</tr>
<tr>
<td>The global implications of natural disasters are considered</td>
<td>14.1</td>
</tr>
<tr>
<td>People-to-people exchange programs are available and encouraged</td>
<td>14.1</td>
</tr>
<tr>
<td>International labor, business, communication and travel networks are studied</td>
<td>12.1</td>
</tr>
<tr>
<td>Person-to-person contacts with official and unofficial representatives of other countries are provided</td>
<td>12.1</td>
</tr>
<tr>
<td>Scientific studies are examined from a global perspective</td>
<td>7.1</td>
</tr>
<tr>
<td>Community programs with a global orientation are encouraged</td>
<td>6.1</td>
</tr>
</tbody>
</table>
The inclusion of a world geography course in the social studies sequence is increasing in Ohio high schools. A substantial number (38.4 percent) of these schools include world geography as part of the global education program. The same number of schools use global education to provide students with the opportunity to examine various world religions. One-third of the high schools in Ohio use global education as a mechanism to study various social, political, and economic systems in order to enhance a multicultural point of view. A substantive examination of national security issues, including the possibility of nuclear war, is included in the global education programs of nearly one-third of the high schools in Ohio.

Among the least frequently included cognitive and affective experiences provided for students through global education in Ohio are person-to-person contacts with official and unofficial representatives of other countries (12.1 percent); the study of international labor, business, communication, and travel networks (12.1 percent); the examination of scientific studies from a global perspective (7.1 percent); and, participation in community programs with a global orientation (6.1 percent).
Approximately twenty to twenty-five percent of the high schools in Ohio provide students with cognitive and affective experiences which result from examining the causes and effects of pollution and of the uses and abuses of energy; the global implications of natural disasters; and, the causes of and possible solutions for world hunger. Students in as many Ohio high schools have the opportunity to be exposed to some artistic expressions of other cultural groups; strategies for resolving personal, intergroup, and international conflicts; and some cultural activities of different racial and ethnic groups.

An examination of the content and structure of global education in Ohio high schools supports the conclusion that a majority of the programs include efforts in one or more social studies courses to identify and examine global issues or problems. The economic, social/political, and cultural dimensions of global education are usually addressed (although not evenly) through these efforts. Instructional programs are organized to achieve specific learner outcomes, the most important being increased knowledge about the world and a better understanding of world problems.

The more traditional characteristics of social studies programs strongly influence the content and structure of global education. History and the social sciences,
especially economics, geography, and political science are frequently identified as the sources from which students gain cognitive and affective insights in global education. Such experiences, however, are not limited to the traditional high school social studies courses. Various social, political, and economic systems are studied from a non-ethnocentric point of view by students in one-third of the schools. Other nontraditional experiences include the examination of instances of the denial of human rights, different religions, and strategies for resolving conflict. The substantive examination of national security issues is becoming an increasingly important focus of global education in Ohio.

Instruction/Materials

Various instructional strategies are employed to increase students' understanding of global phenomena. Figure 12 illustrates Ohio high school teachers' preference for an infusion strategy designed to include a global education strand in as many social studies (and other) courses as possible.
Global educators who believe that an infusion strategy is more likely than alternative instructional strategies to increase students' understanding of international phenomena organize their global education instruction in a fashion designed not so much to broaden knowledge as to reinterpret it through an understanding of global systems. These teachers believe that the goals and objectives of global education can be included in the existing curriculum without sacrificing the existing goals of the established curriculum.
Figure 13 illustrates an absence of strong feeling for or against designing and implementing discrete courses to foster global education. While the number of global educators who indicated that a discrete course strategy to implement global education was the one most or least preferred is notable, the majority do not feel strongly that this instructional strategy is the most likely to increase students' understanding of international phenomena.

Ohio teachers are fairly confident (see Figure 14) that instructional activities (within the established curriculum) designed to focus upon a rigorous examination of identified global issues will increase students' understanding of international phenomena. Nearly eighty
percent feel positively about a global issues instructional strategy. These global educators are seeking to help students recognize that international relations extend beyond interactions between and among nation-states. International governmental organizations such as the United Nations are critical participants in international interactions to be sure, but so too are such nongovernmental organizations as Amnesty International and such transnational enterprises as IBM.

FIGURE 14: PREFERENCE FOR A GLOBAL ISSUES STRATEGY TO IMPLEMENT GLOBAL EDUCATION IN OHIO HIGH SCHOOLS

Very little increase in student learning is expected by global educators in Ohio high schools as a result of instructional efforts to develop a global perspective manifested in local community linkages to other nations.
and other peoples. Figure 15 illustrates Ohio teachers' lack of confidence in the efficacy of this instructional strategy. Fewer than thirty percent of these teachers feel at all positively about the efficacy of this instructional strategy. The fact that this instructional strategy is the most innovative to emerge for the implementation of global education suggests that it may not be widely understood. Research support for the use of local resources in global education aside, participatory learning experiences designed to increase students' knowledge of their personal links to the rest of the world are rare in Ohio high schools.

FIGURE 15: PREFERENCE FOR A LOCAL COMMUNITY/GLOBAL LINKAGE STRATEGY TO IMPLEMENT GLOBAL EDUCATION IN OHIO HIGH SCHOOLS
Instruction in global education does not include extensive use of inquiry, discovery, and/or other investigative procedures. There is even less likelihood that the materials and strategies used for instruction in global education are designed to teach the modes and processes used by social scientists. Figures 16 through 20 illustrate the extent to which particular instructional strategies are used in global education programs. None of these instructional strategies is widely used in global education programs. The use of media (primarily films and filmstrips) is the only one of the specified instructional strategies used extensively by a considerable number (37.4 percent) of teachers.

FIGURE 16: UTILIZATION OF MULTIMEDIA PRESENTATIONS IN GLOBAL EDUCATION PROGRAMS IN OHIO HIGH SCHOOLS
The majority of global educators (57.1 percent) employ the use of games and/or simulation activities on a very limited basis. While Figure 17 suggests little support for such instructional strategies, those global educators who do engage their students in this manner do so enthusiastically.

I am a firm believer in classroom simulation. I like to use them whenever possible. I have a large number...I like to throw those in whenever I can. Some of them...deal with world hunger, population,... (see Appendix H)

FIGURE 17: UTILIZATION OF GAMES AND/OR SIMULATION ACTIVITIES IN GLOBAL EDUCATION PROGRAMS IN OHIO HIGH SCHOOLS
The use of case studies as an instructional strategy for global education (see Figure 18) is moderate in Ohio high schools, as is the use of activities designed for individual students (see Figure 19). Field trips are used very little by a vast majority (78.8 percent) of global educators. The limited use of field trips is global education (see Figure 20) is more likely the result of limited resources:

Field trips cost money. You have to pay the bus driver and buy the gas, so we don't have that many (see Appendix H).

and/or conflicts with other educational objectives imposed both internally and externally:

...I could have a field trip a week easily, just going to the different things around Ohio just to see. It is just not feasible. Then, say if you take one field trip a week. That's a day of instruction, and remember, while we're talking this, the State Department of Education is screaming down our backs that more time on task is the answer, is the panacea to all things (see Appendix H).

than they are a reflection of teacher dissatisfaction with their efficacy.
Activities which focus on problems confronting individuals, nations, continents, and the human species as global concerns expand are characteristic of global education programs in Ohio high schools. Indeed, such activities are present to a great extent in nearly forty percent of the high schools. Activities focusing on the development of technology are included in virtually all global education programs, and emphasized in nearly one-third of the schools. Additionally, approximately equal emphasis is placed on activities designed to examine international efforts to respond to global concerns such as arms control negotiations; activities designed to focus on students' abilities to understand and develop a global
perspective; and, efforts to increase student awareness of theories and related concepts regarding global affairs (e.g., national security, immigration, and political change).

FIGURE 19: UTILIZATION OF INDIVIDUALIZED ACTIVITIES IN GLOBAL EDUCATION PROGRAMS IN OHIO HIGH SCHOOLS

The quantity of instructional materials available in Ohio high schools for global education is perceived to be more than sufficient. A sample listing of these materials is included in Appendix C. The quality of these materials is also perceived to be adequate. Selected judgments about the quality of global education instructional materials are included in Appendix D. There is less satisfaction with the availability of instructional materials appropriate for different reading levels and
different interest levels. Specification of such materials which are available and used in global education in Ohio high schools is included in Appendix E.

Additional training beneficial to teachers assigned to global education programs is suggested. Figure 21 illustrates the specific nature of the activities identified as being most worthwhile. Fairly strong support for the various staff development activities is suggested, even though the evident preference for workshops (85.9 percent) appears to be overwhelming. The
suggestions for staff development efforts specified in the OTHER category (11.1 percent) are included in Appendix F. The courses taught by the teachers most knowledgeable about global education in Ohio are listed in Appendix G.

![Types of Staff Development](image)

**FIGURE 21: STAFF DEVELOPMENT IN GLOBAL EDUCATION AS DEEMED WORTHWHILE BY RESPONDENTS**

An examination of the instructional strategies and materials used in Ohio's global education programs supports once again, the conclusion that traditional social studies education practices are pervasive. Most of the instruction in global education takes place within the established social studies curriculum. That instruction
is only rarely characterized by the use of inquiry or other investigative techniques. Indeed, there seems to be little concern for instruction designed to either teach or use the modes and processes of social science.

Instructional strategies reflect a high degree of standardization in terms of curricula, texts, authority structures, and teaching techniques. The same dependence upon teacher directed discussion based on textbook reading assignments which characterizes instruction in the majority of social studies classrooms, is manifested in global education as well. The utilization of multimedia presentations, games and/or simulation activities, case studies, individualized activities, and field trips are limited at best. While this situation does not negate the possibility that the frequency and intensity with which students cognitively process instructional input (which may well be the most important variable accounting for learning from instruction) may be sufficient, neither does it enhance the possibility and most probably makes it more difficult.

**Statistical Analyses**

Chi square tests of independence were run on each of the demographic variables against the variables used to
describe the philosophical, substantive, and instructional characteristics of global education used in the study. None of these tests indicate a statistical significance ($\alpha < .05$) between variables. No conclusions can be drawn, therefore, to suggest a relationship other than coincidental, among these variables.

Nevertheless, some relationships are clearly stronger than others. Efforts to determine the importance of school enrollment as a partial explanation of the differences which appear in global education programs reveal that the highest correlation is between that variable and various ways that global education programs are described ($\alpha < .157$). Schools with smaller enrollments are more likely than schools with larger enrollments to limit their global education efforts to identifying and examining global issues or problems in one or more existing social studies courses. While schools with larger enrollments identify this structure as important in describing their global education programs, they are also more likely to include the notion of global interdependence in one or more social studies courses as a major focus of study, and to view global education as a perspective to be developed over time and across disciplinary boundaries.
Teacher age does not account for any significant difference in determining the major reason that global education is included in the curricular/instructional programs of Ohio high schools. Without question, the global education programs which are in place are there because one or more teachers, across all age ranges, consider it to be an important component of education. The most significant factors motivating these efforts include responding to major international crises in recent years together with a kind of synthesis of reading, observation, and reflection.

As with other demographic variables, the educational attainment of teachers is not significant in accounting for differences in global education programs, but the relationship between that variable and the ways in which global education programs are described is a fairly strong one ($p < .186$). Teachers with higher levels of educational attainment are more likely than those with lower levels to implement global education programs which include components, in addition to those specified in the formal discrete course structure, which are seen as useful in understanding the effects of macro-culture on micro-culture and vice versa.
Comparative Case Studies

The eight schools selected for further investigation through on-site visits and recorded conversations were determined to have systematic global education programs in place. The complete texts of the conversations with these eight global educators are recorded in Appendix H. These high schools have enrollments ranging from 645 to 2000 students. One school is in an urban district in northwestern Ohio. Five are suburban districts geographically distributed across the state, and two schools are located in rural areas in northeast and south central Ohio. Seven of the eight teachers are between thirty-one and fifty years of age, and all eight have educational attainment beyond the baccalaureate degree. All eight teachers are male.

The major reasons for the inclusion of global education in these schools are that one or more teachers in each school consider it to be an important component of education, and because it is specifically identified in a course of study prescribed by the board of education. These teachers feel strongly that there are certain global issues which are of such importance that they should be part of every student's education.
In aggregate, these conversations provided a rich and meaningful description of the structure and organization of global education. Each conversation contributed to a clarification of the meaning and importance of global education in Ohio high schools. One global educator, for example, shared his perception of what it means to be a global citizen, suggesting that the global citizen is "first of all, one who is aware of problems that are developing in other parts of the world because of the interdependence of the world today. That seems to be a key to the whole thing. We can't really, I don't think, retreat to those days of isolation..." (Appendix H).

Another global educator suggested that the time has come to identify just what the content of global education ought to be. Other than "traditional social science strands, geography, economics, and such that we might get in discrete courses there is no global education" (Appendix H). Others agreed, explaining that "the use of discrete courses and area studies [are]...used here." There are other global educators, however, who believe that the traditional social studies courses do not lend themselves to the implementation of global education:

No matter how you teach world [history], whether you want to do it chronologically or by cultural geography or whatever, you're always going to have something out of sync. That's just the drawback to the beast. Therefore, it's timeliness I guess... When the
opportunity presents itself we try to make a contribution, try to nurture the development of a global perspective. (Appendix H).

In one school, the social studies staff, believing that a significant number of students were selecting electives that allowed them to graduate without any global education, developed a new course called Global Perspectives.

Now we already had a place in the advanced track for World Civilization—the one year world history/cultures course, and if a student takes World Civ. in ninth or tenth grade, he does not have to take the required World Perspectives (Appendix H).

Each of the teachers who took part in these conversations is at least partially responsible for the inclusion of global education in his high school. The following passage is typical of how the process has worked.

When I secured this job about fourteen years ago, the social studies curriculum was kind of a helter skelter thing and the only requirement that students had was the state requirement which was to at least one-half unit of American history and a half unit of American government. Their other credit could come from any place. So one of the first things I did when I got this position of chairman of the department, was to divide the courses into three areas. We have American Studies, Global Studies, and Human Behavior Studies. I guess I was able to convince the department that when our students graduated, we would like them to have touched all three areas. I think I was able to convince them that we're training not only American citizens, but world citizens as well (Appendix H).

While global education programs in these schools place a great deal of emphasis on traditional subjects like
geography, history, and area studies, there is a fairly even split between those who organize their global education programs primarily around concepts and those who prefer topics. These schools tend to place slightly more emphasis on values in their global education programs than do those in the larger sample. They also use global education to emphasize basic skills.

While rigid lines are rarely drawn between and among the various curricular patterns which are used to structure global education, clearly discernable patterns emerged from the conversations. In one school, for instance, the infusion of global education into established social studies courses is prevalent.

All students...have to take world history or area studies, but now we've incorporated the two into one course...our idea was to change world history to provide a basic global education (Appendix H).

Four of the eight programs include efforts in one or more social studies courses to identify and examine global issues or problems. In three of the programs, global education is viewed as a perspective, to be developed over time and across disciplinary boundaries. Two programs are based on the notion that global interdependence is included in one or more social studies courses as a major focus of study. In one program the examination of national security issues provides the substantive basis for global education.
In one of the schools in which a global issues/problems approach appears to be working well, the teacher reported that:

The global issues approach to global education is the primary strategy used here...we don't do much with infusion. I think...global issues is...the way we set it up, that is what we decided to do (Appendix H).

The use of local community linkages to other peoples/nations as an organizing strategy, while not well articulated, is considered.

It's sort of hard...but we do take the issue of foreign trade and how everybody is sort of dependent on one another. To me, that's important that we get that across, that we're not just a little isolated community sitting out here by ourselves. As far as the local community linkage approach, I really don't know much about it.

To some extent, the effort to focus on helping students develop a global perspective is present in each of these global education programs. The following is a typical expression.

We feel our kids especially are very parochial. That they think too much, and it's a wonderful thing about community, and these kids are wonderful about community service, and I love that. But still, we don't think they look outward. And we want them to look outward more, we want them to have more knowledge of the world.

An emerging curricular strategy for global education involves the use of national security issues.

We are doing some work with national security issues, issues of arms control, arms proliferation, and nuclear weapons. We are probably not doing as much as we should be. Up until this year, we've offered a course called International Relations (Appendix H).
All eight programs place a great deal of emphasis on the development of the economic, social/political, and cultural dimensions of global education. Specifically, much attention is directed toward providing learning experiences that give students the opportunity to examine ethnocentrism and to recognize the likelihood of continued change, conflict, ambiguity, and increasing interdependence. Almost as important to these programs is the provision of learning experiences designed to promote the ability to view the world as a planetary society.

The most important reason cited for global education in five of the programs is to help students acquire a basic knowledge of various aspects of the world. Two programs are designed to help students participate responsibly in an interdependent world, and one is based upon helping students understand problems and potential problems that have global implications. The instructional strategies believed to be most likely to increase students' understanding of international phenomena include activities (within the established curriculum) designed to focus upon a rigorous examination of identified global issues; and infusion strategies designed to include a global education strand in as many social studies (and other) courses as possible.
In most of these schools, the use of international resources (human and material) for instruction is extensive. High schools which are geographically near major metropolitan areas frequently take advantage of programs sponsored by the various Councils On World Affairs. Many Ohio high schools take advantage of exchange students from other countries to enhance their global education programs. Local colleges and universities are being utilized as yet additional sources of support for global education.

On the whole, the conversations with these global educators tended to support the general conclusions generated by the survey. Additional data did suggest, however, that some effort (limited but important) is being made to expand global education outside the social studies. This is occurring primarily in the foreign languages and magnet and special international-oriented schools/programs (e.g., International Baccalaureate). One high school selected to be included in the Comparative Case Study is an International Baccalaureate high school. The International Baccalaureate program embraces the last two years of secondary education and requires that each student become proficient in language, mathematics, the study of human behavior, scientific inquiry, and an acquaintance with aesthetic and moral values. Schools
offering such programs are believed to be more conducive to international learning and interest on the part of students. They are also more likely to provide opportunities (e.g., Junior Council On World Affairs) for students beyond the regular school program.

While the use of inquiry, discovery, and/or other investigative procedures is limited in the global education programs of the larger sample, they are used far more extensively in these eight schools. These programs are characterized by the number of activities designed to examine international efforts to respond to global concerns (e.g., the United Nations, arms control negotiations). A great deal of emphasis is also placed on activities which focus on problems confronting individuals, nations, continents, and the human species in a global context. Students' ability to understand and develop a global perspective is also characteristic of these programs. Finally, these programs are characterized by activities (e.g., national security, immigration, and political change) conducted to increase student awareness of theories and related concepts regarding global affairs.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study is part of a continuing effort to identify and respond to needs in global education and international studies. Specifically, the study was designed to determine the status of global education in Ohio high schools in order to identify and characterize its various dimensions and to draw from them any valid conclusions and recommendations. The importance of global education in relation to other compelling interests of elementary and secondary education must, in the final analysis, be the standard against which such conclusions and recommendations are made.

It has become increasingly clear that global education and international studies have importance beyond their traditionally recognized benefits to individuals. Worldwide interdependence among nations has increased as a result of global economic and political conditions. An understanding of the political and cultural contexts of other countries has been recognized as essential to the economy and security of Ohio and the nation. Research
findings have repeatedly stressed the growing disparity between capabilities and needs in international understanding. These circumstances suggest that global education is important in relation to the interests of the state, as well as to the interests of the nation and the individual. This conclusion is supported by a body of literature urging the provision of elementary and secondary school programs appropriate to developing in students a global perspective.

There have been important developments in the status of global education and international studies in the schools of Ohio and the nation during the last five years. The establishment of various boards and commissions charged with investigating the relationship between America's declining role in the international economy and student ignorance of other peoples and other nations has produced a host of suggestions for improvement. Nevertheless, there appears to be a significant discrepancy between what is known about the conditions underlying successful development of global understanding and the character of programs available throughout most of the nation. Hence, the effort to determine whether this condition is prevalent in Ohio, and if so, what the implications might be for educational policy.
A review of relevant literature began with an historic overview in order to provide a conceptual background for further analysis of the field. The review also examined related studies in an effort to define global/international education and its goals. The review concluded that, while no universally accepted definition of global education exists, a number of thoughtful efforts have been made to set its boundaries and content. The review then went on to examine efforts to study the responsibility of the educational community (elementary and secondary) in providing global education. It was found that despite strong support for greater educational emphasis on international studies, progress to date has been slow.

The literature review then went on to examine the more substantive areas of global education, namely, the patterns of implementation and pedagogical considerations. An examination of research and scholarly efforts to identify any implementation patterns widely used to accommodate global education revealed that, in addition to a host of short-lived and/or limited efforts, four distinct patterns have emerged as viable alternatives in the implementation of global education programs. The research findings relative to pedagogical considerations for global education provided strong evidence that global education does work, i.e., it does seem to make a positive
contribution to both global awareness and global concern; but that systematic consideration of content and instructional technique are critical factors.

A questionnaire developed with the assistance of three faculty members representing both the College of Education and the Department of Political Science at Ohio State University was pretested by six social studies teachers in the central Ohio area. These teachers were solicited to critique the instrument for clarity and readability. One hundred and twenty-three (123) questionnaires were sent to Ohio high school principals with an explanation to forward them to the social studies teachers most knowledgeable about global education. One hundred (100) questionnaires were returned and provided the data for the study; an 81.3 percent response. The data were processed and the results reported.

Survey data were collected with the expectation that they might be useful in the development of theory about the relationship between what teachers do and the knowledge, skills, attitudes, and values students learn, taking into account the structural characteristics of schools. The information was also analyzed and used to assess the importance of teachers in global education by identifying those behaviors associated with the acquisition of a global perspective.
In Chapter IV, the data were analyzed in terms of four broad areas: (1) demographic characteristics about the teachers and the schools in the study; (2) philosophy and rationale for global education in Ohio high schools; (3) the content and structure characteristic of Ohio's global education programs; and (4) the instructional strategies and materials used to implement those global education programs. Additionally, a summary of data derived from conversations conducted with eight of the respondents was included in order to provide some more in-depth notion of the organization and structure of selected individual programs as comparative case studies.

Conclusions and Findings

Efforts to encourage global education and international studies in Ohio high schools have been at least moderately successful. Virtually every high school in the state has made some effort to address global/international education. These accomplishments notwithstanding, there is an evident discrepancy among the identified need for global/international understandings in commerce, diplomacy, and research; the conditions which produce such understandings; and the status of global education in Ohio. The data presented and discussed in
this study, as well as that presented in many of the studies and reports cited in the Introduction and Literature Review suggests a number of conclusions regarding the status of global education in Ohio high schools.

Ohio and national economic statistics, as well as research on the effect of global education and international learning on learning in other areas, underline the importance of improving and expanding global education in Ohio high schools. A majority of the schools surveyed relied upon such traditional courses as World History, Geography, and Current Issues to provide students with a global perspective. While courses with some international content are scheduled in every high school in Ohio, a significant number of secondary students are not required to enroll in (and therefore may avoid) courses that include elements of global education.

International education programs sponsored by such organizations as Councils on World Affairs are familiar to and used by a relatively small number of high schools outside the largest metropolitan areas. According to information provided through conversations with teachers, Ohio high schools frequently take part in international student exchanges, and most sponsor student travel abroad.
Although the international interests and activities of Ohio and the United States have shifted from a focus on Europe to encompass more world regions, especially Asia, the range of international studies offered in Ohio high schools does not reflect this larger scope for global interactions in the state and in the nation. While important efforts are being made to expand global education to include such important areas of the world as East, Southeast, and South Asia, the Middle East, and Africa, the vast majority of students in Ohio high schools receive all of their global education through the world history courses made available to them. These are frequently historical surveys of Western Civilization. Most of the teachers interviewed have traveled abroad, with the majority having visited Europe. Canada and Latin America followed closely. Few had visited Africa, Asia, or the Middle East.

The forces of change among nations support the need to develop in students a global point of view. Citizens of Ohio and the nation must be increasingly able to function in a diverse society with many ethnic and cultural systems. They must be able to grasp the world forces affecting their lives—energy, environment, population, poverty, nutrition, finance, trade and technology. In order to accomplish this goal, the evidence suggests that
global issues and the ways of other cultures must be integrated throughout the curriculum. In practice, such efforts are made in isolated discrete courses in the social studies curriculum. Out-of-school activities with an international dimension are limited. Some evidence suggests that faculty and students are increasingly attending international types of activities on college and university campuses, cultural events, festivals, banquets, and dances which have an international focus. Whether this tendency will continue remains to be seen.

The following may be concluded about the status of global education in Ohio schools:

1. There do not appear to be any significant relationships between variations in global education programs and the demographic characteristics of either the high schools or the teachers most knowledgeable about those programs.

2. There is almost universal agreement among teachers that students should be made aware of important global issues regardless of community sensitivities to any of them.

3. In most (75.3 percent) Ohio high schools, global education is implemented through traditional subjects such as world history, geography, or area studies.
4. A majority of global education programs are based, in part, on an examination of global issues/problems in discrete social studies courses.

5. The content base for global education programs in Ohio high schools frequently includes economic, social/political, and cultural concepts.

6. The most important objective of global education identified by teachers is the acquisition of basic knowledge about the world.

7. Basic historical, economic, and political topics provide the major instructional focus for global education programs in Ohio high schools.

8. National security issues, including the possibility of nuclear war, are examined substantively in an increasing number of global education programs.

9. The more traditional characteristics of social studies programs strongly influence the content and structure of global education in Ohio.

10. The instructional strategies employed in global education are virtually the same as those most frequently used in general social studies instruction. Instruction does not include extensive use of inquiry, discovery and/or other investigative procedures.
11. There is a high degree of confidence in the efficacy of instructional activities designed to focus upon a rigorous examination of identified global issues.

12. Instructional strategies which employ multimedia presentations, games and/or simulation activities, case studies, individualized activities, and field trips are rarely used in global education.

13. The quantity of instructional materials available in Ohio high schools for global education is perceived to be more than sufficient.

14. There is a strong feeling among global education teachers in Ohio that further staff development in the area, particularly workshops, may be worthwhile.

These conclusions indicate that global education advocacy and technical assistance activities in Ohio have positively impacted the amount of information available to high school students about the world community; and have provided relevant material to teachers which is used in teaching social studies, history, geography, and current events. Global education programs in Ohio are designed, for the most part, to stimulate interest in learning about international affairs and other countries and cultures on
the part of high school students. Furthermore these programs represent conscious efforts to create or increase the international awareness of Ohio students and to bridge the gap between their experiences and those of other peoples in other nations. In view of these conclusions, it seems that a number of efforts can be taken to strengthen and extend global education in Ohio. It is in this context that the following recommendations are made.

Recommendations

The concept/idea/term global education is widely recognized among social studies teachers and is increasingly recognized by others both inside and outside the educational community. What is understood by any particular individual about the meaning of the concept/idea/term global education, however, varies widely and includes everything from those curricular/instructional activities suggesting non-U.S. content (e.g., world history or geography; current events), to those activities which contribute specifically to the development of global citizens.

These seemingly different understandings of what global education is about result, in part, from two major sources of influence on educators in determining both
their support for and the kinds of global education programs implemented. In brief, these sources of influence may be identified as those which are scholarly/empirical and those which are political/economic in nature. The latter include reports and/or recommendations from the President's Commission on Foreign Language and International Studies, the Carnegie Foundation, the Twentieth Century Fund, and the National Advisory Board on International Education. The scholarly/empirical influences have included the 1984 Wingspread Conference, reports from a number of state departments of education (most notably Michigan and Illinois), and the National Association of Elementary School Principals.

While the recommendations which flow from these different sources of influence appear to be quite similar, important distinctions, especially in motivation seem clear. A more pragmatic, utilitarian purpose of global education (e.g., increasing trade and/or diplomatic advantages) is envisioned by the political/economic advocates, while others appear to be suggesting a stronger focus on the interdependence of people rather than on institutions. These sources of influence become intertwined in efforts to implement global education instructionally at the high school level.
A number of strategic approaches to global education have been designed to address the pedagogical problems which have resulted. These approaches are implemented through a variety of instructional techniques that closely resemble many well-documented characteristics of social studies instruction in general. The result is a concerted effort to provide students with a fairly accurate historical and geographic view of the world.

Nevertheless, global education suffers from the same pedagogical shortcomings as does social studies in general. The effect of those shortcomings is that a disparity or disjunction exists in terms of what is needed, our understanding of how to do that well, and what we do in fact.

What is needed, if the global education literature is credible, is for each of us to understand the world as an interdependent entity made up of individuals who, while exhibiting various differences (physical and cultural), share the qualities of humanness and the physical boundaries of the planet in ways that are becoming increasingly interrelated. Our understanding of how to do that well is based on the need for students and teachers to be active constructors of meaning.

Students must be able to reorganize incoming stimuli on the basis of prior knowledge, value orientations, and
the processes employed in particular learning situations. Thus, the most important variable accounting for learning from instruction is the frequency and intensity with which students cognitively process instructional input. Achievement is apt to improve by any instructional method that increases students' relevant processing of the content of instruction. What we do most often, in fact, however, is to provide instruction in a variety of modes, all of which are characterized by competitiveness, isolation, and dependent relations. This usually takes place in an environment which discourages cooperation and makes learners dependent on materials and authority for learning.

The positive results that students are likely to gain from global education are, for the most part, dependent upon the extent to which attention, motivation, image-making, and other psychological processes have been stimulated during instruction rather than upon a particular instructional technique which might be employed. Teachers do make a difference, but effectiveness is not universal. Variables include: how the classroom is organized and instruction presented in terms of expectations and achievement objectives; how academic tasks are designed; how actively teachers instruct and communicate about academic tasks. These
conditions seem evident from the literature, the survey results, and the comparative case studies. They are reflected in the findings and are addressed by the recommendations. Indeed, each recommendation is offered as a positive step in addressing the posited disjunction.

Efforts to spell out the educational implications of the emergence of a global age have been steadily increasing. These efforts seem to make it clear that a more rapid reshaping of education is vital if humankind is to survive in the world that is rapidly evolving. In such a world, humanity faces grave difficulties which can only be addressed on a global scale. Educators need to become more sensitive to these imperatives. The problem cannot be effectively addressed, however, if limited to a particular curricular area. A multidisciplinary effort will be necessary. Such an effort might involve the infusion of goal statements designed to develop a global perspective into the program goals of each curricular area. It is recommended, therefore, that:

The global education community in Ohio and its supporters should work toward establishing the conditions necessary to assure that all students have the opportunity to acquire an understanding of the international dimensions of relevant subject areas.

Global education has not yet reached the point where it is possible to define it in a universally accepted way. Some indicators have been identified, however, which are
useful in designing curricular/instructional programs which lead to a greater understanding of other peoples and other cultures throughout the world and to a fuller appreciation of the increasing realities of global interdependence. While there is strong agreement that programs for global education are of vital importance to the present and future welfare of the United States and the world, there is less agreement about how to establish such programs.

Some global educators advocate programs which develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence. Others advocate the need to initiate or expand efforts to globalize the curriculum in order to increase students' capacity to perceive that the world system and its component elements are objects of perceptions, beliefs, attitudes, opinions, values, and assumptions on their part as well as on the part of others. It is recommended, therefore, that:

Global education programs should be approached in at least the following ways:

a. As an interdisciplinary approach to education, applicable to all areas of the curriculum at all grade levels and aimed at incorporating activities relating to global issues and cross-cultural understanding.
b. As a group of interrelated curricular areas which include world geography, world history, world issues, international economics, global environment, and international relations.

Global education will equip students with an understanding and an awareness of global interdependence only if appropriate learning outcomes are specified. Identifying appropriate goals and objectives is a crucial step in implementing an effective global education program. Global educators must also consider how a global education program can have a positive effect on the way students view other nations and other peoples. It is recommended, therefore, that:

Learning outcomes which include knowledge of other cultures, strategies for cross-cultural understanding, and an awareness of issues concerning all peoples of the world should be specified for global education.

Global educators should attempt to focus on topics of interest to young people as they expose their students to the rich diversity in lifestyles and traditions of other cultures. Aspects of history, current events, sports, geography, and hobbies can appeal to students while expanding their international awareness. In addition to providing students with more information about the world community, global educators should identify relevant instructional materials which can be used in teaching social studies, history, civics, English, reading,
geography, and current events. It is suggested, therefore that:

It is highly desirable and entirely feasible to integrate world issues and an appreciation of the ways of other cultures throughout the curriculum. The global ramifications of all subject matter should be explored. The global perspectives so apparent in social studies can be developed in virtually every subject area at all grade levels.

Elementary school children are often considered too young to learn about other cultures and nations of the world. These areas of study have traditionally been reserved for secondary school students. The suggestion that schools should begin emphasizing a global perspective during the elementary school years is recurring in a growing body of research literature. Indeed, the research literature on the socialization of children supports the conclusion that the period from age seven to twelve is optimal for developing such a perspective, making this the ideal time in which learning about the larger world from a global vantage should begin. It is recommended, therefore, that:

Schools should begin in the earliest grades to develop students' understandings of global and intercultural concerns. All students need to be involved in such programs, which should continue in a well-articulated sequence through high school and beyond.

Language and/or international high schools are uniquely equipped to build students' second language skills and to develop their understandings of global and
intercultural concerns. All students can benefit from involvement in such programs, even those who have traditionally been excluded from the study of foreign languages and cultures. International schools and schools offering specialized curricular programs such as the International Baccalaureate foster student exploration of the global ramifications of all subject matters as well as the traditional areas of foreign languages, bilingual education, cross-cultural studies, and global education.

It is recommended, therefore, that:

The possibilities for establishing additional Language and International Studies High Schools in Ohio should be examined. Such institutions offer a comprehensive secondary school curriculum with a strong cross-disciplinary approach. All students become proficient in at least one second language and all subjects are taught in ways designed to develop the learner's global perspective.

Several Ohio high schools (including one sample school) are among the sixty secondary schools in the nation to offer the International Baccalaureate (IB). A small increase in the number of schools offering the IB and its prescribed program of international and academic studies would place Ohio first in the nation in numbers of both schools and students involved in that program. It is recommended, therefore that in:

The global education community in Ohio and its supporters encourage and support such programs as the International Baccalaureate which offer students a comprehensive secondary school curriculum designed to develop the learner's global perspective.
There exists a critical need for an informed citizenry aware of the political, social, and environmental issues of the world. Business leadership in the United States must be able to communicate across cultures and within an economically interdependent marketplace. Leaders in the public sector, competent in languages, cultures, and economic-social systems, must be able to serve the nation in world affairs. The nation's educational system must assure that these responsibilities are addressed. It is recommended, therefore, that:

The global education community in Ohio and its supporters work with local boards of education to review or establish policy statements on improving and expanding the international dimensions of secondary education.

The incorporation of interdisciplinary projects relating to global issues such as the environment, energy, conflict resolution, resource allocation, and human rights ought to be infused throughout the curriculum. Nevertheless, a more formal approach to the study of the world—its history and geography, its peoples and their languages and cultures, its economic systems, its political and social systems continues to be both a legitimate and critical approach to global education. It is recommended, therefore, that:

Curricula with a global perspective should be developed and/or adopted in geography, history, and the other social studies in all Ohio high schools.
Global educators in the United States need to have access to information on programs, projects, and individual efforts in other countries that suggest successful and compatible educational practices and materials. Support for global education initiatives of this nature, including international exchange of scholars, educators, and students, is imperative. Indeed, consideration might be given to including study abroad as part of the preparation for teaching. It is recommended, therefore, that:

Participation in and support for international exchange programs should be encouraged by administrators, teachers, and students. Business, civic, and professional groups having international concerns (commerce, agriculture) should be engaged in the support of these and other international education programs.

The desire to stimulate interest in learning about international affairs and other countries and cultures on the part of high school students can be realized most efficiently by bridging the gap between their experiences and those of young people living in other countries. Short of international travel, one of the most effective means available to global educators as a vehicle for creating or increasing the international awareness of students is the enhancement of communications with people around the world. It is recommended, therefore, that:

The use of ethnic and linguistic minorities, foreign students, returned Peace Corps volunteers, and other
Americans with international experiences should be expanded in global education.

During the last several years, colleges and universities throughout the country have been rethinking and, in many cases, significantly expanding their requirements. Increases in world trade and investment and the resulting interdependence of nations require business managers with international sensitivities. In order to meet that demand, university curricula need to take a greater international orientation. Specifically, efforts to combine majors and specialties with second language and international studies. This is well underway in such areas as business, agriculture, and economics. It is far less evident in colleges and schools of education. It is recommended, therefore, that:

Colleges and universities engaged in teacher training programs should consider including global perspectives in those programs. These institutions should seek to develop secondary and post-secondary partnerships whenever possible.

The need to expand and/or modify preservice and inservice programs for teachers is critical if the response to the need for global education is to be effective. The identification, recognition, and development of model sites and consultants in global education should be included in this effort. Further initiatives should be undertaken to identify and
coordinate the resources available for global education from professional associations, business, industry, civic organizations, ethnic groups, and other sectors of the community. It is recommended, therefore, that:

Staff development efforts for global education should be expanded to include participation by teachers, principals, and curriculum directors.

In order to implement these recommendations, the global education community and its supporters will need to engage in efforts to raise public awareness of the need for global education programs. Consultations with higher education personnel will be necessary in order to modify or expand preservice and inservice programs for teachers which respond to the need for international studies. Consideration should be given to the identification, recognition, and development of model sites and expertise in global studies. Student-oriented activities such as pen pal programs, foreign youth exchanges, and cultural immersion weekends should be publicized. Finally, efforts to identify resource sites and personnel, to conduct visibility and advocacy activities, and to advise policy makers on needs and progress in global education must be continuous and systematic. The systematic implementation of these recommendations will help insure that youngsters will continue to be encouraged to understand the world as an interdependent entity.
APPENDIX A

GLOBAL EDUCATION QUESTIONNAIRE
November 14, 1986

Dear Colleague,

This questionnaire is being used to determine the status of global education in Ohio high schools. Twenty percent of Ohio's public school districts were randomly selected for this purpose. The status study will focus upon philosophy/rationale, content/structure, and materials/instruction as the components of a global education program.

Your assistance in this effort is greatly appreciated, and your prompt response will help assure the usefulness of the study. The questionnaire is lengthy and will take from thirty to forty-five minutes to complete. The directions are included in the questionnaire and are designed to be self-explanatory. There should be no need to research any responses.

The superintendent of schools has been advised that your school has been selected for this study, and has endorsed it enthusiastically. We thank you in advance for the time and thoughtfulness you will expend in this effort. It would be extremely helpful to have the completed questionnaire by December 19, 1986. The results will be shared with all respondents.

Cordially,

Frank L. Schiraldi, Assistant Director
Curriculum and Instruction

FLS/sms
GLOBAL EDUCATION
QUESTIONNAIRE

Part 1: Demographic Information

School District: ________________________________________________

Building: _____________________________________________________

Phone (school): ________________________________________________

___ Male

___ Female

Age Range:

___ 20 - 30

___ 31 - 40

___ 41 - 50

___ 51 - 60

___ 61+

Social Security Number: ________________________________________

Education (check highest attainment):

___ Baccalaureate

___ Baccalaureate plus (less than Masters)

___ Masters

___ Masters plus

___ Doctorate
Part 2: Philosophy/Rationale

1. The major reason that global education is included in the curricular/instructional program of this school is:
   a) Because one or more teachers consider it to be an important component of education.
   b) Because it is specifically identified in a course of study prescribed by the board of education.
   c) Because the principal or an individual responsible for curriculum development (either locally or at the county level) has influenced its inclusion.
   d) Other (please specify) ________________________________

IF THE ANSWER TO #1 IS (a), PLEASE ANSWER QUESTION #2; IF YOUR ANSWER IS (b), (c), OR (d), PROCEED TO QUESTION #3.

2. As a teacher who considers global education to be an important component of education, please indicate the degree of significance each of the following has had in influencing this view:

   0 = No Significance
   1 = Some Significance
   2 = Much Significance

   a) Attendance at workshops/meetings/inservice programs at the local or regional levels.
   b) Attendance at workshops/meetings/inservice programs at the state or national levels.
   c) Regularly reading SOCIAL EDUCATION and/or other professional publications.
   d) One or more college-level courses.
3. Which of the following characterizations of global education is closer to the rationale for your program? Check (x) only one.

a) Education is the transmission of civilization so that we can win the race against catastrophe. It is the transmission of civilization so that we can avert the tragedy of ignorance as our fate as citizens of the world. Thus it follows as night the day that education is global.

b) The word "global" means all-encompassing. In this sense global education is the opposite of parochial. It views the world of knowledge as a seamless web. It takes into account everything in its search for balance and quality.

4. Please indicate whether you generally agree or disagree with the following statements:

a) Students should be made aware of global issues regardless of community sensitivities to any of them. Certain issues are of such importance that they should be in every student's education.

Answer: 

Agree
Disagree

If you agree, who decides which?
b) Global studies should be based primarily on the humanities, with concentration on literature, art, philosophy, and music.

Agree
Disagree

How much emphasis is placed on traditional subjects like geography, history, or area studies? (Please circle one)
Very little A Great Deal
1 2 3 4 5

Is the program organized primarily around (Please check one):

concept  topics

How much emphasis is there on values? (Please circle one)
Very little A Great Deal
1 2 3 4 5

On basic skills? (Please circle one)

Very little A Great Deal
1 2 3 4 5

c) Global studies should be offered at every grade level.

Agree
Disagree

Have new courses been created or new units been developed to accommodate global education? If yes, please specify. ____________________________
Part 3: Content/Structure

5. Which of the following best describes the global education program implemented in your school:

a) Efforts are made in one or more social studies courses to identify and examine global issues or problems.

b) A rigorous examination of the local community and/or the state is undertaken in one or more social studies courses in order to identify and examine linkages to the rest of the world.

c) The notion of global interdependence is included in one or more social studies courses as a major focus of study.

d) Global education is viewed as a perspective, to be developed over time and across disciplinary boundaries, which is useful in understanding the effects of macro-culture on micro-culture and vice versa.

e) National security issues (e.g., arms control, nuclear arms proliferation, conflict resolution) provide the substantive basis for global education.

6. Please examine the list of concepts which follows. Check those which are more than casually addressed in your global education program:

   __a) location
   __b) environment
   __c) interaction
   __d) scarcity
   __e) production
   __f) goods and services
   __g) consumption
   __h) interdependence
   __i) exchange
   __j) circular flow of income

7. Please examine the list of concepts which follows. Check those which are more than casually addressed in your global education program:
8. Please examine the list of concepts which follows. Check (X) those which are more than casually addressed in your global education program:

- a) cycle
- b) language
- c) acculturation
- d) world view
- e) change
- f) religion
- g) ritual
- h) identity
- i) privacy
- j) maintenance
- k) role
- l) power
- m) legitimacy

9. To what extent does your global education program provide learning experiences that give the student the ability to view the world as a planetary society?

- Great
- Moderate
- Little

10. To what extent does your global education program teach skills and attitudes that will enable the individual to learn inside and outside of school throughout his or her life?

- Great
- Moderate
- Little

11. To what extent does your global education program examine the ethnocentrism common in sharp divisions drawn between the study of us and them (the United States and the rest of the world)?

- Great
- Moderate
- Little

12. To what extent does your global education program integrate world studies with developments in other disciplines and fields of study?
3. To what extent does your global education program teach the interrelatedness of human beings rather than simply identifying uniqueness or differences?

____ Great
____ Moderate
____ Little

4. To what extent does your global education program recognize in the experiences provided for students the likelihood of continued change, conflict, ambiguity, and increasing interdependence?

____ Great
____ Moderate
____ Little

5. Rank order the following (1 most important/6 least important) in terms of their importance to your global education program. Students are encouraged 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.
____ d) Explore solutions for global problems.
____ e) Develop a practical way of life based on global perspectives.
____ f) Participate responsibly in an interdependent world.
____ g) Examine the possibilities for reducing the risk of nuclear war.
c. Check (x) as many of the following as are applicable.

Which of these cognitive and affective experiences are provided for students through your global education program?

- a) The inclusion of world geography in the social studies sequence.
- b) The inclusion of basic historical, economic, political, and anthropological concepts in the social studies sequence.
- c) A study of various social, political, and economic systems from a non-ethnic point of view.
- d) A study of international labor, business, communication, and travel networks.
- e) A study of the causes and effects of pollution and of the uses and abuses of energy.
- g) Encounters with artistic expressions of other cultural groups.
- h) Involvement in scientific studies from a global perspective.
- i) Examination of instances of the denial of human rights.
- j) Exposure to different religions.
- k) Examination of the causes and solutions of domestic and world hunger.
- l) Exposure to strategies for resolving personal, intergroup, and international conflicts.
- m) Exposure to cultural activities of different racial and ethnic groups.
- n) Participation in people-to-people exchange programs.
o) Person-to-person contacts with official and unofficial representatives of other countries.

p) Participation in community programs with a global orientation.

q) A substantive examination of national security issues, including the possibility of nuclear war.

Part 4: Instruction/Materials

7. Please rank order the following instructional strategies from 1 (the most likely to increase students' understanding of international phenomena) to 4 (the least likely to increase students' understanding of international phenomena).

a) An infusion strategy designed to include a global education strand in as many social studies (and other) courses as possible.

b) Design and implement discrete courses to foster global education.

c) Design instructional activities (within the established curriculum) to focus upon a rigorous examination of identified global issues.

d) Develop a global perspective manifested in local community linkages to other nations and other peoples.

8. To what extent does instruction in global education include the use of inquiry, discovery, and/or other investigative procedures?

a) Great

b) Moderate

c) Little
9. To what extent are the materials and strategies used for instruction in global education designed to teach the modes and processes of social scientists?

   __a) Great
   __b) Moderate
   __c) Little

0. For each of the following instructional strategies, indicate the extent of use in global education:

   * MULTIMEDIA PRESENTATIONS
     __a) Great
     __b) Moderate
     __c) Little

   * GAMES AND/OR SIMULATION ACTIVITIES
     __a) Great
     __b) Moderate
     __c) Little

   * CASE STUDIES
     __a) Great
     __b) Moderate
     __c) Little

   * INDIVIDUALIZED ACTIVITIES
     __a) Great
     __b) Moderate
     __c) Little

   * FIELD TRIPS (DOMESTIC AND/OR INTERNATIONAL)
     __a) Great
     __b) Moderate
     __c) Little

1. To what extent do the following statements characterize your global education program?

   a) Student investigation and activities focus on sensory awareness of the environment
b) Observations and definitions center on understanding similarities and differences among classmates, family members, and the community-at-large.

Great
____Moderate
____Little

c) Activities focus on location of ecosystems and habitats, and environmental influences upon individual characters in a natural and cultural surrounding.

Great
____Moderate
____Little

d) Activities focus on humankind—our function as a part of nature, our relationship to other life forms, our cultures and our perspective for the future.

Great
____Moderate
____Little

e) Activities focus on the development of technology.

Great
____Moderate
____Little

f) Activities focus on various issues at a local and/or state level and examine how they compare with national and/or global issues.

Great
____Moderate
____Little

g) Activities are designed to examine international efforts to respond to global concerns (e.g., the United Nations, arms control negotiations).
h) Activities focus on problems confronting individuals, nations, continents, and the human species as global concerns expand.

i) Activities focus on students' abilities to understand and develop a global perspective.

j) Activities focus on awareness of varying perspectives with regard to the individual and the world, followed by investigative research about the different perspectives.

k) Activities focus on discovering and recognizing global perspectives that differ profoundly from one's own.

l) Activities are conducted to increase student awareness of theories and related concepts regarding global affairs (e.g., national security, immigration, and political change).
2. What materials are available in your school for your global education program? __________________________

__________________________________________________________

3. How good are these materials? ____________________________

__________________________________________________________

4. Are materials available at different reading levels and different interest levels? If yes please specify _____

__________________________________________________________

5. What specific additional training would benefit teachers assigned to teach your global education program?

   a) workshops
   b) outside consultants
   c) local resource persons
   d) reading lists
   e) other (please elaborate) __________________________

__________________________________________________________

6. Please list (complete title) each course you are teaching this year (include both semesters):

   a. __________________________
   b. __________________________
   c. __________________________
   d. __________________________
   e. __________________________
   f. __________________________

THANK YOU!!!
APPENDIX B

NEW COURSES CREATED OR NEW UNITS DEVELOPED TO ACCOMMODATE GLOBAL EDUCATION IN THE SAMPLE HIGH SCHOOLS
Africa and Latin America
American and World Problems
Asian Studies
Contemporary Issues
Current Events (2)
Current Issues
Current World Affairs
Current World Problems
Death and Dying
Economics
Environmental Biology
Geography (4)
Global Awareness
Global History
Global Studies
History of 3d World
Humanities (2)
Illegal Aliens Unit
Japan Unit
The Middle East
Non-Western Cultures
Non-Western History
Non-Western Studies
Russian History
Russian Studies
Sociology
Terrorism Unit
20th Century America
20th Century Military History
20th Century World History
U.S. History
World Concepts
World Geography (5)
World History (4)
World Literature
World Perspectives
World Problems
World Religions
World Studies
APPENDIX C

INSTRUCTIONAL MATERIALS AVAILABLE FOR GLOBAL EDUCATION IN THE SAMPLE HIGH SCHOOLS
AFS (International Exchange Program) students
Audiovisuals (35)
Case studies
Computer programs (3)
Filmstrips (33)
Foreign language clubs
International baccalaureate program
Internationally traveled teachers
International travel
Junior Council on World Affairs (2)
Lesson materials from Mershon, State of New York, and Center for Learning
Library (24)
Magazines (15)
Maps (29)
Newspapers (7)
Outside readings (2)
Reference materials (12)
Simulations (4)
SOVIET LIFE
 Speakers
Textbooks (36)
Various literature
Video tapes (49)
Weekly news magazines (9)
APPENDIX D

QUALITY OF INSTRUCTIONAL MATERIALS
USED IN GLOBAL EDUCATION
IN THE SAMPLE HIGH SCHOOLS
Above average
Adequate (3)
Adequate at times, but could be improved
Adequate, computer software not available, need more access to TV, VCR
Adequate for the topics they present
Adequate to meet our particular needs
Average (5)
Average—lack funds to improve
Excellent (3)
Excellent—I and my colleagues choose them
Excellent—We are currently developing a fine computer software library for international studies
Fair (8)
Fairly good
Fairly up-to-date
Fair to poor
Fair to very good
Frankly, a bit weak
Generally good, but the materials from the regional film service are somewhat dated
Good (10)
Good (they range from adequate to excellent)
Good to average
Maps are fair to poor, films and speakers are good
Moderate
Moderately good
Most are quite good and up to date
Most are very good
Most materials have to be adapted to meet the needs of global education
Not particularly
OK
Out-of-date

Textbooks—excellent—library and audiovisual materials could be supplemented—some periods of history and topics have no material available.
The filmstrips are outdated; the videotapes are rented or borrowed, but are quite good. The library (for its size) has contemporary global reading material.

Up-to-date (2)
Valuable when used
Varies, some are current—others outdated

Very good (6)

VCR tapes are current and excellent from PBS
APPENDIX E

DIFFERENTIATED INSTRUCTIONAL MATERIALS
USED IN GLOBAL EDUCATION
IN THE SAMPLE HIGH SCHOOLS
No (31)

From basic level to college prep--library is a source plus our basic learning teachers

Vary in age/reading level

Most at 9-11 level

There are grade-appropriate readings through most of the social sciences with some college-level texts available. Several of our social science teachers have extensive home libraries (books and tapes) and these are made available to students. Additionally, one teacher makes annual book donations to the school library.

For good students and those whose reading level is approximately 5th, 6th, or 7th grade

Generally most materials are at high school level

Serious question in this area

Not really

It is hard to find multi-level materials

We are slowly collecting high-interest easy reading books

Poor to not available

Yes (7)

Yes. We offer World Civ. for advanced students, and World Perspectives for all students. Computers allow for much more individualization

Yes, library has materials which span across a broad reading level

Yes, especially in printed material

Yes, but not in great abundance

Yes, most are between 5th grade to 10th grade

Yes, supplemental texts in world history

Yes, we have advanced level social studies classes at our school and have accumulated additional materials for those classes
Yes, level of reading fits course level

Yes, from Mershon Center

Yes, 5/6 reading level and 10/11/12 reading level

Yes, generally a modest collection of high level to lower level programmed materials

Yes, levels range from grade 4 reading level to college level

Yes, we have materials for all students from modified (low) to gifted
APPENDIX F

STAFF DEVELOPMENT NEEDS
SUGGESTED BY GLOBAL EDUCATORS
IN THE SAMPLE HIGH SCHOOLS
Graduate Courses in History and Social Sciences

Classes for credit

Turned down to go to workshop this year—What good are workshops if the superintendent will not let teachers go?

Original lesson plans of two-day duration which infuse basic concepts of global education

Additional funding from the state to defray school district costs

Materials to facilitate Global Studies with workshops showing how they can be used

Better maps and textual materials—new texts to be ordered for next year

Coordinate through Social Studies professionals a "sharing" program

Let teachers go to other schools and share their expertise

Time

List of TV programs dealing with global issues, use of video tapes

Video tape libraries

Speaker's bureau availability of current films at no cost

Video cassettes on various areas of the world
APPENDIX G

COURSES TAUGHT BY SOCIAL STUDIES TEACHERS MOST KNOWLEDGEABLE ABOUT GLOBAL EDUCATION IN THE SAMPLE HIGH SCHOOLS
Advanced Placement American History (4)
Advanced Placement European History (4)
Advanced Psychology
American Civics (9)
American Government (43)
American History (49)
American Political Systems
American Studies (2)
Area Studies
Asia
Behavioral Studies II
Comparative Political Systems
Contemporary Issues (4)
Contemporary Social Problems
Criminal Studies
Cultural Geography
Current Events (3)
Dawn to Destruction
Democracy
Economics (20)
Environmental Biology
Europe and Soviet Union
European History
Family Living
Future Studies
Global Awareness
Global Geography
Global History
History of 3d World
Honors U.S. History
Humanities
Indian History
Latin America
Modern American History (2)
Modern Economic Trends
Modern European History
Modern History
Modern World
Ohio Studies
Psychology (11)
Russian History
Sociology (16)
Skills Development Government
The Soviet Union
20th Century America
20th Century Hot Spots
20th Century Military History
United States Geography
USSR--The Emergence of a Superpower
Western Civilization
World Concepts

World Geography (16)

World History (30)

World Issues

World Literature

World Perspectives

World Problems

World Social Studies

World Studies
APPENDIX H

SELECTED CONVERSATIONS
WITH GLOBAL EDUCATORS
IN EIGHT OHIO HIGH SCHOOLS
INTRODUCTION: The purpose of this whole study is to try to get a candid shot, sort of the status of the state of global education in Ohio high schools. Twenty percent of the high schools in the state were surveyed in this regard. Eight schools were identified for further examination through a series of conversations. You are included in the number because I am convinced that you know something about global education, and are trying to do something to make it a part of the overall curriculum. I want this to be as open ended as possible. I do not have a list of structured questions to ask. What I really want to do is to begin to talk about your global education program, how it got into place, what the philosophy is, etc., and just take it from there, probing as appropriate. I hope you will begin by telling me a little bit about yourself and your background, and how you became interested in global education.

MR. HAGEN: Well I guess it goes back to my undergraduate days at Capital University. I majored in history and
political science and after graduation continued on to graduate school immediately at Ohio State. I studied under Harold Grimm there, in European history—I have a masters degree in European history. Then, following my receiving my masters degree, I was able to secure a teaching job at Zanesville High School. I was very fortunate in that I only had one preparation which was world history. I suppose that I had always been interested in world history, what stimulated it even more was that were some of these neat career, old-maid-type school teachers there who kind of took me under their wing. One of the things they did a lot of was to travel to Europe and other countries and I was just married and we had no family so they kind of convinced us that it would be a valuable experience to go to Europe and so I got to see firsthand all the things that I was teaching. I guess that from that point on I've really been a global citizen.

When I secured this job about fourteen years ago, the social studies curriculum was kind of a helter-skelter thing and the only requirement that students had was the state requirement which was at least one-half unit of American history and a half unit of American government. The other credit could come from any place. So one of the first things I did when I got this position of chairman of
the department, was to divide the courses into three areas. We have American studies, global studies, and human behavior studies. I guess that I was able to convince the department that when our students graduated, we would like them to have touched all three areas. I think I was able to convince them that we're training not only American citizens, but world citizens as well. So they bought that, and they still do. In addition, our principal feels very strongly that this division is very good—that all students have to touch all three areas.

This structure has been in place, as I said, for fourteen years. We have had to delete a few of the courses because of an austerity program that came about seven years ago when we had levy problems. Hopefully, it won't come about again, but we do have a levy coming up which might do something, I don't know. Right now, I would say, as far as the global program, I am involved and another teacher is involved in that and the rest of the staff is involved either in American studies or human behavior.

One of the major weaknesses that I see right now in our global studies program, is that we do not have any advanced placement courses in that area. Plus, we have been offering a course like World History as just a semester course and it's just not adequate. We're trying
to make some changes for next year with that. In fact, we've been trying to convince the other department chairpeople and the principal that we should increase the social studies requirement. Right now we have two credits for graduation, so the way it's divided is one comes from American studies, one course (they are all semester courses) would come from global and one from human behavior studies. Now, it looks like if the levy passes we will probably go to two and one-half. But what they're going to do is add the half to American studies--making American history a full year. So the next best thing I can do is divide World history into two parts.

Probably the course that I'm most excited about (it has no textbook--it's kind of difficult to get a textbook for) but I started it about eight years ago, is called World Problems. In it we deal with issues that are current today. What I do is to plan six units on topics like population, world hunger, world terrorism, human rights, the environmental crisis, and national security. That is not all that we cover, because I have the students subscribe to NEWSWEEK so that once each week we update ourselves, not only on these, but on anything that might surface that would not be part of those topics. When I have a course evaluation at the end of the semester, I generally get very favorable comments about the timeliness
of these topics. It does help them to become better world citizens. They really feel that for the first time, they've got a grip on some of the issues they might have to be voting on in the future as a voting citizen. That is basically where we are with our global studies program.

We have World History, World Problems, and Cultural Geography. We approach geography by studying the different cultures. So we are kind of unique. These three courses constitute the global studies component of our social studies program. There is also a course we have for what we call core students—very slow students, called General Social Studies, but it doesn't fit entirely in global studies because it also incorporates some behavioral studies. So, as far as discrete courses in global education are concerned, the three courses I've mentioned are it. All students must take one of those three in addition to the American studies and human behavior components. Those students who take the General Social Studies course meet the global and behavioral requirements.

My perception of what it means to be a global citizen involves, first of all, one who is aware of problems that are developing in other parts of the world because of the interdependence of the world today. That seems to be a key to the whole thing. We can't really, I don't think,
retreat to those days of isolation that we did after World War I. I think that since World War II, the United States has been involved in world affairs because we were forced into that role. Because of the economic interdependence of the world today and, I think in a sense, a political interdependence, we (meaning our leaders) must be involved with some of these issues and, I think, citizens of this country must realize that even though some of these problems might be more acute in other countries like the developing countries, it will someday come back to haunt us. It will affect us!

I think we can see that right now with the terrorism that is going on, some third world nations feel that they can pressure first world nations a little bit by the use of terror. It's been a very frustrating thing, I think, for the first world nations to live with terror. That is just an example of how we are interdependent, how it is a kind of rippling effect. I feel that our students must know that, indeed, these problems are world problems. They are not just problems of developing nations. They are problems of ours as well. I know that one of the things that surprises some of the students—when I get to the environmental crises—in it we talk about the use of energy and how we're depleting certain resources. I tell them that we are only a small percentage of the total
population of the world—I think something like six percent—yet we consume thirty-five to forty percent of the world's energy. It becomes a global issue because we don't get all that energy from within the United States. I think right now it's up to almost fifty percent that comes from outside sources. So it's, I don't know, I'm just kind of talking around the issue, but I think interdependence is involved in that and I think the fact that we are going to be affected by all of this.

Our global education program probably utilizes a global problems approach more than any other, although, as I said, the whole notion of interdependence is critical. I think, that if I wanted to—if I could have World History for an whole year—I could probably incorporate these world issues in the very last unit of World History. But yet, I guess I have developed these units so extensively that I would really be cramped in a course like that. World History, taught for a semester, boggles the mind. Obviously, accommodations must be made.

The experiences of students in World History are different from those in World Problems. I would say that in World History, first of all, I do what I call postholing. I select certain themes that I think have occurred in world history and I emphasize those. Obviously, it's difficult for one to follow any textbook,
because I'm skipping around all the time, which isn't all bad, I don't think. Obviously I'd like to have World History as a full year course. A student taking World History would get a perspective on things that have happened in the past in the world, and hopefully it will help explain why things are the way they are today. Probably, in the World History course, I make very few references to some of these current global studies issues here. When you look at these issues, you'll see a lot of them really started to surface around the 70s—early 70s. So consequently, in the World History course, they don't get much of these issues at all. When they go from one to the other, they are getting something different but complementary.

It is just as easy to teach a world history course which is parochial and even ethnocentric in nature as it is an American studies course. Just because you are teaching something that implies non-U.S. studies, doesn't necessarily mean we are getting beyond Western culture. We do very little to address this problem. That is one of the reasons I want to expand the World History to a full year. You see, when you examine the issues of the themes of world history, you want to just look at the dominant themes. One of the things that surfaces a lot is the dominance of Europe and the United States—and kind of
really the first world nations, so you end up having
units— it really becomes a Western civilization course,
and I do mention the non-Western cultures and how they fit
into this scheme, but you know it is kind of like just in
passing and I feel strongly that our students are not
getting enough of the non-Western history and culture.
Hopefully many of them are taking the Cultural Geography
where they might be exposed to that. I feel that is a
definite weakness in just a semester World History course.

You remember when schools went through a mini course
kind of craze. We went through that. It was kind of
interesting because I remember I taught mini courses in
African history, and Southeast Asia, and I forget how many
of other courses that I taught. Of course, what happened
is you ended up with so many preparations that you just
finally decided let's go back to the world history
approach. But that had some merit, because I think,
students really got to take a strong look, a
concentration. One of the things I have done in the World
Problems course, and it has been interesting in the
respect of exposing students to another culture, is to use
African students from Bluffton College.

Bluffton apparently has a lot of contacts with a
certain part of Africa because of the missions, and so
they generally have ten to fifteen African students there.
And when I study, for instance human rights, the problem of Apartheid in South Africa, I usually get an African student to come here. Well they talk about Apartheid, but it ends up that my students ask this African student a lot of questions about the culture. When I see that sort of response, I can tell right away that we are not doing enough to expose them to non-Western culture. We could use, probably, some of the people from our local community. We have, for instance, a small percentage of Asian Americans. Last summer we had a boy that was ambassador to Japan and later on when I discuss education in a current events topic, I'm going to probably ask him to come in and share this perception of what a Japanese education is. Right now, of course, that's a very timely topic—comparing U.S.—Japanese education. That's one way we can use international resources. I suppose you could even use some of the foreign language teachers we have in school. We do not do enough of that.

The teachers who provide for the American studies and the human behavior studies are very separate from the global studies program. Indeed, we have not addressed that in our educational philosophy or our social studies course of study. I think in our philosophy we do encourage interdisciplinary studies. We have in the past, done some things with English and American history working
together, but I don't think we do enough of that, and I think part of the problem is that teachers know that it will be a lot of red tape to get that accomplished and I think that--I'm not sure the administration has encouraged us enough.

As far as the physical structure of this school is concerned, it should not interfere with the implementation of the global education program. At one time, during the 60s, this school was very much into large group/small group instruction and independent study. In fact, if you go down to that wing of the building, you'll find about three or four large rooms that are tiered and designed just for lecture-type things, so that you can bring fifty to seventy-five students together and then disperse into smaller groups. Today, unfortunately those are nothing but a bunch of study halls.

Again, from the feedback we get, the difficulty is scheduling. I guess I wonder, how did we schedule back in the 70s and 60s and we can't do it now. The administrative climate is fairly supportive. The superintendent of schools has a philosophy here that--on professional leaves--a teacher should not be able to go to an out-of-state conference more than once every five years. I find that very inhibiting and I know that I really had to do some pressuring to attend the National
Council for the Social Studies meetings the last three years. I've gone the last three years. I've been lucky. The only reason I've gone is that I've been a member of one of the national committees and they meet at that time. But I've had several department members that just couldn't go because of this. Now, I think that tells one something about how they feel about curriculum development.

Secondly, I would say from what I've observed of my administrator, I think it is only lip service as far as wanting creative curriculum development. To me, that's the core of the school and I don't get that feeling from him. I feel that they are more concerned with order, discipline, that the building is functioning right, but in terms of curriculum that is going to really excite the kids. I just don't see it. That is not saying that you can't get something done, but it's just not there.

One way to change that, I suppose--at one time, I taught at Shawnee in 1966-67 before I went to Urbana College. I taught at Urbana College for about six years, and I left there to come back here because in the early 70s there was a severely declining enrollment in the College and I did not have enough tenure and so I decided to come back into high school teaching. The year that I was in Shawnee, 1966-67, I worked for a principal that probably will always stick in my mind as being a person
that encouraged curriculum development on the part of the teachers.

I'll never forget the first faculty meeting I went to. He stood up and told the teachers that, "If you have any new ideas of teaching your subject and want to try it and it requires money or prior schedule changes, come into my office. I want to hear it, I want to see if I can't help you implement that." And there were teachers going into his office. He would say, "That sounds like a great idea, let's try it." I no longer get that feeling here. I don't get that encouragement at this point. So I would say that one thing that has to be done is that the administrator has to demonstrate that that's one of his priorities. That he really wants to have that sort of change, and I think it has to come from the top down. Maybe it even goes up to the superintendent, but the principal is critical in this.

Another thing that I think can be done is to have a curriculum director for the entire system; or, if you don't have that, maybe have the chairman from the high school department be the coordinator for social studies or whatever discipline through 12. That is not the case here. We all work in our own areas. I am not quite sure what is going on over at the middle school and the middle school is not sure what's going on in the elementary. The
vertical articulation is not there. And so, it seems to me, that's dangerous because I can get carried away with the things I like and it should fit into a total scheme. This needs to be addressed. I don't know if it will be. I've never heard any comments one way or another, even though we just had a North Central review, and they did make that recommendation.

Some of the recent publications, from about 1975 on, have certainly influenced my own attitude about global education. I guess that other than certain individuals that I had as teachers, it just seemed to have a snowball effect. Once I got into teaching and encountered some of these people in teaching, and of course, the travel really excited me and had a tremendous influence. I should give credit to the National Council for the Social Studies. I have gone, been a member and gone to many of the meetings and I would have to say that has stimulated me a lot also. I always make sure that I attend a workshop on world population and something maybe dealing with hunger or any of those other issues. In fact, the committee that I have been serving on is entitled Science in Society and now I've just completed my term and I wanted to continue on that committee, but I just do not want to promise anything because of the situation here. But, that has definitely been a stimulating factor in my interest in these areas.
To me they are just so vital, and I guess I'm the main spokesman for global education in our school and I continually talk about some of these issues.

Textbooks do not fit well into what we are doing. We can occasionally get some paperbacks that might supplement some of these issues. Probably I have to rely heavily on magazines that I take and reproduce. It takes a tremendous amount of preparation time, but I don't mind it. You might remember the book TEACHING AS A SUBVERSIVE ACTIVITY. That had a tremendous—I was in graduate school at the time, and it had a tremendous effect on me. One of the things it said in there is every teacher ought to teach a course without a textbook sometime and after teaching this World Problems, I am convinced.
CONVERSATION WITH JAMES DIEBERT, SOCIAL STUDIES TEACHER, VAN WERT HIGH SCHOOL, JANUARY 28, 1987

INTRODUCTION: We are doing a study of global education, primarily to try to get a candid shot of the status of global education in high schools in Ohio. It is a two-part effort. One part consisted of a questionnaire survey which was sent to twenty percent of the high schools in Ohio. They were randomly selected. From those returned, we selected eight schools to visit in order to talk about global education. The selection was based on what is a rather subjective, on my part, view that you know something about what you we are talking about in global education. You recognize it, you have a program in place. I would really like to start by having you talk about your background—how you got involved, how you got your views about global education, etc.

MR. DIEBERT: I think probably it was, probably in graduate school where—I did my undergraduate work at Ohio State, but I graduated in 1970 which is a few years ago. And I don't think there was really a lot going on in global education at that time. It was sort of the
standard world history, American history and government. Some of the methods courses that I had at Bowling Green as well as a few of the other history courses, because I did my masters in European and American, I think began to push more for global education in the mid-70's. Sometimes they pushed for an inquiry approach which we adopted one course here in European history along those lines. I just felt that a lot of the things that we had in the curriculum really didn't relate much to global education. To me, it was important that kids not only realize that they are members of this society, but they are people on this planet and it's not simply us. With all the nuclear weapons build up and things we thought that was certainly something they should be made aware of, as well as learning about other societies.

The program that is in place here is the result of my colleagues and my efforts. It really was not directed or mandated by administration. We have a course that--I would say that most of the global education begins at the freshman level with a course that we require all freshmen to take, it's called World Concepts. I'll tell you a little bit about that in a second. Then, we have various elective courses at the sophomore, junior, and senior levels. And these would be courses like--we have Contemporary Social Problems, we have a current events
course which get maybe a little bit more into detail in terms of basically what is occurring today. With that we'll use TIME and NEWSWEEK as the main course of study. We also have a geography course, a world geography course. These are all semester courses. We have a psych course—it's sort of in our department, and sort of out of our department. And then we have a European history course which is also an elective. Then, of course, in their junior year we go back to the standard curriculum. They take a full unit of American history and then in their senior year they are required to take a full unit of government. So they will have at least three units of social studies that they must have before they can graduate.

The World Concepts, as far as the curriculum that we should be basically set on that. We start out with what I call a global studies unit, and in that we do a lot of map studies, we look at basic information about the five major continents that are populated. I think the only one we don't do is Australia. There's not much information about Australia. We do some simulations early in the year. One example would be—I have some information where we basically split the room up—we'll take the room--this floor surface and we take the size of the continents. I have Monopoly money that we use for the monetary supply on
any given day. I purchase a few candy bars, maybe ten per period, and that represents the food supply each day. We look at energy that is used in various parts of the world, we look at sort of what general kind of society we are. We do not even mention countries. All we mention are continents.

We may look at some high per capita income countries within these continents and some low per capita income countries. We try to sort of take an average. We work a lot, as I said, with maps and we try to familiarize them with what strategic waterways in the world are. Some of the major geographic features that are found in the continent. And so we spend about, I would say, five or six weeks before we ever get to our books, looking at films and things first. I've also shown—there's a program called 45/85 which sort of fits in with our curriculum. It's an ABC series. We try to look at things like that. The recently current, post-World War II things, not only in our country but in how they affected the world. We try to bring some current event things in on a weekly basis or a biweekly basis where something is happening in a certain part of the world. We try to look at that.

Most of our study revolves around three main countries which we call the great powers and they are the U.S., the
Soviet Union, and China. We look basically at the people, the culture within the countries first. Then, we look at the type of economic system that they have. We make basic comparisons between capitalism, communism, and socialism. We look at the U.S. first, then we move on to the Soviet Union, and then we move on to China. We use the same sequence of study for each. The culture, the economics system, and then we look at the international relations as far as where they are involved throughout the world. Then, when we get done with those, with the study of those three countries, we try to pick out some sort of trouble spot areas today. It is very hard at the freshman level to look at the Middle East and try to analyze—I don't know that anybody's an expert on the Middle East, but to me, at least, that's an area that they should know something about. Whether it be just because of terrorism today, maybe resources that are found in the area.

In the past, depending on the time, we've done some things on wars, like for example, right now we are doing a thing on nuclear war, a unit on nuclear war. And we sort of lead into it with some programs we have on whether it's safe to fight a conventional war or whether we'll ever fight a conventional war as in World War II. We look mainly at three or four things in a nuclear war. One would be what the physical impact of a bomb going off
would be. Second, would be what would be the social impact, the cultural impact of a nuclear war, not only on those who participate, but other countries. Thirdly, maybe most important, what would be the environmental impact of a nuclear war. There we look at some recent scientific projections about nuclear winter and the like. We've also had, again depending on time, units on Vietnam, although that's a little bit of a cross and we get into some other areas. But that's something that interests the kids and it was sort of put on the shelf for a number of years. We like to take things out that hopefully the kids will have some interest in. A lot of their parents are my age and have some direct experience.

The global issues approach to global education is the primary strategy used here. I think, if I recall the survey, we don't do much with infusion. I think the global issues is basically because, I guess that's the way we set it up, that is what we decided to do. Also, some interdependence which we--it's sort of hard at this level--but we do take the issue of foreign trade and how everybody is sort of dependent on one another. To me, that's important that we get that across, that we're not just a little isolated community sitting out here by ourselves. As far as the local community linkage approach, I really don't know much about it.
In reflecting upon the importance of global education in the social studies program, I would have to say that we do place quite a bit of emphasis on it. Not just because we require every student to take it, but I think we, all of us in the department, feel it's important that they get sort of a basic understanding of the world that we live in. Not to make them historians, or not to make them all experts on one area or another, but to try to have them assimilate as much knowledge about the world as they can. To me, I think it makes them better citizens of our country. We see so much apathy in politics, and I guess I can understand why sometimes, but you see so much of that. Here we see a democracy where 45% of the people vote in a presidential election. You know that's kind of sad really when you think about it. To me, the more you can get them to understand about the world, I think they become better citizens. They become a little bit more knowledgeable and they develop an understanding of what is going on.

We've had an administrative change this year in January, the superintendent. But we really--one of the things we lack in our whole school system is like a curriculum coordinator. For a school our size, we really don't have anybody. The curriculum development is generally left to the departments. And like if we would see a need for a change next year, or textbook adoption,
or something, we basically can recommend what we would like and the board adopts it. I don't know how it goes in other schools. There is nobody really over us to make us revise our curriculum. I know we have to periodically review textbooks, but I would say that most of the decisions come from within the department. We decided a few years ago that it was time to begin to make some changes. It had been the same way for so long. There really wasn't any administrative decision. What we've had here is a sort of benevolent neglect. They allow us to make those decisions, but they neither lead nor inhibit the process. There is not a lot of leadership. Now this may change. We had a superintendent who was here for about twenty-four years, and that's rare. This fellow is fairly young, and I think we're going to begin to see an assistant superintendent. We're going to see a curriculum coordinator. These are things down the line.

We have curriculum guides for the courses we teach, but there is no K-12 articulated curriculum. We have met, a few times in the past, with elementary and junior high teachers, but they've never seemed to really--I've never had an elementary meeting. I've met teachers from the junior high school about every third year. There is some
guidance we are required to do now. I think one of the
first big changes I can remember would be in the American
history series. Now this has been quite a few years ago,
where you, we would stress post-Civil War and they would
stress the pre-Civil War period, but that's one of the few
things we've worked out together.

I've got several simulation games that I use. For
eexample, a game called Crisis where we set up--it takes
about a week if you operate it properly--but we set up an
international crisis. I figure if we're going to talk
about international relations where countries are
involved, it sort of gives them first-hand experience to
be a leader of a country or a chief diplomat or something,
and it's fun for the kids, and I think they can learn. Of
course we have standard filmstrips with--about China and
their culture, and the Soviet Union. I've used a lot of
things from--even small segments from 20-20, Violence In
America, and there are a lot of things that can be done.
A lot of preparation goes into what we do. That doesn't
bother me, because it is something I like to do to get
things that interest the kids as much as possible, because
it's no fun for me to sit up here and try to talk
to--lecture them for forty-two minutes. I don't think
that's the approach. I know that sometimes that has to be
done, but no--that doesn't really bother me, especially if
it's something they enjoy. It's not all fun, but the more actively they can get involved, the easier it is for me.

This is my seventeenth year, and some of the things that--I know it doesn't look like it here--but I try to keep reasonably organized files. That is where I keep a lot of stuff I've used and--you know in the first several years--and in the next few years we may be adopting a couple of different books--because as you can see, these are not real durable. We'll go to more of a hard cover text. There have been a lot of things on global studies published that I've seen that look pretty good. And if that happens, then we can change things over. I am not as aware of things going on in global studies as I was when we were beginning. It's really sort of a hodge podge to me, and I sort of look at things that I think are important and the things we try to stress.

So, I get a lot of things as almost everybody does, some of it's junk mail and some of it's not. Unfortunately, I probably don't spend enough time looking through those to really see what is available. I know we have purchased a few simulation games, some of them worked out OK, some of them I didn't particularly like, but those are things that happen, and I try to keep my eye for maybe something in a hardback book, good and durable. If you're teaching global studies--to me, you have to keep fairly
up-to-date. Probably within the next two years we'll probably start to look for new texts.

This book helps us a little bit. It is a British publication. It's not real distorted, I don't think, in terms of what has gone on. So, that was the sort of unusual thing about it. I think so many times, you do get this somewhat of a slanted--I'm sure I'm biased in a lot of things, but one is called THE CONTEMPORARY WORLD: CONFLICT OR COOPERATION and GREAT POWERS, which is the book we primarily use, by Oliver and Boyd are the publishers, copyright 1982. They have content through 1982.

What we do is a sort of a mixture of an area studies/regional studies global thing. I don't know whether that's common or not. We try to do so much, and you just can't do so many things. It's so overwhelming with knowledge and information that you've just got to do the best you can. There are not abundant opportunities to take advantage of international resources in this community. I have had a few people in from time to time when I find somebody. Occasionally we get an exchange student. A lot of these kids' parents experienced Vietnam.

There is a great need for an articulated curriculum. Unless what we do in global education is systematic, it's not going to make very much of a difference. Obviously it
is important to have access to a lot of different information, but yet at the same time, I might have access to it or one of my colleagues might have access to it. I don't know that he doesn't—there's no coordination. Obviously somebody like a curriculum coordinator would help find us some guidelines. The colleges, I think, can help promote this too. It's been a while since I've had my graduate courses so I don't have that much contact. I think a lot of my early interest and training in global education came from college. The importance of realizing that we're not a little isolated country here, we are very interdependent, we're involved all over the world today came from college.

As far as revisions, we probably have a course of study that is not quite the same as the things we do. I know these are supposed to reflect what we do, what we have and what we do is all written down right bang, bang, bang, right down the line. I know that the other fellow, one of my colleagues, and I have been teaching together and try to do essentially the same thing. We share a lot of information. He finds something that will work, he shares it with me. As far as it being written down, there really isn't. There is a course of study for World Concepts, but it's been revised since we adopted it.
World concepts is a freshman course and World History is a European history. It's a semester course taken by sophomores, juniors, or seniors, it's an elective for any year. They have an option to take any of the three years, as they do the Current Events, the Social Problems, etc. It is possible, therefore, for upperclassmen to have some exposure to international courses. There is also, of course, international content in other courses—American government, as well. I don't think it's really specifically spelled out in the curriculum. In English literature and such, there is also international content. I think that if we had somebody to really give us a little direction, we would be better off. The pieces of a really good program are here.
INTRODUCTION: What we are really attempting to do is a status study of global education in Ohio high schools. This may very well be followed up by the same kind of thing with middle and elementary schools. Global education has been on the scene in one form or another for ten or fifteen years now, but certainly in the last seven it has been the focus of lots of activity and the time has come to step back and see what is going on. This thing is going to be rather open ended. I do not have a structured set of questions to ask. I am interested in knowing what the global education program is, how it got there, its rationale, the kinds of things you do in there, and some prospects about the future—what kinds of things you need to do in order to accomplish what you want. Now if you don't mind starting with how you became personally interested—consciously, by accident, etc.

MR. SIMPSON: Well my educational background is that I graduated from Baldwin Wallace with a history and political science type of a certificate. Other than that,
nothing particularly to point to global education. But we
came about it—and it is we, because there are several of
us taking a part in it—that in teaching high school
government to juniors we began to include in our classes
in various fashions a current events segment of the class,
nearly every day, where we would concentrate on the events
taking place. Partly because American government is so
current events oriented anyway, but also partly to expand
the kids' knowledge of places, to try to steer them, using
current events articles, into the Middle East, to steer
them into the Philippines, so they might get some feel for
where these places are. That way, we could take time with
maps and such. Therefore, it was out of a personal
conviction on our part that part of American government
class ought to deal with events going on in the world
because they directly affect American government and the
American people.

So then, out of that, we were looking—we felt that
the need was clear. We discovered how little our kids and
the general community know about these things. Let me
share an example, I used this with my kids. There was a
call in—these drive-time radio shows, John Lanigan was
the character, and he has all kinds of quacky things going
on in the morning, but he had a trivia question on Tuesday
morning where the question was asked, "if you left
New York City and sailed east, what European country would you hit first?" And these are the answers in order— I keep a little note pad in my car so I recorded them—the first answer was Russia, the second answer was Austria, the third answer was London (for a European country), the fourth answer was Europe for a European country. The fifth answer was New Jersey, although the person might have been putting him on. Everybody in New York City thinks New Jersey is a foreign country. The next answer was France, so it took seven answers to get to what was a legitimate guess. The next answer was Portugal which is correct. But I thought, what a great example. All these adults are calling in quickly, and they hadn't even heard the question right. Another example. We were talking yesterday—we had our lunch time conversation with the kids—what the capital of Canada was. So we went back in the afternoon to talk about that. So, we noticed a glaring absence of knowledge.

Therefore, we decided to created a senior elective that would be a two-part elective, each a semester, and they could take either semester or both. One in World Geography, which would be cultural geography, and the other, of course, called Global Awareness, which would be a current events oriented course, which would be literally geared to what was happening then and there, whatever.
The content of the course last year was different from the content the year before and this year. Although, I teach it, and I'm fairly strong on content and responsibility for knowledge, as opposed to sitting around and talking about why is there air. Therefore, I try to pick themes and then try to use current events to tie into the themes. For example, right now we're using Iran and Lebanon and the hostages as the keys to an overall discussion of what are the problems in the Middle East. I try to pick a time when the current events on that period in that area are hot, and therefore, we can get a lot of outside information to go. I provide the historical background. Today we're going to do some things with maps. So it is current, very current, but at the same time, I do try to get into the background. Some point in the year, I'm going to deal with the Philippines.

The time has come to identify just what the content of global education ought to be. Outside of traditional social science strands, geography, economics, and such that we might get in discrete courses there is no global education. To deal with, for example, the Middle East, you have to have geography, you need to have a sense of history, you need to have a sense of economics. So therefore, whoever's teaching it needs to have a background in those things, and also I think, more than
just a passing interest. Geography is fairly easy to teach, because it's oriented toward the textbook—there are plenty of audiovisual aids available. It is easier to structure their way. Teaching Global Awareness class means you've got to be flying through material hours and hours and hours every week, and that involves magazines, newspapers, statistics, it involves all sorts of different things. Therefore, I find it very hard to teach because of the hours of preparation.

With the Middle East, I dug out some excerpts from the KORAN. Since the Shiites believe in the KORAN in a very literal sense compared to the Suni Moslems, I thought it would be useful to look at what some of the things are the Shiites—and that matter, I had to go find a copy of the KORAN and look for some excerpts that would be useful in talking about in reference to the United States.

When I do that kind of thing, I make an effort to globalize that particular phenomenon. For example, when I talk about the Shiites and the fundamentalist Moslem movement, I try to tie that to a worldwide religious, fundamentalist movement. We were talking about the fundamentalist movement in this country and interpretations and such, although that's a little ticklish to deal with. Kids see that and talk about it and such. One of the kids was from West Virginia where he
saw the snake handlers—which are not bitten and such. We also talk about our own history. People willing to die for a cause. We refer to some of those things, like Nathan Hale. It's an interesting course to work with. One problem I find with it is that by the time you get to a senior elective, second semester of your senior year, many of the kids who need to take the senior elective to pick up a required social studies credit are not truly good students. That's good in the sense that these kids need global education probably more than anyone else, but it does tend you to track classes. You tend to get a heavy concentration of poor students in a senior elective of this type, which in many ways is good, but reading levels tend to be low.

In government classes, all teachers include global education. We do it in slightly different ways. In my class we get into a current events discussion at some point. I found that a good way to break up sections of notes or whatever. The tendency is to keep things moving, but they often work in as nice breaks in the day; but then, I quiz my students every other Friday on the information we've talked about in current events discussions. This way I hold them accountable.

As a result of our global education experiences, students will balance their knowledge of the past with
some understanding of the world they live in, and therefore, I think global education is extremely important. I think that is one of the major charges of the social studies department. Kids are taking American neighbors type classes, that expanding horizons approach, I think that so much of the world right now is with the tremendous amount of new exposure. It seems like every time you turn on television you find a program that has done it. The one that is continuously bombarding us with events that are going on plus the economic products. I saw a friend the other day who came over, he works for a Cleveland corporation, he was put in charge of the Balkan countries. He had to come over to borrow a geography book to find out where the Balkan countries were. We got talking about just that fact. He wasn't prepared culturally. Unlike European countries. They even put emphasis on the language. I asked a German exchange student just a couple of years ago, who was in my government class, why did you have to learn English? Because it's the international language of business.

Our global education program is, in a sense, in fact a reaction to situations which exist, whether those be news stories which come up today, or crises in the world. I don't think it is unstructured, I think it needs to be flexible, but I don't think it's unstructured because
each—there are certain goals to be accomplished in each. Somewhere this year we will study the Middle East, without a doubt. They will not get away without talking about the Philippines, they will not get away without talking about the relationships with our European allies. Those are going to be in there. We may be flexible, but in that, you need to include history, geography, economic, culture—I think that every one of these units is based on everything we talked about.

Students have an opportunity to make some judgments. They deal with each other on their ideas, discussion-type things. That's a structured framework and it's how you can be flexible in applying these ideas. For example, to talk about American defense initiatives right now as a unit which will be this semester, the topics tend to be covered, and ignore Iran and the Middle East would be missing, I think, an opportunity for the student to listen to the news everyday. Right now, because that's dominating the news, we're hearing less about strategic defense programs while some of that is of course included.

There is a coordinated K-12 social studies program in the district. There is course of study development going on right now. We have several concerns. One of which is the placement of American history and American government and what years it's going to be. There is a concern about
whether we should expand our geography/global awareness type of thing into a year-long course with emphasis on cultural geography. The swing toward more units--textbook type orientation. We have regular department meetings to discuss articulation. Our principal is very supportive of this. As he sees materials, he hands them over. so he is very interested in what we are doing with this. We have a seventh grade cultural geography course which I taught at one time, ninth-grade course which is a kind of World Cultures--that's the title of that. It is an area studies type course.

One of the questions is, with the ninth grade coming to the high school now, which Westlake now has a junior high should we combine some of these. There is quite a bit of discussion going on. The value of global education, cultural geography, which I think in many ways can be combined, is very much on everyone's mind and how we can best invest this. The senior elective is, in my opinion, only touching a few people. The seventh grade course is required, the ninth grade elective. Many of the freshman chose not to take that World Cultures course are seniors now and need to pick up that senior elective credit. College-prep students are more likely to take World Cultures in the ninth grade and those who elect not to do that in the ninth grade find that they need a credit and end up in the Global Awareness class.
It is accurate to say that, districtwide, support for global education is present. This is true at both the central office and certainly in this building and the junior high level. There are courses, both elective and required in the global sequence that exists. Seventh grade World Geography, ninth grade World Cultures, and the high school courses. In addition to what is formally available in discrete courses, global education is addressed by some teachers, certainly in government, and perhaps in other courses as well—American Studies—to a greater or lesser degree. In American history—I also teach a section of that—our sophomores take American history. It comes in, but not to the same extent it does in government. World History is offered as a senior elective. It's a totally distinct course from what we've been talking about. The course is called Western Civilization and tends to be taken by college-prep students. It may not necessarily be contributing anything to a global perspective, even though it deals with non-U.S. material.

An articulation committee, which includes social studies teachers from all of our schools has been established recently to examine the program and how best we can move. I think the real reason it is taking place now is with the change of our ninth grade. I imagine that
these kinds of committees have been established for other areas as well. That comes from central office. A formal report with recommendations is expected to come out of that. I am not on the committee because of coaching responsibilities. It meets after schools at the same time, but I know what's going on because we talk about it all the time. The thing that I notice about this Global Awareness elective is that classes that are very effective to tech are the smaller classes. I notice that in the larger classes, it's difficult to deal with something like this in a large group. I always found it stifles discussion or dominant kids have—others tend to shy away format. Also, I think, it becomes more difficult to deal with essays and that type of material that they should have.

The commitment to global education is very strong. When the ninth grade comes, it may be changed in its position in the curriculum, and possibly a different title, but it will remain. Currently, the social studies requirement for graduation is three units. They must take American history in the sophomore year, plus take government in the junior year and they must take one more credit. That credit may include the global education strand, it may include part of that and something else, or it may include something else entirely. It is possible, but not likely that a graduation requirement that includes
some work in global education may end up being included in the recommendation of the articulation committee.

The World Geography course which takes a cultural approach has a standard textbook. Reading assignments and outside materials are used. I take full responsibility for providing most of those materials. Films, research assignments in the library where they come back and work on the things they've been assigned. They then have to teach their little segment to the rest of the class. It is a fairly traditional type geography class. It is also fairly tied to the textbook, because I found with so many of these students--one of the problems is that many of these kids are not very good readers or they are not very good in attendance. So out of a class of twenty-five you may have six or seven missing on any day, so by tying it closely with the textbook you always can offer assignments and material. That type of thing is fairly successful with these students.

In the Global Awareness class, the materials are multiple. We work closely with an organization called the Cleveland Council On World Affairs and they supply the materials like the Great Decisions program--excellent material, although it's too hard to read for many students. We use the PLAIN DEALER quite a bit. The reading level is closer to--they can handle that. Even
the NEW YORK TIMES they struggle with. We get it in the library. We're on an assignment now that was a profile of different countries. They came back and discussed and taught each other. There is not a specific textbook for the course. We have classroom sets of material. We use back issues of Great Decisions. I provide them with articles from various places. They are kept in a notebook. I really believe in structure. I believe in accountability in materials for students and such. Flexible does not mean no structure; and, therefore, they're provided with material and they have to find material on their own and bring it in and share it. They need to build a textbook basis of material which they are tested over. Projects—we do quite a bit with political cartooning which I find with poor reading students—many of them have enjoyed drawing.

I am the only teacher of World Geography and World Awareness. There are two sections (first semester) of geography and two sections of Global Awareness are second semester courses. Many (60%-70%) are the same students in both courses. The educational make up is very similar. We need to be very careful to keep the size of those classes at a level where I can work with them effectively and secondly, there may be a need for better achieving students to have the same kinds of courses. I have a
small number of students in each of these classes who are generally interested in this type of material and it is very important in this class to provide opportunities for them to challenge and challenge the other students in a different way. In its way, independent research and also essay type evaluations in which they are challenged to express themselves is very important.

In addition to support from the Cleveland Council On World Affairs, we receive help from other organizations. One of the local business colleges donates five issues of the newspapers (U.S.A. TODAY). We will look at things international. Then we have outside speakers coming in who come either through the Cleveland Council On World Affairs or through my own contacts through the community and such. These are people who deal with things international rather than those with direct international experience. This year in one of the classes I have is a Dutch exchange student. Exchange students do not get through here without contributing whether they are in my course or not. They provide an important dimension. We have not done very much with formal examinations of local community linkages to the rest of the world. We recognize the importance, but do very little. In the structure of the school, there is simply no time. It is a lot of work and time to do it right.
I think that it is important to have, as we do have, administrative support. I am concerned about class size. It is important that in working with lower students the more personal contacts the more successful. Always my classes are very large and meaningful personal relationships with students are difficult. We rarely get past true and false questions. That's a concern of mine.
INTRODUCTION: As I explained to you, we are trying to find out what is going on in global education in Ohio high schools. Possibly we will extend this later on--take a look at middle and elementary schools. We feel that, for a beginning, high school is the appropriate place to start. Global education has been on the scene, in a formal sense, for at least a decade. One of the things we are looking to find out is what global education means to you. What are people talking about when they talk about global education. In order to find out, we surveyed twenty percent of the high schools in Ohio and identified eight of those for closer examination. This is not a formal interview, but rather a conversation about global education in your school. All I really meant to do from here is go on and talk about where you are, what kinds of things are happening, how formal that is, is that in the curriculum, is it accepted, is it supported by the central administration, the building administration, by the faculty, etc. I would like to begin with where you came into global education.
MR. FUDGE: When I came here in 1972, I was finishing up my masters and was interviewing a number of schools. I had an offer from Euclid and here, where they wanted me to teach a course in Russian history and that was my area, my bag. I had been to Russia, so that decided it for me. One thing I can always say, in all the years I've been here, the graded courses of study—we've got a number of courses here starting in the ninth grade. They are not required. We now have in the ninth grade, it's an elective called Global Studies. It is a combination of world geography plus a combination of what we used to call Introduction to Social Studies where the teacher gives the kids—whets their appetites with things like sociology, but essentially it's a geography course. They also have in the ninth grade another elective called Current World Problems.

Now they don't do it maybe on a country by country basis, they look at problems. It is more of a problem approach then an area approach, but it too, is mostly geography. World history is just the name we use for Eastern Civ. Anyway, to get back to my original thought, in ninth grade they have a choice of World Problems or Global Studies. Sophomores, it's primarily American history. Then, as juniors they can elect, in fact they're getting ready to plan their schedules right now, a number
of courses. Now here is one that I teach. This is a new course this year, it's called History of the Third World. I don't agree with the name that much. I was going to call it Non-Western Cultures, but Ruth Siegel (Director of Curriculum) liked that and she outranks me. And, this is really not a new course, it's just a consolidation of two courses I've taught ever since I've been here. A semester of Africa and the Middle East; and then second semester, I taught a course called Asian Cultures—India, China, Japan. We combined the Africa and the Middle East and Asian cultures, plus added a three-week unit on Latin America.

This is pretty much a survey of the third world. It is mostly an historical approach, but I try to bring in other experts. I have two section of this course each semester. More kids in the sections this semester. The kids seem to enjoy it and I think, that at first, looking at the kids, they do have a very narrow perspective of America. They are starting to critically think, because when I finished the course first semester, on the exam, I asked the kids to evaluate the course. One of the things they did appreciate were the units we did on the Middle East. They seemed to have a better understanding of the complexities of the area.

Also the black kids enjoyed the sections on Africa. They were a little surprised at first that it wasn't going
to be a black studies in America course, but was actually going to be a brief geographical, historical, cultural thing. When they got through that initial focus, they enjoyed it. Asia, I have mixed reactions on. We don't do Japan because I don't consider Japan really a third world country. Now when I taught the Asian cultures, before we consolidated, I did teach Japan. In fact, one year I had an exchange student from Japan. That was an experience teaching that kid. We did do China, India, and North and Southeast Asia. I think I devoted five or six weeks to that. I could have given them a lot more, but we didn't have time. I also teach Russian history, you know, but, I consider Russia European.

We have three levels of European history, world history, which is essentially European. For the average and above average kid, we have what we call Western Civ., and for the top-notch kids, we have one section of Honors European History. We also have the same thing for the U.S. history. Senior year, there are also several electives--economics, consumer economics, ecology, etc. We require three units for graduation. Of these, we specify two--American history and government. It is possible to graduate with no non-U.S. studies. It is, however, very unlikely that this happens. Because, what they have to do--they have to take one year of American
history and half unit of government. They also have to take one unit of world history. This may be two one-semester course including Cultures, Civ., World, Third World, or Russian. Plus, they must have one semester of a social science, sociology, economics, or psychology.

The courses, in other words, are clustered into U.S. studies, world studies, and social sciences. We just specify one and one-half credits in U.S., one credit in world, and one-half unit in social science. Most of the effort made in global studies is accomplished through the discrete courses offered in the non-U.S. studies strand.

The instructional materials available are both adequate and appropriate. Of course, the bottom line is always finances. Fortunately we are in fairly good shape now since we did pass an additional levy last year. Whenever there is a new book on the market, we look at it. The policy is to renew texts every five years. In fact, right now, I'm looking at a textbook for Russian. The one I have been using is fifteen years old, not because I can't have the money, I simply have not seen anything better. I have been given approval to update textbooks for the third world classes. It is a question of whether I'm going to go with something where there is one piece for each country or a historical text. We are looking for a balance. I try not to overwhelm them. I try to bring
in art and other aspects. I try to cover as many things as possible, the geography, the people.

I visited the Soviet Union six times. The last time was in 1980. I have also traveled in other parts of Europe. I hope to visit China some day, when I get my kids graduated from college. My most extensive travels have been in the Soviet Union. I have collected a huge amount of materials and slides from those trips which I use in class. A number of years ago, we had a lady who had spent time in Bangladesh, but she has since moved out of the community, so that our use of resource people with international experience is limited. We do get a number of exchange students each year and we, of course, take advantage of that.

I have received literature from the Cleveland Council On World Affairs, and some of our people have attended some of their programs, but not extensively. I have heard of the Columbus in the World program, but I am not that familiar with it. It makes a lot of sense. Unfortunately, we do very little. We have tried to use local resources, and not too successfully. At our instructional improvement day earlier this fall--it was in October--I had suggested that one activity that social studies teachers go out and visit the Bedford community just again to bring the idea of using local resources.
Not just teach about Bedford history, but you know, there are a number of possibilities. That idea was nixed by the administration. I was not at all surprised.

It is just not greatly valued. The use of discrete courses and area studies is far more used here. One of the things that drew me to Bedford was that the powers that be felt that is was important to lock students into a global education strand. The administrative support has remained in place, so far. So, whoever it was back in the late sixties, the superintendent or curriculum director--before my time did this.

I'll say this with a grain of salt. The frustration is that in this class, quite really in all the classes, the kids range all the way from Rhodes scholars to unteachable kids. I think, particularly for this course, it's to try to make these kids aware of other value systems. I sit there and I'll talk about it and they'll be shocked by Moslem beliefs because Westeners are not familiar with the history. And some of them thought it was fun. That's probably the biggest frustration. I do feel though, on the other hand, the satisfaction of seeing a kid graduated or who appreciated that course. But getting back to the thing, this stuff is just so foreign to them. They all have their own values. When they run into something like this, that's a little difficult.
Kids come in all different packages. They come to us whether we are ready or not. Putting aside all of these social responsibilities that the parents, health organizations, and law enforcement officers have—educational and schooling-wide—we need to better prepare kids for exposure to other cultures. They come in with stereotypes, and ethnocentric values, and that kind of perspective that is obviously going to inhibit exactly what we are trying to accomplish. Human relations skills has always been one of my most important views. I don't remember where I got it. I remember personally growing up in little Massillon, Ohio, that I always knew where Ireland was. And I knew that the capital of something was something, and that also makes one feel that—I always tell my kids in Russian history that I wish I could take everyone of them to Russia. That's the best.

Let me go off on a tangent here. Back in the mid-1970s when Detente was at its height and relations were good. Over a stretch of four or five years, where over our spring break I took anywhere from ten to fifteen students who had the money, who had the interest. I gave up my spring break. Now I did get a free trip. They made all the arrangements and everything. And especially a country like Russia—the responsibility was great. And every time, every one of those kids, and I still see some
of them today, some of them are here. It is the best. I love to do it, but I don't anymore. I got married and I have kids. The language teachers did it for years. This was encourage by our board. Our board encouraged our administration—to make sure before we left that the kids all signed a little piece of paper. It seems that now they have become much more—as everybody has—lost their interest. I can't think of any teacher who has done this in the last five years.

I don't know, maybe because I'm a veteran of fifteen years. When you sit and are confined to a lesson plan, graded course of study, and kids being taken out of the room because the assistant principal is starting the scheduling, and so on, you begin to wonder sometimes about the structure of schools. I don't know if this would help or not, it's just something that happened to come into my mind. There has been a lot of talk, scuttlebutt, just casual conversation about changing our scheduling structure. I think now we have eleven periods with forty-two minute periods and sometimes we like short classes. If you have a bunch of rumdumbs. I just wonder if changing the time schedule to where classes were fifty or fifty-five minutes long were to be available. Because a lot of administrators and teachers complain that kids sit around working crossword puzzles and so forth. Maybe
that's a possibility. Spend more instructional time with them.

I would like to see a class where I have more kids coming in and saying Russian class is so informative. I tried once to take some of the better kids and teaching some language. There is some peer teaching, but I am a traditionalist. I lecture. That's not all week, they read, they have a text. I do not overwhelm them. Again, especially in class like this where we cover so much territory. The whole global education program is fairly traditional. The courses we have will be recognized anywhere. In the subject material we cover, the social sciences are clearly visible.

I think when I first came here staff development was encouraged. But in recent years, can still probably do it, but it's not being given the encouragement. I would like to just take off a day and go visit another school. The last time I actually visited another school while it was in session was while serving on a North Central team. I would love to sit down and see what other schools in the Cleveland area are doing. Right over in Kenston is a fellow who teaches Russian language. I'm sure he teaches a language class, but I would love to get together with Bill and see exactly what he does. Because I ran into Bill one year in Russia. He had a group of his kids, I
had a group and it was strictly coincidental, we ran into each other in downtown Moscow. But I've always wanted to go out to some other schools just to see what's going on. I'm sure that if I really went to the powers that be and said, "Hey, I've really got to go to this school," they would OK it.

They teach a course here, in the English department, called Masterpieces of World Literature, although I'm sure most of the stuff they read is European oriented. There is no coordination or transfer from one department to another. We need to look at what is going on in the middle grades. I know they do have it in the elementary program.
INTRODUCTION: I want to talk to you about global education in your school. What is going on, how it got to be here, what you sense its importance is, where it might be going, what kinds of things we might do to strengthen it, if that makes any sense.

Mr. Swan: I would say I've been teaching now fifteen years in the social studies, and without making a big deal out of it, or shoving it down anybody's throat, I've always done it, mainly through world history. It fits there so much nicer than say government. Now government, I could fit it in, but we teach U.S. government. It simply does not allow a lot of time for comparative. I could spend all year just on comparative government, so we don't get a chance to expand there as much as I'd like to. We do, but! U.S. history--how can you possibly cover all of it in one year's time, let alone hit adequately the global? Now world history, you're going to do it whether you like it or not simply by being there. Now, as far as the new concept, or the most recent concept of global
history, which is not what it used to be, I would say that my first exposure came through a course my wife was taking. She also teaches with me in my department. She had to take a methods course for further accreditation to teach high school. The course she took dealt a great deal with it, and since I took her to class each week and helped her with her papers, to write them, I became very familiar with all the material and gave me new insight into it. This was at Ohio State with Gene Gilliom. So I've been updated just by being associated with that.

Also, through the Ohio Education Association, which had a presidents' retreat back in November and had a gal from Hunger and Development Coalition. She came and talked to us and that gave me some information—so I received a couple of contacts beyond just the school, and I try to incorporate those into the class. Unfortunately, due to a shortage of funds, and a shortage of staff, you try to do the best you can with what you have. I don't get to do it the way I would like to do it, but I throw in some here and I throw in some there and a concept here and a concept there. I try to approach with the kids the understanding that its a global—in fact, I'm in a portion right now—just finished one with the Orient—with the Japanese and the Chinese especially, and that the point that I had the most difficult time with was to hit the
hardest, "please don't think of this from your point of view--divorce yourself from the occidental world. You must accept this from an oriental point of view, whether you believe in it or what, but you must understand their particular point of view." To me that's half the thing of the global education--realizing that it is one, and we are simply a part (a dominant part), but a part, so we are doing that here strongly.

You just don't have enough time to do it all, but...Gilliom made a point in his class with one of his guest speakers that I agree with wholeheartedly. That social studies has become the catch basin for everything that's new, because, no matter what it is, you can justify it in social studies. We have become so inundated with--you must do this, you must do this, you must do this--that pretty soon we are not doing anything. Everybody thinks their little thing is the most important. And therefore, you must ignore everything else. That's what it boils down to. And it's becoming a real hassle. So what you do is pick a piece here and pick a piece there and try to get a broad overview. It's really difficult. That's my experience.

I am a graduate of Ohio University in 1969. I was in teacher education all the way. I made my decision to teach history when I was in the eighth grade, and never
waivered. I've taught here for fifteen years. I am the chairman of the department. I teach United States and world history, and U.S. government. It has always been those three, although I do have a social studies comprehensive certificate. In fact, I think I am the only one in the department who has one.

We just rewrote the course of study. We did it at the county level, and I don't have a copy so—I'd show it to you but I don't have it. I was on the committee that wrote it. I brought the topic of global education up for discussion. I think that every teacher I've talked to, at least in this county (Ross), while we were putting together the world history curriculum, agrees with the global concept. It's a question of having the material, staff,—it comes down to the same old thing—everybody says, but nobody wants to hear—it takes money and I'm sorry, but that's the way it is. We are not a major urban school that can have a lot of mini courses and so on where we could really go to town. You double my staff in my department and we'll show you some miracles. That takes money.

We're above the State Minimum Standards for social studies requirements for graduation. We require one year of government instead of a half. We require a year of U.S. history and we do require a year of world. Now most,
if I'm not mistaken require two credits, we require three. So that is above and we have a lot of electives. The electives might be considered global in nature. Psychology and sociology and also economics apply to issues. And we do have one in geography where we can do things there. Unfortunately one guy does all those.

The timeliness does not always fit in world history, to be honest. That's a drawback. No matter how you teach world, whether you want to do it chronologically or by cultural geography or whatever, you're always going to have something out of sync. That's just the drawback to the beast. Therefore it's timeliness I guess. If I'm speaking for instance about the Orient or Africa or third-world South America later on in the year, and something comes up then I can tie them in very easily. If not, I try to tie it in instead with U.S. history which might affect it from different point of view or possibly government, say current events. When the opportunity presents itself we try to make a contribution, try to nurture the development of a global perspective.

In a small school like this, I've had a lot of kids three years in a row. I've had them for world, then for U.S., then for government. Really, my philosophy is to build each year. In world I build them for what they're going to have the next year and that builds them for what
you have the next year which makes it fall into line a little bit easier. I would like to have, I've tried to get for years here, a senior honors social studies where we can do all these things. I mean we're talking fifteen kids around a table and almost wing it--almost anything we want to do--literally a global approach. But, money, lack of staff, we're not there. So the desire is there, the plan is there, the principal agrees with me. We had it ready to go and we don't have the money. In fact, we're the only one who has it written into the curriculum in the county. To go to a two-year world history/two-year U.S. history, but we don't have the people to teach them. We just don't have the manpower. We are leading the way in the whole county. We want to offer more, but with the staffing...

I am a firm believer in simulation, in classroom simulation. I like to use them whenever possible. I have a large number, I think it was the old Stren or Stern Series. I like to throw those in whenever I can. Some of them are like, deal with, world hunger, population, one is called "Who Has, Who Doesn't Have." "Water" is another. These would all get in, you could tie in with Ethiopia, the sub-Sahara, Sudan region, the whole thing would tie in there. That you could do in world. The problem, if you want to try to keep the kids, if you want to try to build
a case for the development of the world, which is what
we're supposed to do, by the time we get to that stage,
the year is a year old. That's why we want to teach world
history in two parts, World History I and II, and actually
teach all of it. And in that second part you could load
it down with simulations. Unfortunately you can't load it
down in the first half. If you do, you have to eliminate
something else, and where do you draw the line? That's my
dilemma. What do I cut out?

There are five sections of world history. I teach
two, and I think it's two and one among my colleagues.
They do not use simulations at all, at least the ones I'd recommend. I can't teach all of them, therefore, I can't be in there to see if global education is being taught.
As far as the written curriculum, it isn't here. Now if we follow the county curriculum right down the line, first of all we'll never finish, since it's a curriculum that's very irrational; and, not irrational, but it has too much. How do you study four billion years of this planet's existence in thirty-six weeks minus vacations, assemblies, field trips and so on? You can't do it. It's an impossible task if you are to do it correctly. No, you can skip here and there and do a good job, but it's not the best you can hope for. If we follow it right down the line, in this school, most of the global concept will
really come realistically from the innovativeness of the teacher. It is not built into the curriculum such that it requires you must do this, you'll do this— it's much broader than that.

I believe that the increased use of simulations would improve our program. The kids learn a lot from them because they get the chance to experience. I believe in them very heavily. Also, if the money were available, bring in speakers from the outside, such as this gal from world hunger. This map she showed us of the way the world really is. They're fascinating and the kids would pick up on them. We could do that right in class. You don't have to go anywhere. We would probably use, if we had the facilities, more audiovisual aides— NOVA and such. Programs like THE ARAB WORLD and SOUTH AFRICA are available on videotape. The current topics are most useful. If I had the time I would require the viewing of SHOGUN, the whole series. It was the most fantastic thing I've ever seen. SHOGUN would take four weeks of school because you only have actually thirty-five minutes of class time. By the time you get your material, set it up, take your roll, and that's a sixteen-hour mini series which means thirty-two segments.

There are no possibilities for getting the schedule changed temporarily in order to accommodate such a
program. It is too unrealistic. It's a combination of a great many factors. Staffing is a problem. You can't rearrange them because everybody's got something going at all times. So what I do when I'm forced to is say, "now this is going to be on and I recommend that you watch it. Rather than we do it here, you got a TV at home, watch it." There have been several this year we've done like that.

Field trips cost money. You have to pay the bus driver and buy the gas, so we don't have that many. Because I could have a field trip a week easily, just going to the different things around Ohio just to see. It is just not feasible. Then, say if you take one field trip a week, that's a day of instruction, and remember, while we're talking this, the State Department of Education is screaming down our backs that more time on task is the answer, is the panacea to all things. So I've got the professors' section over here saying no, this is what you must do, then I have the innovators out here saying no, this is what we must do. I'm saying get off my back. These are all usually at odds with one another. Tell Uncle Franklin [Superintendent of Public Instruction, Franklin B. Walter] that the definition of the task is important. I don't usually have a lot of trouble getting the instructional materials we need. Our budget is not
very big, but by being selective, you'd be surprised at what you can come up with. In fact, I have a couple of simulations that I've just written and that didn't cost a thing. In fact, we'll be doing one in the next week in U.S. history on slavery. We have access to an abundance of materials. I end up throwing things away, because I say I can spend $1000 today without batting an eye, and I have $650 for the year. There is another thing that concerns me about this, however. I definitely feel you can be too AV-oriented. I cannot tolerate the idea of you show a film all day every day. No, there comes a time when you have to teach. Get down in there and get your hands dirty and that's the bulk of the time. Because I feel I'm good enough that I can get the point across quicker and in a broader sense than relying upon something else to do it. Now what I can't, or when it really fits, throw that sucker in there and use it, because sometimes the reinforcement's necessary or sometimes you have to see it. You can only describe so many things then you have to show it to them. Don't go overboard.

I think we must be able to track students, ability group, or whatever you want to call it where you can take, say the academically talented, or the above average, whatever you want to call the college prep students and give them the supplemental readings, the textbook and
a couple of other sources and say, now read and we will have discussion one day a week or we will have testing periodically on this. That will give you all the general information and fact-specific data like dates and times and all that other stuff. Then the other four days a week in class we can spend on showing this or discussing this and have the whole curriculum built around it. Unfortunately those are the only ones right now I can see successfully doing it. The average kid, at this point if you did it, would be a way to get off work. They can't handle the supplemental readings. It's too much. You can't supplement, then you take too much away from them. You have to reach that happy medium. And you have to find the kids who are capable of doing it. But again, that takes money for the materials, and it also takes more staffing so that you can get those classes. See we can do it. We have the plan for it now, but we don't have the staff to teach them. We are up to our necks with the numbers we already have. So the desire is there, the method is there, I think the expertise in this building is there. We don't have the staff.

It's coming, eventually it's going to happen. This is the way education is going right now. This is the direction that social studies is definitely taking right now, and it's going to get bigger not smaller. I feel
that at the federal level it's going to come eventually too. To consciously push for the development of a global understanding. Not, maybe necessarily the history, but at least an understanding of the world as it is now, not the world as we've always known it. It's not that way any more, and one day they'll say you must do it and on that day they're also going to have to say here's the money and the staff to do it. We're not there yet. It's a great idea! I'm out there with the vanguard of you, but that's a wish list. There are a lot of things I'd like to do.
INTRODUCTION: All we are really interested in doing here, is simply having a conversation about global education at Kenston High School. I am doing a study to try to determine what the status of global education is in Ohio high schools. There are two parts to the study, the first is a written questionnaire sent to a representative sample of twenty percent of the schools in the state. From that, I selected eight schools based on my own perceptions about what I saw in the written questionnaires. You are one of them, and I appreciate your willingness to have an informal conversation (this is not at all designed to be a formal interview) to find out as much as I can about your global education program, how you folks got involved with it, anything in your background that has contributed to your interest in global education—did it evolve over time, or how did your interest develop?

MR. ZAVERELLA: I think, frankly, that it was more my own personal thoughts. I have a degree in history and minors in geography and geology. I was exposed to a lot of these
types of concepts at Case Western Reserve when I was going to school there. When I first came here, we were very much into global education to the point that we may have even been neglecting certain areas. We started at the freshman and sophomore levels giving the kids a choice of—at that time they had to take one credit through semester courses in China, India, and Africa, the Middle East and so on. We just kind of picked up from there. We've gone back now to exposing the kids to—we've done away with semester courses—they had to have two of those during their freshman or sophomore year. We've just incorporated more into the overall picture. For example, take our freshmen they have two choices. If they are accelerated, they take a course called Advanced Asian Studies which is basically a study of the Orient. If they are not accelerated just a part of the regular group, they're taking World Geography which emphasizes the interdependence of nations. Then, the average freshman will go on to World History where they are exposed to European history, the history of the Middle East, and the history of Africa. Then they go on and they take the course that the state requires in terms of American history and government.

Even in American history, they spend a lot of time working on things like immigration and the contributions of the immigrants to our society. We work with those kids
who are accelerated after that Asian studies in a course called The History of Western Civilization. There again, they are exposed to the contributions of Europe and also of Africa. In amongst those, if a kid was taking just World History, he is still being exposed to a lot of world history as is influenced by outside areas, so they're getting a pretty heavy dose! We spend a lot of time working with them on maps and they understand spatial relationships. I guess it's more personal belief and the way I was trained than anything else. Plus, we have been very fortunate. The administrators I've worked under here have been very supportive. They've given us whatever we've asked for if it was humanly possible. They have more or less given us free reign to design the curriculum the way we want to design it. Their attitude has been "you're the educators who are trained in this area, tell us what you feel needs to be done." Our superintendents have been very supportive, the board of education has been very supportive in terms of what we're doing.

We require three and one-half units of social studies for graduation. Most of our kids in the advanced program go out of here with a minimum of five (social studies) credits, because nine times out of ten--well, at the senior level we have the state saying you have to have government. Most of those kids are coming back and
they're also taking Advanced Placement European History which is basically the history of Europe from the Renaissance to the present. We get them out of here with three and one-half credits. In the courses themselves, we're emphasizing—we've been kind of traditionalists. When everybody was going to nine-week courses, and limiting the course of study and letting the kids write their own course of study. We were pretty specific about what we had done and we've always kind of emphasized the basics. We want the kids writing. It is not unusual that they'll be doing math problems in class. You know, we've kind of combined the two subject areas. Or we will talk about the development of science and interdependence of the social studies, and so on.

We've been traditionalists for so long that now that the pendulum is starting to swing the other way, we are in the vanguard. We've always been pretty much on top of course of study development which systematically lays out our program. Our curriculum is pretty much up-to-date. It is a significant part of what we're doing. We've had this thing mapped out so that when we get a new person in the department--there we go--the program is there. Global education at Kenston High School is not dependent for its survival on any individual. We just brought someone in on a full-time basis this year. We lost one of our people
and brought a new gal in. From what I can see so far, she's picked right up on what we're doing, and she was a half-time teacher last year, and team taught with me, so she picked some of it up from me and I told her what we expect of her. She has been very supportive. She's done an awful lot of outside work.

Our course of study is a K-12 plan. Our last update on that was 1983. We are currently updating a few things for next year's on-site evaluation by the Ohio Department of Education. There are all sorts of ways to characterize global education. We utilize a number of them here. At one time, and to some extent, we still have some area studies and those kinds of things going on. But we also focus on an interdependence notion of global education. There is a need to understand the world in those terms. I think we can kind of see that in our economics course at the senior level. A lot of schools teach consumer education and that's it. How do you get a loan, balancing a checkbook, that minor kind of stuff. We've been very fortunate that the administration has allowed us to go beyond that. They're getting nine weeks of consumer ed., but they're also getting nine weeks basically of classical economics—the exposure, forces in the world that contribute to the whole economic pattern. So that, if there is an oil embargo in the Middle East, the kids
can realize how this is going to affect their lives at the fuel pump or the heating bill, or what have you.

A lot of work with Karl Marx and Fredrick Engles, and Adam Smith. The typical non-American economists. And a lot of time spent on the development of communism, socialism, and so on, so that they're aware of these other viewpoints. Because they do affect our lives whether we realize it or not. We hope we are getting across to them that there are other things going on in the world just beyond Geauga County, beyond the State of Ohio. They have a drastic effect on their lives. We also attempt to examine some global issues/problems that go far beyond our ability to cope with at the local level.

We are doing some work with national security issues, issues of arms control, arms proliferation, and nuclear weapons, etc. We are probably not doing as much as we should be. Up until this year, we've offered a course called International Relations in which we covered a lot of those things. But unfortunately, we have some additional millage up in May, and we are playing this very close to the rest. We are going to have very serious money problems if we don't get this. We're scratching, of course, for next year, just because of budgetary considerations, and in order to offer it, we've got one half-time teacher in the building. In order to offer
this, and a second course on comparative governments, we have to expand that to a full-time position. The school board is kind of watching its pennies and so we are a little bit up in the air. If this goes, I think we will see an additional full-time person in our department, and we are going to be able to offer a few more things.

To pick up on this International Relations course, we offered it last year. Surprisingly enough, I think we had sixty seniors take it last year, which—well you know what the workload of the average kid is today, you know, the college entrance requirements. To take an elective in social studies is really tough for a senior, particularly when he is looking at maybe taking Chem. II, Bio. II, Calc, and a foreign language. God knows where you get that fine arts requirement. We have been fairly successful in turning out—I really think—some really top-notch students. We get kids coming back from Miami telling us that everything we told them was true, and they're so much better prepared in social studies than their contemporaries.

I had a kid come back from Cornell—we put two kids in Cornell out of the district last year. He came back at Christmas time and said, "I want to tell you something," he said "you can't believe," he said, "I'm taking," he did test out of both American history and
European history. He was taking an Introduction to German history. "I cannot believe this," he said, "we covered all this stuff we're covering now in our regular AP European history course." He had been coasting through math the first semester because he had already covered everything in Calc here. So we like to think that when we get these kids coming back and saying well I can't believe what we've had here, and they're coming back from good schools, I mean, Miami is no slouch. For a state school, they do a tremendous job. These kids are coming back and saying you really helped us out, and I like to think we're doing a decent job.

As a social studies staff, we have lots of opportunities to get together to discuss the program, its future, etc. We get together and work through the program. The thing that, I don't know, I've only been department chair for two years, but the thing that I have always been impressed with and I've tried to pass down from other department heads I've had as a teacher--I've got six well-qualified people. If they come to me with an idea, I'm going to let them develop it, because I've got a lot of confidence in them. I've worked with, I think everybody on the staff here, with the exception of the new gal, for at least eight to ten years. I've been here eighteen, two of the other guys are getting close to
twenty, so we've got a very sound staff, a very dedicated staff. Most of them live right here in the district and they're not going to make any rash judgments. If they've got some new unit they want to work on, we do everything we can to help them out. As long as they're not doing anything controversial like stomping on the flag, or something like that, we'll do well.

We have certainly been aware of some of the global education organizations, Global Perspectives, Inc., for example. We are very fortunate here, Marilyn (Marilyn Teague, Coordinator of Instruction for the Kenston Local Schools) has really put one onto anything that she can find. She's been very supportive. We just had a book fair here in the area within the last two weeks or so, and she knows we're considering several changes in textbooks. One of them is geography. We are playing with the idea of going to a full year of geography. We keep seeing these studies that our kids don't know maps, and this type of thing. She went out of her way. She went out there and gave my name maybe to fifteen vendors. I've got this stuff coming in everyday, but it's good, because it's that much more time you can devote to the primary purpose of education. You don't have to talk to salesmen because she's going to handle it for you. She's been very supportive. I mean, we as a department really can't
complain. We need a little more space. We need a department office, but that's relatively minor. They've been very supportive in everything else, and I have no complaints.

I've looked at the courses of study from most of the schools in this area, and they don't offer half of what we offer in terms of global education. If you go out farther east to Cardinal and Ledgemont and so on, it's like culture ends some place out there. There is obviously a great disparity from one school district to another. They don't have resources, or people with any background in curriculum development at all. They don't see the relationship between who goes in one person's classroom or another. There seem to be really serious problems. One thing that has really made this go for us in addition to support from the administration is support from that guy right there (media specialist), he has not turned down a request for any kind of printed materials. We have been very fortunate that he's really let us have a big chunk of his budget every year for videos, filmstrips, and printed material. The man has really been very supportive of our program.

We are fairly satisfied that we are pretty much on target with our global education program. I don't really think that if we are off target, we're off target very
much. I don't know if I want to go to a total global approach, because then a lot of times you get the kid who can't grasp the concepts as well. All the reports are saying, you know, we ought to be thinking about getting back to basics, because if they have a basic knowledge of history and so on, I think it's possible to teach both of these concepts side by side, so the kid knows what the Magna Carta is all about, but at the same time understands how the Magna Carta has gone on to affect everything else. We have perhaps reached the point in global education where if we don't begin to identify the substantive content, it is going to get lost with some of the other kinds of movements and I think that it is too important for that to happen. We need to help students develop a more realistic understanding of the nature of the world, not one that is skewed in one direction or the other. But one that is certainly supported by factual understandings. Geography, for example, and economics—international economics and the impact of events that occur in other places in the world. The fact that they occur in other places in the world. The fact that those impact, not only politically—it's not just a government to government relationship—but it's a personal one.

I'm kind of idealistic about this in a sense, but I've always looked at our role as being kind of like the role
of Sixteenth Century Renaissance Man. To get rid of this very narrow scope, and when a kid leaves the school, we like to think that we have made him aware of what's going on in the outside world. I mean, the days of very isolated America are long gone, and people have to start thinking in terms of overall issues and it's not just economics and politics, but everything else, whether it's your coffee cup or the gas pump. I kind of like to look at it as being, you know, we're teaching them to—not to specialize as much, but to broaden their horizons and that's what the Renaissance Man was all about anyway. Turn out people who are experts in many different fields, who have many different interests. A liberal education in the classic sense. I've turned out some very strange looking Renaissance people in the last few years, but I think we've done a fairly credible job here. You know about our reputation, we've done well in a lot of different areas. We've turned out excellent students. I think that it has only been in the last seven or eight years that we've learned how to blow our own horn to help us out.

Our kids are a lot more sophisticated than most people think. People think that we are located out here in the woods of Geauga County, in the middle of nowhere. There is a lot of money in the community. We have a lot of kids
who travel overseas. Our foreign language program has been pretty good about that too. You know about Bill O'Neill's Russian program. We send kids to France and Mexico and Central America every year, to Quebec. It all seems to tie together. There never seems to be a shortage of money for these kids to go somewhere. So, it has worked out fairly well. The big approach is that we've got to get away from the insular graduate and get him to be a little more cosmopolitan, to make him aware of—I guess the popular term is—a global perspective.
INTRODUCTION: We are trying to get a handle on the status of global education in Ohio high schools—what exists, what people understand it to be, etc. This conversation is one of eight being conducted across the state in schools which seem to have fairly systematic global education programs. What we are interested in is not a structured interview, but rather a conversation about global education. So, if you can begin to elaborate on what happens here, why you have it, what you understand it to be, etc., that would serve our purposes.

MR. SCARBROUGH: I am not certain what it means. What we are trying to do, I guess, in various disciplines, but especially in our world history now, is to give people a pretty good historical and geographical view of the whole world. We are really concerned here about geography. Our junior high people really try very hard to give children a good geographical picture of the world, but for some reason, when they come to this, to the high school, they haven't retained too much of it. And one of the attempts
we made, I think, to address that, is a program called area studies, in which children could take as an alternative to world history in which you would have those especially aimed at maybe the students who are less strong in academic achievement where we particularly found a failing grade. But, the more we talked about it, the more we thought we ought to be doing this with everybody, not just those children. So we reincorporated area studies back into world history for this year. But, by the same token, I think we're going to try harder to cover all areas of the world, not just Western areas of the world. Covering them both historically and geographically so children have a little more balanced picture historically and geographically of what the world's about.

We just had a feeling a few years ago, and we still have the feeling, that we weren't totally successful. We are still not satisfied yet, but we feel we need to do more in that regard. And so, I think increasingly that's what we try to do—to have a more global picture of things instead of just that Western Civ. picture of things and we are doing that. Kind of off the record, among ourselves, we've also just kind of said we're going to have to do what's in American history, or world history, or whatever it is, we're going to have to do more geography. And so, I think, U.S. history teachers are trying to do more with
the states and with the capitals, and with just all kinds of geographical landforms, whatever it might be than maybe they used to do. Just for the simple reason that students don't seem to have even an elementary concept. Some of us have very good students, but where they are in the world, we're just a little concerned about that.

We see our students here, we see a problem. We like our students, we got neat kids to work with. Hell you can't beat these kids. But, even with that said, we feel our kids especially are very parochial. That they think too much, and it's a wonderful thing about community, and these kids are wonderful about community service, and I love that. But still, we don't think they look outward. And we want them to look outward more, we want them to have more knowledge of the world. When somebody talks about Iran we want them to know where the hell it is. And we don't think they know! They don't understand other parts of the world very well geographically. They don't understand the world geopolitically, militarily, and we think that makes them awfully sheltered. And that really concerns us, because if, like I say, we got pretty good kids to deal with here, it they are that way, what's the rest of the world like?

I get the kind of a feeling that somehow we were failing. We ought to address this problem which seems to
be very characteristic of our students, maybe more so than other students. Maybe more true of our students than students of schools with less cultural background than our students. They seem to be, we're as parochial as you can get. The heterogeneous nature of the community contributes to this. We're kind of out here in the suburbs away from things and we're not very integrated racially, economically, ethnically. It's kind of—I don't think anyone intended it that way. It's just a very old community and people stay here and their children come back here to live. I think that's a nice thing to happen, but by the same token, it doesn't produce a great diversity. So I think that is a concern.

All students at Oak Hills High School have to take world history or area studies, but now we've incorporated the two into one course, in other words, we used to provide a choice between area studies and world history, but now you must take world history, but our idea was to change world history to provide a basic global education. American history and American government are also required. Then additionally, because they must have three full years of social studies, somewhere along the line they must pick up another one-half unit of social studies to graduate. Most of our children end up with more than three units, especially in the senior year when we make it
very enticing to take more social studies. We offer Psychology, Economics, Ideology of World Affairs, Senior Social Studies Seminar, which is an independent study kind of thing, Senior Social Studies Non-Seminar, which is ten weeks of sociology and ten weeks of economics, for the more general student. We also have a Humanities course taught by an English teacher who has the breadth and background to include music, art, architecture, and literature.

Some contribution to global education is made by many of these electives. Ideology and World Affairs hits at it pretty hard, looks at different religions around the world, also you talk geographically about those regions as well as historically. Although a heavy emphasis there is on politics, we like to focus on a lot of current topics. But still, Econ. is the same way. The fellow we have teaching Econ. also teaches World history, so he is pretty knowledgeable of all areas of the world. I think he does a good job of global education right within the context of economics, more than most economics teachers probably, just because of his background. An awful lot of what you do in global education depends on the background of the people you have.

I think that most of our people are people who keep up politically, with current events, and they work with this
student body who doesn't by and large. Some of our kids
do rather well, but increasingly, we felt that maybe part
of the reason they didn't was that we weren't giving them
the kind of background that would be helpful for them to
do that. Kind of the more you know the more you like it
situation, and we were just feeling that maybe we weren't
meeting some of those needs. I think that one good thing
about our department—we look inward a lot and think about
what we're doing. Right now we're concerned about
vocabulary. Writing, maybe that's the English
department's business, and of course it isn't. And if we
don't help it's not going to happen. And we've realized
that about the writing and I think we've realized it less
about the vocabulary.

We like to assess our program periodically—what we're
doing or ought to be doing. We meet monthly, but I think
some of the best things that happen, happen almost
informally. We have a lunch situation here where all the
social studies people eat at the same time. While you
can't set up your schedule so everybody can have the same
free period, but the next best thing is maybe have
everybody have the same lunch period and you'd be
surprised how many of those things come out of these
sessions. I think that's where we get the best business
period. When we talk shop in there about those kinds of
concerns, although we do it also in department meetings.

We are in the process of formalizing these ideas in our course of study. We already have, I guess, to a degree. We wrote our first graded course of study three years ago, out of sequence a bit, now we're in textbook adoption this year and we made our textbook selections last evening for senior high and Thursday afternoon for the junior high. We want to finish up the graded course of study. I think those are going to address some of these global education concerns, some of these writing concerns, and other concerns that we have, better than the last graded course of study did. I didn't want to make them due too soon, although I assigned them at the first department meeting we had this year. Most of the time we have two or three individuals working on each course of study. So, as we see those, I think we're going to see more of that emphasis on global education.

We have a Council On World Affairs (Cincinnati) here that is very active. I am becoming increasingly active with them. They have a big seminar I'm going to on the twenty-third and another thing I'm supposed to go to on the tenth of April and then the twenty-seventh of April. They're going to keep me busy. I am sort of a liaison person with them. They offer a lot of programs for students. Frankly our students used to be pretty
actively involved and now we're much less actively involved and one of my goals, I guess, as chairman, I'd like to see students taking a little more advantage of these programs. We've got some kids who, when we send them to programs, I think do a nice job of sharing what they've learned, and how to make use of it. We seldom have problems sending kids to things. They almost always behave themselves and do what they're supposed to do. Have a good time and learn a lot.

Not too many of our students have traveled internationally. A few have traveled abroad with their parents or with special programs, like AFS (American Friends Service). We have a pretty strong AFS chapter here. One of the better things here is that we have more people come in than go out. It's hard to get as many to go out as we would like, although, this school has been very hospitable to international students and I think that's been very good for our students. They--these kids bring all kinds of different perspectives about the world and especially about education. They're much more appreciative, much more intellectually curious. I don't know what we do to our children. Maybe we spoil them with mass education. I think it's because we educate everyone. There it's more of as privilege. I'm not necessarily advocating any change, just an observation. Having those
children there produces maybe a little different view of world affairs, world events, because their perspective is often quite different than our children. It also produces a little different view of education, I think and that's very healthy for them. I think it's been a good thing. We traditionally have five or six students from abroad, but on the other hand, we only send one or two.

Maybe we take too much advantage of our international students, but they don't seem to mind. We ask them to speak to classes quite often. I think we use them in class a lot, to the extent they feel comfortable with that. We don't want to make any child feel uncomfortable, but most of them are pretty outgoing kids, pretty bright kids. That's part of the reason that they're here. That works out very nicely. They don't mind being called to address a class to make a comparison between how Europe views something and how the United States views something, maybe Reagan's Libbyan policy for example. They're relationship with our children here has been very good too. Kids here are--I think we have good kids, they're kind--it's been a good experience both ways I think. I think these kids see a different view of America than they do on Dallas through TV and things like that. I think it's cut both ways. I think this is a wonderful tool, because I think Europeans and people abroad just get a
terrible view of the United States through television,
it's just awful.
CONVERSATION WITH TIM DUGAN, SOCIAL STUDIES CHAIR
PRINCETON HIGH SCHOOL, MARCH 3, 1987

INTRODUCTION: This is not a structured interview at all, I am simply interested in what kinds of things you do here, what global education means, what you do in addition to the I.B. (International Baccalaureate) program, etc.

MR. DUGAN: If I were to break it down, there are four things that would fall under that. First, would not be in social studies at all, it would be in the foreign language, and with five languages, Latin, Russian, German, French, and Spanish, and we start the pre I.B. language now in seventh grade, so they can get a six-year program. We test those kids after the eleventh grade year and hopefully they'll pass the exam. But you really could do six full years, and by a full year I mean in seventh grade they're doing a full first-year textbook course.

The three parts of the social studies department that I would be involved would be the required curriculum, the International Baccalaureate, and then the after school program sponsored by the social studies department, Junior Council On World Affairs. So let me just run through
those and tell you what we do. We, about, gosh, I think it's been six years now, six years ago, we felt that we had a requirement that students had to take one and a half years--we told them what it was. One year of U.S. history and a semester of government, and then they could pick a semester elective.

We felt that a number of students were selecting electives that would allow them to get out of high school without any global education. So what we did was, we said, OK, you have to take two years of social studies. We kind of figured that behavior studies, because they are so popular, could stand on their own. We added the requirement of a course called World Perspectives. Now we already had a place in the advanced track for the World Civilizations--the one-year world history/cultures course, and if a student takes World Civ. in ninth or tenth grade, he does not have to take the required World Perspectives. World Perspectives, on the other hand, is a one-semester, basically geography combined with cultures course, where obviously we only spend two to three weeks on a particular region like Western Europe. There is not a lot of that, but there's certainly the requirement in there and that leads them into a better understanding once they get into the sophomore year. So in the eleventh grade when they take U.S. history, they get into the World Wars and so
fort, they have a basic understanding of where North Africa is, where Western Europe is, and that sort of thing. So, in terms of curriculum, the World Civ. and the World Perspectives constitute the first part.

Now in terms of the International Baccalaureate, we offer as our Study of Man course, the History of the Americas, which is a two-year program which studies Latin America, Central America, and all of North America in a two-year integrated history. They also are forced to, within that course, study other examples, for example, in the concept of revolution they do study the Venezuelan Revolution, they study the American Revolution, they also look at Nigeria, they look at India, they look at Ghana. They are getting a broader perspective. Obviously, because it's history of the Americas, they hit us much stronger than they do Ghana. Reinforcing that within the program is the literature that they read as part of their world literature requirement in the language A which is our English. Students in the International Baccalaureate program take two languages, language A, generally their native language, and language B, a spoken foreign language, so it can't be Latin. So, we have in place, an integrated program where the students are perhaps studying the Nigerian Revolution and then reading Atchabee in language A, so they're getting it from a number of sides.
The fourth component, this is not a mandatory thing, but the Junior Council On World Affairs, which I also serve as faculty advisor for is a one-hour after school every Friday meeting which, there are roughly twenty-five students will attend. It's just a free-wheeling discussion on issues of foreign policy and foreign affairs. It's closely associated with the Cincinnati Council On World Affairs which sponsors meetings and seminars and so forth a couple times a year so we can get a little outside influence. That's our global awareness program at Princeton.

Princeton has attempted, successfully, we believe, to put a systematic program in place. In the regular foreign language there is a major attempt to, along with learning the language, learning the culture. Within the I.B. curriculum, the teacher is allowed to choose one of three options. They must either study two major works, generally novels, or two that will enlighten civilization topics, or they can choose one of each. All of our teachers in all the languages that we offer in our I.B. program have chosen one text and one enlightened Civ. topic. In the Soviet Union, the study of Russia, the enlightened Civ. topics is Education in the Soviet Union and Educational Reform. In Spanish it is Immigration and its Effect on Spanish populations in this country. In
German it's Environmental Studies, and in French, it's something to do with current events, my memory escapes me now.

It's amazing, because the resources we're putting in place now, many of our students are listening to the tapes from overseas first, and then talking with the instructors about the terms. What we're finding is that instructors have native American Russian accents. Our students have native Moscovite accents because they're getting the tapes straight from Moscow and that's where they're learning the word first. So they're learning is much more attuned to the actual culture. So that's very interesting and, we believe a very positive effect of the program.

In terms of the World Perspectives, obviously, the curriculum is quite rich and the students all take a common exam. Any instructor teaching World Perspectives knows that and the exam covers all the major regions. You must cover Africa, you must cover Asia, you must cover East and West Europe, and so forth. So, that's true in World Civ. as well. While there are a number of teachers, it is a common exam to ensure that all the areas are covered. So somebody doesn't just stay on the Middle East for an entire year, or whatever. The Junior Council On World Affairs obviously has no curriculum.
Faculty support for the international dimension of our social studies program is very strong. In the sense that ours is a social studies department like any other, there is a mainstream view that what we need to teach first is citizenship. That includes American history and government and that is our primary goal. Certainly one of the major secondary goals, as demonstrated by their inclusion of World Perspectives and World Civilization, is the concept of cross-cultural education. There is very strong support in the department of the Brotherhood Week we recently celebrated. Most of the people in the department have traveled outside the country. In fact, I would say that only one or two have not. Some have lived extensively overseas, so it is something that I think—in some cases it may be difficult to pin down but the openness to the idea is there and that reflects itself in the way the curriculum is taught. Even when we teach things like the American West, in teaching that you can't help but deal with an issue of where do we fit in terms of the native population that was here which is in essence a foreign relation.

Even though we are studying American history we're in essence dealing with another culture and how we're going to deal with that. In Afro-American Studies, we're looking back to the history of Black Man in Africa coming
to Central America and the United States—how we're dealing with another culture and while they're not actually studying other parts of the world, they're studying right here in a multi-racial, multi-ethnic society. It is difficult to get away from the central issue of awareness, openness, and acceptance of other people. It is very possible to contribute to a global perspective in a course that is studying strictly American phenomena. It is equally possible to have a very ethnocentric perspective reinforced in a course that deals with non-American studies.

We are just beginning. I teach Behavioral Studies II, an advanced psychology class. We're discussing, just beginning the notion of personality theories, and one of the things that we talked about with personalities is the difference between a normal and abnormal person. It is interesting to note that in the Soviet Union a definition of abnormal personality can include political deviation in thought, and as a result they've been suspended from the World Psychiatric Association. That is definitely a cultural statement. Now you have to deal with that. Is that a correct statement? If you are Communist or if you are not Communist does that political deviation cause you to be somehow abnormal? Well you're not going to find it in..., but you find it in social studies, and that's
certainly an issue. The bottom line for the kids is that the definition of being abnormal is culturally based. It has nothing to do with you're crazy and I am not. It has to do with I've got the established norms and that makes you crazy and there is nothing either one of us can do. That brings a whole new perspective to kids. Studying stratification brings the class-consciousness, studying personality brings you a self-consciousness. Well, am I really normal or aren't I? If I am, is the guy next door and that carries over.

There are lots of different kinds of things in terms of implementation going on here. There is still some area studies involved in World Perspectives. Each area is specifically studied. In World Civilizations, it is more a chronological study. In the foreign languages, obviously, they study primarily their own culture, but in, for instance Spanish, they not only study Spain and its history, but also the Spanish influence in the New World, so each has its own way of going about things. Citizenship is the primary goal of social studies. A bias that exists in both the state requirement and as a result of the education of teachers that citizenship means American studies. The result is that kind of implementation. If there is a weakness in American education, it is that our social studies requirements are completely ethnocentric.
There is no question that the state, in requiring only American government and not any other kind—all you get to know is the federal government, American government, the American Constitution. Don't worry about the Communist Manifesto, don't worry about anybody else having a revolution, our Revolution is the only one and it was right. But, anybody else that is having a revolution now, they're crazy or wrong, or whatever, so there is definitely that bias. It is still in place in our social studies department. Unless we are willing to open up a little bit, I don't see anything changing that. I think we have reached, as I said, I see three stages in global education. I see awareness, openness, and acceptance. I would say we've gone from awareness into openness. I don't know that we've reached acceptance. I don't know if that's reached anywhere, but that is certainly a goal and in a school like this, it's multi-ethnic and serves a variety of clientele, it's difficult to bypass that issue every day.

The use of international resources, human and material is extensive. The Cincinnati Council On World Affairs, which puts on some of it programs right here at the high school. Many of our teachers attend. In the International Baccalaureate, we employ native speakers to help with the students' development, primarily because at
the end of the I.B. there is not only a written exam, there is an oral exam so the students must really master the oral--progress orally or they can't pass the exam. In terms of our individual social studies curriculum, the use of resources outside the classroom, beyond what I would call basically social studies materials--slides, films, that sort of thing. Outside lecturers are rare, although they are used. Certainly resources in terms of up-to-date textbooks, up-to-date materials, reprints, and that sort of thing are used extensively, because we are very up-to-date. The use of exchange students as resource people is rare.

Fellows who have been to Vietnam during the war came to American history class to talk about it, talked about the culture. I'm trying to think--in the I.B. history two weeks ago, no, it was in Theory of Knowledge, Pete Vanderpudun, who is a Dutchman who teaches here, heads one of the departments, came to Theory of Knowledge which is the required course for diploma candidates in the I.B. program, and spoke on South Africa and tried to explain the Dutch view, not necessarily supporting it, but trying to explain the rationale for it. So, those kinds of things within the school are done frequently. No extensive use of outside resource people.
I tell you one of the things I think prohibits that is that, and this is probably true of any high school, an individual, if you schedule an individual, you have to schedule them well enough in advance to fit everybody's schedule and that includes fitting your own which, having been around high schools you know, is difficult to project. From today, where I'm going to be three weeks from now, minus any state swimmers going out to make that meet, minus any pep rallies, minus any days off for snow and so forth, it's much easier, I think, and this is no justification or rationalization for it, but it's much easier to deal with resources I can manipulate myself, that I don't have to impose on someone else and call them up and say at the last minute that I'm sorry, I'm a day behind, I haven't prepared for you, or disjoint the kids and say, "well we've got to have this speaker because they're coming today, but we're going to study this topic next week or whatever," and I think the same problem exists with field trips. While I think it's great to be able to get out and see the art museums and, I think we take sometimes the easy way out to be honest. We have, perhaps, allowed the structure of schools to get in our way.

I use CURRENT ISSUES AND GREAT DECISIONS from several years back. They are sometimes borrowed by the people who
would be studying these areas. I'll tell you one thing we are really trying to encourage, it's not necessarily related totally to global affairs, but we're trying to get C-SPAN, which is so easy to use. I'm providing right now, the social studies department with my personal copy of the UPDATE every week, trying to get others to use it. I taught it in summer school and I utilized it. It's just a phenomenal way to teach. You literally sit right there while they're arguing in the Senate and the House. Global issues are being affected every day. Tariff and trade regulations and so forth.

I'll tell you something else we started. Ken Woodrow, who is here in the department is part of the Presidential Classroom program. He is a state leader of that program and has taken some of our best students on that last summer, and continues to promote that here in the high school. That is a superb experience. We do not, however, make extensive use of any community linkage to other nations and other peoples. It makes sense, but we're not doing it right now. Instructional materials are abundant and of high quality.
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