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# American teacher education for world citizenship.

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AMERICAN TEACHER EDUCATION FOR  
WORLD CITIZENSHIP

A Thesis

Presented to the  
Department of Secondary/Post-Secondary Education  
and the  
Faculty of the Graduate College  
University of Nebraska

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
University of Nebraska at Omaha

by

Natalie K. Camper

May 15, 1976

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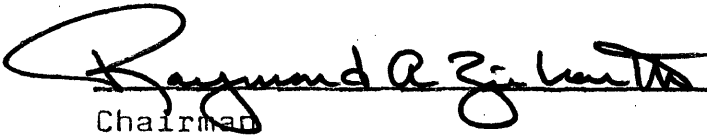
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THESIS ACCEPTANCE

Accepted for the faculty of the Graduate College,  
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## Chapter 1

### INTRODUCTION

It has been recognized that, because of the unprecedented development of scientific and technological prowess, the world has been transformed into a global village<sup>1</sup>--albeit a divided and hostile one--in which its siblings must avoid thermonuclear warfare as well as a whole host of well catalogued threats. The term "village" implies at least a minimal concensus among the inhabitants; on the global level, this suggests monumental problems. In fact, one writer has commented that it is not technology that will ultimately destroy this planet, but rather the socio-political infantilism that persists in encouraging allegiances to long out-moded concepts, applying them to twenty-first century problems.<sup>2</sup>

More and more, it has become apparent that the values appropriate to other days, the myths and truths that have served each disparate culture, have become less and less rational. Nevertheless, few persons appear to

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<sup>1</sup> Marshall McLuhan, The Medium is the Message: Inventory of Effects (New York: Bantam Books, 1967).

<sup>2</sup> Alice Mary Hilton, The Age of Cyberculture (New York: The World Publishing Company, 1963).

recognize the mandate for developing new values from provincial belief systems; new survival patterns must be forged from the ashes of long treasured hatreds; new behaviors will be required and the time for developing them was yesterday.

As long ago as 1948 the United Nations General Assembly identified some minimal human rights, creating a document that "assured" all members of the human family of their inalienable rights to dignity, to freedom, to equality . . . .<sup>3</sup> Unfortunately, however well intentioned were the authors of this Universal Declaration, they had no concrete ability to implement those rights. Nothing has changed since the publication of this document despite overwhelming evidence that the vast majority of humanity has no personal experience with even a fraction of these rights. There are many things that simply cannot be accomplished by proclamation; there are too few circumstances under which the United Nations may take action; and there is no other international institution capable of protecting human beings from violations of their most fundamental rights.

There are, of course, a number of social critics who insist that it is imperative for members of the human family to recognize--and to act upon--their common kinship,

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<sup>3</sup>United Nations General Assembly, Universal Declaration of Human Rights. Document A/811, December, 1948.

their common problems, and their common fate. Some of these critics suggest that educators may become effective change agents; others are less optimistic about the ability of the schools to do more than touch the tip of the problems. Kenneth Boulding, one of the most outspoken persons favoring global education, deplors the continuing glorification of the nation state in a day when "spaceship earth education" is essential.<sup>4</sup> Another critic, Thornton B. Monez, speaks of how dangerous it is to educate the young to think of themselves " . . . in relation to assumed manpower and military needs . . ." <sup>5</sup> rather than in terms of their role as world citizens. Years ago, Adlai Stevenson added his voice:

We travel together, passengers on a little spaceship, dependent on its vulnerable reserves of air and soil . . . . We cannot maintain it half fortunate, half miserable, half confident, half despairing, half slave to the ancient enemies of man, half free in a liberation of resources undreamed of until this day. No craft, no crew can travel safely with such vast contradictions. On their resolution depends the survival of us all.<sup>6</sup>

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<sup>4</sup>Kenneth E. Boulding, "Education for the Spaceship Earth" cited in Global Dimensions in U. S. Education: The Elementary School by Judith V. Torney and Donald N. Morris (New York: Center for War/Peace Studies, 1972); p. 25.

<sup>5</sup>George Henderson, ed. "Working for Peace: Implications for Education" in Education for Peace: Focus on Mankind (Washington, D.C.: Association for Supervision and Curriculum Development, 1973), p. 38.

<sup>6</sup>quoted in Global Development Studies (New York: Management Institute for National Development, [n.d.]), p. 7.

Harold Taylor, former president of Sarah Lawrence College, advocate of world education, and founding force in the establishment of the United Nations University, wrote in 1968 that the United States as a world leader--as the world leader--should assume its leadership responsibility in promoting world education, beginning with the education (and re-education) of the American teacher.<sup>7</sup>

There are some who would argue that the United States is no longer the world leader; nonetheless, this powerful country could, if it chose to do so, make considerable strides in globalizing education. Taylor believes that it is vital for the schools, as co-enculturators, to begin to take an active role in nurturing positive cross-cultural attitudes in order to avoid the perpetuation and reinforcement of negative attitudes. Most of the attempts made to date in this country to introduce such programs have encountered serious problems. Too often the programs have been poorly planned, poorly implemented, meagerly financed. Too often they have been the result of ambiguous commitment, leaving students more confused, and sometimes more hostile to other cultures than they were before their exposure to them began.

One source of remediation for these problems might well lie in an examination of teacher training

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<sup>7</sup>The World and the American Teacher (Washington, D.C.: The American Association of Colleges for Teacher Education, 1968).

institutions to ascertain the extent to which their students are prepared to be world citizens as that phrase has been defined in this study. It would seem that if teachers were helped to become more sensitive to the needs of an interdependent world community this sensitivity would, in turn, be reflected to an incalculable extent in the attitudes and behavior of their students.

#### PURPOSE

The purpose of this study, then, was to survey undergraduate and graduate teacher preparation programs that were identified as having some kinds of international education for pre- and in-service teachers and to consider the extent to which they provided a basis for the teaching of worldmindedness. The data should provide useful baseline information for those educators who are concerned with the preparation of American teachers for the unprecedented challenges of the twenty-first century.

#### PROBLEM

What are some of the problems and possibilities involved in expecting teacher training institutions to "assume some responsibility for the enormous task of building a more peaceful and just world . . . ?"<sup>8</sup> Where

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<sup>8</sup>James M. Becker, "International and Cross-cultural Experiences," Education for Peace, George Henderson, ed., op. cit., pp. 113-114.

such attempts have been made, what is the nature of the offerings and what kinds of learning experiences do the students receive? Are there any models that might be studied for the effective development of more globally oriented teachers than is now perceived as occurring?

#### DEFINITION OF TERMS

"International education" and "world education" are two terms often used interchangeably. For purposes of this study, however, the former is used to describe existing programs for two reasons. The first is that this term is generally used by colleges and universities; the second is that "international education" is considered here to be inadequate to meet the needs of a world in extremis since it tacitly accepts the nation-state and national sovereignty as inviolate entities. As practiced in this country, "international education" has several characteristics which distinguish it from "world education." These are (1) emphasis on "single issue" studies, e.g., area studies, language studies, (2) lengthy consideration of differences among the world's peoples, advocating "diversity" rather than human solidarity, (3) a predilection to pragmatic self-interest characterized by studies of cultures in perceived "critical" areas, (4) the development of specialists, i.e., international bankers, experts in import-export affairs, and (5) a failure to develop broad philosophical concepts with well-defined, human-centered goals and objectives.

World education, on the other hand, accepts Pope John's admonition in the *Pacem in Terris*, that nuclear arms, colonialism, racism, and nationalism " . . . must be consigned to the wastebasket of history."<sup>9</sup> Education for world citizenship, then, explicitly eschews narrowly conceived allegiances as inappropriate to current world crises. In survival terms, this requires that loyalties, responsibilities and sensitivities extend far beyond primitive local allegiances to include the entire human family. World citizenship, from a political perspective, supports patriotism only as it applies to the planet itself. From a philosophical perspective, it views Homo sapiens as a single species whose shared condition far exceeds superficial differences resulting from accidents of birth.

#### LIMITATIONS

There are a number of restrictions on the information gathered that must be considered in evaluating the results of this study. First, only teacher training institutions were initially surveyed, and these were the ones that had already been identified as being involved in some aspect of international or world education. Second, the information obtained depended largely upon what people said they were doing rather than on what was being observed at first hand since a lack of funds made on-site observations

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<sup>9</sup>Pope John XXIII, *Pacem in Terris*, 1961.

impossible. As a result data have come almost entirely from secondary sources such as letters, brochures, catalogues, and from other materials which may or may not have been used as intended. Thirdly, because of the fluid, elusive nature of what is often termed "international education" much that was learned occurred by accident, i.e., a chance conversation with a professor, an article in a journal only indirectly connected with the issue. Another limitation was the "open" nature of the data-gathering instrument itself, which asked for "all information available" concerning the institution's activities concerning international or world education. Finally, it became necessary to glean a great deal of data indirectly, through associations and organizations as well as from Federal agencies.

#### ORGANIZATION

Chapter 2 contains an examination of the criticisms of contemporary education, particularly with regard to the charge that inadequate attention has been given to the creation of programs consonant with the interdependent world community. These critics believe that traditional teacher education programs serve only to perpetuate the provincial attitudes that have already been inculcated as a result of previous experiences. Furthermore, many critics consider present attempts to "internationalize" education inadequate and, in some instances, counter-productive. Some of their ideas have also been included in this chapter.



In the third chapter there is a description of the procedures followed in obtaining data. Among the problems encountered was the fact that so little interest has been evidenced in this area; as a result, it was necessary to consult library sources and to use those sources as a starting point for seeking further sources. A number of personal visits were conducted and these, too, are described in this section.

Chapter 4 is devoted to an analysis of the data which have been subdivided into four categories: (1) teacher training institutions offering at least one course in international and/or comparative education but not offering a degree in that field, (2) institutions offering a degree in international and/or comparative education (3) peripheral programs given by associations and organizations that serve as resource centers for the addition of a "world" perspective to teacher education, and (4) governmental involvement in the process of "internationalizing" education in general and teacher education in particular.

In the fifth and final chapter will be found a summary of the study as well as recommendations centering around teacher training institutions. A limited number of suggestions are also included regarding non-institutional sources of support for world education. There are also some conclusions about the problems and possibilities of creating world education programs for all teachers and, ultimately, for all persons.

## Chapter 2

### ASPECTS OF THE PROBLEM

. . . "education for world affairs" suggests the same preoccupation with the current world scene which we have grown wary of . . . . The first essential is to have educated persons. They must be educated to live, to be truly themselves, in a world community. They must undergo the kind of intellectual chastening that is prerequisite to the exercise of any power or influence in the world. They must know themselves better than they know world affairs, so that the responsibilities they assume are commensurate with their capabilities and not swollen with self-conceit --personal, national, racial, religious, social, political and so on.

How is this kind of unprecedented education to be achieved--if, indeed, it is possible of achievement in a world where national sovereignty is considered by most persons to be inviolate and racial and religious pride a positive value? Clearly, the task is monumental, for despite a growing number of publications echoing deBary's remarks cited above, only a minute percentage of schools of education have shifted from traditional curriculum and methods to a more worldminded program; fewer still have incorporated the spirit, the philosophical basis that true education for world citizenship requires.

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<sup>1</sup> de Bary, William Theodore, "Education for a World Community" Liberal Education, December, 1964 cited in Studying Other Cultures by Seymour Ferish, (New York: The Asia Society, 196

A recent survey made by the American Association of Colleges for Teacher Education (AACTE) revealed that only about eight percent of the 225,000 teachers graduated from United States schools " . . . have any access to information, analysis, or experience in the international field."<sup>2</sup> Furthermore, fewer than one percent of the school districts in the United States

. . . make any attempt through hiring procedures or in-service training to promote international education. In another survey by AACTE, it was reported that of 900 deans of education polled from colleges and universities throughout the United States, 60 percent of them said they had "absolutely no interest in international education." Another 40 percent said they were interested, but of these only ten percent indicated that their institutions provided any<sup>3</sup> opportunity or resources for international studies.

Yet in 1966, under President Johnson's administration, the Congress passed the International Education Act which declared that it is vital for Americans to know more about other countries and their peoples and that, therefore,

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

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<sup>2</sup>Global Education: Helping Secondary Students Understand International Issues (Zurich, Switzerland: The Charles F. Kettering Foundation and Gottlieb Duttweiler Institute of Zurich, Switzerland, 1974), p. 11.

<sup>3</sup>Ibid.

assist in the development of resources for international study and research, to assist in the development of resources and trained personnel in academic and professional fields, and to coordinate the existing and future programs of the Federal Government in international education to meet the requirements of world leadership.<sup>4</sup>

The International Education Act was never funded. The government did, however, sponsor a study through the combined efforts of the Department of Health, Education and Welfare, Office of Education, and the AACTE, to develop an instrument for the "study of International Education in Teacher Education Programs of U. S. Colleges and Universities."<sup>5</sup>

Klassen and Moore reported that the programs they learned about were " . . . uncoordinated, episodic in nature, irrelevant in content, lacking intimate ties to national foreign policy, and limited in their range of impact across the whole educational spectrum."<sup>6</sup> Among the recommendations made in this 1968 study were that "someone"

. . . (1) provide a comprehensive and systematic inventory, analysis and evaluation of all institutions of higher education in the United States that are

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<sup>4</sup> cited in Irwin T. Sanders and Jennifer C. Ward, Bridges to Understanding (New York: McGraw Hill Book Company, 1970), pp. 6-7.

<sup>5</sup> Frank H. Klassen and Raymond S. Moore, Development of an Instrument for Study of International Education in Teacher Education Programs of U.S. Colleges and Universities Final Report, U. S. Educational Resources Information Center, Document ED 032 010, August, 1968. (The Center is hereafter referred to as ERIC.)

<sup>6</sup> Ibid., p. 4.

involved in the preparation of teachers, (2) provide data and recommendations whereby institutions might share a knowledge of productive programs and methods, (3) stimulate interinstitutional cooperation. Such a study would explore the variety of activity being carried on and attempt to identify gaps and interests. It would also assess the feasibility of including an emphasis upon international education within the professional sequence.<sup>7</sup>

In response to a letter sent to the AACTE asking for information about present teacher training institutions that are preparing for worldmindedness, their Assistant for Information Services, Robert E. Kaplan, reported that not only was such a list non-existent but that this writer might ". . . have to conduct a primary survey effort." He added that "approximate costs are \$100.00 for computer produced mailing labels on gummed stock."<sup>8</sup> No other offer to help was made and in the final paragraph of the letter he states that "when you formulate your official list, I'd be interested in a copy."<sup>9</sup>

#### DEVELOPING WORLD LITERACY

In the long developmental history of humankind, there has been a gradual widening of the groups to which loyalties were given for optimal survival of the individual. Over the millenia, loyalties were extended outward from tiny

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<sup>7</sup> Ibid., p. 13.

<sup>8</sup> Letter dated December 11, 1975.

<sup>9</sup> Ibid.

primitive groups to include tribal villages and then, very slowly, to the city-states until allegiances were ultimately granted to the nation-state, at which point they rest today. Stressing the inadequacy of this present stage, a prominent world educator explains that it has now become necessary

. . . to extend the dimension of [his] man's loyalty to the entire human race. The conception of education itself must now be one which locates man intellectually in a universe described by scientists, artists, and writers in a cultural setting as big as the globe. To enjoy any longer the luxury of defining one's nation, one's society, or oneself in terms of pride of ancestry, social superiority, or power of destruction is not only supremely dangerous to the survival of the race, but intellectually and socially obsolete.<sup>10</sup>

Obsolescence, social scientists declare, is seldom recognized by the generation experiencing it. Instead, cultural lag creates a myopic condition that perpetuates a state of "socio-political infantilism"<sup>11</sup> that is wholly inappropriate to the realities of the technological level of development.

A new focus is needed " . . . to surmount the restrictions and impediments imposed on human understanding and progress by nationalistic concerns."<sup>12</sup> Indeed, there

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<sup>10</sup> Harold Taylor, The World and the American Teacher (Washington, D.C.: AACTE, 1968), p. 3.

<sup>11</sup> Alice Mary Hilton, The Age of Cyberculture (New York: The World Publishing Company, 1963).

<sup>12</sup> An Introduction to Global Development Studies (New York: Management Institute for National Development, [n.d.] , [n.p.] .

appears to be a need for radical measures if there is to be a true understanding that "what might have been therapeutically valuable at one time may have fatal affects at another--even though the name remains the same."<sup>13</sup> From this perspective, it might be seen that the very idea of patriotism, a word (name) that was viable at one point in time has ceased to be therapeutic if understood in narrowly nationalistic terms. To those responsible for the education of teachers, the task, the challenge, the imperative is to dramatically alter traditional teacher preparation programs in order that world education may proceed at a pace commensurate with the need.

#### Pedagogical Lag

Since teachers teach what teachers know and feel comfortable with, it appears unlikely that the average teacher would undertake to delve into the study of world affairs in her classes unless she felt adequately prepared to do so. Moreover, if there is little or no interest expressed by her superiors in the school's system, it seems even less likely that she would risk her position by introducing studies for which she might be chastened.

Thus, although " . . . questions of intercultural and international conflict are crucial domestic issues" few teachers wish to get "involved. . . yet, they have an

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<sup>13</sup>Neil Postman and Charles Weingartner, Teaching as a Subversive Activity (New York: Delacorte, 1969), p. 108.

obligation to grapple with the complex issues that threaten man's survival."<sup>14</sup>

While granting that there are some exceptions, Harold Taylor declares that "those preparing to become teachers remain politically inert and socially illiterate . . . ." <sup>15</sup> That this need not be the case has been demonstrated by other countries who have, to one extent or another avoided the pedagogical lag of which the United States stands accused. In Sweden, for instance, international education permeates all studies from pre-school through life. Indeed, their Committee for Internationalizing University Education considers education for world citizenship as the "nucleus" of their entire system and the internationalization of teacher training to be " . . . a mission of utmost urgency."<sup>16</sup>

In Poland a somewhat different, though related kind of education is offered. Polish textbooks are examined to emphasize global problems and they have assigned publishing houses different areas of the world so that each has its "specialty." The government also encourages parents

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<sup>14</sup>James M. Becker, "International and Cross-Cultural Experiences" in Education for Peace, ed. George Henderson (Washington, D.C.: Association for Supervision and Curriculum Development, 1973), p. 113.

<sup>15</sup>Taylor, op. cit., p. 106.

<sup>16</sup>Internationalizing Education: Summary of Reports from the Swedish Committee for Internationalizing University Education, ERIC Document 102 044, September, 1974.



and other adults to attend monthly meetings in order that a better understanding of global affairs might become part of everyone's educational experience.<sup>17</sup> France and Italy have instituted a plan that they call the "10%" in which there is a "voluntary surrender of 10% of the power of the educational establishment to determine the education in each classroom."<sup>18</sup> As a result, some of the ways in which the 10% has been used include:

. . . problems of cultural minorities. . . . How can developing countries be helped? . . . A Calendar of the discovery of the Earth. . . . What was happening in the rest of the world when Julius Caesar conquered France in 55 B. C.?<sup>19</sup>

At the same conference (The Richard J. D. Belgrave Memorial Conference on Education About Global Development), the United States panel declared that its children are rarely exposed to world issues, particularly those that are non-Western. "For them, the world is limited to Europe to the east, Canada to the north, Mexico to the south and Hawaii to the west."<sup>20</sup> The conclusion of the panel participants was that although

curricula, materials, methodologies and scholarly research are in abundance for those who seek assistance but U. S. education continues to be dominated by ethno-

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<sup>17</sup> Education About Global Development: Richard J. D. Belgrave Memorial Conference, Colby College, New Hampshire (New York: Management Institute for National Development, 1974), p. 7. (The Institute will hereafter be referred to as MIND).

<sup>18</sup> Ibid., p. 20.    <sup>19</sup> Ibid., pp. 9-10.    <sup>20</sup> Ibid.

centrism and parochialism, and no concerted national effort directed toward internationalizing education has occurred.<sup>21</sup>

### The Teacher-Institutional Factor

Both teachers and institutions stand accused, then. Social critics have written volumes enlarging upon the failure of educators to become more cosmocentric in their attitudes and behavior. Too often, however, these critics ignore the fundamental fact that teachers and institutions alone are not responsible for either existing problems or for their ultimate resolution. Rather, they reflect the frailties and strengths of the society they serve. Enlarging on Aristotle's concept, Robert Hutchins submits that "education is a secondary subject," depending for its philosophy on the political interests it serves.<sup>22</sup>

All cultures, from the most primitive to the most technologically sophisticated, have a primary political concern: to maintain and to improve their survival potential in accordance with their political philosophy. The role of the teacher and of the institution, however formal or informal, is to inculcate and to perpetuate the social and political values perceived as necessary for the interests of their society. If, for example, an educational system is

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<sup>21</sup>Ibid., p. 11

<sup>22</sup>Robert Hutchins, "Education and the Eternal Values" in Readings in School and Society, Carl H. Gross, ed. (Boston: Houghton-Mifflin, 1962), p. 442.

racist, sexist, elitist, it is not an irrational system, but rather a very, very rational one.<sup>23</sup> If American teachers and their schools and universities continue to reflect narrowly nationalistic concerns, then they are being rational in accordance with the needs of their society as perceived by the political structure. Therefore, when attempts are made to "internationalize" education on any level in the United States, the underlying motivation must be understood. For example,

. . . while there is now an almost universal agreement among American educators that other cultures should be studied, there is little agreement about why they should be studied. And the why certainly affects the how. Howard Mehlinger . . . says, "More often than not, the objectives underlying the inclusion of a unit or course . . . on a Non-Western area are stated in terms of national interest rather than on the values for the child."<sup>24</sup> (Italics in the original).

James Becker agrees:

As long as the framework for international education is based on the notion that education, like military power, is but a means to achieve national ambitions, progress in building better cross-cultural and global relations among peoples and nations is likely to be incidental and haphazard.<sup>25</sup>

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<sup>23</sup>"PWAX Papers on Education: What They Don't Teach You in School" Edcentric: A Journal of Educational Change, December, 1974, p. 29.

<sup>24</sup>Seymour H. Fersh, "Studying Other Cultures: Looking Outward Is 'In'" The Asia Society from the National Council for the Social Studies. Washington, D.C.: YEAR-BOOK, 1968.

<sup>25</sup>Becker, "International and Cross-Cultural Experiences, op. cit., pp. 105-106.

Until, therefore, there is social and political support for a human-based approach to world education, it is unlikely that teachers and institutions can do more than to continue teaching from an ethnocentric life view.

Harold Taylor reminds his readers that ". . . we are less than thirty years away from the isolationism natural to the whole of American political thinking, and a little more than ten years away from the chauvinism and xenophobia of the McCarthy period."<sup>26</sup> In fact, he continues, "we have never actually left the McCarthy period" with the result that the "main framework for policy decision and political alignments in the United States and abroad is still the dialectic of pro- and anti-Communism."<sup>27</sup> As a consequence, the study of the world is, in American schools, ". . . not really global; it has been principally a study of the American people and their origins--from the Tigris-Euphrates valley westward."<sup>28</sup>

### The Enculturated Teacher

The processes by which a human being becomes a functioning member of a society operate at an "out-of-awareness level"<sup>29</sup> penetrating to the "roots of the nervous

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<sup>26</sup>Taylor, op. cit., p. 24.      <sup>27</sup>Ibid.

<sup>28</sup>Fersh, op. cit., p. 1.

<sup>29</sup>Edward T. Hall, The Hidden Dimension (New York: Anchor Books, 1969), p. 188.

system" and thereby determining how the world is perceived.<sup>30</sup> In fact

. . . most of culture lies hidden and is outside voluntary control, making up the warp and weft of human existence. Even when small fragments of culture are elevated to awareness, they are difficult to change, not only because people cannot act or interact at all in any meaningful way except through the medium of culture, but because they are so personally experienced.<sup>31</sup> (Italics in the original.)

Ruth Benedict explains that:

from the moment of his birth the customs into which he is born shape his experience and behaviour. By the time he can talk, he is the little creature of his culture, and by the time he is grown and able to take part in its activities, its habits are his habits, its beliefs his beliefs, its impossibilities his impossibilities.<sup>32</sup>

Because the enculturation process begins so early in life, continuing to function at "out-of-awareness" levels, it is clear that the lessons future teachers learn about themselves and about others have been learned long before they enroll in their first professional education class. To expect, therefore, that teachers can somehow transcend cultural values that have penetrated to the "roots of the nervous system" without a conscious, conscientious, consistent effort on the part of the political institutions that shape the culture is, perhaps, to expect more of teachers than is rational. Recognizing this problem, the Swedish Committee for Internationalising Univ-

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<sup>30</sup>Ibid.    <sup>31</sup>Ibid.

<sup>32</sup>Ruth Benedict, Patterns of Culture (New York: Mentor Books, 1959).

sity Education suggests that if ethnocentrism is to be overcome " . . . the attitudes of teachers will have to be changed first; the practical realization of educational change itself then becomes a second step."<sup>33</sup>

Attitudinal change is, of course, a monumental task. Taylor emphasizes that "since most American teachers are unquestioning members of the white middle class . . . " it is essential that they be provided with opportunities to experience lives very different from their own in order to be provided with something with which to compare themselves, and " . . . by comparison . . . learn to look at mankind from a broader perspective."<sup>34</sup>

As co-enculturators of the young, teachers must be made sensitively aware of the inherently selective nature of what they are conveying in words, in actions, in materials used in and out of the classroom. They must become conscious that they " . . . frequently communicate assumptions and outlooks about human relations that are not in agreement with their declared goals."<sup>35</sup> "Invidious words" frequently used to characterize other people often appear harmless to the user, yet do incalculable harm:

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<sup>33</sup>Internationalizing Education, op. cit., p. 24.

<sup>34</sup>Taylor, op. cit., pp. viii-ix.

<sup>35</sup>George D. Spindler, "Current Anthropology," Education and Culture: Anthropological Approaches (New York: Holt, Rinehart, and Winston, 1963), p. 43.

"backward," "underdeveloped," or "emerging" are misleading when in point of fact they refer to technological development rather than to human development.<sup>36</sup> Visual materials that purport to show non-white peoples but are merely "colored brown" have a ". . . saccarine quality and 'pretty' look" that is "educationally shameful" as are faked photographs of historical events.<sup>37</sup>

But who is to teach the teachers?

Harold Taylor acknowledges that the answer is to be found within the present academic system.<sup>38</sup> Charles Silberman agrees; he suggests that

. . . the study of education should . . . be put where it belongs: at the heart of the liberal arts curriculum, not at its margins. For the study of education is the study of almost every question of importance in philosophy, history, and sociology. Our concept of education reflects our concept of the good life, the good man, and the good society; and as already argued, there can be no concept of the good life or the good society apart from a concept of the kind of education needed to sustain it.<sup>39</sup>

Present schools of education, however, not only do little to help create a broad world view, but maintain an ". . . intellectual level . . . and programs that

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<sup>36</sup>Fersh, op. cit., p. 7.

<sup>37</sup>Jean Dresden Grambs, Intergroup Education: Methods and Materials (New Jersey: Prentice-Hall, Inc., 1968), p. 48.

<sup>38</sup>Taylor, op. cit., pp. 83-84.

<sup>39</sup>Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 384.

border on the scandalous."<sup>40</sup>

An interview with the dean of an education school in a midwestern university was quoted in Crisis in the Classroom:

Q. Do you have some conception of what kind of teacher you're trying to turn out?

A. Right. That's exactly right. Now we have decided that we would do a kind of job analysis and say, "Now, in the next four years, here are experiences you ought to get, here is knowledge you'll need in some way to get a hold of. And knowledge about learning; for example, you ought to know how to use visual aids."<sup>41</sup>

#### The Pattern Maintenance Function of Institutions

There are many apparent functions performed by institutions in a society; their primary function, however, might be said to be to sustain the system that gave them birth. The university-as-institution is in a peculiarly sensitive situation, charged as it is with the socialization process of those in higher education. The "pattern maintenance function" then,<sup>42</sup> might be posited as the university's *raison d'etre*, and resistance to change its "natural condition."<sup>43</sup>

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<sup>40</sup> Ibid., p. 439.      <sup>41</sup> Ibid., p. 440.

<sup>42</sup> Talcott Parsons cited in "Accelerating the Innovation Process in Education" by Ladislav Cerych in Essays on World Education: The Crisis of Supply and Demand, ed. George A. F. Bereday (New York: Oxford University Press, 1969), p. 35.

<sup>43</sup> Cerych, op. cit.



Even when professional educators are personally convinced that there is a need for society to change, and even when they advocate change for others, " . . . their own professional societies and their own institutions are exempted"<sup>44</sup> from their behavior. The radical shifts in intellectual and emotional commitments required by introducing world citizenship to teacher education can only become a reality when university personnel recognize that world education demands fundamental changes in attitudes, in values, as well as in curriculum and methods. Unfortunately, those who write about such things echo the findings of René Maheu in his inaugural address to the European Conference of Ministers of Education in 1973 when he said of universities that their " . . . worst disadvantage . . . is their resistance to innovation."<sup>45</sup> In fact, he added, " . . . in the debate about the functions of universities it is more and more recognized that this is the crucial point. The ability of universities to implement profound changes and renewal is intolerably weak."<sup>46</sup>

In their book surveying general international programs offered by American colleges and universities,

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<sup>44</sup> An Introduction to Global Development Studies,  
op. cit.

<sup>45</sup> Francis X. Sutton and others, Internationalizing Higher Education: A United States Approach; Occasional Paper No. 13, ERIC Document ED 006 072, 1974, p. 46.

<sup>46</sup> Ibid.

Sanders and Ward cite the following causes of resistance to international education in institutions of higher learning:

1. The training many faculty members have received has been so narrow that to deal with international matters moves them out of their area of competence. An honest people, they do not want to pretend to knowledge that they do not possess.
2. Policies with respect to leaves and lack of funding have discouraged those who would willingly have devoted their energies to broadening their background.
3. Some academic people have prepared their materials according to what they themselves were required to master. Few departments look ahead five or ten years; they simply yield to the pressures of the present or adhere to the lessons of the past.
4. Some deans who are quite unhappy about the deficiencies in knowledge of world affairs on the part of students are nevertheless not deeply enough committed to wage battle with entrenched department chairmen. The latter consider many international questions ephemeral or better studied outside the classroom.
5. Far too much of the money available for academic development is in the hands of the department chairmen, whose focus is often upon their own professional field rather than on the students' liberal education.
6. Career patterns for those who choose specialized international curricula are not at all clear-cut; many graduates are unable to find jobs for which they think they have been trained.
7. Many academic people are unaware of the extent to which both students and the public are concerned about international questions and look to the universities to provide better answers than those offered in the past.
8. The cost of building a whole new curriculum or international program is high, and funds are hard to find.<sup>47</sup>

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<sup>47</sup> Irwin T. Sanders and Jennifer C. Ward, Bridges to Understanding: International Programs of American Colleges and Universities, (New York: McGraw Hill Book Company, 1970), pp. 24-25.

Although there are no statistics available on the number or kinds of international (or world) education programs available to pre- and in-service teachers, there are figures demonstrating that, of all the degrees awarded in the United States during 1972, only 1.4% were for majors in what the World Studies Data Bank calls "international/intercultural" fields of study.<sup>47</sup> Of these degrees, .77% were for undergraduates, 3.1% for masters', and 5.7% for the doctorate.<sup>48</sup> The Data Bank states that although some 65,222 students participated in overseas study during 1973-74, this figure represents a serious decline in such programs. They suggest that there be a substantial increase in the funding of all kinds of international programs if more students are to participate.<sup>50</sup>

#### THE NEED FOR AN UNDERLYING THEORY

In criticizing American education, Jerome Bruner deplores the fact that there is no prescriptive theory of instruction in this country. He contends that what is needed is " . . . a theory that is neutral with respect to ends but exhaustive with respect to means."<sup>51</sup> This notion

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<sup>47</sup>International and Intercultural Education in the United States, Larry A. Kubal, ed. (New York: World Studies Data Bank, 1975), p. 71.

<sup>48</sup>Ibid., p. 51.      <sup>49</sup>Ibid., p. 85.

<sup>50</sup>Jerome Bruner, Toward a Theory of Instruction (New York: W. W. Norton & Company, Inc., 1966), p. 31.

that "ends" in education (or elsewhere) can be "neutral" is a peculiarly American phenomenon--a phenomenon that allows "free" schools to offer snake curriculum courses as education and values clarification classes as value-free. But ends exist whether they are stated or silent, conscious or unconscious.

If teacher education programs are to be directed to the preparation of world citizens, they must be concerned with the systematic exploration of world-wide problems and with the creation of a sense of responsibility that is absent even from those programs that are described as being "international."

#### Setting Priorities

In addition to the agreement on shared human characteristics and survival values, there must be an honest assessment of the means and ends required to allow life on earth to continue. No educational program, from pre-school through life can ignore the global realities, whether their basic motivation for including those realities is centered on humanistic or practical ideals.

James Becker, after explaining the need to make clear humankind's common humanity and common fate, continues by describing world education not as a "unique academic compartment with a certain body of information to be mastered" but rather as a way of "developing skills and insights in information selection and information

processing . . . ."51 World education, however, is also concerned with the need to escape from provincialism and world educators are aware that the greatest danger--and the greatest good--may come from exposure to cultures, ideas, values that are very different from one's own.<sup>52</sup> "The intended consequence would be, mild or severe, a form of emancipation--a break in the students' continuity with their past value orientation."<sup>53</sup>

But it is the business of education in societies such as ours to create these discontinuities, even by conscious design, for intellectual and moral growth in advanced cultures comes from the successive breaking and mending of students' relations with the old, the known, and the secure.<sup>54</sup>

Among the major priorities for an educated person then, would be some clear concepts about human behavior and how it develops approached from a cultural perspective. In fact, " . . . without some attention to the 'culture concept' information about other lands and other peoples, ethnocentric tendencies may simply be reinforced."<sup>55</sup> Factual "truths are not enough; they must be painstakingly

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<sup>51</sup>Becker, Education for a Global Society, op. cit., p. 33.

<sup>52</sup>Ibid., pp. 36-37.

<sup>53</sup>Robert Ulich, ed., Education and the Idea of Mankind (New York: Harcourt, Brace, and World, Inc., 1964), p. 133.

<sup>54</sup>Becker, Education for a Global Society, op. cit.

<sup>55</sup>Fersh, op. cit., p. 14.

examined to discover whether they are also contextual truths.<sup>56</sup>

For example, most of the reporting in American newspapers about "cow worship" in India has been factually correct but contextually false. Few Americans understand the practical importance of cows in non-industrial countries such as India. A cow gives milk but also provides dung--a valuable and dependable source of fuel. And let's do recall that American pioneers used a similar commodity--"buffalo chips"--but that in American history textbooks this usage is often explained as another example of pioneering ingenuity.<sup>57</sup>

It is vital, then, that teacher training institutions help their student-teachers become aware of how their cultures have shaped the characteristics of people, and of how easy it is to mis-interpret the unfamiliar. Teachers need to " . . . see that no way of life is a meaningless and goalless jumble of odd behaviors."<sup>58</sup> Despite the dramatic diversity of the human family, teachers need to grasp the essential similarities.<sup>59</sup> They must go beyond the relentless influence of culture to the realization that children around the world are more alike than they are different from each other. "The very young in China, Brazil, Nigeria, Nicaragua, Newfoundland, and the United States are surprisingly similar" says John Goodlad, commenting on their shared "joy in laughter, abandon in

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<sup>56</sup>Ibid.    <sup>57</sup>Ibid.

<sup>58</sup>George D. Spindler, Education and Cultures: Anthropological Approaches (New York: Holt, Rinehart, and Winston, 1963), pp. 21-22.

<sup>59</sup>Ibid., pp. 22-23.

play."<sup>60</sup> They are also identical in their right to survive --and to thrive--within the human family.

All teachers, if they are to become world citizens, need to learn that

. . . the glorification of free enterprise, of ethnocentric nationalism, and of war all represent value systems that have evolved out of the historical necessities of earlier eras. We have now entered upon an era in which these are no longer adaptive. In view of this development, it becomes imperative for man to consciously attempt to modify such outmoded value systems and to replace them with others that have greater adaptive usefulness. To endeavor to plan and change our educational, child-training, and mass communication systems, as well as our social institutions, along principles that enhance the dignity, security, and potential of human life is not only an adaptive necessity, it is also compatible<sup>61</sup> with the most cherished values of a free society.

There are those who would argue that the foregoing represents a rather romantic picture of human society; that such altruistic principles bear little resemblance to a world consisting of nation-states whose only principles rest on the will to survive in any way that it deems rational for its self-interest. For such "realists" there is the reality imperative described by MIND in discussing the plight of astronauts in space whose lone chance for survival rests on their ability to return to this planet.

There are no options, no other places to run away to, no alternatives but to co-habit this planet as one

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<sup>60</sup> John I. Goodlad, "Elementary Education", Education and the Idea of Mankind, ed. Ulich, op. cit., p. 104.

<sup>61</sup> Judd Marmor, "Psychiatry and the Survival of Man," Saturday Review, May 22, 1971, p. 77.

human society. There is only one land mass upon which all human beings must live and from which the necessities of life must be derived . . . ."62

Neither chauvinistic bombast or myopically conceived notions of self-interest can gainsay the fact that there is one ocean, one sunlight, one atmosphere and only "one primary purpose of life and that is to sustain life."<sup>63</sup>  
MIND continues:

. . . In theological terms there may be other purposes to life, but in practical terms Earth's population has inherited a place to live . . . and must pass it on to those who will live after, or else terminate the only habitable environment for Man.<sup>64</sup>

This, then, is the underlying philosophy upon which a theory of education may be based for the education of world citizens. The purpose of most importance is the optimal survival of all members of the human family; the method is to prepare all teachers to understand this through all available means.

#### Some Specific Goals

In addition to the relatively general principles set forth above, there are some specific goals that were offered by James Becker. In addition to discussing the need for overcoming provincial attitudes he stresses

1. Overcoming the Western orientation found in most textbooks and curriculums and helping students achieve a more objective and global perspective on cultural,

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<sup>62</sup>An Introduction to Global Development, op. cit.,  
p. 3.

<sup>63</sup>Ibid. <sup>64</sup>Ibid.



economic, and political diversity.

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4. Helping students develop the independence of thought and the techniques and methods of inquiry necessary to cope emotionally and intellectually with the continuing change, complexity, and ambiguity of human affairs.

5. Helping students develop an understanding of the process of decision-making in regard to international and global issues.<sup>65</sup>

Other goals might include what Buckminster Fuller refers to as the education of "generalists", i.e., those persons who emphasize the seamless web of things, who are as cognizant of the larger patterns in world affairs as they are in the every-day information with which they deal.<sup>66</sup> Silberman refers to this as needing knowledge "about knowledge, about the ramifications of the subject or subjects" being taught.<sup>67</sup> (*Italics in the original*).

In short, teachers need to realize that there is no such thing as objectivity, that everything they say and do is laden with values, and that those values must be carefully defined. For this reason, it is vital that ethics becomes part of <sup>her</sup> her preparation. Far more important than her intelligence quotient and the inculcation of "facts" is her "ethical quotient" as Dennis Gabor phrased

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<sup>65</sup> Becker, Education for Peace, Henderson, ed., op. cit.

<sup>66</sup> R. Buckminster Fuller, I Seem to be a Verb (New York: A Bantam Book, 1970).

<sup>67</sup> Charles Silberman, op. cit., p. 489.

it some years ago.<sup>68</sup> There is no room in an explosive world for a teacher equivalent of a Lieutenant Calley who insisted that he

. . . was ordered to go in there and destroy the enemy. That was my job that day. . . . I did not sit down and think in terms of men, women, and children. They were all classified the same, and that was the classification that we dealt with--just as enemy soldiers. . . . I never sat down to analyze it; men, women and children. They were just enemy and just people. . . .<sup>69</sup>

To summarize: area studies, foreign language training, travel abroad, and the other activities in which some teacher training programs indulge are, in and of themselves, inadequate unless they are accompanied by a worldminded philosophy. Without this " . . . vision of the central unity"<sup>70</sup> of humankind, teachers have little chance to escape the provincialism of which they have been accused; without acceptance of their responsibility, schools of education will continue to be accused of "mindlessness and purposelessness."<sup>71</sup> The Swedish Committee for Internationalizing University Education phrased their main motive simply: it is geared to the development of

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<sup>68</sup>Dennis Gabor, "Fighting Existential Nausea", Technology and Human Values (Santa Barbara: The Fund for the Republic, 1966), p. 15.

<sup>69</sup>Becker, Education for a Global Society, op. cit., p. 7.

<sup>70</sup>Charles Silberman, op. cit.

<sup>71</sup>Ibid.

" . . . international solidarity and a sense of world citizenship."<sup>72</sup>

As already noted, there are no statistics available regarding the number or kinds of world education programs available to teachers in the United States today. According to the "best estimates" made by Harold Taylor in 1968

. . . not more than 3 to 5 percent of all teachers . . . have had in the course of their preparation to become teachers in the social sciences or any other area of the curriculum any formal study of cultures other than their own in the West, or have studied in a field which could properly be described as world affairs.<sup>73</sup>

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<sup>72</sup>Internationalizing Education, op. cit., p. 44.

<sup>73</sup>Taylor, op. cit., p. 26.

## Chapter 3

### PROCEDURES

The initial thrust of this study was to discover the degree to which teacher training institutions offered pre- and in-service teachers the opportunity to become world citizens. As the study proceeded however, it became apparent that little information existed in this area. Thus an expansion of the original thrust seemed appropriate when it appeared reasonable to concentrate on the various ways in which attempts were being made to introduce an international element into teacher education whether directly through colleges and universities or through governmental and private agency interest in international education for teachers.

This study began with a consultation of library resources to locate those teacher preparation institutions whose programs were relevant. Data was obtained from books, periodicals, college compendia and from Educational Resources Information Center (ERIC). The second step was to compile this information and to send letters to those schools and associations whose activities were germane to this study. (See Appendix A for a sample of the type of letter sent.) Personal visits were also used where feasible to obtain further information.

## LIBRARY RESOURCES

There is a dearth of material on teacher education for worldmindedness and, in fact, only two books were found to be directly related to the subject of this study although there are other publications dealing with international education in terms of study-abroad, teacher-exchange, and bi-lingual programs. Periodicals dealing with this issue are generally geared to cross-cultural education concentrating quite specifically on American ethnic groups, on local problems of learning to cope with multi-ethnic classes in ghetto areas, and on providing materials and resources for teachers concerned with this issue.

College compendia list degree granting programs for teachers but offer little information about how frequently--or infrequently--future teachers are exposed to international affairs. A search of ERIC disclosed several programs and attempts on the part of this government and other governments to add an international dimension to teacher education. Of particular interest was a document describing Sweden's attempt to internationalize university education in that country.<sup>1</sup>

Books

Among the books most helpful in terms of previous

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<sup>1</sup>Internationalizing Education: Summary of Reports from the Swedish Committee for Internationalizing University Education. ERIC Document ED 102 044, September, 1974.

studies done in the area of world education was Harold Taylor's The World and the American Teacher.<sup>2</sup> This volume contains both an elaborate rationale for the globalization of teacher education and a description of programs offered at fifty colleges and universities in the United States where teachers are trained. Institutions examined include large and small schools, rural, urban, private and public; the pattern used by the researcher and his team was to spend two days on each campus observing and interviewing participants.

Another book, Bridges to Understanding, was also useful although its thrust was only partially concerned with teacher education.<sup>3</sup> The authors were more interested in international programs for general students rather than in those specifically related to teacher education. To a great extent, the authors used Taylor's research methods.

### Periodicals

Under a series of headings, "Multi-Cultural Education," "Cross-Cultural Communication," "International Understanding" may be found an abundance of articles offering teachers ideas on how they might cope with

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<sup>1</sup> Harold Taylor, The World and the American Teacher (Washington, D.C.: The American Association of Colleges for Teacher Education, 1968).

<sup>2</sup> Irwin T. Sanders and Jennifer C. Ward, Bridges to Understanding (New York: McGraw-Hill Book Company, 1970).

minority children in their classes. Emphasis is on encouraging and respecting diversity and on a pluralistic society rather than on minimizing differences and maximizing the commonalities of the human family.

### College Compendia

Because of the concise manner in which programs are described in college compendia, they were found to be of limited usefulness. Among those consulted were:

The College Blue Book which uses narrative descriptions of programs at American colleges and universities in its listing of degrees offered in various educational (and other) specializations.<sup>4</sup>

Barron's Profiles of American Colleges which offers considerable detailed information.<sup>5</sup>

American Universities and Colleges which contains the most useful descriptions of many programs whose thrust is at least of peripheral interest to this study.<sup>6</sup> Much of the material offered is done so in considerable detail.

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<sup>4</sup>The College Blue Book: US Colleges: Narrative Descriptions, (14th ed.) (New York: C.C.M. Information Corporation, 1973).

<sup>5</sup>Barron's Profiles of American Colleges (9th ed.) (Woodbury, New York: Barron's Educational Series, Inc., 1974).

<sup>6</sup>American Universities and Colleges, (11th ed.) W. Todd Furniss, ed. (Washington, D.C.: American Council on Education, 1973).

Educational Resources Information  
Center (ERIC)

A search of ERIC materials revealed that there is some activity on "internationalizing" education both in this country and abroad. The most impressive work found was a Summary of Reports from the Swedish Committee for Internationalizing University Education.<sup>7</sup> Another document of impressive dimensions was one entitled Internationalizing Higher Education: A United States Approach.<sup>8</sup>

LETTERS AND RESPONSES

Having studied the materials discussed above, letters were sent to teacher training institutions as well as to organizations and associations that had been identified as being involved with international or world education. Letters were also sent to the United States Department of Health, Education, and Welfare, Office of Education and to Unesco. The thrust of these letters varied, of course, depending upon what had been written about their specific involvement; generally, however, the letters asked that as much information be sent as possible to aid in the research project of American teacher education for world citizenship.

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<sup>7</sup>op. cit.

<sup>8</sup>Francis X. Sutton, et. al., Internationalizing Higher Education: A United States Approach: Occasional Paper No. 13, ERIC Document ED 098 890, 1974.



### Colleges and Universities

Thirty-six letters were sent to colleges and universities; twenty-four responses were received. Respondents ranged quite widely in their descriptions of the interest taken by their institutions in world education. (See Appendix B for the names of the schools contacted.)

Dr. Frank Andres Stone, Director of the World Education Project and Professor of Education at the University of Connecticut-Storrs, was extraordinarily helpful in sending materials including "Graduate Programs in Foundations of Education" which is strongly international in thrust, several "inquiry modules" such as "Three Anatolian Youth: An Inquiry Module for Worldminded Teacher Preparation" and curriculum materials of all kinds.

Other colleges and universities that were particularly generous about sending information were the University of Pittsburgh which has an impressive array of international programs; Indiana University at Bloomington which is the home of the Mid-America Center for Global Perspectives in Education as well as being active in areas of political science from a global perspective; the University of Denver whose Center for Teaching International Relations publishes many materials dealing with what they call "Us" and "Them" conflicts.

Several respondents whose schools did not offer programs relevant to this study nevertheless included

suggestions for further research, including the names of individuals and universities as well as bibliographic sources. Only two respondents stated that there was no interest at all on their campus in this sort of program; one person at San Francisco State explained that there were programs in international education for graduate students but none for undergraduates because the latter were so "provincial."

### Organizations and Associations

Using all of the available resources, appropriate organizations and associations were contacted for whatever help they could offer in locating and describing programs geared to the development of greater worldmindedness among teachers. The following is a list of those that were contacted:

American Association of Colleges for Teacher Education  
Washington, D. C.

Association for World Education  
Huntington, New York

Center for War/Peace Studies  
New York, New York

I/D/E/A  
Dayton, Ohio

Institute for World Order  
New York, New York

Inter/Culture Associates  
Thompson, Connecticut

Global Education Associates  
East Orange, New Jersey

Mid-America Center  
Bloomington, Indiana

Management Institute for National Development (MIND)  
New York, New York

Unesco  
New York, New York

World Studies Data Bank  
New York, New York

Of these organizations, three were particularly helpful: The Association for World Education, MIND, and The World Studies Data Bank, each of which were unusually generous in their offers of assistance. The Association for World Education publishes a periodical, The Journal of World Education and the organization is currently actively supporting a resolution to encourage degree granting programs in world education. They hold regular meetings with other organizations equally dedicated to the development of peace studies, cross-cultural studies, and other, similar programs. Friends World College of Huntington is closely associated with the Association.

Management Institute for National Development (MIND) regularly prepares publications, several of which were useful to this study. These include: Education About Global Development, An Introduction to Global Development Studies, and a Model Curriculum for Secondary Schools and Undergraduate Colleges.

MIND was also an excellent resource. Upon being informed of this writer's projected visit to New York City, the organization issued an invitation to visit their office and to make use of their voluminous files. It was during

this visit that several programs in global development studies were found.

The World Studies Data Bank was equally generous in offering their files during a visit to their office. Their director, Leonard Iaquina, provided typewriter and materials which resulted in many notes that were of use in this study.

### Federal Government

Much material is available from the Department of Health, Education, and Welfare (HEW), Office of Education. Several of their publications were useful to this study; among these were Title VI National Defense Education Act "Draft Announcement and Guidelines" which show the kinds of programs the government is interested in developing through university education. Robert C. Suggs, Chief Centers and Research Section, International Studies Branch, Division of International Education has lists of programs, some of which are concerned with teacher education. Included in these lists are the names of program directors at each institution to whom letters may be addressed directly.

HEW also publishes booklets explaining programs that are available for teachers. Among these are:

Opportunities Abroad for Teachers, 1976-77;

American Students and Teachers Abroad: Sources  
of Information About Overseas Study;

Research and Training Opportunities Abroad and  
Foreign Curriculum Consultants in the U. S.

There are also several independent Federal agencies whose purpose it is to promote, directly and indirectly, the cause of international thinking. These include The National Endowment for the Humanities (NEH), The National Science Foundation (NSF) and the Smithsonian Institute which handles the Woodrow Wilson International Program and the International Exchange of Scientific and Literary Publications and Government Documents. Within HEW there is a "separate organizational entity," The Fund for the Improvement of Postsecondary Education, whose purpose is the general improvement of postsecondary education and, in this capacity, administers various programs.<sup>9</sup>

In addition there are private firms such as the Institute of International Education which publish lists of both government and private grants offered by American and foreign governments. For example, the Institute has a booklet titled Grants for Graduate Study Abroad, 1976-77.

SUMMARY

Because there is no compilation of world education programs for teachers available to study, it became apparent that sources other than colleges and universities

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<sup>9</sup>Education for Global Interdependence, Stephen K. Bailey, ed. (Washington, D.C.: American Council on Education, October, 1975).

had to be consulted. Thus, in addition to perusing books and periodicals, a search was made of ERIC, college compendia, and other, similar sources. Letters were also sent to organizations and associations as well as to the United States Department of Health, Education and Welfare, Office of Education, in an effort to learn as much as possible about relevant programs.

An analysis of the data thus compiled will be found in Chapter 4 of this study.

The following represents the information gained from the thirty-six schools to whom queries were sent:

Number Responding	<u>Responses</u>
15	Schools offer courses or programs with an international dimension, e.g., International Relations, Study-Abroad, to all students. Those in colleges of education may select from these as their program permits.
5	Schools offer complete degree-granting programs in International and/or Comparative Education at the graduate level. Only one school offers a similar degree for undergraduates.
3	Schools have no particular interest in international education but offer information about persons or materials that might be useful to this study.
1	School announced that they had discontinued teacher training.
12	No replies. Follow-up letters were sent* one month after initial inquiry.

It would appear from these responses and from other sources that little has changed since Harold Taylor's estimation in 1968 that ". . . not more than 3 to 5 percent of all teachers have had in the course of their preparation to become teachers . . . any formal study of cultures other than their own."<sup>1</sup> Klassen and Moore's study which closely

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<sup>1</sup> Harold Taylor, The World and the American Teacher (Washington, D.C.: The American Association of Colleges for Teacher Education, 1968), p. 26.

\*The follow-up letters retrieved three more responses, none of which had programs.

## Chapter 4

### ANALYSIS OF THE DATA

As noted in this study, a survey of the literature revealed that there are no statistics available regarding the number or kinds of "world education" programs available to teachers in the United States today. Colleges and universities simply do not list such programs, and despite the receipt of twenty-four responses from the thirty-six schools queried, much of what has been learned might almost be said to have occurred by accident--a chance conversation with a professor, a recommendation made by someone during an interview, even a reference given by some publication only peripherally related to the topic at hand. Part of the reason for the "accidental" nature of the information gleaned is that many of the responses were rather vaguely general; another is that, although many colleges and universities do offer international courses and even complete programs, few of these are specifically geared to teachers. In fact, only five of the schools to whom requests for information were written stated that they had complete degree-granting programs for students in their professional education classes. Furthermore, with few exceptions, the concept of "world" as opposed to "international" education is scarcely considered.



followed Taylor's, confirmed this state of affairs. Their work, which was sponsored by The American Association of Colleges for Teacher Education under a grant made by the Office of Education, Department of Health, Education, and Welfare, considered American programs in international education to be

. . . uncoordinated, episodic in nature, irrelevant in content, lacking intimate ties to national foreign policy, and limited in their range of impact across the whole educational spectrum. . . .<sup>2</sup>

Klassen and Moore also deplored the absence of any single source to which interested persons might turn if they required information about international education programs for pre- and in-service teachers.<sup>3</sup> Despite the apparent interest of the American Association of Colleges for Teacher Education, they have done nothing to follow this recommendation to fruition. Indeed, their 1975 letter clearly stated that they knew of no list of relevant programs.

The relative paucity of recent literature in this area, too, would seem to confirm the lack of concern with world education. A 1974 study made by The International Council for Educational Development reflects on the

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<sup>2</sup>Frank H. Klassen and Raymond S. Moore, Development of Instrument for Study of International Education in Teacher Education Programs of U.S. Colleges and Universities: Final Report. U.S. Educational Resources Information Center, ERIC Document ED 032 010, August, 1968, p. 4.

<sup>3</sup>Ibid., p. 15.

failure to make a reality of stated interests in creating worldmindedness at all levels, and in all areas of education from pre-school through graduate education.<sup>4</sup>

Nevertheless, there are programs offering some aspects of what is generally termed "international education" to pre- and in-service teachers. These programs are rather diversified and categorization problems exist in describing them. One of the reasons for this is that, under the label "international" may be found comparative education programs, bi-lingual education and others, and this was reflected in the responses that were received from colleges and universities that were queried as well as from a survey of the literature.

A further difficulty in considering a program "international" is that undergraduate student-teachers take fewer hours in professional education classes than are taken in their academic major. Hence, those who are in the social sciences or in language studies will almost automatically be exposed to some international concepts however limited, that are not offered to those in other majors, particularly to those in elementary education.

Because of the unique population in this country, there are numerous courses offered in ethnic studies of

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<sup>4</sup>Frank X. Sutton, et. al. Internationalizing Higher Education: A United States Approach: Occasional Paper No. 13. U. S. Educational Resources Information Center, ERIC Document ED 006 072, 1974.

the kind focusing on the cultural differences among American minority groups. These are not considered as "world education" in this study.

### CATEGORIZING "INTERNATIONAL EDUCATION"

Since the range of teacher training programs is so fluidly elusive, a description of current "international education" programs presents some difficulty. Therefore it seems reasonable to categorize interest in this kind of education in terms of the extent of involvement in its various aspects. Four categories, then, have been arranged:

#### Non-Degree Programs

This category involves those colleges and universities offering one or more courses in international studies for teachers at either the graduate or undergraduate level, but not leading to a degree in that field. Included here are courses that are available to students in the College of Education as either part of their major or as an elective taken for credit.

#### Degree Programs

Colleges and universities that offer degrees in either International and/or Comparative Education at the undergraduate and graduate levels are included here.

#### Associations and Organizations

Since many associations and organizations prepare

workshops, seminars, conferences and materials as well as other aids for teachers interested in international affairs a separate category has been devised to include their functions.

#### Governmental Programs

Both Federal and State Governments have taken some part in adding an international dimension to teacher education and their efforts are included in this category.

Within these four categories may be found varying emphases including the following--and often including several of them at one time:

#### Area Studies

Concentration on a single geographic area (only rarely on two or more) in an effort to create a marketable specialization. Included in this category is usually the study of a language. This emphasis is for the general student of international studies, second only to study-abroad programs in popularity according to the World Studies Data Bank. Schools of education in urban areas sometimes involve their student-teachers in aspects of area studies in order to give them some background appropriate to the particular ethnic groups in that area.

#### Topical Studies

Topical studies are thematically based and interdisciplinary in approach. Examples of this kind of study

include Peace Studies, Futuristics, Developmental Education as well as more narrowly conceived topics. In general, these programs are confined to graduate schools of education or are available to the undergraduate through the colleges of arts and sciences.

### Comparative/International Education

These are often considered synonymous terms and are described by institutions with virtually the same concepts. Emphasis is, as might be surmised, on the educational structures of various cultures, with some background given about the cultures themselves. Degrees are granted on the graduate level to those in this program.

### Bi-Lingual Education

Except for those who plan to teach languages or for those going to school in predominantly Spanish-American locales, there are few educational institutions that require language study as a normal part of teacher education. In terms of studying non-Western languages, such emphasis is entirely absent, and, in fact, there are those who believe that languages as they are presently taught waste more time than they are worth.

Considering the masses of people in the world, if we say that the only way to know another culture is to speak and think in another language, then the "prospects for international education are very remote indeed."

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<sup>5</sup>Global Education (Zurich, Switzerland: The Kettering Foundation, 1974), p. 9.

### Study-Abroad/Student-Exchange Programs

While these are extremely popular programs for both teachers and for general students in all majors, there is considerable expense involved in availing oneself of the opportunity to travel abroad. According to Leonard P. Iaquina, Director of the World Studies Data Bank, ". . . about two-thirds of the cost of a study-abroad program must be paid by students themselves."<sup>6</sup> Thus, despite continuing interest, there has been a decline in the last two years for study-abroad programs. Mr. Iaquina was also quoted as stating that growth will not recur unless some means are found ". . . to increase the funds available to help defray the costs students are being asked to bear."<sup>7</sup>

Exchange programs too, are in some difficulty, depending as they do on governmental funding and on private sources which may--or may not--be available according to the political situation and the perceived need for such programs.

Too, Taylor noted that there must be a clear distinction made between what is ordinarily understood as "international education," i.e., the mere addition of some courses like "comparative education" or "cultural anthropology" which do not constitute an appropriate approach to

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<sup>6</sup> cited in "Fewer Studying Abroad, But Interest Holds Up", by Malcolm G. Scully, The Chronicle of Higher Education, January 12, 1976, [n.p.]

<sup>7</sup> Ibid.

world education. Instead it is the total commitment that is necessary.<sup>8</sup> (Italics in the original). In general, Taylor states that it is imperative

. . . that we stop thinking of the education of teachers exclusively in terms of formal academic requirements and professional courses and consider instead the ways in which their intellectual interests and experiences in the affairs of the world can be increased in range and quality.<sup>9</sup>

#### NON-DEGREE PROGRAMS

As stated above, there were fifteen respondents who explained that there were courses available to students of education through other colleges and programs on campus, and that these might be selected by education majors if they chose to do so. Typically, these courses are available through the Arts and Science College and are geared to highly specialized degrees which are not especially cognizant of educators' specific needs, nor of the needs for world citizenship as defined by this study.

In some instances, respondents have commented that, while international courses are not part of their program, they have tried to infuse all programs with some aspects of international affairs.<sup>10</sup> One person wrote that his school provides opportunities for the study of problems concerning

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<sup>8</sup>Taylor, op. cit., p. 292. <sup>9</sup>Ibid.

<sup>10</sup>Herbert B. Wilson, Professor of Education, The University of Arizona, Tucson, Letter, November 26, 1975.

international education."<sup>11</sup>

The University of Wisconsin-Milwaukee might serve as an example of a school offering a highly specialized international relations program. Offered through their College of Letters and Science, this interdisciplinary major is, according to their brochure

. . . designed for those students interested in a career with the U.S. Government agencies abroad, international organizations, export-import and shipping firms, international banking houses or in advanced academic work in international studies or service.<sup>12</sup>

Most undergraduate majors in education in the vast majority of schools continue to be offered traditional degrees, either in elementary or secondary education, or some other specialization thereof. If education is a minor rather than a major, there is more likelihood that they will experience some courses peripherally related to world education.

#### The University of Michigan

The School of Education at the University of Michigan offers undergraduates a considerable array of choices among the requirements for graduation. Here a student may

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<sup>11</sup> Stanley P. Wronski, Professor of Education and Social Science, Michigan State University, East Lansing. Letter, November 25, 1975.

<sup>12</sup> University of Wisconsin-Milwaukee, College of Letters and Science. Undated brochure received December, 1975.



elect to study anthropology, Afro-American studies, philosophy. He may also avoid any of these and concentrate instead on physics, art and design, economics and a pot pourri of other courses.<sup>13</sup> Nowhere, however, is he required to develop a worldminded view. If he decides to go on to graduate school, he will find that his international options have widened considerably. Although there is no advanced degree in International Education, there is an MA in Bilingual-Multicultural Education that is available. At this level there is a course in International Education offered as an elective " . . . for elementary and secondary teachers and college and community leaders who seek background on the basic problems of national and international education."<sup>14</sup> There is another course given dealing with the political socialization aspects of education which bears on

social-psychological processes in education and learning that relate to assimilation, practices, and development of political values, behaviors, and institutions in human communities.<sup>15</sup>

Another relevant course is called "Education and Socio-Cultural Change" which "presents cross-cultural studies dealing with the problems of transitional and/or rapidly changing national or community settings."<sup>16</sup>

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<sup>13</sup>The University of Michigan Bulletin, School of Education, 1975-77, March 26, 1975, p. 41.

<sup>14</sup>Ibid., p. 121.    <sup>15</sup>Ibid., p. 127.    <sup>16</sup>Ibid.

To a greater or lesser extent, then, students at this school receive some exposure at both the undergraduate and graduate levels in international affairs if they wish to do so; otherwise, any of these courses may be easily avoided. This is a pattern that has been found in the schools surveyed who have not offered degrees in international education.

#### George Peabody College

In cooperation with Denmark's International Student Committee, George Peabody College for Teachers has an undergraduate program in European Studies in which a student may earn fifteen hours while living in Denmark and taking courses in subjects like "Introduction to Scandinavian Design" or in "Contemporary Danish Architecture and Design." This program is offered for "selected American college and university students" and it is quite possible to avoid learning Danish as ". . . English is commonly spoken in Denmark. . . ." <sup>17</sup>

#### The University of Akron

Undergraduates at the University of Akron also have an opportunity to travel for credit. Dr. Kenneth Barker, Dean of International Programs mails out colorful brochures and chatty newsletters regularly, rich with illustrations and

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<sup>17</sup> George Peabody College for Teachers, Brochure, "Spring Semester in Copenhagen" for 1976-77, Nashville, Tennessee.

descriptions of exotic foods, seaside dining, and swaying palms. Travel is by Pan American World Airways and English speaking guides are guaranteed for tours of all large cities; there is also the assurance that continental breakfasts will be served in hotels. Examples of some of the trips possible through the Akron program are: "Fine and Applied Arts Spring Term in Amsterdam" or "Criminal Justice Tour of Europe." The summer "Classrooms Around the World" tour to South America allows university credit for education majors who study various educational systems; five credits and tax deductible.<sup>18</sup>

#### The University of Pittsburgh

In sharp contrast to the University of Akron, the University of Pittsburgh, through its Center for International Studies, attempts to infuse an international dimension throughout university curricula. Although the Center itself offers no courses it does encourage, sponsor and promote programs designed to this end. As a result, its influence throughout the university is incalculable.<sup>19</sup>

For undergraduates in the School of Education there is a new course being given called "Education and

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<sup>18</sup> Letters, Brochures, Newsletters from the University of Akron, The Center for International Programs, sent on November 4, 1975.

<sup>19</sup> Letters and Brochures from Paul Watson, Co-Director, University Center for International Studies, University of Pittsburgh, December 11, 1975.

Social Change"; in addition there are modules for use by teachers who are already in schools. The Center also supports such programs as "an optional master's level teaching degree with heavy concentration in an area studies program."<sup>20</sup> They are also involved in the creation of area studies workshops and programs, and their Co-Director, Paul Watson, has submitted a proposal to the University for a "New Program of Preparation in the Teaching of Multi-cultural and International Studies." This program may culminate in a master's degree in education or, there is an optional "special certification in one or more fields under the general heading of multi-cultural and international studies."<sup>21</sup>

Students in all departments are encouraged to create "self-designed majors" and to study languages even when their discipline does not require such study; the rationale:

If studying a foreign language was once looked upon as frippery, it can no longer be so viewed. Increasing cultural, scientific and trade relations among countries of the world make a facility in one or more languages a "near must" for today's well educated man or woman.<sup>22</sup>

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<sup>20</sup> Ibid.

<sup>21</sup> Paul Watson, "New Program of Preparation in the Teaching of Multi-cultural and International Studies" University of Pittsburgh, December, 1975.

<sup>22</sup> Brochure, University Center for International Studies: Undergraduate International Studies at the University of Pittsburgh, [n.d.].

## DEGREE PROGRAMS

While Comparative or International Education degrees are granted at the Master's and Doctoral levels, they can scarcely be said to be commonplace. Of the thirty-six schools queried, only five granted these degrees, and only one did so at the undergraduate level. So uncommon are these degrees, in fact, that one university professor commented that schools have been known to hire comparative educators to fill a temporary, specific need as that need arose during a single semester.<sup>23</sup>

Teachers College: Columbia

Among those who offer studies leading to graduate degrees in this kind of education may be found Teachers College of Columbia University. Its School of International Affairs offers a joint program leading to the degrees of Master of Arts, Master of International Affairs, and Doctor of Education. In the combined program, the student devotes half of his course work to the professional and scholarly study of education with a specialization in international education, and half of his course work to international affairs, including a concentration of courses embracing a related social science discipline (public law and government, economics, geography, history,

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<sup>23</sup> Professor Edward Nemeth, University of Nebraska at Lincoln. Conversation, November, 1975.

sociology, or anthropology.<sup>24</sup>

University of Chicago

At the University of Chicago, the comparative education center offers an interdisciplinary research and graduate training program pertaining to relationships between education and society among various cultures. This includes work in economics, anthropology, sociology of education, human resources and educational development, and educational planning. Varying overseas research is carried out as student topics and funds permit. The program has been in existence since 1958 and was begun with the aid of a grant from the Ford Foundation. Additional support came from the Carnegie Corporation as well as from the Office of Education. Their present Department of Education has nine distinct fields of specialization, more or less encompassing the kinds of fields found in most large education departments at major American universities. Typically they include: "adult education, curriculum and philosophy; educational administration; educational psychology; higher education; measurement, evaluation and statistical analysis; language and reading instruction; the study of teacher education and education and the social order."<sup>25</sup> It is the last named field that embraces work in

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<sup>24</sup>World Studies Data Bank, op.cit., (files).

<sup>25</sup>Ibid., and Brochure from The University of Chicago, "Graduate Study in Comparative Education, [n.d.]".

international and comparative educational studies.<sup>26</sup>

University of Southern California  
Los Angeles

The Center for International Education at the University of Southern California, Los Angeles, began its program in 1964. It initiates and administers international programs and domestic intercultural programs that are sponsored by the school of education. The three basic functions of the Center include (1) provision of study, orientation, and field internship programs in comparative and international education, (2) support of research and publication projects related to international education, and (3) organization of service programs focused on educational needs overseas and among different cultural groups in the United States. The Center cooperates with local school districts in developing programs of study of contemporary societies, particularly non-Western societies, for use in elementary and secondary schools.<sup>27</sup>

University of Denver

One of the most active schools in international studies is the University of Denver graduate school whose program began in 1968. Their graduate school of international studies, in joint sponsorship with the Center for War/Peace Studies of New York City, have undertaken to

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<sup>26</sup>Ibid.    <sup>27</sup>Ibid.

create a center for teaching international relations at the University. Their goal is to promote global education in elementary, junior and senior high schools throughout the Rocky Mountain area. By linking resources in this joint venture, the two sponsoring institutions aim at creating a model regional program designed to be of maximum service to teachers and school systems throughout the country. In the implementation of this aim, they draw on the academic expertise of the Graduate School of International Studies of the University of Denver and have access as well to experts mobilized at the national level by the Center for War/Peace Studies which is the single largest agency in the country specializing in the global dimension of education at the pre-collegiate level. They sponsor in-service and pre-service training programs for teachers in Colorado and adjacent areas, maintain a materials distribution center housing resources available to interested schools, and offer services for international relations clubs in Colorado high schools.<sup>28</sup>

A large variety of materials are produced at this university for use in public schools. One example is their booklet, "Global Dimensions" which deals with "us" and "them" kinds of conflicts.<sup>29</sup> Another is a series of five

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<sup>28</sup> Ibid.

<sup>29</sup> Global Dimensions, Number 4. Center for Teaching International Relations, University of Denver, Spring, 1973.



booklets dealing with the American and Chinese views of each other. These are chronological units which trace the development of the relationships between these two major powers, beginning with "Part I: Images of Others-- and Ourselves" and ending with "Part V: The Cold War . . . and Beyond."<sup>30</sup>

### Stanford University

Among the degrees granted at the graduate level at Stanford University is one offered under the auspices of the "Stanford International Development Education Committee (SIDECE)" which has both a Master's degree and a doctorate in international development education. Their bulletin states that

. . . both degree programs share a fundamental concern with understanding the interdependence of education and economic, political, and social development in the context of an interdisciplinary and comparative program of training and research.<sup>31</sup>

At the Master's level, the degree presently involves study directly concerned with the interests and needs of Latin American and Southeast Asian students whose future careers will be in the fields of administration, planning of education, and educational research. There is some expectation that their program may be extended " . . .

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<sup>30</sup>The Mirror Images: How American and Chinese View Each Other (5 part series): An Experimental unit, by David C. King, Center for War/Peace Studies, New York City, 1973.

<sup>31</sup>The School of Education Bulletin, Stanford University, [n.d.], p. 27.

at some future stage . . . to accommodate students from other major developing areas, such as Sub-Saharan Africa."<sup>32</sup> At the doctoral level there is concentration on theoretical and methodological approaches to social and behavioral sciences and to an analysis of the role of education in " . . . economic growth, political development and social change."<sup>33</sup>

#### University of Connecticut-Storrs

One of the most articulate and active universities in the areas of international education, the University of Connecticut-Storrs, operates on several dimensions with regard to international education. Through their Foundations and Curriculum Department their School of Education offers graduate programs in eight areas, including Bilingual/Multicultural Education and Comparative and International Education. Among the basic competencies expected of students are that she or he

1. Show a wide knowledge of the concepts and research techniques of one of the social sciences: anthropology, economics, history, political science or sociology.
2. Act with perceptual acuity and sensitivity toward social and cultural variety.
3. Manifest an extensive knowledge of one major world area (Africa, Asia, Latin America, Middle East or American ethnic diversity) with a scholarly expertise about one country or culture.
4. Evince a knowledge of educational institutions, developments and issues in the major world area of specialization.

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<sup>32</sup>Ibid.    <sup>33</sup>Ibid.

5. Plan and interpret educational change and innovation using a socially sophisticated conceptual framework.<sup>34</sup>

In expressing the basis of their commitment to this kind of education, the Foundation Faculty states their belief that ". . . learning is fostered by close faculty-student rapport" and that "the departmental base must be complemented and supplemented by drawing on many other organizations and institutions." Further, they believe that it is necessary to work within multicultural circles, testing and applying theories.<sup>35</sup>

A typical course, offered during the Fall Semester, 1975, is designed as a foundation for "all of the processes and structures of education;" it is set up modularly and the student has considerable leeway in selecting emphases after examining a booklet which outlines each module and lists the required and suggested readings as well as the name of the instructor. One may choose from "Anthropological Perspectives on Education," "The Educational Anarchists," "Educational Futuristics," "International Schools," and several others.<sup>36</sup>

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<sup>34</sup>Graduate Programs in Foundations of Education, University of Connecticut, School of Education, Department Head, Dr. Philmore B. Wass, 1974.

<sup>35</sup>Ibid.

<sup>36</sup>Foundations of Education, EDFC 200, SEC 2, School of Education, Foundations and Curriculum Department, Fall Semester, 1975.

The University also conducts seminars to which are invited "citizens from all walks of life" on the principle that all persons need a global perspective if they are to understand current events and, perhaps more importantly, interpret those events from a cosmopolitan rather than ethnocentric view. Thus, it is considered vitally important for educators to develop " . . . sophisticated cross-cultural and international knowledge"<sup>37</sup> since all of

mankind's most pressing concerns: eliminating hunger, reducing disease, overcoming poverty, establishing the conditions for justice and peace, achieving ecological harmony, and enabling desirable development are all cross-cultural by their nature. For this reason, it is imperative that educational leaders be capable of facilitating multicultural and worldminded learning.<sup>38</sup>

Bringing "internationalism" closer to home, the university sponsors a world education project focusing on "the peoples of Connecticut" whose ethnic diversity offers a microcosmic view of human interrelations. To pursue this concept, there have been developed a series of curriculum materials for use in the Connecticut schools. Among the groups to be studied are Connecticut Blacks, Irish, Italians, Jews, Puerto Ricans and Poles. It is expected that volunteers will add units on Connecticut Scots and Scots-Irish as well as on Connecticut Swedes.

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<sup>37</sup> Frank Andrews Stone, "Culture and Education in the Middle East" Ed. 448; Seminar in International Education, School of Education, University of Connecticut, [nd].

<sup>38</sup> Ibid.

## The Experiment

Completely dedicated to the concept of world-mindedness, The Experiment in International Living in Brattleboro, Vermont was founded in 1932. It began as a series of short-term summer programs and it was not until 1954 that its philosophy was expressed in writing: "to develop mutual understanding and respect among people everywhere in the world regardless of race, creed, or politics as one means of furthering peace."<sup>39</sup> Between 1956 and 1961, The Experiment had become something of an authority on planning and conducting overseas academic programs and other institutions sought their expertise. At the present time there are a great number of programs offered there, each of them diffused with the spirit of internationalism. It is, in short, ". . . a community of people of various nationalities, ages and professions who have a communality of concerns."<sup>40</sup>

Here one may earn a Bachelor's degree in International Studies in which the program (for college juniors and seniors) focuses on peace studies, environment and ecology, population and family planning, and social and economic development. Typical of their required courses

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<sup>39</sup> John A. Wallace, "A Short Story of the Experiment Since 1950," (staff bulletin), August 31, 1973.

<sup>40</sup> International Career Training Bulletin, School for International Training, The Experiment for International Living, [n.d.].

are two modules devoted to intercultural communication and one to world issues in which students are encouraged to examine problems in a global context.<sup>41</sup>

All students are required to spend a minimum of five months overseas interning in a situation which they themselves have obtained through active recruitment. Some of the countries in which they have interned include Bangladesh, Indonesia, Palau, Nigeria and Iran as well as in Germany and other European countries.

Another degree one may obtain at The Experiment is a new Master of Arts in Teaching for language teachers. John Cushing, writing about this program explains some of its unique features:

Having assembled a group of dedicated and qualified degree candidates, the program allows them to pursue specific interests in the field of language education, and requires that each be responsible for developing and implementing a personal philosophy of teaching. Candidates share their ideas and insights with each other at various fields essential to effective teaching (psychology, linguistics, etc.) are examined. Orientation is pragmatic; a sizable portion of the year is devoted to practice teaching in a foreign environment.<sup>42</sup>

The Experiment was the only teacher training institution found in the literature to be completely dedicated to the international dimension. Other world-minded schools, such as The Friends World College, share the philosophy of

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<sup>41</sup> Bulletin, op. cit., p. 5

<sup>42</sup> John A. Cushing, "Developing Student Responsibility: A New Master of Arts in Teaching Program," Foreign Language Annals, December, 1971, pp. 111-115.

The Experiment but offer degrees in Liberal Arts " . . . with strong social concern and a global outlook"<sup>43</sup> but with nothing specifically oriented to teacher needs.

#### PERIPHERAL PROGRAMS

There are many associations and organizations that, to one degree or another, exist for the purpose of broadening teacher-student horizons; a number of these supply literature and other materials to teachers while other conduct workshops, conferences, seminars and the like for both pre- and in-service teachers; many of these associations and organizations do all of these things.

#### Mid-America Center

At Indiana University, Bloomington, Indiana, James A. Becker, long a prominent figure in the realm of international education, has become Director of the Mid-America Program for Global Perspectives in Education. The program is designed to serve the states of Illinois, Indiana, Kentucky, Michigan and Ohio. As stated by Becker, it was

. . . organized as a strategy center to promote and improve global education . . . to: (1) focus attention on the needs and issues in this field of study at the pre-collegiate level; (2) provide leadership for an educational challenge which requires more and more effective collaboration among existing institutions; (3) encourage joint projects; (4) serve as a headquarters of communication systems devoted to cross-site and cross-program learning; (5) offer technical assistance for institution-building and institutional

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<sup>43</sup> Friends World College, Huntington, New York.

revitalization; (6) provide a facility and locus for increased interaction among educational and civic groups; and (7) provide opportunities for clinical experience and training, and (8) develop models of technology for export and demonstration.<sup>44</sup>

One of their projects, described by the Co-Director of the High School Political Science Curriculum Project, consists of a package designed for high school social studies teachers who use it in conjunction with one they already have: Comparing Political Experiences.<sup>45</sup> Other projects and materials in-process include Anthropology Case Materials and American Political Behavior, both of which come complete with films, games, audio-tapes, transparencies, books, and teacher's guides.<sup>46</sup>

Center for International Programs  
and Comparative Studies

In Albany, New York, this Center, under the direction of Ward Morehouse, prepares programs including in-service institutes and conferences for elementary and secondary school teachers. Seminars are conducted for the development of research and teaching materials and programs

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<sup>44</sup>Mid-America Center for Global Perspectives in Education: A Statement of Purpose, First Draft, October 7, 1974, pp. 7-8.

<sup>45</sup>Judith A. Gillespie, Co-Director, High School Political Science Curriculum Project, Indiana University, Letter, March 1, 1976.

<sup>46</sup>Social Studies Development Center, Indiana University, Bloomington, Indiana, Brochure, [n.d.].



are conducted for undergraduate study of neglected languages.<sup>47</sup>

The American Association of State  
Colleges and Universities

This association has a consortium of 275 state colleges and regional colleges and universities located in forty-six states which are concerned with the improvement of education and is committed to "democratizing" international studies as well as to giving their students an international perspective.<sup>48</sup>

The World Studies Data Bank

This bank operates, in part, as an information retrieval system. It is a program of the Academy for Educational Development and functions in cooperation with the American Council on Education and is coordinated with the Council on International Educational Exchange, the Institute of International Education, and others, including scholars, educational groups, and governmental agencies who make use of the information they gather.

Through the use of a very complete questionnaire, the Bank has been able to accumulate massive amounts of information from a wide variety of institutions. Among its

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<sup>47</sup>Center for International Programs and Comparative Studies, University of the State of New York, State Education Department, Albany, New York.

<sup>48</sup>Association located in Washington, D.C.

publications are reports on: International and Intercultural Programs of U.S. Colleges and Universities, 1973-74 available on microfilm for \$75. or in looseleaf for \$500., Area Studies on U.S. Campuses--A Directory, 1974 with more than 600 programs listed for \$9.50. A visit to their New York office, however, will allow one to peruse their files at no cost according to their director, Leonard P. Iaquinta.<sup>49</sup>

Management Institute for  
National Development (MIND)

It was through a study of ERIC files that the discovery was made of a model curriculum (Global Development Studies) and of the sponsoring organization: MIND. Active since 1969, this organization has developed publications as well as curriculum materials for use in teachers' workshops and in classrooms across the country. Their work has been shared with over 400 educational institutions in the United States and comparable institutions in other countries have requested copies of their reports. Among the materials they have distributed is a sixty-two page case study on the global issue of world food supply; another is a twenty-seven page report of an international conference held at Colby College in New Hampshire in June, 1974.<sup>50</sup>

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<sup>49</sup>Data Bank and Letter, December 9, 1975.

<sup>50</sup>MIND, New York, New York, Statement Paper, [nd].

It was during a visit to MIND during February, 1976, that much of the information used in this study was found because of their generosity in offering their files for perusal.

#### Association for World Education

The Association for World Education, too, has been generous in its help towards this study. Their publication, Journal of World Education, contains much information about world-wide activities on pertinent topics as well as listing books currently available and conferences in-progress or expected in the future. At the present time, their editor, Leah Karpen, is planning a trip to Ankara Turkey (June 21-25, 1976) which is the host country for a conference: Expanding Dimensions of World Education. This conference is also sponsored by the Association of Turkish Universities, the Institute for World Order, the Society for Educational Reconstruction, Universities and the Quest for Peace and the World Education Fellowship.<sup>51</sup>

#### Global Education Associates

In New Jersey, Global Education Associates works with teachers through Seton Hall University and other colleges to create workshops for teachers. Their four year project, World Order Symposia, concerns itself with

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<sup>51</sup> Association for World Education, op. cit.

sixteen issues of current worldwide concern and involves transnational personalities. Among these concerns are war prevention, third world justice, women's rights, and education.<sup>52</sup> Their workshops are " . . . designed to familiarize teachers with concepts, methods and curriculum materials that will enable them to deal effectively with global interdependence,"<sup>53</sup> because they are convinced that

. . . uncontrolled global forces--e.g., inflation, monetary instability, competition over-depleting resources--are devastating the domestic scenes and priorities of rich and poor nations alike.<sup>54</sup>

Seeking to develop a global framework, then, this association prepares accredited graduate courses, mini-courses, learning modules and in-service training classes on weekends and as a series of sessions made by arrangement with Seton Hall. Workshops may emphasize either one or both of the following:

1. Aspects of Implementing Global and Peace Education:
  - a. Evaluating existing school philosophy, programs and interaction.
  - b. Introduction to methods, materials and resources for specific subject areas and grade levels.
  - c. Introducing global perspectives and peace education by building on the strengths of the total school community.

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<sup>52</sup>Global Education Associates, brochure, [n.d].

<sup>53</sup>Patricia M. Mische, Director Educational Development, Global Education Associates, East Orange, New Jersey, Letter, May 6, 1975.

<sup>54</sup>Ibid., booklet.

2. An Introduction to Specific Content, e.g.:

World Hunger	Creative Non-Violence
Population	Values Clarification
Ecological Balance	Human Rights
War Prevention	Literature of War and Peace
Social Justice	Global Interdependence and World Order <sup>55</sup>

Center for War/Peace Studies

The Center for War/Peace Studies is a non-profit "educational development, research, and consulting agency working nationally to provide students with an enhanced understanding of global problems of war, peace, conflict, and change, and of how to deal with these to create a better, safer world."<sup>56</sup> As a clearinghouse for curriculum materials, it serves schools from grades K through twelve; it also conducts in-service workshops and acts as curriculum consultants where requested. Their publications include Intercom (which can be used as a complete resource by the classroom teacher on a particular subject), War/Peace Report, which is a bi-monthly journal useful for teachers at all levels, and a series of studies, Global Dimensions in U.S. Education, two of which have been helpful to this study.<sup>57</sup>

Institute for World Order

Similar in nature to The Center is the Institute

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<sup>55</sup> Ibid.

<sup>56</sup> Center, New York, New York. <sup>57</sup> Ibid.

for World Order which, in conjunction with the Center for Global Community Education conducted a conference for educators on Disarment: Challenge to Peace Education, in New York City from March 5th to March 7th, 1976.

The Institute supplies teachers with a catalog listing many different materials for their use and these are sent to schools at regular intervals.

#### InterCulture Associates

This organization supplies teachers with information and ideas about ways in which to introduce multicultural experiences into their classes. Their publication, InterCulture News, regularly lists programs, sources and resources of interest to teachers who wish to learn about the different kinds of materials that are available.

A general list of associations and organizations involved in this kind of activity will be found in Appendix C of this study.

#### GOVERNMENTAL SUPPORT

Both Federal and State governmental support is available in certain instances to help broaden teacher perspectives about world affairs. For example, statements issued by the United States Department of Health, Education and Welfare (HEW) clearly indicate recognition and concern with finding optimal ways for surviving in an interdependent world community and a considerable amount of information is available from them at no cost.

Federal Government

Through HEW, International Studies Office, Federal support is given to a number of programs concerned with various dimensions of introducing the international element into education. HEW publishes a series of tables listing the names of those institutions and programs that have received grants. It also includes the names of the directors of those programs as well as the dollar amount of financial aid given to institutions between 1972 and 1976.

Among the materials sent by Robert C. Suggs of HEW's International Studies Branch, were the three tables described below:

Table IA: NDEA Centers for International and Language and Area Studies, Distribution of Federal Support, 1973-76.

Table IB: NDEA International Studies Program at the Undergraduate Level Distribution of Federal Support, 1972-76.

Table IC: NDEA International Studies Programs at the Graduate Level Distribution of Federal Support, 1972-76.<sup>58</sup>

An examination of these tables revealed that, of one hundred seventy-eight internationally oriented programs funded at one hundred forty-seven colleges and universities, only three of these programs (all in Table IB), are directly related to teacher training. The three

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<sup>58</sup>U. S. Department of Health, Education, and Welfare, Office of Education, International Studies Branch, Washington, D.C., 20202, 1976.

institutions receiving grants directly related to teacher education are: Earlham College, Richmond, Indiana; University of Kansas, Lawrence, Kansas; and the University of South Dakota, Vermillion, South Dakota.

As reiterated by Mr. Suggs, HEW " . . . funds a large number of programs under Title VI of the National Defense Education Act and the Fulbright-Hays Act." He also states that "many of these programs involve teacher education in one way or another."<sup>59</sup>

This interest is also reflected in various drafts prepared by HEW announcing guidelines for the acceptance of proposals from educators concerned with introducing an interdisciplinary, international dimension into general education at both the graduate and undergraduate levels. They give as their purpose the need to

. . . better prepare students and prospective teachers for lives and careers in an increasingly interdependent world. It the program not only contributes to the acquisition of knowledge and understanding of the many lands and peoples with whom Americans share the planet earth, but is also intended to prepare future citizens and teachers to deal with transnational problems in knowledgeable perspective by increasing their literacy in world affairs.<sup>60</sup>

Among the "transnational concerns" listed are such

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<sup>59</sup> Robert F. Suggs, Chief Centers and Research Section, International Studies Branch, Division of International Education, HEW, Letter, December 2, 1975.

<sup>60</sup> HEW Announcement and Guidelines for the NDEA Title VI Program for Strengthening the International Dimensions of General Education at the Undergraduate Level, (n.d).



"common supra-state problems as environment, disease, food supply, raw materials for industrialized nations, urbanization, violence and conflict resolution, and social change."<sup>61</sup>

#### Independent Federal Agencies

There are several independent Federal agencies whose purpose it is to promote, directly and indirectly, the cause of international thinking. The National Endowment for the Humanities (NEH), for example, strives "to open curricula to non-Western studies and concepts."<sup>62</sup> Recent grants have been made through the Endowment to support international education on all levels. One of these was given in order to ". . . strengthen the undergraduate teaching and study of Asian philosophies and religions."<sup>63</sup>

The National Science Foundation. The Foundation was established in 1950 and serves to promote scientific progress; its activities: "research programs, education programs, facilities programs, science information programs, international cooperative scientific activities,

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<sup>61</sup> Ibid.

<sup>62</sup> Education for Global Interdependence: A Report with Recommendations for the Government/Academic Interface Committee, American Council on Education, Washington, D.C., October, 1975, p. 86.

<sup>63</sup> Ibid.

and others." Recognizing that "science is not parochial," NSF has always worked towards international cooperation.<sup>64</sup>

The Smithsonian Institute. Another Federal agency, the Smithsonian Institute has a number of internationally oriented programs among which are the Woodrow Wilson International Program, and the International Exchange of Scientific and Literary Publications and Government Documents.<sup>65</sup>

The Fund for the Improvement of Postsecondary Education. Within HEW there is a separate organizational entity, The Fund for the Improvement of Postsecondary Education, whose purpose is the general improvement of postsecondary education, and, in this capacity, it administers various programs.<sup>66</sup> Their Comprehensive Program has five broad areas under which proposals may be submitted:

- (1) new approaches to teaching and learning; (2) implementing equal education opportunities; (3) revitalizing institutions missions; (4) new educational missions; and (5) encouraging an open system.<sup>67</sup>

The Peace Corps. Referring to the Peace Corps as a "teachers college in world affairs," Harold Taylor recommended that colleges and universities incorporate many of the Peace Corps' ideas into their own programs.<sup>68</sup> Taylor

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<sup>64</sup> Ibid., p. 87.    <sup>65</sup> Ibid., p. 89.    <sup>66</sup> Ibid., p. 91.

<sup>67</sup> Ibid.    <sup>68</sup> Taylor, op. cit., p. 102.

commends their "self-correcting" ability which allows them to learn "incomparably more about themselves as they function from day to day than any other kind of educational institution."<sup>69</sup> Unlike those institutions which take "several generations of students, even in the experimental colleges, for . . . change to occur" the Peace Corps changes quickly both in shaping its goals and in the ways in which its programs operate.<sup>70</sup>

It is precisely the rapidity of change that causes most educational institutions to eschew Peace Corps techniques according to Sanders and Ward. They write that "between 1961 and 1968, 122 colleges and universities were involved in over 700 training programs for the Peace Corps."<sup>71</sup> One of the greatest difficulties encountered was the "action orientation" of the Peace Corps as opposed to what most colleges and universities see as their function, i.e., "understanding achieved through careful and lengthy research. . . . It does not view short term training as compatible with its primary mission. . . ."<sup>72</sup>

### State Government

According to the American Council on Education, there are a number of states that have actively supported "international and intercultural programs" in local school

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<sup>69</sup>Ibid., p. 105.      <sup>70</sup>Ibid.

<sup>71</sup>Sanders, op. cit., p. 125.      <sup>72</sup>Ibid.

districts. Included are: North Carolina, New York, Texas, Indiana and Wisconsin.<sup>73</sup> Among their activities are:

. . . the appointment of foreign consultants in non-Western areas to the State Department of Education; statewide programs and conferences in international education; agency-sponsored exchange programs; agency support or encouragement of bilingual education programs; and state-sponsored community projects in world affairs.<sup>74</sup>

The Council also reports that there is "an increasing volume of teacher-training and curriculum-development funds from both Federal and State agencies" which have been "targeted on global and intercultural issues,"<sup>75</sup> and New York State's Department of Education has used excess foreign currency funds " . . . to develop teaching materials related to South Asian peoples and cultures."<sup>76</sup>

#### SUMMARY

Of the thirty-six schools to whom letters were written regarding teacher preparation for worldmindedness, twenty-four responses were received. It was found that fifteen institutions did expose their student-teachers to some aspects of internationalism although offering no degree in this field. Of the five degree-granting institutions replying, only one awarded a degree to undergraduates as well as to graduate students. This pattern was also found in surveying the literature about degree programs in

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<sup>73</sup>The American Council, op. cit., p. 91.

<sup>74</sup>Ibid., p. 24.    <sup>75</sup>Ibid.    <sup>76</sup>Ibid., p. 28.

International and/or Comparative Masters' and Doctoral programs. Three of the schools surveyed stated that they had no interest whatever in this kind of education and one school announced that they no longer train teachers.

Of those schools that do offer an international dimension, some, like the University of Pittsburgh, do try to infuse "internationalism" in all of their programs, whether for teachers or for students in general. None, however, except for The Experiment in International Living, Brattleboro, Vermont, have as their *raison d'etre*, the total commitment to worldmindedness. Indeed, in general it might be said that there is no attempt on the part of most of the institutions to achieve the broadly based undergirding postulated here as essential to the development of worldminded teachers. Rather, there are courses and programs from which to choose; some of these are quite extensive; others are very limited, offering one or two programs, generally at the graduate level.

In addition to the exposure given by colleges and universities, it was learned that there are organizations and associations that have created materials and programs for use, for the most part, in in-service training experiences. Through these offerings, a teacher may select not only courses for accreditation, but also from workshops, conferences, seminars that range in focus from cross-cultural communication to peace studies, world history, and similar areas. Sometimes these courses and programs are

conducted right at the school where the teacher works; in other instances they may be held at local colleges and universities. Some organizations are primarily geared to creating materials for classroom use; these materials have a global dimension and include, besides textbooks, audio-visuals, films, transparencies, cassettes and other, similar, materials.

Federal and State governments too, have contributed to the internationalization of teacher education in a variety of ways, particularly through the funding of programs concerned with this issue. HEW is especially active although their major thrust is towards the internationalization of education in general rather than through the creation of teacher-training programs.

## Chapter 5

### IMPLICATIONS OF THE STUDY

#### SUMMARY

This study is based on the postulate that the overwhelming problems jeopardizing planetary survival can only be alleviated through recognition of the shared needs and shared destiny of all members of the human family. One of the ways suggested for achieving the requisite degree of world literacy is through the preparation of primary and secondary school teachers for world citizenship.

As revealed through an examination of the literature, such programs are, with few exceptions, not part of the ordinary educational experience of either pre- or in-service teachers at the undergraduate levels. Although some 250,000 American teachers are prepared annually in over 1,000 institutions " . . . only 5% of these teachers receive any kind of international or intercultural training whatsoever."<sup>1</sup>

To learn what was actually happening in American teacher training institutions today, a survey of the

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<sup>1</sup>Education for Global Interdependence, (Washington, D.C.: American Council on Education, 1972), p. 2.

literature was conducted. This survey revealed that there is relatively little published about "international" or "world" education for teachers; nor was any central source found to which one might turn to learn about the existence of such programs. Thus, in addition to writing to thirty-six institutions that had been identified through the literature as having some interest in international affairs, other, less directly involved sources were also considered to be useful. For this reason, associations and organizations that produce materials and programs of a globally oriented nature were contacted; the Office of Education, Department of Health, Education and Welfare was also consulted.

From the twenty-four replies received from teacher training institutions and from data garnered from these other sources as well as from books, periodicals, college compendia, and ERIC; from personal visits and interviews, it became clear that (there is, indeed some interest in international and world education in this country despite the fact that there are few statistics available about their nature, number, or location.)

An analysis of the data revealed that most student-teachers who are exposed at all to the global dimension in their education have this exposure as a result of majoring in social studies. If their major is in another discipline, and they are interested in world affairs, they must deliberately seek related courses from those that may be available



from the college of Arts and Sciences since they are not generally available, especially to undergraduates, through the college of education.

The data also revealed that only a comparatively (few teacher training institutions offer degree granting programs in International and/or Comparative Education) and only one such program was found to be available to undergraduates. In fact, with the possible exception of The University of Connecticut-Storrs and The Experiment at Brattleboro, Vermont, no attempt was found to create a total immersion experience in worldmindedness. (Instead, course offerings, when available, were too often of a sporadic, episodic nature.)

Still, considering the relative paucity of organized statistical data about international or world education programs for teachers, it became apparent during the course of pursuing research for this study, that there is more activity on campuses throughout the country than appeared to be the case in the initial stages of this study. There are, indeed, (schools that have made significant strides in adding a global dimension to the total school experience.) Among those who have done this, the University of Pittsburgh is an outstanding example. Through its Center for International Studies it has infused international awareness throughout university curricula; its encouragement, sponsorship, and promotion of programs designed to this end have had an incalculable impact on the rest of the university.

Further, it is involved in creating programs specifically geared to teacher needs; one of these may result in a master's degree in multi-cultural and/or international studies.

(The impact of associations and organizations like Global Education Associates and The Center for War/Peace Studies should not be minimized; through their efforts in the preparation and dissemination of materials, and through their impressive workshops, seminars and conferences for pre- and in-service teachers, many more educators have been exposed to international and world education than would appear to be the case from simply examining teacher training institutions alone.)

Federal support, while less impressive than it might be, does, indeed contribute to teacher training through the funding of special programs. HEW maintains a number of independent agencies as well, and these, too, lend support to international education at all levels. (The potential for governmental aid is, of course, enormous, particularly if the Congress should decide to fund the International Education Act of 1966.)

At the state level, too, it was learned that Departments of Education in New York, North Carolina, Indiana, Wisconsin and Texas contribute considerably to the development of global awareness both in teacher training institutions and directly in public schools themselves.

Finally, it should be observed that any teacher

training institution interested in adding a global dimension to their students' experience may select from a considerable number of models already in existence for several of the country's leading schools have demonstrated that it is possible to create interest in international issues and that these issues can become part of a dynamic, productive educational experience. (Fewer have attempted "world education" although even here, there are some models.)

Although the number of colleges of education involved in internationalism is relatively small, it is perhaps worth noting that where interest does exist, it is most often found at some of the largest universities in the United States. Schools like the University of Southern California at Los Angeles, The University of Chicago, the University of Michigan educate a huge percentage of the teaching population who will, in turn, educate tomorrow's adults.

#### CONCLUSION

From an analysis of the data it is evident that there is considerable activity in attempting to create an international dimension in American college and university education. (Unfortunately, only a small portion of this education is specifically geared to the training of elementary and secondary school teachers whose exposure to this kind of education is usually the result of student--rather than institutional--initiative.) Given the magnitude of the

need, the efforts currently being made to meet it appear to be inadequate both in the absence of an underlying philosophical basis, and in the sporadic nature of most courses and programs themselves.

For example, although some major universities do offer a great variety of international courses, they are electives for student-teachers and may well create difficulties when a student has to meet minimum requirements in order to qualify for teacher certification. In addition, it bears reiteration that while a course, or even several courses dealing with aspects of world issues are preferable to none at all, they fall far short of creating the requisite sense of involvement in the problems of an interdependent world community.

As has been stated, almost all teacher exposure to international issues is to be found at the graduate level. However, even at this level, a teacher may have no contact with these issues since, unless they elect to major in International and/or Comparative Education, this underexposure to world affairs will remain as it was before. Those who major in Special Education, Educational Psychology and the like, continue to be offered quite traditional specializations having no particular connection or interest in international issues.

If education for world citizenship is a vital "end" for teacher education programs, then there is need for a theoretical statement that provides purpose and has

inherent in it the direction in which such education should be going. Certainly the means may be exhaustive; the ends, however, for world education, are not.

(Since those who do have international programs seldom recognize the difference between "international" and "world" education as defined in this study, and since they consider what they do offer satisfactory at an "elective" level, it would appear that the current status of teacher education for world citizenship is all but non-existent.)

#### RECOMMENDATIONS

There are those who have characterized American teacher training institutions as stagnant, shallow, oppressive places woefully out of step with the times; there are others who have accused some of these same institutions of being places where dizzying changes occur more in the spirit of innovation than for any rational purpose. The recommendations that follow attempt to avoid both extremes, seeking sound relevant and workable changes in accordance with the real needs of an interdependent world community. (Although changes in curriculum are considered desirable, these changes, unless part of a totally dedicated endeavor, will continue as a patch-work approach which has characterized past attempts to infuse teacher education with worldmindedness.) It will not be satisfactory merely to finance passage abroad, or even to demand fluency in the appropriate language. Central to these there must be a

guiding philosophy that will enable the student to learn to identify on the deepest possible levels with the new culture so that even the most unfamiliar, the most shocking kinds of human behavior may be met with poise and empathetic understanding.)

### Goals and Objectives

Among the goals and objectives to be sought is the overriding (need to create an educational program for teachers that would help them to become aware of, knowledgeable about, and sensitive to interrelationships in world affairs, focusing on human qua human qualities. Implied therefore are the following:

((1) Teacher training institutions should create interdisciplinary, problem-centered, globally oriented programs to help teachers achieve a sense of membership in the world community.

((2) Student-teachers should become acquainted with materials and methods that will help them to convey a sense of worldmindedness in their own public school teaching experience.

((3) The educational experience should help teachers develop an understanding of the common needs and destiny of all persons in this interdependent world, emphasizing likenesses and postponing--or at least minimizing--"differences" until a sense of human solidarity has been achieved.

((4) The teacher training institution should aid in

the development of an understanding of the role of genetics and environment in shaping behavior, concentrating on the infinitely subtle physiological and cultural influences that create "out-of-awareness" zones which serve both to unite and to divide persons and groups one from the other.

(5) There should be an effort made to develop a world-as-system geopolitical grasp of human history in order to understand not only the process through which present interrelationships have evolved among some 130 nation-states but also to be able to cope with current crises and to exercise some degree of control over future events.

(6) Teacher training institutions should allow ample opportunity for students to clarify those values that are appropriate to "spaceship earth" education, recognizing the need for socially responsible behavior as well as the widely different values systems extant.

#### Implementation Procedures

Given an interest in world education, how might a "typical" university implement an appropriate program? Much of the answer, of course, depends on the extent of the interest, the commitment, and the funds available. Assuming that these exist in reasonable supply, there are a number of procedures that might be followed, both from within the university itself--and beyond.

Internal Procedures. As a first step, it would appear

necessary to identify all interested persons, from members of the Board of Trustees through the professional staff, and including students themselves--all of whom should come from within the College of Education and from the rest of the university as well. A committee formed of these persons should be charged with the development of a program consistent with the goals and objectives outlined above. The following internal activities might follow:

(1) Steps should be taken to create a degree-granting status to World Education programs at both the undergraduate and graduate levels.

(2) Through the services of various campus media, the efforts of this committee and the proposed program should be made known to both education and non-education majors, inviting their input into the program.

(3) Efforts should be made to actively involve non-education staff personnel, particularly from departments of Anthropology, Sociology, Psychology, and the Humanities.

(4) Professors of education should work directly with children, student-teachers, and in-service teachers so that they might re-experience cross-cultural problems both in schools having this difficulty and--even more importantly--in those that are homogeneously complacent about other cultures than theirs'.

(5) Student-teachers should go into the classrooms on a full time basis during their entire senior year, the



second half of which should find them taking the full responsibility for the classes while the supervising teacher attends workshops, seminars, conferences on world issues and on methods in which to teach from a worldminded perspective.

(6) The professional staff of the college should be offered financial and academic support as well as other inducements to become as knowledgeable as possible in world affairs and about the interdisciplinary nature of their own "disciplines."

(7) Foreign students and professors who may already be part of the university should be actively engaged in providing input for the optimal preparation of courses of study in world education.

(8) At an early stage of the program there should be an orientation program prepared that might introduce students into the concept and help create a sense of cohesion as well as confidence in the efficacy of the program.

(9) The college or university should develop and maintain a well-stocked media center with materials and trained personnel available to everyone in the institution including those not directly involved in world education.

(10) Adult education programs should be developed and made available to the community; these might range from single session film/lecture types to courses offering college credit. Some of these could be especially tailored to helping former teachers who are considering a return to

the profession.

(11) The university should use sophisticated technological instruments to link their efforts to other American and non-American institutions and persons interested in developing world education and in sharing concepts.

(12) The institution should sponsor all manner of travel programs to the extent that their finances allow. These should be for both students and faculty, offering academic rewards as well as financial inducements.

(13) At regular intervals, there should be an evaluation made of the program with special attention given to the danger of having it become "international" rather than "world" in its thrust; these evaluations should continue for the entire duration of the program.

External Procedures. Since there are many other resources for the university to use in its development of world literacy, a number of these are listed below:

(1) The university should prevail on the Federal government to fund the International Education Act, and to use Title VI money to help support teacher training programs of the kind relevant to world education.

(2) The State Department of Education should be encouraged to offer certification for graduates of World Education programs and to encourage teacher training institutions to continue their efforts in this area.

(3) Close cooperation with the public schools to help create awareness of the need for worldminded teachers

could help to create employment opportunities for those who might otherwise feel that they could not afford to take the program.

(4) Because the Peace Corps and Vista have vast experience in cross-cultural relationships, they should be enlisted in the task of developing world literacy programs; a balance should be sought between the over-eager "action" orientation of which the Peace Corps has been accused, and the limitless predilection to research, of which the universities have been charged.

(5) Teacher training institutions should avail themselves of the expertise developed by organizations and associations, as well as by Unesco, choosing among their materials and methods those that are most appropriate to the program.

(6) Because their influence is so powerful, and because both the National Education Association (NEA) and the American Federation of Teachers (AFT) have formally expressed their interest in broadening teacher perspectives with regard to international education, their interest should be cultivated.

(7) Untapped community personnel with experience in cross-cultural relations should be approached as resource persons upon whom the university can call for help in the development and implementation of programs.

(8) The university can send personnel into the high schools--and even into the junior high schools--to begin

acquainting youngsters with their possible futures as "world educators".

(9) Community media generally offers some free time and space to educational institutions; these could be used to introduce the public to the university's world education plans. Too, the university might develop its own television programs, e.g., skits, mini-lectures, films, and the like, for local television channels.

(10) Because education in its ultimate sense begins long before the first day of school, there should be a conscientious effort made to work with pre-school personnel in developing world education programs for use with very young, very impressionable children.

#### World Education:

##### A Four Year Program for Undergraduate Education

The curriculum outlined in the following program is, of course, essentially interdisciplinary, problem-centered, worldwide in scope; it is recommended that, except for electives, this program (or one closely resembling it), be required of all students who are preparing to become teachers whether they expect to work with primary or secondary grades. Eventually, it is suggested that all students could benefit from this curriculum since all students are, in any final sense, teachers.

Furthermore, this curriculum has built into it the kind of sound academic preparation that is appropriate for

all college students regardless of area of specialization.

Other features of the program are:

(1) Unlike traditional programs in education (See Appendix D), this four year sequence has few "methods" courses; instead, the graduating senior will have spent the entire last year of her or his work in the public school system.

(2) Generally, every college graduate has to take a series of core, or required courses in English, Social Studies, Humanities, and Natural Sciences. Few education majors have more than three to six hours in each; this program crosses and combines these "disciplines" and the student may have as many as ninety hours or as few as seventy-two hours; in either case she or he will have been exposed to a far more sweeping academic curriculum. (See page 103 for details).

(3) The focus is worldwide rather than being centered on America or even on Europe; students not only have an opportunity that is virtually unprecedented to become acquainted with world history, geography, social issues and so forth, but also to become aware of the great literature and art and music of the world, the great ideas of major cultures, and of global issues, yesterday, today, and tomorrow.

(4) Except for those who will teach languages, few colleges of education require--or even encourage--the study of a second language. In this program not only are students

required to study another language for two years, but they are encouraged to select a non-Western language. Further, prior to beginning the study of that language, it is recommended that the student be exposed to one year of what might be termed "language theory," i.e., a course that is designed to help students become aware of the enormous-- and enormously subtle--influence language has on shaping, limiting, confining, and expanding thought processes, values, and behavior.

(5) Courses may carry credit in the traditional manner with three hours per semester credit; they may also be broken into shorter or longer modules depending upon how innovative the school is willing to be. There is no reason, however, for this to become a major stumbling block since the program readily yields to either method of counting credits.

(6) A range of electives is offered; other electives may be selected with the consent of an adviser. Students wishing to specialize in a specific field, e.g., Urban Education, Physical Education, Educational Psychology, and the like, may select additional courses in their field of interest from among electives. It is recommended, however, that "specialists" wait until their graduate year(s) for in-depth study in a single area, using their undergraduate years for becoming what Buckminster Fuller refers to as "generalists."

(7) Although this program was designed specifically

for undergraduate education since most teachers do not go on to graduate school, there is no reason why an adaptation could not be made for the graduate level if a student wanted to do higher level study in world education for either a masters or doctoral degree.

UNDERGRADUATE DEGREE IN WORLD EDUCATION: FOUR YEAR PROGRAM

First Year Cultural Anthropology and the Socialization of the Child  
 World History and Geography: A Geopolitical Approach to World Development  
 Language Theory: An Introduction to Language and Its Role in Perception  
 American Socio-Political Experiences: Colonial to the Present  
 Electives or Area of Specialization (first and second semesters)

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Second Year Psychology: Principles of Development from Pre-natal through Old Age  
 Philosophy: Eastern and Western Concepts of the Human Condition  
 Literature/Art/Music: Concentration on Non-Western Humanities  
 Language: Student Selection (Non-Western Language Preferred)  
 Electives or Area of Specialization (first and second semesters)

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Third Year World Education: History/Philosophy of World Education  
 Global Issues: Yesterday, Today, Tomorrow  
 Cross-Cultural Communication and Teaching Methods  
 Language: Second Year Continuation of Selected Language  
 Electives or Area of Specialization (first and second semesters)

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Fourth Year Student Teaching  
 Included here is attendance at special seminars and workshops in World  
 Education: Curriculum Development, Methods, and Materials.  
 Responsible for an Independent Study Project resulting from research and  
 the school experience

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Electives

Area Studies, Third-World Countries, Language, Peace Studies, Women in World History, Natural Sciences (Geology, Biology, Chemistry, Mathematics, etc.), Sociology, Anthropology (Cultural and/or Physical), Economics, Mass Media, Computer Usage, Other (to be agreed upon with the consent of the student's adviser).

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APPENDIX A

November 18, 1975

Dr. Gwen Baker  
University of Michigan  
Ann Arbor, Michigan 48104

Dear Dr. Baker:

I am working on a thesis focusing on some of the problems and prospects of preparing teachers for greater global awareness and I am very much interested in learning about the teacher training programs offered by the University of Michigan.

If there are internationally oriented programs--whether degree granting or not--at the undergraduate or graduate levels, I would be very much interested in learning about them. For example, I would like to have some idea of curriculum, methods, and, perhaps, a statement of your guiding philosophy.

Thank you very much for your help. I shall be looking forward to hearing from you.

Sincerely,



Natalie K. Camper

APPENDIX B

Academy of World Studies San Francisco, California	Ohio University Athens, Ohio
Antioch College Yellow Springs, Ohio	San Francisco State University San Francisco, California
Beloit College Beloit, Wisconsin	Stanford University Stanford, California
Clark University Worcester, Massachusetts	Teachers College Columbia New York, New York
Earlham College Richmond, Indiana	University of Akron Akron, Ohio
The Experiment Brattleboro, Vermont	University of Arizona Tucson, Arizona
George Peabody College Nashville, Tennessee	University of Chicago Chicago, Illinois
Georgetown University Washington, D. C.	University of Connecticut Storrs, Connecticut
Harvard College Cambridge, Massachusetts	University of Dayton Dayton, Ohio
International University Kansas City, Missouri	University of Denver Denver, Colorado
Kent State Kent, Ohio	University of Illinois Urbana, Illinois
Michigan State University East Lansing, Michigan	University of Kansas Lawrence, Kansas
New York State University Planting Fields, New York	University of Michigan Ann Arbor, Michigan
Northern Arizona University Flagstaff, Arizona	University of Minnesota Minneapolis, Minnesota
Northwestern University Evanston, Illinois	University of Pittsburgh Pittsburgh, Pennsylvania

University of South Dakota  
Vermillion, South Dakota

Wayne State University  
Detroit, Michigan

University of Washington  
Seattle, Washington

Wilmington College  
Wilmington, Ohio

University of Wisconsin  
Milwaukee, Wisconsin

Wisconsin State University  
Platteville, Wisconsin



APPENDIX C

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

(West Coast Office):  
50 Vashell Way  
Suite 300  
Ounda, California

Educational Resources Information Center (ERIC)  
ERIC Ch ESS, Clearinghouse for Social Studies  
Social Science Education  
855 Broadway  
Boulder, Colorado 80302

Foreign Policy Association  
345 East 46 Street  
New York, New York 10017

Institute for the Study of Peace  
St. Louis University  
St. Louis, Missouri 63103

Institute for World Order  
1140 Avenue of the Americas  
New York, New York 10036

InterCulture Associates, Inc.  
Box 277  
Thompson, Connecticut 06277

International Education Project  
American Council on Education  
One DuPont Circle  
Washington, D.C. 20036

Peace Studies Institute  
University of Dayton  
Box 104  
Dayton, Ohio 45469

UNICEF  
331 East 38 Street  
New York, New York 10016

Unipub  
P. O. Box 433  
Murray Hill Station  
New York, New York 10016

World Education Project  
University of Connecticut  
Storrs, Connecticut 06268

APPENDIX D

College of Education

University of Nebraska at Omaha

Required subjects for all students:

English: 6 hours  
Humanities: 3 hours  
Natural Sciences and Mathematics: 3 hours minimum  
Social Sciences: 3 hours minimum  
Physical Education: 1 hour minimum--6 hours maximum  
Introduction to Professional Education: 3 hours  
Human Growth and Learning: 3 hours  
Human Growth and Development: 3 hours  
Educational Psychology: 3 hours

The balance of the courses are taken in accordance with the student's area of specialization. For example, a candidate in Elementary and Early Childhood Education would be required to have the following courses in addition to those listed above; each of these carries 3 hours except for student teaching which " . . . normally takes 16 semester hours with a limit of 8 hours per semester."

Health and Safety  
Introduction to Teaching of Reading  
Literature for Children and Youth  
Teaching of Reading  
Teaching of Language Arts  
Teaching of Social Studies Using Audio-Visual Aids  
Teaching of Mathematics  
Teaching of Science  
Beginning Student Teaching  
Advanced Student Teaching  
or  
Advanced Student Teaching (Requires Special Permission)

There are several options in the area of professional specialization or academic concentration. These are

Option 1: A professional specialization approved by the Department of Elementary and Early Childhood Education and the department offering the specialization. Specializations may be in the areas of Early Childhood, Health Education, or Special Education.

Option 2: An Academic concentration in a broad area-- Humanities, Natural Science and Mathematics, or Social Science. Twenty-four semester hours of 200, 300 or 400 level courses are required beyond the general education requirement. Fifteen of the twenty-four hours must be 300 or 400 level courses. Within the general education and concentration requirements, credit is required in at least 3 subject fields, and at least 15 semester hours must be completed in one subject field.

Option 3: An academic concentration in one department approved by the Department of Elementary and Early Childhood Education and the academic department concerned.

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<sup>1</sup>Undergraduate Catalog '75-'76, The University of Nebraska at Omaha.