

1988

## Educating for the future: An examination of global education

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### Recommended Citation

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## Educating for the future: An examination of global education

### Abstract

Comissioned [sic]by President Carter, the Global 2000 Report To The President (1982), stated that for hundreds of millions of the desperately poor, the outlook for food and other necessities of life will be no better in the year 2000. For many it will be worse. Life for most people on earth will be more precarious in 2000 than it is now unless nations of the world act decisively to alter current trends. (1982) stated that for hundreds of millions of the desperately poor, the outlook for food and other necessities of life will be no better in the year 2000. For many it will be worse. Life for most people on earth will be more precarious in 2000 than it is now unless nations of the world act decisively to alter current trends.

EDUCATING FOR THE FUTURE:  
AN EXAMINATION OF GLOBAL EDUCATION

A Graduate Project  
Submitted to the  
Department of Curriculum and Instruction  
In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
UNIVERSITY OF NORTHERN IOWA

by

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July, 1988

This Research Paper by: Jean K. Seeland  
Entitled: Educating for the Future:  
An Examination of Global Education

has been approved as meeting the research paper  
requirement for the Degree of Master of Arts in  
education.

July 7, 1988  
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### Educating for the Future

If present trends continue, the world in 2000 will be more crowded, more polluted, less stable economically, and more vulnerable to disruption than the world we live in now. Serious stresses involving population, resources, and environment are clearly visible ahead. Despite greater material output, the world's people will be poorer in many ways than they are today (Council on Environmental Quality and the Department of State, 1982, p. 1).

Comissioned by President Carter, the Global 2000 Report To The President (1982) stated that for hundreds of millions of the desperately poor, the outlook for food and other necessities of life will be no better in the year 2000. For many it will be worse. Life for most people on earth will be more precarious in 2000 than it is now unless nations of the world act decisively to alter current trends.

Students in elementary schools today will comprise the work force and the military force in the year 2000. Students who are in high schools and universities today will control the business and political forces in the year 2000. The education students receive today will

determine the decisions made in the year 2000.

Education has a serious responsibility.

Iglitzin (1984) lists questions that educators need to consider when educating for the future.

1. How do we better prepare young people for citizenship by exposing them to other cultures and values?
2. How do we teach students to see opportunities as well as threats inherent in change?
3. How do we alert them to the many ways world affairs impinge on their daily lives?
4. How can educators best train and teach students to function responsibly when the status quo is likely to be uncertainty and rapid change?

The answers to these questions can be found in global education. Global education is emerging as not just another subject in the curriculum, but as a practice that should be integrated into the entire educational program. Its goal is human survival. Global education is a term for both a philosophy of teaching and elements of subject matter.

This paper reviews the literature by examining the history, prevailing goals, and principles of global education. It also suggests some methods for developing an approach to teaching.

## A Brief History of Global Education

Global education is not a new trend in education. Theories and practices date far back in history; however, little documentation about global education appears until after World War II. The experience of a devastating war and the emergence of technology then placed an emphasis on the importance of international understanding.

The Universal Declaration of Human Rights, (article 26, paragraph 2) proclaimed by the General Assembly of the United Nations, December 10, 1948 stated:

Education shall be directed to the full development of the personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial, or religious groups, and shall further the activities of the United Nations for maintenance of peace (UNESCO, 1959, p. 9).

In 1955 a committee comprised of fourteen scholars and educators from different countries wrote a statement to advise the Director General of UNESCO on principles and methods of education for international understanding. The statement, in part, is:

....here lies a crucial task for educators--it is

possible and necessary to teach that loyal citizenship of one's own country is consistent with world-mindedness and that national interests are bound to suffer if international interests are ignored.

Among the qualities we expect to see in the good national citizen will be the following: a concern for the welfare of others; willingness to place the common good before one's own immediate interests; the will and courage to co-operate by good means for good ends; receptivity to truth wherever and however it may be revealed; a capacity to form critical judgments; a quality of mind that is tolerant to honest opinion but intolerant of evil, selfishness and dishonesty in all their forms; readiness to claim no rights for oneself that one is not willing to concede to others; a sense of personal responsibility for the right of community life; respect for persons of every class, race, and color; a quality of imagination that enables humans to assess the results of any action or policy on people far removed from their immediate surroundings (UNESCO, 1959, pp. 11-12).



In a special message to Congress on February 2, 1966, President Lydon Johnson proposed a broad program for action in the field of international studies. In his message to Congress, he stated:

Education lies at the heart of every nation's hopes and purposes. It must be at the heart of our international relations. Schooled in the grief of war, we know certain truths are self-evident in every nation on this earth:

- Ideas, not armaments, will shape our lasting prospects for peace.
- The conduct of our foreign policy will advance no faster than the curriculum of our classrooms.
- The knowledge of our citizens is one treasure which grows only when it is shared.

International education cannot be the work of one country. It is the responsibility and promise of all nations (Johnson, 1966, p. 1232).

These ideas and goals stated many years ago were relevant and crucial to the world then and are still relevant and crucial to the world today. Great changes have not, however, been made in the schools in the twenty to forty years since the statements were made.

Our educational system is little more than a reflection on the order and values of society. It

changes according to the changes in societal orders and values. In the late 1950s, the Russians launched Sputnik and Americans responded with fear and competitiveness. Congress passed the National Defense Education Act and the race for technical superiority in space was started. Our international relationships were being fed by pride, fear and competition (Boyer, 1978).

The movement for global education was again slowed in the 1960s when the United States developed an awareness of the need for domestic changes. Civil rights issues such as school desegregation produced a new focus for education. During the late 1960s and 1970s, the Vietnam War produced a disillusionment with overseas involvement. Again this attitude by United States citizens caused a decline in the interest in global education.

### A New Interest

The mid-1980s have shown a new thrust for global education. Proponents of global education have succeeded in gaining the attention of those who set educational priorities and global education has again gained recognition as an educational goal. Global education has strong support of educational institutions such as the National Association of Elementary School Principals, the American Association of School

Administrators, the American Federation of Teachers, the Council of Chief School Officers, the National Association of State Boards of Education, the National Education Association, the Parent-Teachers Association, and the National School Boards Association.

A 1982 study involved 1,300 American schools that had some kind of global education program ranging from traditional language and world history courses to recently created international high schools. This survey found that, as a result of individual teacher's efforts, new issues and modules have been added to already existing courses (Study Commission on Global Education, 1987).

The new thrust in global education has been created largely by the recognition of individual states of the importance of a global perspective and from efforts to mandate change across school systems. The Iowa Code, for example, mandates attention in social studies courses to cultures of other peoples and nations (Iowa Code, 1987, chapter 256.11).

A mid-1980s study conducted by the Council of State Social Studies Specialists and the Social Studies Education Consortium indicated that ten states reported an addition of a curriculum requirement in the area of global education since 1976. The study reported that

twenty-four states mandated some form of global education. Additional states may require or offer global studies but because of decentralized curriculum decisions in those states, information is not available (Study Commission on Global Education, 1987).

In 1979 the National Council for the Social Studies in a study cited by Cortes and Fleming (1986) proposed:

The basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. The knowledge utilized by the schools has reflected the biases of the white middle class and has distorted the role of minority groups within our own nation and of non-Western cultures throughout the world. Such practices are clearly inconsistent with the requirements of individuals who live in an increasingly complex, pluralistic society and in an interdependent world. Social studies programs must contribute to students' acceptance of the legitimacy of their own cultural group identity as well as the ways of others.

#### Essential Goals of Global Education

Global education must have well defined goals. Just increasing students' awareness of other cultures is

not enough. Education in our global age must provide young people with skills to analyze, evaluate, know, and participate in the world around them (Iglitzin, 1984). Kniep (1985) defines the essential goals of global education as the development of awareness, attitudes, and competence related to global interdependence; cultural diversity; oneness of the human species; individual participation in global society; diverse perspectives and values; and understanding of current world conditions.

Co-existence is a long term process. It must consist of interaction and transformation of self-examination; of suspended, unfinalized judgment; of the willing recognition of the right of others to be different (UNESCO, 1969). Global education must therefore instill a sense of global responsibility within the individual. It must make students aware of the diversities of the human condition as well as the commonalities. It must foster the development of critical thinking skills.

#### Principles of a Global Perspective in Education

Definitions of global education are many and convey several viewpoints. Goodlad (1979) states, "Because concern for global matters is an emerging and not an established goal for educational systems, there

are not readily available, comprehensive, self-contained definitions, descriptions, and analyses of what global education is. Fasheh (1985) contends:

International education should be mainly concerned with the development of a sense of responsibility toward ourselves, toward others, and toward future generations; all of which are threatened by psychological, social, and material structure which education has been at least partially responsible for building.

Despite a lack of agreement on a meaning of global education, many authors have devised certain principles that pervade global education. Cole (1884) and Hanvey (1979) suggest that global education must foster an awareness and understanding of the earth's inhabitants and their environments including key traits, practices and beliefs; the influence of prevailing world conditions; and the interrelated network of survival. Students must develop an awareness of dilemmas confronting individuals and societies in an interdependent world and that future alternative choices will shape the world's future. Students must also understand that one's own view of the world is not shared universally; therefore, others may make different choices.

Global education should produce effective citizens of the United States who have the awareness that the United States must exist in an increasingly interdependent world. Students should be given the knowledge and skills necessary to arrive at informed judgments; to strengthen their commitment to democratic values and processes; and to make it possible for them to participate responsibly in the world in which they live. Global education should prepare students to function as citizens of the United States as an independent nation in an interdependent world. (Study Commission on Global Education, 1987).

The World Citizens for a Universal Curriculum based in Vancouver, Canada, has devised a curriculum that will prepare students to deal with global issues. The authors of the curriculum describe four basic themes.

1. We are all global citizens who share a responsibility for solving the world's problems and for the creation of the world we desire.

2. We are all members of the family of mankind. We are responsible for understanding and caring for people of cultures different from our own.

3. We are all stewards of the earth which is our home and life support system. We are responsible for maintaining and enhancing it as well as for its sensible use.

4. We are responsible for developing an attitude of peaceful cooperation in resolving our differences and developing our planetary potential (Gibbons & Neuman, 1985/86).

The 1982 National Council of the Social Studies position statement recommends that social studies should emphasize that the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, and multi-ethnic interactions. Students need to perceive that there are growing numbers of actors on the world stage and that they need to be prepared for citizen participation in world affairs. They need to see that the human natural environment is a single system. Students need to perceive the linkages between present, social, political and ecological realities and alternative futures (Chapman, Becker, Gilliom & Tucker, 1982).

#### A Global Approach to Teaching

Methods of achieving global education seem to be as varied as the underlying principles of global education. Most programs purport the value of both cognitive and affective capabilities in the teaching of global education. Most programs also agree that global education cannot be one more area of the curriculum but



must be a thread that pervades all curriculum areas. The process of becoming a global citizen is one which occurs very gradually. Therefore, the process should begin in early childhood. Children of six or seven years of age have already adopted the prejudices of their families and cultural environment (Schuncke, 1984). Language plays a powerful role in the establishment of prejudices, even before words are fully understood. Language is a factor of great significance in education. It characterizes the first stage of ethnocentric learning and prepares the child for prejudice. However, the process takes time; as the child matures different stages occur. Thus school intervention may play a role, especially at the earliest levels, in positive attitude formation (Allport, 1979).

For learning to take place, global content should be presented to children at their level of cognitive development. Children in grades kindergarten through five or six are at Piaget's preoperational or concrete operational stages of cognitive development. Teachers must consider the characteristics of these levels of cognitive development when planning to include global content in the curriculum (Schuncke, 1984). The kindergarten and first grade child is usually at the preoperational level where conceptions of time and

space are relatively narrow. To make global education meaningful at this stage, instruction needs to focus on things within the child's own experience: families, food, and games from other cultures. The teacher should emphasize the similarities between themselves and people from around the world.

Gilliom and Remy (1978) concur that global education must begin at the elementary level. They state that students need to be taught a global perspective before too many stereotypically rigid perspectives dominate their views of the world. Research indicates that by the time students reach the intermediate grades they have developed a sense of national identity. They also have a set of attitudes, beliefs, and values about their own and other nations and about such international processes as war and peace (Remy, Nathan, Becker, and Torney, 1975).

To be meaningful, global education should no longer be relegated to one aspect of the curriculum but should be woven into the very fabric of the elementary curriculum. All areas of the curriculum are legitimate and essential arenas for global education. As global education is woven into the curriculum, educators must realize that a successful global education program should involve learning for something rather than just

about something. Educators also need to look beyond the schools and capitalize on local community resources and institutions as potential laboratories for international learning. Community resources such as travel agencies, airports, factories and banks can provide evidence that illustrates how people are linked throughout the world. Many churches, community clubs, and ethnic organizations have internationalities and can be valuable resources. Educators are the key to making changes which achieve a global education approach to teaching. Therefore, global education must also be infused throughout elementary teacher education programs (Gilliom and Remy, 1978).

Knip (1986) proposes four elements of global education that can pervade the entire curriculum.

1. Studying human values. This aspect would help students to recognize universal values such as life, liberty, equality, and justice; and to recognize diverse human values and see commonalities. Teachers must help students to perceive the qualities of humanness that they share with those different from themselves.

2. Studying global systems. The global systems included are economic, political, ecological, and technological. We live simultaneously in a number of interacting global systems and we experience a cumulative

sense of interdependence. A focus on the interdependent nature of our world lies at the very heart of global education.

3. Studying global issues and problems.

Students need to understand that: (a) Global issues and problems are transnational in scope (origins and consequences go beyond the borders of any single nation) and solutions or resolutions cannot be achieved by the actions of only one nation. (b) A degree of conflict is inherent in a global issue or problem. (c) Global issues and problems have evolved over time and are likely to persist in some form in the future. (d) Issues and problems are linked to one another. A solution to one problem will have an affect on some factors related to other problems.

4. Studying global history. Students need the historical perspective of the evolution of universal and diverse human values. Students also need to understand the historical development of our contemporary global system and the antecedent conditions and causes of today's global issues and problems. Global education has not yet altered our society's inability to deal creatively with global problems such as poverty, arms races, human rights, scarce resources, and pollution of the environment. Most students simply cannot believe

that they are personally involved worldwide or that they can develop a competence to make effective decisions about these involvements (Alger, 1985). Educators must provide students with concrete information regarding the relationships they have with others in the world because of trade investments, use of imported resources, agriculture, military bases or religious and ethnic ties. A local community relationship like any of the above can help provide a better understanding; the global perspective can be linked to a real life experience of the people in the community. Each community is different but each relationship will help diminish the isolation and distance often felt in global education.

#### An Examination of Two Existing Programs

In 1981 Global Horizons developed a global-awareness, exposure-oriented instructional program for kindergarten through grade twelve called, Humans and Environment Learning Program (HELP). Using this program, the students are exposed to several perceived/non-perceived worlds as they progress through school. At each grade level the students are directly and indirectly made aware of natural/social life-space phenomena and provided with opportunities to learn and then apply knowledge and skills within the context of

critical thinking and decision-making situations. The goal of this program is to have an individual who can objectively perceive world crises and do something to solve problems without sole regard for his/her self-interests or the nationalistic fervor which might cloud perceptions and actions (Peters, 1985).

The Universal Curriculum developed by World Citizens is intended to teach people to act responsibly and effectively as global citizens. The best method of doing so, according to the authors of the Universal Curriculum, is to teach students the processes of successful action and provide students with experience in their use. Students study five stages in this process:

1. Study and experience. Students study local and global situations in order to identify and understand the crises we face and the opportunities we have for solving them.

2. Planning and strategy. Students plan a course of action that will systematically solve the problems confronting us.

3. Connecting and communication. Students establish contact with others, develop relationships, and work together to solve problems and achieve shared goals.

4. Acting and achievement. Students translate ideas and plans into successful action projects that make a difference.

5. Value and commitment. Students establish a set of values to guide personal behavior and public action. In this method, the teacher acts as a learning leader and guides the students through the five processes as they examine an issue they have chosen (Gibbons & Neuman, 1985/86).

#### Developing Global Education Curriculum

Most of the literature examined for this paper agreed with the basic premise that global education should not be just one more course of study, but should be infused throughout the curriculum. The Report of the Study Commission on Education (1987) listed broad curricular suggestions for a program of global studies. Three broad areas of global education should be included in the elementary curriculum. A variety of cultures, both past and present, should be examined. The examination should include an acquaintance of the history, art and literature as well as the values and beliefs of the culture. Knowledge of basic physical and cultural geography should be included. Students should also be introduced to basic concepts of social studies such as interdependence, conflict, context and multiple

perspectives. Knowledge of the basic values expressed in the United States' political and economic institutions and their place in world history should be examined. Students in the elementary school should also be taught communication skills and practice in social interaction skills, including cooperative learning methods, listening and looking at things from another's perspective that lay the groundwork for participation in democratic decision-making.

At the secondary level, students should continue the study of world civilizations including an indepth study of at least two other cultures. In addition to a study of physical and cultural geography of the world, students should examine the world as political and biological systems. Secondary students also need to study comparative political systems, systems of communication, and comparative systems of moral and political evaluation. Students need an acquaintance with the basic facts and concepts of our own economy and of a global economy. They also need to study the skills of public policy formation and experience in analysis of important policy issues.

With careful planning and development these curricular activities can be integrated across the curriculum. Global education is not the sole province



of the social studies curriculum. Each discipline in the school curriculum must develop a global perspective. In everyday life, global situations are not reserved just for the government. People in all avenues of life encounter global experiences through banking, sports, religion, agriculture, the military, and tourism. Students in school must also encounter global experiences in all disciplines of the curriculum.

### Planning a Curriculum

Developing a global curriculum requires careful planning, but it need not be a complex task. Educators may choose to supplement existing courses, design new courses, or both. Freedman (1984) cites eight factors teachers should take into account when planning a global education curriculum. An educator should: (a) clarify definitions by using a scientifically validated vocabulary, (b) use disciplines of anthropology and sociology to provide a framework to comprehend differences and similarities in the world communities, (c) enable the student to understand the realistic, non-threatening and incisive mode of perceiving group characteristics and group differences, (d) help students understand the origins of stereotypes and dispel them, (e) place ethnicity, race, and religion in perspective, (f) extend values clarification, (g) acquaint students

with infamous persecutions in world history, (h) offer through balanced, dispassionate inquiry, the beliefs and costs of greater or lesser identification with a given racial, ethnic, religious, and/or ethnic entity.

All areas of the curriculum need to have a global perspective. However, three areas that lend themselves especially well to global education are literature, languages, and mathematics.

#### Literature

The use of a culture's own literature may be woven into the language arts and social studies curriculum already existing in many schools and may also be easily used to prepare new units of study. Folktales wonderfully depict a culture. For thousands of years societies have taught the values and beliefs of their culture through the use of folktales. The folktales taught sex roles, religious beliefs, appropriate actions and the effects of bravery, cowardice, greed, humor, love and sorrow. The folktales also depict the customs of a society as well as explain them.

When using folktales, consider certain points. Folktales are not necessarily representative of current ways of life. They are useful in illustrating how a culture developed beliefs and values, but should not be

used as a true picture of a current society. In addition to the folktales, students should be provided with current pictures, maps, and political and economic information about the society. Students also need to be provided with experiences that help them discover how the society is linked with American society.

### Languages

Languages can be a useful supplement to any curriculum. Not only are languages interesting ways of dissipating prejudices, the study of languages can serve as a stepping stone for examining the art, religion, geography, music and literature of a culture. The study of languages also develops the awareness of the need to communicate effectively and accurately.

### Mathematics

Mathematics is an ideal subject matter in which to promote global study. Mathematics is a language that can evoke emotions and foster greater meaning of a problem. The statement "850,000,000 people live in China," creates more meaning than the statement, "China is a populous country." The exploration of numerical relationships among people and countries can be used as a channel for human understanding, one that transcends cultural and national boundaries, and as a clarifier of the common problems all men and women face. Mathematics

is also an international language. Mathematical symbols and operations are the same universally. Presenting the concept that Hindu-Arabic numeration is generally used in most countries illustrates the idea of shared cultural beliefs and cultural borrowing. To promote an identification with people of another culture, a teacher might have a class consider mathematical problems from a foreign text. Not only will students learn that math is universal, but discussions may arise that will cause students to examine conditions, needs, and ideas of that country (Swetz, 1985).

Games of skill, chance and strategy that have their origins in other cultures can also be useful in mathematical lessons. The Jewish dreidial game and the Mexican toma-todo game provide an opportunity for students to predict outcomes. Three-in-a-row games such as morris from England, shisma from Kenya, and tic-tac-toe from the United States help students improve decision-making skills as well as promote cultural understanding. The African game of mancala is an excellent game of strategy. These games help children to acquire skills in logical inference and decision-making, important training for solving problems in the technological future (Zaslavsky, 1985).

### Criticism of Existing Global Education Programs

Two types of global education programs have emerged. The first type is concerned primarily with learning about the world in order to live in it as it is with no viewpoint to change. The second type of program advocates living responsibly in the world by asserting and creating alternatives which are not only more desirable but also crucial for human survival.

It is not enough for students to develop knowledge of other cultures; they must also develop attitudes for living responsibly and interdependently. Because of its diverse nature, there are no existing standards for program development within the global education movement. All global education programs must be developed with the basic premise that global education is a necessity for everybody and global education involves all subjects and disciplines at all levels of education (Knier, 1985).

Fasheh (1985) contends that education has been responsible for creating undesirable trends that threaten the world. Some of these trends include homogenization and standardization of tastes, attitudes and needs; the dependent relationship of Third World countries on First World countries; threats to cultural

diversity; the belief in one way for progress; and an absolute belief in science. Fasheh criticizes existing global education programs because they have students learning about other nations and not from them. Fasheh suggests that international education programs at United States universities purposely avoid relevant issues because it would be bad for business in the United States. He suggests that over the past five years the government and private foundations have withdrawn support of international education programs at universities and have instead established institutes and programs in third world countries to train people in the ways of United States thought and practice. Global education cannot be limited to a set of books, a study of other cultures, study programs abroad, improvement of trade and business, and foreign languages. While these are all valuable, they do not include the most important aspect of global education which is developing a sense of responsibility toward ourselves, toward others, and toward the future generations.

#### Public Controversy Concerning Global Education

Global education is not viewed as necessary or even desired by all educators, parents, and other citizens.

The "Courier" newspaper of Waterloo, Iowa,

published a letter to the editor in August, 1987, denouncing global education. Mrs. Joe Sadler of Jesup, Iowa, stated in the letter, "Informed parents and public officials view this global education as a subversive influence in the schools as it encourages students to embrace United States disarmament, government redistribution of wealth, environmental extremism, and in general, attitudes that are anti-American." She criticized global education as "a plan to see school children not as Americans but as citizens of a global society or one-world government" (Sadler, 1987).

Opponents of global education seem to believe that one cannot be a patriot and also believe in the goals of global education. They fail to understand that one does not only exist in one country but one must live in the world. Opponents of global education seem to ignore the reality of a pluralistic world filled with interdependence and change. The lives of people everywhere are impacted daily by world affairs. One cannot ignore the scarcities of essential resources, volatile religious, racial, and ethnic struggles, and the threats to world peace. Students must be taught to function responsibly in a world of uncertainty and rapid change.

For educators, the point seems clear. Education

that fails to acquaint students with their dependence on their fellow human beings is not essential education; it may only be an exchange of irrelevant data (Boyer, 1978).

The United States Department of Education examined global education curriculum guides published by the Center for Teaching International Relations (CTIR) at the University of Denver in Colorado. The criteria used to assess the materials included intellectual honesty, objective inquiry, awareness of and tolerance for countervailing points of view.

The author of the report, concluded that the global education materials were sadly disappointing, the authors excluded inconvenient historical facts, and that information inconsistent with the materials' point of view was not present. "Philosophical perspectives that are anathema to liberal political thought are either caricatured or omitted" (Cunningham, 1986, p. 3).

Global education seems to be viewed by some as a threat to the American way of life. Some ideas expressed by global educators do challenge American society's basic values and beliefs. However, some also support American values and priorities. In reality, the American society is presently being threatened by serious problems that cannot be solved by Americans alone. Problems concerning world resources, nuclear



weapons, economic dependence, and the environment must be solved at a world level. Students today will need to solve these and other problems tomorrow. Opponents need to view global education not as a tool that will weaken the United States, but as a tool that will strengthen links between the world's people as everyone works for the future of humanity.

### Conclusion

Global education is not a new trend. Education has for many years been influenced by theories of international education. Many social studies programs have been responsive to the need for teaching about other cultures and beliefs. However, global education must be more than just global awareness. Knowledge of facts is only the first step in a true global education program. Global education must promote the awareness and more importantly the understanding of concepts, beliefs, laws, and traditions different from our own.

Global education must help American students understand and participate better in a society that is part of an interdependent world. Students must develop skills that will enable them to live responsibly in a world where cooperation is needed for survival.

The development of critical thinking skills is an important aspect of a global education program.

Students must develop skills that enable them to make decisions in a responsible manner for themselves, for others, and for the future.

Although there are many theories of global education, the authors examined for this paper showed certain commonalities when describing the basic principles of global education. They are:

1. Understanding of the world's condition and acceptance of the fact that we are all citizens of the world.

2. Recognition of and respect for similar and different practices and viewpoints.

3. Awareness of problems and the understanding that we all share responsibility for solving them.

The methods of implementing global education also have several commonalities that should serve as a basis for global education. They are:

1. Global education cannot be just one curriculum area.

2. Global education must begin at the earliest level and must be designed for the cognitive level of the student.

3. Global education involves the development of critical thinking and decision-making skills.

4. Students must examine commonalities and differences.

5. Students must realize how conditions of the world affect them.

The task of providing global education is not just for social science educators. Global education needs to be a philosophy as well as a program. Global education must extend into all curriculum areas. The art and music of a culture richly explains history and beliefs. It can also illustrate similarities of all humankind. Math educators teach problem solving and decision-making skills. Science also provides a vast arena for world study. The science curriculum might examine the world's resources, technological discoveries, world health problems, or environmental and energy concerns. Literature also has available a wealth of resources for understanding other cultures and their history and beliefs.

Being a citizen of the 21st century is not necessarily a more difficult task than that of other generations, but it is perhaps a more crucial task. Each generation has had battles to fight either literally or figuratively. The students we teach today will perhaps have the supreme battle--that of the survival of the earth as we know it. Educators play a

key role in this battle for survival. Education can continue to preserve the status quo or education can act responsibly to provide students with the proper tools for survival. Global education that steps beyond awareness to true understanding and fosters the ability of students to act justly and responsibly is the answer.

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