



1986

## International Studies and Foreign Language Study in the State of Illinois: An Assessment of Current Status

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INTERNATIONAL STUDIES AND FOREIGN LANGUAGE STUDY  
IN THE STATE OF ILLINOIS  
AN ASSESSMENT OF CURRENT STATUS

by

Leonore C. Nillissen

A Dissertation Submitted to the Faculty of the Graduate School  
of Loyola University of Chicago in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Philosophy

November

1986

## ACKNOWLEDGMENTS

I am very grateful for the assistance and encouragement given by the director of my dissertation, Dr. John M. Wozniak. The other members of my committee, Dr. Gerald L. Gutek, Dr. Steven I. Miller, and Dr. Joan K. Smith, also added valuable insights and constructive criticism. I would like to thank them for their involvement in my project.

Throughout my years of study my family has always generously supported me. I am especially indebted to my husband Gary for his understanding and encouragement. Others, too numerous to mention, have aided me at one time or other in my various endeavors and I would like to include them in my expression of gratitude.

## VITA

The author, Leonore C. Nillissen, is the daughter of Eduard Rosenboom and Ilse Rosenboom. She was born February 17, 1933 in Norden, West Germany.

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Mrs. Nillissen was valedictorian of her high school graduating class. She became a member of Phi Delta Kappa in 1978 and served as president of the DuPage Chapter in 1984/85.

While attending Loyola University of Chicago, Mrs. Nillissen aided in the establishment of a Social and Educational Policy Studies group and served as its president 1985/86.

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## CHAPTER I

### INTRODUCTION

Effective leadership in international affairs, both in government and in the private sector, requires well-trained and experienced experts. And in a democratic society like ours, leadership is paralyzed<sup>1</sup> without a well-informed public that embraces all our citizens.

These sentences are contained in the letter to President Carter by James A. Perkins, Chairman of the President's Commission on Foreign Languages and International Studies.<sup>2</sup> In their report, the distinguished members of that panel pointed out the many weaknesses in society in general and particularly in the American school system with regard to the knowledge of foreign countries, their languages, and their cultures.

In view of the fact that the United States is no longer isolated, either economically or politically, it becomes very important to address these weaknesses and, accordingly, the commission made extensive recommendations as to what should be done in the nation's schools to redress the situation.

In the introduction to the commission report, the members comment on such items as 'the Helsinki Accord' signatory states' commitment to encourage the study of foreign language and civilization as an important means of expanding communication among people, the threatened loss of some area research centers, the national security issue, the economic interest, and the decline of English as a lingua franca.



The following facts are illustrative of the commission's concerns:

Only 15 percent of American high school students now study a foreign language - down from 24 percent in 1965.

Only one out of twenty public high school students studies French, German, or Russian beyond the second year. (Four years is considered a minimum prerequisite for useable language competence.)

Only 8 per cent of American colleges and universities now require a foreign language for admission, compared with 34 per cent in 1966.

It is estimated that there are ten thousand English-speaking Japanese business representatives on assignment in the United States. There are fewer than nine hundred American counterparts in Japan - and only a handful of those have a working knowledge of Japanese.

The foreign affairs agencies of the U.S. government are deeply concerned that declining foreign language enrollments in our schools and colleges will lower the quality of new recruits for their services and increase<sup>3</sup> language training costs, already at a level of \$100 million in 1978.

The above mentioned facts are a contributing factor to the nation's "dangerously inadequate understanding of world affairs."

The report goes on to state that "our schools graduate a large majority of students whose knowledge and vision stops at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation."<sup>4</sup>

The commission's recommendations, on the other hand, are intended to initiate the actions required to reverse the downward trend so amply documented in its findings. These recommendations are meant to strike a balance between "what ought to be and what must be done without fail" and present a feasible, practical plan of action.

Specifically, the recommendations include the establishment of regional foreign language centers to support and upgrade foreign language teachers, the reinstatement of foreign language requirements in colleges across the nation, incentive funding to institutions who foster foreign language study, the establishment of language and international studies academies, research into teaching methodology (of foreign languages), and the establishment of career incentives for foreign language and international studies specialists.

As far as grade levels are concerned, the commission stressed K-12 involvement and articulation. The Department of Education would be instrumental in declaring this field of study as top priority and give major support to states for establishing model programs and creating state specialists.

In the field of teacher education, the commission envisioned an international studies component as part of the certification process, a major role in foreign language teaching for ethnic and linguistic minorities, and teacher and student exchanges on a larger scale than before.

At the university level, the commission calls for a training and research program at the undergraduate, as well as the graduate level. This would include required courses in international studies for all Bachelor's Degree candidates, funding by the Department of Education of two hundred undergraduate programs, a system of sixty-five to eighty-five national centers for advanced international training and research also funded by the Department of Education to be used as

resource centers and a network of regional/international studies centers focusing on K-12 development.

Another area concerns materials and their availability. The commission recommended an expansion of existing resources and federal grants to cover costs of such an expansion. Interlibrary cooperation should be increased as much as feasible.

One of the recommendations not dealing with the public school system, concerns "Citizen Education in International Affairs" where according to the commission, the media should play a much stronger role and, I might add, a more responsible role. Community colleges also were included in this category for their role in reaching a general population, as well as professional and community organizations in a similar capacity.

With regard to business and labor needs, the commission recommended the establishment of five to ten regional centers funded by the Departments of Education, Commerce, and Labor to encourage cooperation in expanding American business and labor activities abroad. A small business administration network should support export development centers to assist small and medium-sized firms in developing markets. Schools of business should include a course in international business in their graduate or undergraduate programs.

Among all these very desirable recommendations, the report goes on to state what seems to be most pertinent and relevant when considering the realities of the situation.

But to effect change in what and how our schools teach poses enormous difficulties, both for structural and for pedagogical reasons. To change what is taught in the classroom requires action and support from school boards and from the voters who elect them, from school superintendents and principals, from parents and, not least, from the teachers themselves. America's decentralized education structure makes the mandating of new programs in our schools by the federal government inappropriate, and often unwise. While federal leadership and financial incentives can encourage and facilitate change, it is up to the state and local education authorities, including parents to make it happen.

It is, therefore, important to look at steps taken at the state level.

Preceding the President's commission was an Illinois Task Force appointed in November 1978 by then State Superintendent of Education Joseph M. Cronin. In their report issued in June 1979, the task force provides in Section I a rationale for teaching foreign languages and international studies, in Section II a comprehensive curriculum recommended as a basis for foreign language and international studies in the state, and in Section III recommendations and active steps to achieve the urgently needed visibility, expansion and improvement of these programs in Illinois schools.<sup>6</sup>

The State of Illinois can be considered a mini-nation, inasmuch as it contains within its borders many and varied components of business and industry, science and technology, transportation, agriculture, travel, education and educational research, finance and investment facilities and world trade. Illinois and especially the City of Chicago are also home to hundreds of thousands of Americans from other nations, either as first generation immigrants or as members of an established ethnic group. The process of acculturation that has worked in the past

is not quite sufficient today to prepare students to accept the diverse cultural and ethnic world systems.

In attempts to foster the kind of attitude that accepts other cultures, we need first of all knowledge about the other culture, also an ability to communicate, namely language, and third the will to proceed with activities designed to bridge existing differences.

Paul Simon in his book The Tongue-Tied American, has presented certain facts related to these issues. According to Simon, most Americans only read, understand and speak English. Many colleges no longer require a foreign language for admission or graduation and of the students taking a foreign language only a small percentage becomes fluent in the second language. Most education students in elementary and secondary education classes are not required to take any courses in the international or intercultural field and, as a consequence, have little or no real knowledge about the interrelatedness of today's world in political, economical, and cultural matters. The foundations have not sustained the support they gave to international studies in the sixties.<sup>7</sup>

Why are such studies needed? Today, the emphasis is mostly on economic necessity and this, ultimately, may provide more of an incentive than the idealistic rhetoric of the sixties. The Illinois Task Force of 1979 also mentioned the need for foreign language experts in various job categories, here as well as abroad, the need to combat parochialism among the population, and the need to know about world markets and market conditions. Another important aspect is the increase

in comprehension in the native language through mastery of another language, the ability to read foreign publications and to communicate while traveling, and the ability to communicate in areas of the world where the dominance of English has never been established or is declining.

One cannot proceed further without citing a few of the many voices that have been raised in support of such studies, not only in a general endorsement, but in an urgent appeal as to their necessity to the nation's well-being and security. These include, among others, Senator Frank Church who expresses his concern that U.S. citizens will be ill-equipped for their role as leaders in solving difficult and global problems. President Carter considered his proficiency in Spanish a valuable asset in his dealings with nations of the southern hemisphere. Professor Anderson, of Northwestern University, former Superintendent of Schools, Joseph Cronin, and noted Columnist Sylvia Porter all agree that the study of a foreign language not only is an end in itself but also serves to broaden students' horizons, increases their intellectual development in many areas, decreases the nation's dependency on interpreters and will increase students' success in today's and tomorrow's job market. All experts, quoted above, agree that isolationism cannot be tolerated in today's world and that our very existence is intertwined with others in even remote areas of the world.

As outlined in Section II of the Task Force Report of 1979, detailed and specific learning objectives have been established by the task force and specific steps have been outlined. For example, the report says

that foreign languages and international studies should not be considered elitist but be part of the basic curriculum for all students. In practice, this would mean an early start for such programs and an infusion of international aspects in all areas of the curriculum. Students should include those who are not college bound, non-native speakers, continuing education students, as well as traditional learners. Programs can range from total immersion language programs, to partial immersion, basic skill sequence, and exploratory programs and range from pre-school and elementary school programs through middle and junior high activities to high school and continuing education studies. (A comprehensive design for a foreign language and international studies sequence is attached in the appendix.)

The Illinois State Citizen Panel on Foreign Language and International Studies of 1984 covered the same territories as those in the before mentioned reports. The panel was convened to assess what had been accomplished since 1979 and to provide a further rationale for including foreign languages and international studies as a basic component in an K-12 curriculum in Illinois schools.<sup>8</sup>

In its dedication to the "Class of Two thousand One" the panel reiterated:

The class of 2001 will need an orientation to world issues, skills for cross cultural understanding, and language competence in order to maintain their quality of life in the twenty-first century."

In their "Statement of Position," they came to the conclusion:

It is the position of our panel that the State of Illinois has a compelling interest to guarantee the right of all citizens to

develop an international perspective and communicative competence in English and other languages through the educational process.

They went on to say:

Because the nature of the language-acquisition and attitude formation processes, the most cost-effective and humanized way to teach languages is to begin in the early elementary grades and continue in an uninterrupted well-articulated sequence at least through senior high school.

Again, the needs of the business community were cited, especially so in light of the fact that the problems of jobs and job loss to other countries, also economic policy considerations, such as import quotas and the like, are beginning to be perceived as part of the 'international education' question.

Another area addressed by the panel concerns national security. While a great many federal jobs require second language capabilities, not enough applicants can be found to fill these. Of those who do apply, the level of proficiency is often inadequate. This pertains particularly to the less-commonly studied languages where programs are virtually non-existent. (A chart of these languages is included in the appendix.)<sup>10</sup>

Within the context of the recent debate about educational excellence, second language learning assumes an interesting position. Foremost among the reports were A Nation At Risk: The Imperative for Educational Reform issued by the National Commission on Excellence in Education in 1983, also the Report on Federal Elementary and Secondary Education Policy issued by the Twentieth Century Fund in 1983, and Action for Excellence issued by the 1983 Task Force on Education of the



Education Commission of the States.<sup>11</sup>

It has been shown in research findings over the past twenty-five years that learning a second language enhances basic learning skills significantly. Some of the skills involved are verbal skills, others are cognitive, affective and attitudinal skills. A study made in 1979 by Eugene Tempe at Southern Illinois University was especially pertinent.<sup>12</sup> It controlled for the variable that superior students are more likely to take foreign languages than others. The study showed lower performance students gaining more than twice as much from language study as the higher-performance students. These results, were also documented in a language immersion program in the Milwaukee School District where pupils were selected from a cross section of the school population, yet showed impressive gains in their general cognitive ability.<sup>13</sup>

The Citizen Panel of 1984 also related language learning to the quest for excellence. Most of the recent national studies recommend language studies beginning in the elementary school. These include the report of the National Commission on Excellence and such private plans as the Paideia Proposal.<sup>14</sup>

Historically, language study was part of the curriculum from the earliest days of the Republic but then it gradually fell victim to the isolationism and anti-foreign hatreds of the time between the two world wars. Today, our economy, security and political climate are pegged to global forces and our students need the understandings and communications skills to cope with such realities. Parents seem to understand

this more clearly than local school boards because they have been demanding and organizing language programs outside their regular schools, often at great expense to themselves.

The panel of 1984 addressed a question not adequately covered in the previous report, namely the effective way to learn a second language. Since learning another language requires an extended period of time, it is imperative to begin in the elementary grades in order to allow for a sequential lengthy period until high school graduation. Also, research has shown elementary children to have a greater facility to learn word-sound units and to be less inhibited than the adolescent about using unfamiliar sounds and phrases. Some of these research findings were presented and summarized by Reinhold Freudenstein in his book Teaching Foreign Languages to the Very Young. Virginia Gramer also cites convincing evidence in her report to the Illinois State Superintendent of Education entitled Foreign Languages and Cultures in the Elementary School.<sup>15</sup>

Aside from the second language aspect, the panel looked at the need for an international perspective in all curriculum areas. In pointing to global issues, such as interchange of goods, political manipulation, misuse of energy, questions of ecology, the panel was careful to point out that they were not in a position of advocacy, but were only stating facts as they are pertaining to the lives of Illinois citizens of today and, by implication, of tomorrow. They proposed an infusion approach in which all areas and all grade levels would become involved and interrelated in developing international sensitivities and language competence.

Another section of the report examined the utilization of existing resources, namely the many children from other countries attending our schools. In public elementary schools and high schools these are mostly children of immigrants or refugees while colleges and universities enroll students who will return to their native lands once they have completed their degrees.

It really does not make much sense to spend millions of dollars to teach these students English while neglecting to encourage them to maintain their native language. On the other hand, English-only students might greatly benefit from the expertise and insights of the foreign-born students and their parents. Questions of modifications in teacher certification have to be addressed in this respect.

The panel clearly documented a "Compelling State Interest" and went on to say that this state interest is not being met by local school boards, in spite of all the evidence being given. Therefore, the state must assume responsibility and mandate international studies programs.

In terms of this study, this is the crux of the matter. The Illinois Board of Education convened the Task Force of 1979 and the Citizen Panel of 1984. Both commissions felt that the state's compelling interest in not being met by local school boards. It is now 1986 and the various reports and documents all have been in favor of foreign language instruction on all grade levels, in Illinois as well as a host of other states. Yet, due to apathy and monetary restrictions, local school districts have done very little to even start planning for such a program. The Illinois State Board is committed to

internationalizing the curriculum and needs more data about the need to convince local boards to take action.

Through a survey of Illinois elementary school districts, this study will assess the current state of affairs in international education. My premise is that due to the above mentioned circumstances, little has been happening in the years since 1979. I hope to identify worthwhile programs in individual schools or districts which may point the way for others. As the review of the literature will show, knowledgeable and respected writers agree on the need to internationalize the curriculum in American schools. The aim of the present research, then, is to document what is being done in Illinois.

## NOTES CHAPTER I

<sup>1</sup>James A. Perkins, Strength Through Wisdom: A Report to the President from the President's Commission on Foreign Language and International Studies, (Washington, D.C.: U.S. Government Printing Office, 1979), 1.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid. 7.

<sup>4</sup>Ibid. 7.

<sup>5</sup>Ibid. 48.

<sup>6</sup>Illinois State Board of Education, Report of the Task Force on Foreign Language and International Studies, (Springfield, Illinois: Illinois State Board, 1979).

<sup>7</sup>Paul Simon, The Tongue-Tied American, (New York: The Continuum Publishing Co., 1980).

<sup>8</sup>State Board Citizen Panel, Education for the Times... In Time, (Springfield, Illinois: State Board of Education, 1984).

<sup>9</sup>Ibid. xi, 3.

<sup>10</sup>Barbara Burns, Expanding the International Dimension of Higher Education, (San Francisco: Jossey-Bass Publishers, 1980), 121.

<sup>11</sup>U.S. Department of Education, A Nation at Risk: The Imperative for Educational Reform, (Washington, D.C.: National Commission for Excellence in Education, 1983); Twentieth Century Fund, Making the Grade, (New York: Twentieth Century Fund Task Force, 1983); Education Commission of the States, Action for Excellence, (Denver: Task Force on Education, 1983).

<sup>12</sup>Eugene Tempe, "The Effect of Foreign Language Study on ACT Scores," ADFL Bulletin, November 1979.

<sup>13</sup>Helena Hambuch Anderson, "The Immersion Approach: Principle and Practice," (Milwaukee: University of Wisconsin Linguistic Symposium, March 1984).

<sup>14</sup>U.S. Department of Education, A Nation at Risk; Mortimer J. Adler, The Paideia Proposal, (New York: Macmillan Publishing Co., Inc., 1982)

<sup>15</sup>Reinhold Freudenstein, ed., Teaching Foreign Languages to the Very Young, (Oxford: Pergamon Press, 1979); Virginia Gramer, "Foreign Languages and Cultures in the Elementary School," Report to the Illinois State Superintendent of Education, (Springfield, Illinois: January 1984).

## CHAPTER II

### REVIEW OF LITERATURE

An examination of the literature (books, reports, journal articles, newspaper clippings etc.,) strongly suggests nearly unanimous agreement and support for foreign languages and international studies. Experts and lesser experts stress the urgency of the matter, U.S. Presidents are concerned, there seems to be no opposition, at least not in print, and yet funding is not forthcoming and no great wave of public support can be discerned. The reason cannot be funding alone but must be more fundamental.

Therefore, before going any further into the specific literature regarding international studies, it seems important to look at the very fundamental question concerning what schooling is for and what education in its broadest sense is all about. Among the many books available on this subject, there is one that particularly stands out in its comprehensiveness and thorough treatment of the subject and in the manner in which it was brought to fruition. Torsten Husen's book "The School in Question"<sup>1</sup> was written by Husen, yet also includes the input of many highly qualified educators and scholars on both sides of the Atlantic. As such, the book can be considered an educator's manifesto of the eighties.

In his introduction, Husen draws a broad picture of education in the industrialized nations after World War II on both sides of the Atlantic.

After the initial rebuilding and reconstruction following the war, education was thought to be the vehicle to satisfy people's aspirations for political participation and to provide equality of access for all strata of society. Expenditures for education increased exponentially, and a much greater number of students were served, especially in secondary education, since primary education had been mandatory much earlier, and one school reform followed another.

These very positive aspects of education in the 1950s and 1960s were followed by a wave of criticism in the 1970s. Politically conservative forces attacked educational outcomes and claimed that standards had been diluted and students were not acquiring the body of knowledge deemed important. The most prominent example cited by proponents of this claim was the decline of college entrance exam test scores. Even though there were many contributing factors to this decline, blame was almost exclusively placed on the schools. Husen summarizes conservative critical accusations as follows:

The broadening of access to institutions at the secondary and post-secondary levels has lowered the standards.

Intellectual rigor and work discipline have deteriorated because of the removal of incentives, such as marks and competitive examinations, and because of more emphasis on affective objectives and social developments than on cognitive achievements.

Gifted children have been neglected as a consequence of the acceptance of dogmatic egalitarianism according to which there are no inherent human differences, and therefore no reason to differentiate between more and less able pupils.

Labor-market oriented education has yielded to an equality-oriented one which overemphasized the custodial functions of the school.



Liberal forces, on the other hand, contended that equality had not been achieved since statistics showed that middle-class and upper class students still represented disproportionately high numbers in higher education. George G. F. Bereday examined this phenomenon in his essay "Social Stratification and Education in Industrial Countries."<sup>4</sup> His research showed that egalitarian aspects were effective at the primary level and that an enlarged secondary school meant an enlarged middle class, but he described as a myth the notion that education provides opportunities for students from all social groups. These findings were true for socialist countries as well as capitalistic systems. Bereday cited persistent evidence that school success is related to social class. The IEA cross-cultural investigations in 1967 resulted in similar findings. Conservative or Neo-Marxist critics failed to acknowledge that the secondary school had gone through a period of very rapid change in which the elitist system was transformed into a mass institution that needed time to adapt.

Demographic realities that should have been apparent to educational planners, such as the baby boom after World War II and the decline in the birth rate in the late 1960s, were not properly dealt with, resulting in either overcrowded classrooms, a lack of properly trained teachers, or, later, empty classrooms and a surplus of teachers. Statistics about enrollment figures of national systems are available from the Organization for Economic Cooperation and Development or the World Bank. OECD figures for 16 industrialized nations between 1960 and

1970 show certain common features. Population growth rates were low, per capita income was high, and expenditures for education were high. As far as birth rates were concerned, there was a definite downward trend.<sup>5</sup> This was in marked contrast to the baby-boom years after World War II. This baby-boom had been translated five to seven years later into a demand for classrooms and teachers. When the birthrate fell drastically through widespread use of the birth control pill, demographers were not prepared nor were teacher education institutions. A table compiled for a United Nations yearbook showed the birthrate dropping from an average of eighteen per one thousand persons in 1965 to an average of fourteen per one thousand persons in 1974, a decline of almost 25 percent.<sup>6</sup> Husen reasons that a factor of great importance for the unpreparedness of institutions is the short cycle of political office. Short term action is referred and careful analyzation leading to appropriate action is often avoided.

Husen cites various studies documenting the fact that equality of access does not mean equality of results, since family background and parental level of education have been shown to be prime determining factors in the success or failure of a student. This holds true for socialistic systems as well as for capitalistic systems.

Another major stumbling block to educational reform is the link between schools and their society. The question of whether schools should reflect society's goals or be in the forefront of social change has not been resolved. Formal education is related to various other

institutions, such as the family, the church, libraries and museums, community organizations, and places of employment. Therefore, the community mostly determines the goals of its schools and often rejects ideas proposed by social reformers. This seems to be one reason why a child-centered school proposed long ago by Pestalozzi, in more recent years by John Dewey, and also embodied in the open-school concept, appears to be suspect to many members of the general population.<sup>7</sup>

Husen's book is valuable, because he maintains a cross-national aspect to the question of the purpose of schooling, and due to his knowledge and expertise, can draw relevant parallels between different countries. Educational reforms, according to Husen, cannot be carried out in isolation but need the support of administrators, teachers, and the population at large in order to succeed. Therefore, various obstacles, combined with a decline in the economic situation in most industrialized countries, have led to disillusionment and the "crisis in education."

Husen feels that the word "crisis" is too strong to apply to a multitude of ills which need to be remedied. He cites as major problems negativism in the classroom, especially among youth in the highly industrialized countries, budgetary cuts, the institutionalization and bureaucratization of school systems preventing demands by parents and students for participation, and the realities of the job market for graduates. To Husen, problems in the school system seem to be indicative of problems in the society. Therefore, one has to look at industrial

societies moving from the industrial state to the post-industrial state in order to find the roots of educational problems in this state of flux.

The highly industrialized, and even more so the post-industrial society tends to become increasingly meritocratic. It can aphoristically be put this way: educated talent is contemporary society's substitute for family background and inherited wealth. The safest and most inflation-proof<sup>8</sup> investment parents can make is in the education of their children.

One area deserving further attention and analysis, is the length of time industrial nations expect their youngsters to stay in school. While only a short time ago students generally left school when they were thirteen or fourteen years old, this age has now increased to seventeen or eighteen. During these years, the children or young adults have very little authority over their own lives and are asked to carry few responsibilities. One should not be surprised, then, that this situation may lead to rebellion and negativism.

Another source of potential trouble is the school itself in terms of the conflicting philosophies guiding its operation. On one hand, there are the pragmatists who want to teach what is relevant and necessary for life. In a rapidly changing society this becomes questionable since what is relevant today may not be so tomorrow. On the other hand, there are the "De-Schoolers" who want to go back to a simpler life and do away with schools altogether. There are also the proponents of a "basic" education who feel that schools have diversified in too many directions and, therefore, should return to teaching only core subjects,

such as reading, math, science, and social studies. The increasing size of high schools and the proliferation of courses has led to fragmentation and a curriculum teaching everything and nothing.<sup>9</sup>

The result of all this has been a questioning and disenchanted public. While expenditures have risen sharply, the quality of the product seems to have been declining. This has been documented mostly through scores on college entrance exams or the published results for standardized tests, such as the Iowa Test of Basic Skills. Expenditures have also risen because large amounts of money are being spent on special education with fewer children taught by more qualified teachers. The question of education and equality, in all its implications, is so politically sensitive that it is very difficult for a governing body to make rational decisions. Husen writes that

a large proportion of individual differences in educational attainments are consistently accounted for by non-scholastic factors and the school cannot at the same time serve as equalizer. It seems that the school's role relative to other institutions has diminished. It does not any longer possess a monopoly on imparting certain cognitive competencies.<sup>10</sup>

These considerations bring us back to the original question why little seems to be happening in the area of foreign languages and international studies despite the voluminous recommendations at every level but the local school unit. If Husen's analysis holds true, it is society's lack of confidence in what the schools are doing expressed in the non-funding of programs, especially in these areas.

Husen has also offered some pertinent observations regarding reshaping the school for the next decades. Here are a few key points:

He argues there should be a closer connection between society and the schools in order to increase the individual's chance for a meaningful education. He considers it extremely important to arrest the bureaucratization and institutionalization of schools in order to provide a setting that is more informal and geared to the individual student and his learning needs. Another issue is the relationship between work and school and how these relationships fit into the social system of a country.

Due to the discrepancy of what is taught in school and what is expected in the workplace, today we have the serious problem of youth unemployment. Also, the increased number of graduates is so large that the economy cannot absorb them. Even though there are many reasons for this problem, there are also imaginative solutions that have been tried in some countries and should be included in the education program of others. These include work/study programs, apprenticeship programs, supervised work places and the like. All are designed to break up the lengthy hold of schools on youth and to provide first job experience.

As far as the governance and administration of school systems are concerned, Husen feels that much more participation by the governed is required. This becomes a very contradictory proposition. Schools are by nature autocratic and mostly give lip service to high ideals of participation. Even though self-realization of the student is an ideal found in every goal setting document, true achievement of such a state by the student becomes alarming to the institution and is repressed.

Finally, Husen talks about the "inner life" of a school. In spite of all attempts at reforming schools and school practices, educational systems and practices show a high degree of resistance to change. The most vital learning opportunities for the student occur in small interactions between teachers and students. It, therefore, would become imperative to increase the chance for informal contacts and flexibility between teacher and student. Formal grades should take a back seat to an informal arrangement where the teacher becomes the organizer of learning opportunities.

Will the reports and recommendations or attempts at various reforms result in making any substantial differences? Husen believes certain changes will take place before the end of the century. Traditional schooling, as we know it today, will probably be somewhat reduced and lifelong schooling will become the accepted pattern of education. Alternate modes of education including work experience will be more accepted and lessen the reliance on certificates and diplomas. Participation by parents will increase, as will participation by workers in the management and production processes.

Another writer looking towards the twenty first century is Harold Shane in his work Educating for a New Millenium. While Husen's book took shape from workshops and seminars in Berlin and Aspen, Shane was given the task by Phi Delta Kappa International to interview 132 scholars and gain their perspective on the tasks ahead. There are many

similarities between the recommendations of these scholars and those who contributed to Husen's analysis.<sup>11</sup>

Contributors again wrestled with the question of schooling versus lifelong learning. While schooling has long been understood to mean preparation for a job by way of imparting occupational skills, lifelong education means exactly that: a system in which every person can participate throughout their lifetime for their own benefit, enrichment, or simply love of learning. Strongly recommended was the integration of community life with that of the schools since that is the most effective way of educating young people for the responsibilities of adults. Even though there are many issues to be solved on a global scale, such as food supply, population control, human rights issues, energy resources, etc., these need to be scaled down to the local level in order for students to feel that they can participate in making decisions. Philip Coombs discusses these problems with great knowledge and insight in his recent book The World Crisis in Education.<sup>12</sup>

Similarly to Husen's group of scholars, the experts in Shane's book addressed the issue of equality of opportunity as it relates to educational outcome. We have learned that giving all students equal opportunities does not guarantee the same measure of success for all students because many other variables affect the learner. Therefore, education should be as personalized as possible, thereby giving each child the chance to develop his talent to the utmost. This concept calls for



"de-institutionalizing" the schools and making them more responsible to the individual.

Excellent attempts in individualizing education were made in the 1970s when individual instruction was the watchword. Unfortunately, inadequate support, either administratively or by local school boards, hampered this development and the pressures created by declining enrollments and budgetary cutbacks practically eliminated this promising instructional method.

Shane discusses curriculum reform in some depth. He feels (like Husen) that many practices should be discarded and others modified. On the other hand, he also cautions against wholesale reform when present practices have produced good results. Ultimately, he foresees an eclectic mix for a future curriculum composed of components from the past, geared to present needs, and forward looking to future requirements.<sup>13</sup>

In his closing statement, Shane points out how his initial pessimism about the state of education changed to guarded optimism when examining the many positive trends and facts. These include the fact that we seem to be much more aware of what needs to be done and are adapting in many areas. He also feels that a great many resources remain untapped in the world, but that we are learning to use the ones we have more prudently and wisely. According to Shane, we also must not lose sight of the fact that great progress has been made since 1900 in many fields. A profusion of information allows us to create a potential Weltanschauung

of the globe and its people leading to the right decisions in the future. Husen and Shane were analyzed at length in this chapter because the writer felt the need to place the area of international studies into a larger framework of educational theories. These two writers were selected because they had been part of a larger group of scholars who tried to clarify and analyze educational concepts of the past and present.<sup>14</sup>

Aside, then, from the philosophical question about the nature of education, the literature covering international education can be classified as follows:

1. Publications citing the need for foreign language and international studies.
2. Publications giving practical advice regarding such programs or reviewing existing programs.
3. Publications regarding foreign language teaching in various settings (particular emphasis on the elementary level).

#### THE NEED FOR PROGRAMS

Publications citing the need for foreign study range from articles in major newspapers such as the Chicago Tribune to addresses by politicians, such as Lt. Governor Ryan addressing the International Business Council, to scholarly papers written by Walter Garrett of Elgin Community College or Dr. Gutek of Loyola University, and articles in such journals as the Comparative Education Review or Phi Delta Kappan.

Important books are The Tongue-tied American by Paul Simon, Expanding the International Dimension of Higher Education by Barbara Burns, and Schooling for a Global Age by James M. Becker.<sup>15</sup>

The latter book encompasses almost everything mentioned in the other sources mentioned above. Commissioned as a source of background information for A Place Called School by John I. Goodlad, the list of contributors are well known in the areas of international or global education. These contributors place global education into a framework of general education because they deem it very important to establish a philosophical base for their goals in teaching students about other cultures and nations. Goodlad writes in his foreword:

The development of global perspectives, as defined and elaborated upon in this volume, is not an established educational goal in any country. The meaning and significance of such a goal can be described, at best, as only emerging. Gaining widespread acceptance of it and implementing what it implies will not be easy.<sup>16</sup>

Goodlad makes clear that while contributors are known for their commitment to and enthusiasm for global education, this book is not a romantic vision of what might be, but a realistic assessment of needs and obstacles with a prescription for desirable action. One of the fundamental obstacles to a global view is the history of the American national experience. Since the nation grew and prospered through individual effort and existed, for the most part, in self-sufficiency within its borders, Americans tended to expect the people of the world to emulate their behavior and achieve similar results.

It is only recently that we have begun to perceive our dependence on other nations, but historical behaviors change very slowly. Goodlad feels a sense of self-worth is essential in reaching out to others and applies this concept to nations as well as individuals. In accordance with this thesis, initial parochialism is a first step in acquiring the national sense of self-worth needed to gain a global perspective. This perspective is intended to be added to other learnings, not replace them.

While many groups have been mobilized and are working towards global awareness, serious problems remain. For every teacher who is committed to such goals, there are others who are not. For every member of a community who has been in contact with others throughout the world, there are many more who have not had this opportunity. Materials present a critical area, since they are frequently written with an 'us' versus 'them' mentality, often without intending to do so.

In compiling this volume of current thinking in the field of global education, Goodlad drew on the knowledge and expertise of many. In Chapter 2, James M. Becker presents his views of the future global school. American schools, Becker believes, are caught in a particular dilemma. Traditionally and historically they have been charged with the integration of immigrants into the American mainstream. Notwithstanding the current criticism of the schools, they have succeeded in this task remarkably well. Foreign countries are only now finding out what a tremendous task is involved in acculturating new citizens from other

countries. For examples, there are the problems relating to the integration of Turks in West Germany (or the 10 percent of the Swedish population who are not native).<sup>17</sup>

At this time, Becker notes, we have to change this pattern or find alternate ways to prepare our students for the twenty first century. On one hand, we again have a sizeable influx of foreigners, this time from culturally very different countries, and on the other hand, schools are charged with developing future citizens with a worldview. According to Becker, diversity is better and more enriching because a single value system tends to imprison the mind. The mere fact that alternative schools exist can be considered a step in the right direction.

Becker's school of the future would provide experiences to the students through a wide variety of activities, such as exchange programs, use of visitors as resource persons, artifacts from other regions, role playing, and simulations. Basically, he is not proposing anything that has not been proposed before, but he is looking for these activities on a larger scale than presently practiced. This, of course, can be said for almost all proposals and suggestions with regard to global education. They are not really new, but they have to be considered with a new sense of urgency in today's global climate.

A second cornerstone to an effective school with a world view is community involvement. Here, again, his view coincides with current educational reform suggestions in which the community is charged and asked to become more than the financial backbone of its schools.

As community members support their schools through active participation, students will develop a feeling of being part of the local community and can then be taught to see themselves as members of the larger community of the nation and the world. Schools need to give parents and students a choice of a wide range of educational experiences and members of the community are needed to provide some of those experiences. Basic skills are essential to this endeavor but also the ability to understand, analyze and to make judgments.

Another author who makes this same observation, and looks at it from a politician's perspective, is Paul Simon, Senator from Illinois, in his book The Tongue-Tied American. While concentrating on the American deficiencies in learning foreign languages, Simon does include a number of suggestions in his book. These range from language academies, to increased exchange programs, to less literary language classes, or the use of foreign students as resources.<sup>18</sup>

Simon also gives much credit to non-traditional approaches to language learning citing methods employed by the Berlitz School of Languages or the Defense Department's Language Institute. He requests state leadership and gives credit to a number of states, including Illinois under Superintendent Cronin, for starting promising programs. He places the whole foreign language debate into an economic framework. Jobs are lost to foreign nationals because American companies cannot find qualified Americans. More importantly, export markets are lost or remain underdeveloped because local companies do not have the

international expertise to explore them. This, in turn, leads to diminishing employment opportunities at home.

Among the small steps recommended by Simon are increased language requirements for a college degree, a multidisciplinary approach in learning about other areas of the globe, special loans for language students, studies of areas other than Western Europe, and language studies for older citizens. On the local level, he calls for language requirements in the high school, sharing of teaching for non-traditional languages, encouragement of black and minority students, and rewarding of teacher competencies in other languages.

Much emphasis is placed by Simon on federal assistance since local school districts do not concern themselves with something that is perceived to be a federal domain, such as national security considerations. However, since, the federal government is not currently inclined to assume additional responsibilities, in terms of these educational reforms, this research will not explore these recommendations.

In the area of business, there might be more opportunities since the business community reacts once its self-interest is threatened. This self-interest is mostly related to jobs and the ability to maintain or expand operations in domestic or foreign markets. If such operations are threatened by a lack of expertise on the part of the work force, companies will demand attention to these matters by their local school boards. Simon also asks for action from the textbook publishers to

prepare materials suitable for total immersion programs, exporters might establish overseas internships, job applications should have a space to list competencies in other languages, and companies should demand international studies in their local schools.

In an address to the International Business Council, Mid America, Lt. Governor George Ryan urged that foreign languages and international studies be recognized as a "fundamental area of learning" and instruction in foreign languages to begin in the elementary schools. According to Ryan, language and international studies are linked to excellence in education and are as fundamental as reading, writing, and arithmetic. Specifically, Lt. Governor Ryan reminded the business community that economic prosperity in Illinois is linked to international trade. Major banks are represented in Chicago, agricultural export is number one in the nation, and manufactured goods are third in export among the states.<sup>19</sup>

These figures are not merely statistics but translate into jobs for citizens of Illinois. In order to maintain or expand this position, educational resources have to be utilized. Research has shown that expansion of export opportunities among small and medium sized companies depends to a large degree on the expertise and communication proficiency of their managers. In order to create this expertise, early training in international awareness and foreign languages is considered very important.





Lt. Gov. Ryan cited some of the same reports and recommendations outlined earlier in this chapter. He again emphasized the time span involved in learning a foreign language, namely at least four to six years which makes it mandatory to start in the elementary grades. Comments, as those mentioned above from either Senator Simon or Lt. Gov. Ryan, not to mention Governor Thompson's frequent and highly publicized trips abroad, indicates that the debate about international education has entered the political arena and is no longer a purely academic discussion. Even local school boards will be more inclined to address the question of international studies once local politicians join the chorus of requests.

Returning to the academic scene, Gerald Gutek, warns against making international education requirements another "add-on" in the teacher education curriculum. He writes in his paper "Internationalizing the Social Foundations of Education" that additive approaches to international education have led to marginality or a peripheral location in education generally and specifically in teacher education.<sup>20</sup>

Gutek, instead, calls for an international dimension to be located at the core of teacher education. Basic concepts would have to be identified and infused into the total teacher education curriculum. Gutek also warns against impressionism without depth that occurs when people have direct experiences in a foreign culture without the necessary knowledge base. Dangerous misconceptions or outright falsehoods can be the result. Another danger in this field of study is an

ideology-based program. Political indoctrination is an ever present danger and whether one talks about global education from a conservative, liberal, socialist, or communist point of view colors ones perspective decidedly.

In conclusion to this section of the survey of the literature, I would like to reiterate that many voices coming from diverse backgrounds are calling for the study of foreign languages and an intensified study of foreign cultures and peoples as they relate to the United States. There also is a consensus about such studies beginning in the elementary grades.

#### ESTABLISHING PROGRAMS

The administrator or teacher who wants to establish an international studies program in his or her school has many publications to choose from for advice and guidelines. First and foremost is a handbook and resource guide published by the National Council on Foreign Language and International Studies, Internationalizing Your School. Another very practical guide is Getting Started in Global Education issued by the National Association of Elementary School Principals.<sup>21</sup>

Major centers for the dissemination of information exist in Bloomington, Indiana and Denver, Colorado. The Mid-America Program for Global Perspectives in Education is aligned with Indiana University and produced the Indiana in the World curriculum guide under the auspices of the Indiana Department of Public Instruction. This guide also includes an activities packet for teachers' use in grades K-12.<sup>22</sup>

The center in Denver serves mainly as a dissemination center of classroom materials and publishes materials for teaching international understanding in grades K-12. The list of materials is extensive covering such topics as comparative and cross-cultural studies, conflict studies, economic development and interdependence, environmental issues, global awareness, the global marketplace, human rights, nuclear issues, and population questions.

Suggestions in the above mentioned guides range from increased emphasis on world geography to utilization of foreign students in this country, from optional, extra-curricular foreign language classes to total immersion programs, from area studies to global issues, and so on. Specifically, various authors agree that adding another subject to an already crowded curriculum would not be advisable and, instead, recommend an infusion of a global point of view into all areas of the curriculum.

Underlying such an infusion would have to be a philosophy of world-mindedness within the school district because, even though much can and has been accomplished by visionary individuals, a group effort or system-wide effort has a greater impact. The approach needs to be two-fold. On one hand, a district needs to encompass a broad view of its place within the world community and yet plan a series of consecutive small steps to implement this vision. Examples of international aspects within an existing curriculum are included in the appendix.

Considering the variety of school communities represented in the country, the handbook published by the National Council of Foreign Languages and International Studies points out the many resources available in various settings. Within an urban and suburban area there is usually access to colleges and universities, also members of the community might have been abroad or be of foreign ancestry. Various religious groups may have connections with other countries or multi-national companies may be represented.

In rural areas, teachers may find it more difficult to find resource persons and/or materials, yet they can count on an established patterns of community cooperation once a need has been identified. Also, with agricultural exports, there usually are experts to be found who can speak about issues from an international perspective. Parents are asked to do their share as well. The National Parent Teacher Association adopted a resolution calling for foreign language study and cross-cultural studies in 1981 and the National School Board Association has called for decisive action to increase global education and foreign languages in the public schools.

Finally, there are detailed steps for administrators and teachers to take in creating and implementing an international studies program. In addition to infusion into the curriculum, as mentioned above, these steps include staff development. According to a study by the Rand Corporation, there are three stages in the evolution of change: innovation, implementation and institutionalization. While plans for innovation are relatively easy to draw, implementation is more diffi-

cult, and institutionalization hinges on the perceived educational importance and the organizational and political forces that inhibit or promote it. I believe that political forces play a larger role in successful innovation than generally assumed, but I have no documentation for this opinion.

Obviously, successful programs involve the total staff of a school and usually have evolved through consensus rather than being mandated from above. Next to community support, as mentioned earlier, evaluation is considered very important. If the goals and objectives are clearly defined, evaluation is easier and criticism can be dealt with responsibly.

Lest all these prescriptions or recommendations sound too utopian, there are publications or reports on innovative programs in many areas of the country that have been outstanding. Among these are the Bay Area Global Education Program, the comprehensive plan of the State Education Department of New York, the Foreign Language Program of the Cincinnati, the Washington International School, the La Salle Language Academy in Chicago, the Tennessee State Network for Cultural Understanding for Global Citizens, and the Reading, Pennsylvania program of global education.<sup>23</sup>

Even though this investigation concerns itself mostly with elementary schools, it is important to consider the colleges and universities and their teacher education programs. As mentioned earlier, international studies should be at the core of teacher education. The Council on Learning in its series Education for a Global Century, issued

a Handbook of Exemplary International Programs. Out of a possible 3,200 two and four-year institutions, about 200 were identified as having the rudiments of excellent programs. After further evaluations and visitations, 63 colleges and universities were selected for having a significant international dimension in the curriculum.<sup>24</sup>

These institutions further offered pedagogically sound methods and materials, involved their faculties from the start, considered the needs and interests of their students, reviewed other programs to see what could be adopted, introduced students early to other countries and cultures, offered a multi-disciplinary approach, worked within existing programs, and offered energetic leadership on campus.

#### LANGUAGES: USE OF FOREIGN STUDENTS

Several publications discussed earlier have urged the utilization of foreign students in our schools as resources in global education for American students. They are referring either to foreign-born students in our elementary and secondary schools or to foreign students in our universities and colleges. An excellent publication that deals specifically with this group is Cross-Cultural Learning: Foreign Students as Resources published by the National Association for Foreign Student Affairs.<sup>25</sup>

The book offers a wealth of information starting from short term school wide activities to long-term school wide activities to classroom activities and a comprehensive list of resource materials and

organizations. All the activities listed sound very practical and sensible, and one has to wonder why not more teachers would take advantage of this asset for international education in their classrooms.

The reasons are many fold but one key problem with foreign-born students is their struggle with English and the resulting special position with their peers. Secondly, they are hampered by the long held view of linguistic ability being tied to academic ability, in other words, if you do not speak English you can not know much. As far as foreign students are concerned, they are struggling with English on a higher level but mostly are too intent on their studies to bother with reaching out to local elementary and secondary schools. If the college or university they are attending has a formal (or informal) program of aiding local schools, their willingness to be part of such a program is greatly enhanced.

If a program is originating within the local school, there appear such seemingly minor problems as transportation of the foreign student to and from the school, scheduling of visits so they do not interfere with the student's schedule, and other problems of logistics that make it very difficult for an individual teacher to avail him/herself of such opportunities for other students.

As mentioned before, there are some outstanding suggestions in this book, especially with regard to foreign languages and customs and how to introduce or teach American students some rudiments of another language.

Which brings me to a short review of another category of literature, namely books dealing with foreign language teaching to young children. Paul Simon was rather critical in his book The Tongue-Tied American, mentioned earlier, about foreign language teaching in secondary schools. He felt too much emphasis was placed on literature and grammar, making classes boring and generally uninteresting. He also cited complaints about not fully competent teachers hampering progress for students.<sup>26</sup>

Undoubtedly, some of those allegations can be proven correct and, undoubtedly, there are also many highly competent foreign language teachers in our schools. The problem, as I see it, is mostly lack of time devoted to the study of a foreign language. This lack of time concerns hours per week in the classroom and years of study. One only begins to acquire a feel for another language after at least two years of instruction and it is precisely at this point that many students drop the language because they have fulfilled their requirements for college admission. A much more promising method than hourly classroom instruction has been pioneered in Canada for young children and consists of total immersion. The students are actually taught in the foreign language from the minute they enter kindergarten. Studies have shown dramatic results both in the language learned and in the general academic achievements as measured by standardized tests.

The writer had a very interesting personal experience in this regard when having an opportunity to visit the Milwaukee total immersion school for German. Students were selected randomly from a district wide list



of applicants and their parents had to sign a promise of support for the school. In grades K-3 all instruction was in the foreign language and in grades 4-6 English became the language of instruction for half a day. Students consistently achieved higher in their fifth grade ability testing than those who were not in the program. Students had no prior knowledge of the other language.<sup>27</sup>

Chicago has a similar program in its Inter-American Magnet School which was founded in 1975 because of parents' demands and offers an English-Spanish program. Similar to the Milwaukee program, parent involvement is considered crucial at Inter-American. "On any given day, several parents visit classrooms and help teachers. They are known as a feisty but respected group whose members do not hesitate to speak their minds at board headquarters." There are obstacles to total immersion programs such as the one described above, mostly in terms of mobility and entrance into the program (cannot take place after 1st grade). Teacher availability is also a problem, since foreign language competency plus an elementary teaching certificate are not commonplace.<sup>28</sup>

Naturally, Europe is a more logical place for exploring language learning theories and a symposium was called in Zurich in 1979 gathering teachers from seven countries. The resulting publication Teaching Foreign Languages to the Very Young, Reinhold Freudenstein, Editor, provides an invaluable source of information in this field. Freudenstein gives a clear definition of terms such as foreign language versus second language or target language. He also addresses questions

of qualification to teach young children, benefits of learning another language as a child, textbooks to be used and materials available.<sup>29</sup>

A much more involved and theoretical work was produced in England by the British Council in its English Teaching Information Centre. Coordinated by G.D. Pickett, Deputy Director of the English Teaching Information Centre, the book covers an investigation into the foreign language learning process by questioning adults who have mastered one, two, or more foreign languages as to how they learned these languages. Only general "prompts" were given with no formal questionnaire which was thought to be limiting responses.<sup>30</sup>

The results are quite fascinating and cover factors as diverse as oral versus visual learning, anxiety, grammar, teachers and teaching, discipline, listening, questions of fluency, interest as motive, and many more. One would have to be a linguist in order to gain greater insights into the book's findings. There is no lack of bibliographies in all these publications which would be very helpful to any teacher or coordinator setting up a program or looking for ways to improve an existing one.

A report to the Illinois State Superintendent of Education by Virginia Gramer entitled Foreign Languages and Cultures in the Elementary School repeats several of the admonitions with regard to foreign languages and international studies made by authors or commissions cited in this chapter. She also cogently and knowledgeably addresses the questions of methodology and teacher qualifications, and the problem of finding time in the elementary school day for adding a

subject and teaching it sequentially for a number of years (an essential component of any language program).<sup>31</sup>

Gramer's report is quoted at the end of this chapter in order to end on a positive note with specific references to how a program can be implemented without lengthening the school day and, possibly, without a large infusion of money.

Gramer cites three types of foreign language programs: total immersion, basic skills, or exploratory programs. In total immersion the target language becomes the language of instruction. This is most suitable for a larger district where such a program can be established as a school within a school or as a magnet school. As mentioned before in the Canadian or Milwaukee programs, the necessary components are teachers fluent in a second language with elementary certification. No extra funds are required other than low class sizes and parent or volunteer aides.

In a basic skills program, instruction in the second language is scheduled four or five times a week for fifteen to twenty minutes in the primary grades or thirty to forty minutes in the intermediate grades, with junior high students receiving instruction during one instructional period a day. Time for such a program is allocated by tightening the general schedule in the elementary grades and eliminating "lost" instructional time. A foreign language expert would have to be hired or, possibly, a qualified teacher on the staff could be utilized on a half-time basis depending on school size, etc. In the junior high

school the answer may lie in differentiated scheduling as practiced in European schools.

Exploratory programs are just that and often function before or after school. They can be set up with the aid of parents in the community or other interested adults. While they have an intrinsic value of exposing students to other languages and cultures, they really are too sporadic to be considered of great value.

In the current climate of pushing for and requesting excellence in education, Gramer also refers to studies that have proven beyond doubt that learning a foreign language definitely enhances a child's cognitive abilities in many areas, especially language and auditory skills.

Beginning foreign language study in the early grades not only takes advantage of the auditory skills that children still possess, but keeps these skills intact. Research has proven that auditory skills are maintained into adolescence when<sup>32</sup> foreign language study is initiated in the elementary school.

Gramer lists the following factors as further justification for beginning foreign language in the elementary school:

1. An early beginning provides the long period of time necessary to develop foreign language proficiency.
2. An elementary school program reaches the child at the optimum age for the acquisition of the listening and speaking skills.
3. Early foreign language programs reach children when they are open to new experiences and when they can appreciate and value a culture other than their own.
4. Foreign language skills complement and enhance other basic academic areas especially language arts, social studies, and the arts.
5. Foreign language study increases the capacity for critical and creative thinking in elementary school children.

6. An elementary school beginning provides the opportunity for all students to gain proficiency in another language.<sup>33</sup>

In conclusion, I would like to reiterate the overwhelming support given to foreign language and international study programs by many authors and commissions. Factors leading to this support include dependency of the United States on other nations economically for the buying and selling of goods and services, political and social interaction with other nations, military considerations, and matters of national security. One might add the dimension of personal development which provides a richer panorama of life when including all of the globe.

While some of the suggestions seem utopian and out of step with historic preferences in the country, most sources offer sound advice as to the establishment and implementation of programs. There also seems to be agreement about the elementary years being very important in such endeavors and in many ways crucial to their success. The proposed survey of Illinois school districts will further illuminate what has been done and what, realistically, can be achieved in the remaining years of the eighties.

## NOTES CHAPTER II

- <sup>1</sup>Torsten Husen, The School in Question, (Oxford: Oxford University Press, 1979).
- <sup>2</sup>Lala Carr Steelman and Brian Powell, "Appraising the Implications of the SAT for Educational Policy," Phi Delta Kappan, 66 (May 1985).
- <sup>3</sup>Husen, The School in Question, 20.
- <sup>4</sup>George F. Bereday, "Social Stratification and Education in Industrial Countries," Comparative Education Review, 21 (June/October 197): 195.
- <sup>5</sup>Husen, The School in Question, 63.
- <sup>6</sup>Ibid. 61.
- <sup>7</sup>F.H. Hayward, The Educational Ideas of Pestalozzi and Froebel, (London: Ralph, Holland & Co., 1904. Westport, CT.: Greenwood Press, Inc., 1979. Reprint); John J. McDermott, ed., The Philosophy of John Dewey, (Chicago: University of Chicago Press, 1981; Charles E. Silberman, The Open Classroom Reader, (New York: Random House, Inc., 1973).
- <sup>8</sup>Husen, The School in Question, 49.
- <sup>9</sup>Vincent R. Rogers, "What Research Tells Us About the Three R's," Phi Delta Kappan, 64 (December 1982).
- <sup>10</sup>Husen, The School in Question, 88, 89, 87.
- <sup>11</sup>Harold G. Shane and M. Bernadine Tabler, Educating for a New Millenium, (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1981).
- <sup>12</sup>Philip Coombs, The World Crisis in Education, (New York: Oxford University Press, 1985).

<sup>13</sup>Harold G. Shane, Educating for a New Millenium, 134.

<sup>14</sup>Ibid. 139; Torsten Husen, The School in Question.

<sup>15</sup>Vincent J. Sodolski, "The Education Gap," Chicago Tribune, October 21, 1981; George Ryan, Lt. Governor, "Address to Business Council Mid-America," (Chicago, November 14, 1984); Walter Garrett, "Education for a Global Age," (Elgin Community College, January 10, 1984); Gerald L. Gutek, "Internationalizing the Social Foundations of Education," (Chicago: Education Project of AACTE); Comparative Education Review, (Chicago: University of Chicago Press); Phi Delta Kappan, (Bloomington, Indiana: Phi Delta Kappa, Inc.); James M. Becker, Schooling for a Global Age, (New York: McGraw-Hill Book Co., 1979); Barbara Burns, Expanding the International Dimension in Higher Education, (San Francisco: Jossey-Bass Publishers, 1980); Paul Simon, The Tongue-Tied American, (New York: The Ontinum Publishing Co., 1980).

<sup>16</sup>John I. Goodlad, A Place Called School, (New York: McGraw-Hill, 1983); Becker, Schooling for a Global Age, xiii.

<sup>17</sup>Ibid. 33.

<sup>18</sup>Simon, The Tongue-Tied American.

<sup>19</sup>George Ryan, Lt. Governor, Address to Mid-america Council.

<sup>20</sup>Gerald L. Gutek, "Internationalizing the Social Foundations of Education."

<sup>21</sup>Frank H. Rosengren, Narylee Crofts Wiley and David S. Wiley, Internationalizing Your School, (New York: National Council on Foreign Language and International Studies, 1983); H. Thomas Collins and Sally Banks Zakariya, Getting Started in Global Education, (Arlington, Virginia: National Association of Elementary School Principals, 1982).

<sup>22</sup>Indiana in the World, (Bloomington, Indiana: Indiana University, 1981).

<sup>23</sup>Handbook of Exemplary International Programs, (New Rochelle, N.Y.: Change Magazine Press, 1981).

<sup>24</sup>Ibid.

<sup>25</sup>Cross-Cultural Learning in K - 12 Schools: Foreign Students as Resources, (Washington, D.C.: National Council for Foreign Student Affairs, 1982).

<sup>26</sup>Simon, The Tongue-Tied American, 125.

<sup>27</sup>Helena Hambuch Anderson, "The Immersion Approach: Principle and Practice," (Milwaukee: University of Wisconsin Linguistic Symposium, March 1984).

<sup>28</sup>Mark Zambrano and Jean Latz Griffin, "Two Languages Translate into Wider Education," Chicago Tribune, April 2, 1986.

<sup>29</sup>Reinhold Freudenstein, ed., Teaching Foreign Languages to the Very Young, (Oxford: Pergamon Press, 1979).

<sup>30</sup>G.D. Pickett, The Foreign Language Learning Process, (London: the British Council, 1978).

<sup>31</sup>Virginia Gramer, Foreign Languages and Cultures in the Elementary School, Report to the Illinois State Superintendent of Education, (Springfield, Illinois: January 1984).

<sup>32</sup>Ibid. 3.

<sup>33</sup>Ibid. 16.



## CHAPTER III

### THE THEORETICAL FRAMEWORK

When considering methodology in comparative education, a three-dimensional or four-dimensional figure needs to be envisioned. On one plane are the subjects deemed worth learning by school authorities and various experts. In most instances, these have been defined and refined by state or national commissions on curriculum and range from philosophy to arithmetic or from industrial arts to consumer education. For American students, many of these goals were defined in either the Cardinal Principles of Secondary Education or in The Purposes of Education in American Democracy.<sup>1</sup>

On another plane, and interacting with the first, are society's goals for its children and future citizens. These goals include not only mastery of subject matter, but education for citizenship, for entering the job market, for proper use of leisure time, and moral and ethical education for functioning as a responsible adult in a democracy.

As if these two planes and their interactions were not enough, there are also questions of pedagogy and its many approaches to instruction to be considered. Individualizing instruction for optimum development of individual students is a goal that has to be balanced with large group instruction when such instruction would be more

efficient. There are questions of what method to use for what groups of students while staying within the guidelines established for each subject.

This matrix, however, is only a thin slice of a given system, valid for only a specific time and place and likely to change. In addition, all factors within this structure, are influenced by national characteristics and are subject to possible cultural bias by the researcher.<sup>2</sup> How, then, can a survey regarding foreign language study and international studies be placed into a framework of comparative inquiry? Methodology in comparative education has borrowed from various other fields, such as history, anthropology, political science, or economics, to name a few. The concept of structural functionalism, for example, borrowed from anthropology, has long been a favored theoretical research perspective.<sup>3</sup> In relation to examining educational systems, its main points consist of looking at these systems in a broader societal context and within a contemporary framework rather than from a historical point of view. Structural functionalism, then, seeks to define relations between educational systems and other social institutions, such as the political, religious, or economic and familial.

Within structural functionalism, the role of economic factors and their relation to educational processes and outcomes generated debate because the relationships are not clearly understood. In terms of this study, these economic questions assume some importance because the Task Force of 1979 and the Citizen Panel of 1984<sup>4</sup> cited economic circumstances as one reason for the need to upgrade foreign language instruction.

The writer felt, however, that these aspects of the structural functionalist view were not the most salient for this study.

Development education concerning itself largely with questions of desirable strategies for optimal development might provide another possibility as a framework for this study. Since this type of strategy, however, is mostly utilized in analyzing programs in developing countries, this type of inquiry also was not deemed suitable by the writer.

Philip Altbach and Gail P. Kelly illustrate the ongoing debate about methodology and emerging issues in their International Bibliography of Comparative Education. According to the authors, one of these issues is the dichotomy between method and content. Even though the debate about methodology, in general, has been "far-ranging and, sometimes, controversial", content has been the focus of most research in the field and "was the thread that held the field together." While the content, in terms of this study, is the question of what is happening in the State of Illinois in the field of foreign languages and international studies in elementary schools, the method still needs to be defined.<sup>5</sup>

Altbach and Kelly<sup>6</sup> also point out that new terms are being formulated in an effort to adjust the framework of inquiry to new insights. According to the authors, the different "new" concepts, such as dependency theory, neo-colonialism, or world system analysis, mean a change in emphasis from the traditional national/state inquiries to more regional/local analyses.

As pertaining to this study, the State of Illinois will be treated as a separate regional entity within the United States. Since, under the American system, education is largely a responsibility of individual states, such treatment seems appropriate. In taking a survey of actual practices among all elementary school districts in the State of Illinois, a regional/local analysis is being conducted to bring an awareness of the larger issue, namely, how to increase sensitivity and understanding of international topics and cultural diversity among nations in this nation's elementary school population.

In summary, then, this study can be conceptually "situated" within the newer comparative education perspective of intra-national regional analysis. Methodologically, the study employs both historical and descriptive analyses with specific attention, however, directed towards the utilization of survey research techniques. Within this framework, the writer's intention is not to analyze the findings in reference to the traditional ideological framework of comparative education but, rather, to view the issue of international awareness and language instruction programs as a research question that has not been adequately addressed.

## THE QUESTIONNAIRE AND SURVEY PROCEDURE

In designing the questionnaire, the following considerations applied:

1. What questions needed to be answered?
2. How could these questions be phrased clearly?
3. How could the questionnaire be kept simple and relatively short, yet obtain valid data?

With regard to these questions to be answered, the commission reports analyzed in Chapter I provided the guidelines. These reports uniformly recommended foreign language instruction in the elementary grades, also an increased emphasis on an international dimension in all areas of the curriculum.

It did not appear that any of these recommendations were being implemented in elementary schools which led to the present research project. Questions to be answered, therefore, included whether or not a given district was offering instruction in a foreign language to its students, on what grade level this language was offered, which language, and for how long it was continued to be taught. One has to bear in mind, in this respect, that language acquisition needs several years to be successful.

Furthermore, it seemed important to know whether or not a district had a specific program for teaching international studies and the curriculum area in which it was being emphasized.

Another question concerned the scheduling of any foreign language program. Was it conducted within the regular school day

or was it offered as an extracurricular activity? Teacher or student exchange programs were also key recommendations in the commission reports, therefore, questions regarding such programs were included.

In order to get an idea whether school districts were in the planning stage for starting any kind of language program or international studies program, a question to that effect was included in the questionnaire.

Finally, some personal opinions of the superintendent of a district as to his or her feeling about the area being researched was deemed desirable. A question about the necessity of an international studies program and about the obstacles the superintendent perceived with regard to such a program was, therefore, included.

Originally, an attempt was made to precede the questions by a definition of international studies. This could not be done in a short space without neglecting one important aspect or other. Reference, therefore, was made to the commission reports of 1979 and 1984 and their recommendations in the introductory paragraph.

As far as demographics were concerned, the location of a school district and its number of students was important. Space for that kind of information was, therefore, provided at the top of the survey. In order to validate this information and also to trace all surveys, a number was assigned to each survey which was also needed to facilitate mailing of a follow-up letter and second copy of the questionnaire.

A cover letter, addressed individually to each district superintendent, explained the purpose of the research, gave information

about the background of the area under investigation, and explained the affiliation with Loyola University of Chicago. Copies of the questionnaire and the cover letter are included in the appendix.

Following the original mailing to 433 elementary school districts in the State of Illinois, a second mailing was prepared four weeks later. The questionnaire was again included, in case a respondent might have misplaced the original copy and a second letter was sent. a copy is also included in the appendix.

Names of elementary school districts and their superintendents were obtained from the Directory of Illinois Public Schools.<sup>7</sup>

## VALIDITY

When conducting survey research in education as well as other areas of the social and behavioral sciences, the validity of the research instrument has to be considered. The basic question to be asked by the researcher is: Am I measuring what I think I am measuring? This is the principal issue in discussing the nature of validity. In order to facilitate comparisons and to avoid misinterpretations of test results, types of validity and their definitions were prepared by a joint committee of the American Psychological Association, the American Educational Research Association, and the National Council on Measurement.<sup>8</sup>

This committee established three types of validity: 1. content, 2. criterion-related, and 3. construct. Specifically, the three different types may be characterized by the following definitions: Content validity concerns itself with the representativeness or sampling adequacy of the research instrument. It seeks to judge the validity of the substantive area or topic under investigation. The methods in which this can be accomplished consists, first of all, of close scrutinization of all items included in the instrument by the researcher, himself. In addition, these same items should be subjected to a critical review by competent specialists in the same or related content areas. Furthermore, the issue of content validity may also be addressed by reference to other sources which have dealt with the same or similar topic(s).



The second type of validity, criterion-related, is sometimes divided into two types, predictive and concurrent.<sup>9</sup> Criterion-related validity is assessed by comparing test scores with one or more external criteria known to measure the item being investigated. The use of the word "prediction", however, does not imply "forecast" but is used in a broad sense and closer to "expectation" in meaning. Validity would be considered "predictive" if time elapses between administering the test instrument and its criterion and "concurrent" if both instruments are administered at the same time. The establishment of criterion-related validity works well as long as a useable and well-established criterion is available. Difficulties often arise when the constructs of interest are difficult to quantify. These might include such items as effectiveness, anxiety, or other personality traits. In such cases, the use of multiple criteria and predictors is highly desirable. It is also often helpful to cross-validate one type of criterion with another by way of specific statistical tests.

Precisely for the reason that certain concepts are hard to measure, the third type of validity has been identified as construct validity. In this type of validation, not only the instrument is expected to be validated, but also the theory behind it. Its significant point, therefore, is "a preoccupation with theory, theoretical constructs, and scientific empirical inquiry."<sup>10</sup> In this regard, the construct type of validity is considered most important from a scientific point of view. Also, in this connection, the testing

of alternative hypotheses is particularly important. Since concepts such as intelligence, creativity, or anxiety, for example, are difficult to measure with one construct, multi-trait and multi-method analysis is frequently employed. This can almost be considered a system of checks and balances with different methods either converging or diverging.

With reference to this study, the content type of validation was employed. Items in the questionnaire were, first of all selected because of their inclusion in the commission reports explained in detail in Chapter I. Secondly, a draft of the proposed questionnaire was submitted to selected members of the academic community at Loyola University of Chicago in order to check the content. A similar, yet broader study in the State of Colorado provided additional validation. A 75 percent rate of return of the questionnaire in that study was considered reliable evidence for its conclusions. Even though the rate of returns for this study (71 percent) does not quite reach the rate of return of the Colorado study, the target audience was more defined and the overall return rate, for a survey instrument, was high. While the surveys in Colorado were sent to persons randomly selected from the target audience, the questionnaire in this study was sent to every member of the target audience, namely every superintendent of an elementary school district in Illinois.

While the issue of reliability is also, of course, an important factor to consider in educational research, it was not felt that specific measures of reliability were needed for the present study.

The reasons for this were twofold: First, the types of items employed in the survey instrument were unambiguous, easily responded to, and not concerned with measuring psychological traits, attitudes, value-laden opinions or other specific behavioral responses. Secondly, it was felt that a sufficient case could be made for a content validation of the specific questionnaire items. It is recommended, however, that subsequent research in this area might consider both a field based pilot study approach to elicit additional areas of concern that might have been overlooked in the present study. Additionally, the construction and use of specific attitudinal items might be desirable for a possible replication and extension of the present study.

## NOTES CHAPTER III

<sup>1</sup>Cardinal Principles of Secondary Education, Bureau of Education, Bulletin no. 35, (Washington, D.C.: Government Printing Office, 1918); educational Policies Commission, The Purpose of Education in American Democracy, (Washington, D.C.: National Education Association, 1938).

<sup>2</sup>George F. Bereday, Comparative Methods in Education, (New York: Holt, Rinehart and Winston, Inc., 1964).

<sup>3</sup>Andreas M. Kazamias and Karl Schwartz, "Intellectual and Ideological Perspectives in Comparative Education: An Interpretation," Comparative Education Review, 21 (June/October 1977).

<sup>4</sup>Illinois State Board of Education, Report of the Task Force on Foreign Languages and International Studies, (Springfield, Illinois: Illinois State Board, 1979); State Board Citizen Panel, Education for the Times ... In Time, (Springfield, Illinois: State Board of Education, 1984).

<sup>5</sup>Philip G. Altbach and Gail P. Kelly, International Bibliography of Comparative Education, (New York: Praeger Publishers, 1981).

<sup>6</sup>Ibid.

<sup>7</sup>Terry and Cindy Powell, Directory of Illinois Public Schools, (Washington, Illinois: Dirpro, 1985).

<sup>8</sup>Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart and Winston, Inc., 1973).

<sup>9</sup>Walter R. Borg and Meredith D. Gall, Education Research, (New York: Longman, Inc., 1983).

<sup>10</sup>Kerlinger, Foundations of Behavioral Research.

CHAPTER IV  
ANALYSIS OF SURVEY  
COMPILATION OF DATA

The response to the first mailing amounted to 235 answers or 54 percent. The second mailing four weeks later generated 72 more responses for a total of 307 responses out of a possible total of 433. This rate of response translates into a percentage rate of 71 percent.

For the purpose of evaluating the responses and expressing numbers in percentages, the 307 returned questionnaires are considered the final sample. Furthermore, responses are classified either by region of Illinois or by size of district. Regions were defined as follows:

1. Northern Illinois: Northern stateline to Interstate 80
2. Metropolitan Area (except City of Chicago): Lake, Cook, and DuPage County
3. Central Illinois: Interstate 80 to Interstate 70
4. Southern Illinois: Interstate 70 to southern stateline

Size of district was defined as follows: Group I -- 1-500 students; Group II -- 501-2,000 students; Group III -- 2,001-15,000 students.

Taking these divisions into consideration, the pattern of responses showed a large return from small districts (150 or 49 percent), a fair return from medium-sized districts (112 or 36 percent), and a fairly small return from large districts (45 or 15 percent), probably reflecting the composition of districts in the state. Of the 124 districts that did not return the survey, sixty-seven or 54 percent

belong to the group of small school districts (up to 500 students), forty-one or 33 percent belong to medium-sized districts (501 to 2000 students), and fifteen or 13 percent belong to large school districts. These percentages are fairly close to those represented in the groups that returned the questionnaire: 54 percent versus 49 percent returned surveys in Group I (small districts), 33 percent versus 36 percent returned surveys in Group II (medium-sized districts), and 13 percent versus 15 percent returned surveys in Group III (large districts).

As far as regions are concerned, there were a large number of returns from small districts in central and southern Illinois (89) and a large number of medium-sized and large districts from the Metropolitan Area (105). Returns were lacking from the western part of the state in any size district. This is partly due to the fact that these counties have unit districts which were not included in the survey. Table 1 showing the number of returns per county follows (see following page).

Specific responses to individual questions will be examined from the dual perspective of size of district and region in the state. In the master tabulation sheet, Northern Illinois is tallied in black, the Metropolitan Area in green, Central Illinois in red, and Southern Illinois in blue. Numbers of responses per group and region are outlined in Table 2.

Specifically, individual questions generated these results: Number 1 asking whether or not districts have a specific program for teaching international studies was answered in the affirmative by twenty-six

districts in Group I or 17 percent of the total number of responses in that group, thirty-two districts in Group II or 28 percent of the total, and thirteen districts in Group III or 29 percent of the total number of responses in that group.

TABLE 1  
RESPONSES PER COUNTY

Bureau	7	Madison	2
Calhoun	1	Marion	7
Champaign	5	Marshall	1
Clinton	7	Ogle	2
Cook	91	Peoria	3
DuPage	19	Perry	2
Edgar	1	Putnam	1
Franklin	3	Randolph	2
Fulton	5	Rock Island	3
Grundy	6	St. Clair	9
Iroquois	2	Shelby	2
Jackson	3	Stark	1
Jefferson	9	Tazewell	10
Johnson	5	Union	2
Kankakee	4	Vermillion	1
Kendall	2	Washington	4
Lake	24	Wayne	2
La Salle	14	Whiteside	3
Lee	2	Will	14
Livingston	7	Winnebago	3
Logan	2	Woodford	3
McHenry	11		



TABLE 2

## DISTRIBUTION OF RESPONSES BY REGION AND SIZE

	Northern Illinois	Metropolitan Area	Central Illinois	Southern Illinois	Total
Group I:	33	28	44	45	150
Group II:	10	68	25	9	112
Group III:	2	37	5	1	45
<hr/>					
Total:	45	133	74	55	307

By region, ten districts in Northern Illinois have a program (or 30 percent), forty-three districts in the Metropolitan Area (or 32 percent), thirteen districts in Central Illinois (or 18 percent) and five districts in Southern Illinois (or 9 percent).

With regard to Question 2: What area of the curriculum is involved, the majority of those districts that offer a program concentrate their efforts in the areas of social studies and foreign languages. Percentages are misleading in interpreting this question since more than one curriculum area can be involved. In Group I (twenty-six positive responses), twenty-three districts teach international studies in their social studies curriculum, four in foreign language, and a few in reading, language arts, or science.

In Group II (thirty-two positive responses), thirty-one districts have incorporated international studies in their social studies program, fourteen in foreign language, and two each in language arts, reading or gifted programs. In Group III (thirteen positive responses), seventeen districts cited social studies as the vehicle for teaching international studies with seven also including foreign language. The discrepancy in numbers (seventeen vs. thirteen) originated from responses that did not claim to have a specific program (Question 1), yet identified social studies as the area of the curriculum to emphasize such studies.

As far as the grade level for instruction is concerned (Question 3), all groups place most emphasis for international studies in sixth, seventh, or eighth grade, with numbers for those three grades being

equal in Group II (twenty-three districts out of thirty-two responses), and varying slightly in Group I (eighteen out of twenty-six in grade six and seven, sixteen in grade eight). In Group III, seventh grade is emphasized most often (thirteen out of fourteen) and sixth and eighth grade eleven and twelve times respectively.

Foreign language study presents an interesting kaleidoscope when analyzed by regions and groups. In Group I, fourteen districts offer a foreign language (out of 150 responses) or 9 percent of districts, almost all in the Metropolitan Area (twelve). In Group II, forty-nine districts offer a foreign language (out of 112 responses) or 44 percent, again almost all in the Metropolitan Area (forty-three). Finally, in Group III, twenty-four districts teach a foreign language to their students (out of forty-five), twenty-two of those in the Metropolitan Area.

Languages taught (Question 5) are mostly Spanish and French, with German a distant third and a couple of districts offering Latin or Hebrew. In Group I, eight districts (out of fourteen) offer French or Spanish, sometimes both, and three German. In Group II, Spanish predominates with forty-six districts offering that language (out of forty-nine). French follows with twenty-seven and German and Latin with four and one respectively. In Group III, Spanish also dominates with twenty-three districts teaching it (out of twenty-four), while French is offered by fifteen districts and German and Latin by four and two respectively. One district in this group offers Hebrew as an elective.

Length of instruction (Question 6) varies from a few districts in Group I offering a language for only a year to most districts in Group II offering a foreign language for either two years (Spanish twenty-seven, French fourteen) or three years (Spanish sixteen, French nine). In Group III the pattern is similar. Spanish is taught for two years in seventeen districts (out of twenty-four) and French is offered for two years in eleven districts. Three districts offer Spanish or French for three years. All foreign language study is concentrated in seventh and eighth grade with a few districts starting in sixth grade or having an exploratory program in fourth or fifth grade.

Not many school districts offer a foreign language in an extra-curricular program (Question 7). Only four districts do so in Group I, fifteen in Group II, and nine in Group III. Most of these programs (Question 8) are conducted after school or during the summer with a few programs meeting at lunch or before school starts.

Hardly any district is involved in a teacher or student exchange program (Question 9) which are often organized by outside agencies or by teachers on their own initiative. Altogether, there were eleven exchange programs mentioned in all survey responses, mostly between the United States and France.

Question 11, on plans to establish either an international studies program or a foreign language program was answered overwhelmingly negative. Only nine responses out of all groups indicated a plan to implement an international studies program and only fourteen districts

were thinking of starting a foreign language program. Comments documented later in this chapter give some illuminating insights in this regard. Response to Question 12, details of a plan, was non-existent.

Question 13, whether or not there is a need for international studies presented an interesting pattern of response by region and by group. In Group I only forty-two responses or 32 percent were in favor of such a move while ninety were against it. By region, the positive answers were fairly evenly divided eleven to twelve to eight to eleven. In Group II more answers were favorable: forty-eight positive or 55 percent to thirty-eight negative with the largest number of positive answers in the Metropolitan Area (or 56 percent), but simultaneously the largest number of negative answers also originated in the Metropolitan Area (twenty-six or 68 percent). In Group III responses were clearly positive, twenty-four or 71 percent with most positive responses originating from Metropolitan districts.

Question 13 suffered somewhat from a lack of understanding or knowledge about the recommendations of the Illinois Task Force. Since it is extremely difficult to give a concise definition of the meaning of international studies in one paragraph, reference was made to the panel recommendations instead. The responses expressed the ambivalence present in the population about international programs which is one of the reasons such programs are not widely offered.

Question 15 elicited many thoughtful comments which will be presented verbatim following the remainder of the specific analysis of

all questions. As far as obstacles to international studies or foreign language programs are concerned, finances top the list in all groups: 107 (or 71 percent) in Group I checked this category, 62 (or 55 percent) in Group II, and 29 (or 64 percent) in Group III. Other obstacles were community support, 37 or 25 percent in Group I, 13 or 12 percent in Group II, and 6 or 13 percent in Group III, and teacher qualification which is mentioned by 55 or 37 percent respondents in Group I, 20 or 18 percent in Group II, and 10 or 22 percent in Group III.

A number of responses commented on an additional obstacle, namely the lack of time in an elementary school day which prevents adding a subject. These included seven responses or 5 percent in Group I, ten or 1 percent in Group II, and six or 13 percent in Group III.

## COMMENTS

## GROUP I

More funds from state -- reduce unnecessary mandates!

The people in this rural community are really too concerned with making a living to have much interest in international studies or foreign languages. Also, the district is in deteriorating financial condition as a result of the farmland assessment law and rising costs. The district was forced to do away with courses in home economics and industrial arts and I am sure if new programs were to be added, these two would have priority.

There is a need for international studies, especially at the junior high level because they should delve more into the humanities of other countries and people. Finances are the hindrance to the addition of a separate program of international studies. I have always wanted to have a foreign language in our school district, such as Spanish or Latin, but due to finances we are not able to offer either.

I would welcome any suggestions on how a small rural school could implement a successful program on international studies. Our fourth grade teacher has taught her class basic Spanish words, but the rest of the staff would not have the expertise to do much with a foreign language.

Have available a program that can easily be implemented in a small school without the need for extensive retraining.

## GROUP II

Teachers frankly don't have enough time to teach the curriculum now.

Foreign language and international studies programs would be a definite asset to our curriculum. The main obstacle at the present time and future is finance. The preparation of our students to compete and meet the challenges now and in the future will depend upon their ability to communicate and understand the culture and governments of other nations. Too much money has been and will be continued to be used for military preparations instead of education.

The Board of Education is responsive to the community. If the community would support such a program and assist in its financing, I feel the Board would implement the program.

It's not simply a problem of getting community support -- the curriculum is already busting at the seams -- our students become aware of the world through an ongoing current events program in Social Studies. Granted the depth of their understanding is somewhat limited, however they do have the opportunity to explore the interrelationship between cultures and the effects which they have on one another.

Community must be educated to the need and the benefits of such a program. A method by which teachers can be identified must be in place. Some type of financial support must be given.

The board and district has reviewed the recommendations of the panel and have decided to monitor the situation with further study. The practical problems which have been set forth are:

1. Lack of bilingual teachers on staff.
2. Crowded time schedule to accomplish the present elementary curriculum.
3. Limited curricular materials.
4. Need for coordination with high school for continued progress of foreign language students.
5. Concern that the elementary course would lead to



proficiency in the language. The former FLES program often turned students off to the language.

6. Presently there is the study of varied cultures in the social studies program -- I am not sure what else international studies includes.

My board would approve a foreign language program in a flash if we could afford it financially. We have done two feasibility studies, one of which contained a recommendation whereby 1/3 of our 7th and 8th graders would have been given the opportunity for foreign language instruction at minimal cost. For different reasons the recommendation was not supported.

Offer to finance such programs through the state board of education. Offer incentives to school districts so that elementary foreign language and culture studies programs be included as core part of their curriculum. Have the state board of education include foreign language as a basic subject not regarded as an extra or a 'frill'.

Our elementary building has each room develop a program and exhibit on the culture of some country and this is a shared experience for the school and parents. Units take four to six weeks each spring.

The major obstacle to a foreign language or international studies program in our district is an already full curriculum. We attempt to meet the academic, social, and emotional needs of the individual with a well-balanced curriculum. Something would have to go in order to include any new programs. We are presently involved in a reevaluation of our curriculum, however, and may arrive at the conclusion that we need to reorder our priorities. The community would most likely support a foreign language program and teachers could be found. Certainly, finances would be problematic.

Faced with uncertain and constantly pro-rated finances and a scheme of financing whereby you do not receive the money prior to paying for programs, causes boards of education to cautiously proceed into new curricular areas. The number of qualified teachers of foreign languages must give pause for concern. There is little motivation for those with a teaching background and a foreign language potential to stay in the profession. Private industry outstrips the advantages of teaching.

Probably the single largest factor in our failure to offer a foreign language or international studies program K - 8 is money. In order to contend with state mandated programs, declining federal support, it was necessary to pass a fifty cents Education Fund Tax Rate Increase in 1983. We are just now beginning to re-establish programs which were cut from 1976 - 1983. Those programs were and are important to many of our constituents. There appears to be little if any concern in our community for the grade school to institute an elementary foreign language or international studies program.

In response to questions 14 and 15, we simply don't have the revenues. It is a major task just to keep our regular programs operating in the black.

Until such time that the local community can support financial needs toward offering and improving programs in the content subject matter areas of language arts, math, science, social studies and related areas, it will be quite difficult for boards of education to provide for programs in international studies/foreign language, etc. Our district, as of 1981, completed a very severe program of cut-backs and is just now, five years later, beginning to re-instate and re-institute a number of the basic programs that the district had to cut to remain financially stable. Boards of education are not the problem - they are supportive of all of the needed programs such as foreign languages, etc. However, in many cases, it is the local community and many of our retired, fixed-income residents who continue to be "out of step" or "not in tune" with the cost of education, requirements needed to provide the quality educational programs in these years of 1986 and future years, of increased costs, special and support services, remedial reading, math, science, etc.

## GROUP III

Additional funds are not available to add staff and programs -- also we already have a full school day and year.

A program of foreign language could be piloted, reviewed and then perhaps adopted. We would perhaps have to hire several new teachers. There is not enough money in our current budget for these programs.

In-service program for board to stress the importance of international studies and foreign language. Our district would have to employ teachers fluent in a language other than English. With a declining tax base, financing additional teachers would be extremely difficult, if not impossible.

Teachers feel overburdened with the plethora of courses and curriculum materials to be covered now.

Finances and time must be made available. Prefer that it would be done at the state level and not place a greater burden on the local taxpayer.

The obstacles to providing a program which includes foreign language would include the length of school day, the availability of qualified staff, the necessary scheduling involving its incorporation into the existing program, and the negotiated agreement between the teachers and the school district.

Our board would be in favor if finances were forthcoming to cover costs. Pressures are great. It is very difficult to "work in" all that is now being required. Too much in too little time. We are attempting to correct that which was neglected many years (or dissipated over many years) overnight. At a time when many districts are nearly bankrupt and the state projects massive deficits, how can we obtain the wherewithall? Solve that problem, extend the length of the school day and the school year, sell the fact that this must be done without increasing salaries for teachers (for there are simply are not the funds to do so), and we will be very happy to implement same.

And then there are comments like this one:

The only "encouragement" which will move our board to a mandated course of foreign language study for all students is the law and a big whip! Obstacles most significantly are me and the board. The idea that all children should have to undergo the rigors of learning another language is just plain stupid . . . The same as for the ill-fated idea that Base 3 math should require the attention of all students. One in five people in this country can't read our language, and that's sad enough. The "research" promoted by the vested interests of the language crazies simply has not and does not satisfactorily support their contention that the study of a foreign language will enhance the language skills in English -- certainly not for all kinds. - Here is another example of some twit group pushing their sense of need on an already beleaguered educational system. Why don't we concentrate on better, rather than more?

#### INTERPRETATION OF DATA

When interpreting the data generated by the survey, the dominant impression of the results is very negative. Only a small percentage of districts teach international studies in any form. About one-third of the districts in Northern Illinois or the Metropolitan Area had a program compared to one-fifth in Central Illinois and one-tenth in Southern Illinois. Those districts that do have a program mostly incorporate the topic in their social studies curriculum. A detailed outline of such an infusion into the curriculum was provided by one district and is included under the heading Worthwhile Programs in this chapter.

The National Council for the Social Studies has long advocated the inclusion of international studies/global awareness in the regular social studies curriculum. A notable example of how this can be

accomplished has been provided by Indiana where the Indiana in the World<sup>1</sup> curriculum guide was developed in a cooperative effort between the Indiana Department of Public Instruction, the Mid-America Center for Global Perspectives at Indiana University, and teachers and administrators from ten Indiana school districts. Ideas and concepts contained in the guide, were adapted from a similar but larger volume entitled Your State in the World<sup>2</sup> developed for the Council of Chief State School Officers. The central idea in this guide and in Indiana in the World is to identify links between towns in the United States and other parts of the world. A Teaching Activities packet has been developed as a companion volume. It should be noted in this connection that Indiana University has stressed international education for elementary and secondary schools, while this has not occurred in Illinois universities.

At best, only 30 percent of the school districts surveyed claim to give attention to international issues in their social studies curriculum. This means that 70 percent do not claim to do so. Even though the writer's hypothesis about the state of international education in Illinois has been supported by the survey figures in terms of the relative low priority given to these areas, the question of why these patterns exist must be further addressed. As illustrated earlier, there is no lack of guidelines for such studies in books, journals, or professional associations, or for that matter, from some state departments of instruction (see above).

For example, some of the comments in the survey illuminate this matter. Several respondents wrote that "this is not a priority at this time," "not needed in our community," or "not important." School districts have been facing such severe problems in the last ten to fifteen years that most are satisfied simply to still be functioning. These problems began about fifteen years ago with the decline in the student population and the corresponding decline in state funds. Shortly thereafter, a barrage of criticism arose, sometimes valid, at other times unjustified, which culminated in the series of commission reports of 1983.<sup>3</sup> In addition, schools had to absorb and implement the provisions of PL 94-142 regarding placement and mainstreaming of handicapped students and also absorb and provide special instruction for a wave of immigrant children from Asia and other Non-Western countries. Finally, the years since 1970 have seen such pedagogical trends as individualized instruction, open education, career education, or mastery learning come and go, with conscientious administrators trying to sort out what practice was educationally sound and what was only a short-lived panacea. It is really no surprise that many educators balk at even considering another "new" approach even if it is presented with the most logical arguments for its inclusion in a present program.<sup>4</sup>

This analysis, of course, does not mean to imply that international studies should be abandoned but, rather, it seems to be important to realize that many obstacles are circumstantial and not directed at the topic per se. As the comments on the survey indicate, many superintendents support the idea of teaching American students about

other countries and cultures, including the study of foreign languages. They feel, however, that other items have priority, such as keeping their systems solvent or maintaining the curriculum in its present form. Opposition to such programs today comes from some groups that object to certain materials in textbooks and would like to turn the developmental clock back by one hundred years. It is not within the scope of this survey to examine this matter but a few comments from the survey gave an indication of the sentiment involved (see last comment).

Foreign language instruction does not happen in small districts as shown by the very small percentage of districts offering a foreign language in Group I. The reasons are fairly obvious, since with low student numbers comes a lesser amount of state aid, and teachers with dual certification are hard to find. In the medium-sized and larger districts the picture is more encouraging with almost 50 percent of the districts in those categories having a foreign language program.

Instruction in foreign languages still predominantly takes place in seventh and eighth grade, all pedagogical evidence to the contrary and, usually, is continued for no longer than two years. The languages offered are mostly Spanish and French. Only a few districts offer foreign language instruction in the lower grades. Not much is happening in extra-curricular language offerings, even though some districts make the special effort required. There also are relatively few exchange programs to speak of and those in existence may have been curtailed in the recent climate of fear of terrorist attacks.

The tone of the comments in this area is very realistic and often bitter. With many districts struggling for years to keep their head above water financially, the notion of expanding programs strikes them as slightly ludicrous. While some aspects of international studies can be infused into an existing curriculum, a foreign language cannot be infused but needs a qualified teacher and time to be taught.

The question of qualified staff pertains to international studies as well. This topic has not been emphasized in teacher education, even though the National Council for Accreditation in Teacher Education has long advocated such a component for teacher training institutions. Since thoughtful educators realize cultural diversity is not only a matter of holiday celebrations and ethnic food and dress, teachers need additional skills to deal with the topic of international issues. The Center for Teaching International Relations (CTIR) at the University of Denver offers excellent assistance in this regard. It conducts workshops, seminars and graduate classes for teachers on weekends, nights, and during the summer with about 30 percent of students utilizing the summer session. The center also has a full range of publications available.

Foreign languages also suffer from lack of qualified instructors. The field has been dormant for so long, few educators have prepared for it. Instructors in uncommon languages, such as Arabic or Russian are practically non-existent.<sup>5</sup> A ready source of foreign language experts, immigrants from other countries, is not being utilized either because of their lack of fluency in English or because of certification



requirements. From the state's point of view, some sort of provisional certification ought to be feasible but teacher organizations would most likely object.

In addition, materials need to be updated and made available. This area was not covered in the questionnaire but it is the writer's opinion that at least 50 percent, if not more, of all materials about the rest of the world are out of date in elementary school libraries and learning centers.

In spite of articles in daily newspapers, educational journals and lobbying by concerned groups, such as the National Council for Foreign Languages and International Studies or the National Council for the Social Studies, communities across the state are not concerned and parents do not demand programs. Governor Thompson's highly publicized trips abroad to lure foreign companies to Illinois are not perceived by school boards as having any connection to local curriculum development or any other topic dealing with international understanding.

If a state commission recommends programs, such as those mentioned in the report of the Illinois Task Force of 1979,<sup>6</sup> school districts in all size groups, small, medium, or large, are asking the state to fund those programs. Educational administrators and school boards feel it borders on hypocrisy to ask local districts to implement certain programs without supplying the necessary funding.

In addition to funding, time during the school day is another item in short supply. School districts seem unwilling to try integrated scheduling even though that would solve the problem partially.

Tradition is so strong in this regard that even the most convincing example of such scheduling is not going to change current practice. Integrated scheduling as practiced in other countries (The Netherlands, France, Germany) means allocating time slots during a school day in a vertical sequence instead of horizontally. In such a schedule, English might be the subject for the first period of a school day, followed by math, social studies, gym, and a foreign language. The next day, however, might start with science, followed by art, a foreign language, language arts, and math. The advantage of such a system is a weighing of subjects into major and minor categories with a corresponding allocation of time slots. Another source of time for language studies could be study halls in the junior high school with homework taking their place.

In the elementary grades, imaginative programs could be created through magnet schools in large districts using the immersion approach described earlier. Aside from such really innovative programs, a general tightening of the schedule might suffice to find time.

As far as regions in Illinois are concerned, more seems to be happening in Northern Illinois and the Metropolitan Area than in Central or Southern Illinois. There probably are many reasons for this, some obvious, others more obscure. The economic health of a district seems to be a key factor, and there are some wealthy districts in the Metropolitan Area. Another consideration may be the proximity of colleges and universities exerting a positive academic influence on

parents and communities. There also would be more opportunities for contacts with other cultures and a wider array of publications urging world-mindedness.

#### WORTHWHILE PROGRAMS

Before adding recommendations to those made earlier by the various commissions and others, A few positive programs should be mentioned as reported in the survey. Since the social studies appear to be the preferred area of the curriculum for incorporating an international dimension, attention should be drawn to such a program in Benjamin School District 25. According to Patricia Conran, Superintendent, the district was frustrated and dissatisfied with the middle school social studies program. Content and instruction were perceived to be lacking in meaning. Geography was taught out of context, coverage of world history was sketchy, and American history seemed to be without roots. Instructional practices did not seem to foster active student learning. Teachers and administrators searched for ways to teach social studies in a global context with increased understanding and appreciation by students.

The principal goals in redesigning the middle school program were 1) to combine United States and world history and geography in an integrated approach in teaching; 2) to stress the importance of geography of a country and of countries in relationship to each other for political, economic, and cultural development; 3) to emphasize instruction in cause-effect relationships and other higher level critical thinking skills; and 4) to provide for switching content and instructional techniques to stimulate students' involvement and learning.

Important premises for the new curriculum included the idea that middle school students must be personally involved in learning to make it exciting. Also, since students are not required to study world history at the high school level, an introduction to major events seemed to be a necessity. Furthermore, an understanding of the modern era and how it came to be was considered vital to an understanding of the world today. Finally the idea was stressed that teachers should not take students' knowledge of recent history for granted. Even though such events as Korea, the Cuban Missile Crisis, Vietnam, and wars in the Middle East are meaningful to adults, students view them as ancient history and need to be taught the facts and the connecting links. A curriculum outline for grades seven and eight is included in the appendix. The last sentence of the curriculum sums up the philosophy of placing current events into a global context: "Throughout the planned curriculum, consider events as these arise and consider them within a cause-effect context and global society."<sup>8</sup>

Improved instructional practices usually included visual aids in an introductory lecture and individual and group work in projects. Since textbooks could not be found for the curriculum as planned, lectures were used to present factual materials including dictation of key concepts to facilitate studying and to teach organizational skills.

None of these methods was dramatically new but the emphasis on using a variety of approaches made the difference for student interest and learning. Bridging was done wherever possible to show interconnections

between events to help students realize the continuity of global history. According to Conran, the response of students, teachers, and administrators has been very enthusiastic about the new approach.<sup>9</sup>

As mentioned earlier, programs in foreign languages are mostly reserved for seventh and eighth grade and then only in the traditional languages, French, Spanish, and German. A different program is offered in Central Stickney Elementary District 111 where students and community members teach other languages during their lunch break. According to Superintendent James R. Nelson, the district wanted their students exposed to other languages and cultures so they could develop empathy and interest. "If we light a fire, perhaps they may choose a foreign language in the future." A teacher volunteered to coordinate the program but the teaching is provided by students and parents who represent a wide variety of ethnic backgrounds and languages. Because no other time slot is available, classes are held during lunch time and are supervised by the superintendent. There are currently about thirty students in the program and units last for about six weeks. Whatever minimal funds are needed to run the program and secure materials, are provided by the school board. Although participation is strictly voluntary, the only problem has been overcrowding.<sup>10</sup>

In River Forest District 90, a foreign language program is conducted by the Parent Teacher organization. The organization employs a qualified person who is selected by a committee and meets with students in grades one to four twice a week during their lunch hour. Originally, the response was fairly high, but numbers of students have dwindled due

to moving. Still, the program is ongoing and some students have been in it for several years. Parents of participating students are required to pay a fee of approximately thirty-five dollars per semester.

Supervision is done by the P.T.A. In grades six, seven, and eight students can enter the district foreign language program.<sup>11</sup>

In Edgar County (District 4), foreign language instruction in French, German, and Spanish is offered to gifted students. There are about twenty-five students in the program and they are taught either by a staff member who has the language capability or by a mother who comes into the classroom to instruct the group. Continuation was somewhat in doubt, since the German speaking mother was going back to school to further her own education.<sup>12</sup>

Other interesting approaches are used in the vicinity of Champaign/Urbana where principal and teachers are using the resources of the University of Illinois to teach about other countries or in another district in central Illinois where each class does a six-week unit on a different country and presents their findings to their fellow students in a culminating festival. All of these programs seem to demonstrate, though, that time and instructors can be found in many different settings, if the determination is there by either parents or administrators to have such a program.<sup>13</sup>

## NOTES CHAPTER IV

<sup>1</sup>Indiana in the World, (Indianapolis: Indiana Department of Public Instruction, 1981).

<sup>2</sup>Your State in the World, (Pinehurst, N.C.: Council of Chief State School Officers, 1976).

<sup>3</sup>U.S. Department of Education, A Nation at Risk: The Imperative for Educational Reform, (Washington, D.C.: National Commission for Excellence in Education, 1983); Twentieth Century Fund, Making the Grade, (New York: Twentieth Century Task Force, 1983); Education Commission of the States, Action for Excellence, (Denver: Task Force on Education, 1983).

<sup>4</sup>George I. Thomas and Joseph Crescimbeni, Individualizing Instruction in the Elementary School, (New York: Random House, 1967); Charles E. Silberman, The Open Classroom Reader, (New York: Random House, 1973); Robert W. Cole, Jr., "Years of Trial, Years of Promise," Phi Delta Kappan, (Bloomington, Indiana: January 1981).

<sup>5</sup>Barbara Burns, Expanding the International Dimension in Higher Education, (San Francisco: Jossey-Bass Publishers, 1980); Paul Simon, The Tongue-Tied American, (New York: The Continuum Publishing Co., 1980).

<sup>6</sup>Illinois State Board of Education, Report of the Task Force on Foreign Language and International Studies, (Springfield, Illinois: Illinois State Board, 1979).

<sup>7</sup>Patricia Conran, Mark A. Mason, and Robert J. Sabatino, "Middle School Social Studies in a Global Context," The Councilor Illinois Social Studies, (October 1985).

<sup>8</sup>Ibid. 12.

<sup>9</sup>Ibid.

<sup>10</sup>Interview with James R. Nelson, Superintendent District 111, Cook County, Chicago, Illinois, August 1986.

<sup>11</sup> Interview with Betty Pruitt, Principal, Lincoln School, River Forest, Illinois, August 1986.

<sup>12</sup> Interview with Verne D. Bear, Superintendent, District 4, Edgar County, Paris, Illinois, August 1986.

<sup>13</sup> Interview with Judith Popel, Principal, Ludlow Elementary School, Ludlow, Illinois, August 1986.



## CHAPTER V

### RECOMMENDATIONS

At this time, reference needs to be made to the reports of the Illinois Task Force of June 1979 and the Citizen Panel of May 1984 analyzed in detail in Chapter I. General recommendations included the following items:

That a major campaign be launched to increase the visibility and popularity of foreign language and international studies and to raise public awareness of the need for the benefits accruing from increasing resources in these area.

That a five- to ten-year thrust be initiated to expand and improve the teaching of foreign languages and international studies statewide.

That major efforts be made to institute and maintain foreign language and international studies programs in kindergarten through twelfth grade in all schools of the state.

That necessary actions be taken to increase dramatically the study of languages and cultures that are of major significance to our nation but that are not widely taught in Illinois schools. These include Japanese, Chinese, Arabic, and Russian. Teacher-preparation institutions should increase their efforts to provide qualified instructors in these fields.

That administrators strive to schedule foreign language and international studies so that a majority of students can elect them. In particular, foreign language classes should not conflict with band, athletics, or work/study.

That particular efforts be made to develop curricula and instructional materials for non-traditional learners of foreign language and international studies: ethnic, gifted, learning impaired, non-English dominant, multiple language speakers,

non-college bound, career and vocationally oriented, adult and continuing.

That Illinois institutions of higher learning maintain or establish as a minimum entrance requirement for all students the successful completion of a two-year high school sequence in one foreign language or the equivalent, and, additionally, as a graduation requirement a minimum of two years of one foreign language or the equivalent. Higher education should consider for these purposes any language offered by the student, whether that language is taught by the institution or not.

That state and federal funds be<sup>1</sup> made available to support the recommendations of this report.

The results of the survey show conclusively that little or nothing has been happening with regard to the above recommendations. Whatever is being accomplished in individual districts is determined by the initiative of local administrators or teachers but not through the concerted effort on many levels called for in the recommendations.

No major thrust has been made to develop and implement a program of foreign language studies or international studies on regional or state levels. With a few exceptions, there are no programs in the early elementary grades. There has been no increase in the study of non-traditional languages and cultures, such as Japanese, Chinese, Arabic, or Russian. Nothing seems to be done to integrate bilingual education and international studies. No evidence was found that non-traditional learners are exposed to foreign languages to any extent. One district had a foreign language program for its gifted students.

Illinois institutions of higher learning are again establishing a minimum entrance requirement of two years of a foreign language but the timetable for such a requirement has, to my knowledge, not

yet been firmly established. This also holds true for high school graduation requirements. Funds have not been made available by either the state or the federal government, a fact that has been duly noted by many comments in the replies to the survey.

It seems as if the recommendations of the two Illinois commissions were overly ambitious and unrealistic. Also, one has to take into account the severe problems school districts have faced during the last ten years to understand the lack of movement in the area under investigation. These obstacles have been enumerated in Chapter IV and are embodied in such terms as declining enrollment, rejection of tax referenda, declining state aid, or the impact of PL94-142.

Other evidence, evolving from several comments in survey replies, leads to the conclusion that there is resistance to international studies programs in the minds of administrators and school board members. Since teachers were not included in the survey, their views are not known at this time. Bilingual education has been a controversial issue ever since such programs were mandated by the U.S. Congress. As long as federal funds support such programs, school districts will comply, but, it seems, the controversy regarding teaching foreign born students in their native language has had a detrimental effect on studying foreign languages in general. Several comments emphasized that the study of English should take precedence over any other language.

A realistic effort to increase international awareness in schools, and particularly in elementary schools, might be channeled, first of all, through teacher education institutions. Gutek investigated this

question in his paper "Internationalizing the Social Foundations in Education. As mentioned earlier, he strongly cautions against adding another component to introductory teacher education courses but, instead, calls for an infusion of international perspectives into the social foundations component of undergraduate teacher education.<sup>2</sup>

One of the problems facing international education, according to Gutek, has been its lack of a clear definition and structure. Because it is an interdisciplinary topic including history, geography, political science, economics, and anthropology, there has not been a unified advocacy for its aims. Often, the subject also has become mired in ideological disputes and thus entered the political arena. Some of these ideological objections could be discerned in comments given in the survey.<sup>3</sup>

In searching for practical ways to incorporate international studies into the teacher education process, Gutek considers history, philosophy, and the social science the most obvious areas but also calls for a broadening of this base with the necessary knowledge in geography and the natural sciences.

The National Council for the Accreditation in Teacher Education (NCATE) also has included international education in its guidelines. As listed in the NCATE Redesign, adopted by the NCATE Council June, 1985, Knowledge Base for Professional Education, Section A. Design of Curriculum, Criteria for Compliance, Item 4:

Each program area in the unit includes study and experiences related to culturally diverse and exceptional populations. All programs incorporate multicultural and global perspectives.<sup>4</sup>

According to Dr. R. Albert, Chair of the Department of Education at Elmhurst College, the fact that the last sentence is incorporated in Item 4 has to be considered important. Colleges of education, at this time, are struggling to comply with changing guidelines by various accrediting bodies, including provisions and requirements of the Illinois Reform Bill of 1985. The problem for the colleges lies in the broad concepts expected to be included in their teacher preparation courses without specific guidelines as to what is meant by these concepts. This places an extraordinary amount of pressure on the institution to analyze programs, interpret requirements, and evolve new programs. Until such time of formal evaluation, a department of education can only guess whether or not it is in compliance with suggested standards. One has to bear in mind, however, that whenever changes are made in standards and/or requirements, there usually is a period of grace during which deficiencies may be corrected.

As far as this study is concerned and the contention that international studies have to be fostered in teacher education institutions, the NCATE requirement is an important step in that direction.<sup>5</sup>

The Illinois Reform Bill of 1985 treats the subject as follows: "Issue #13: This act creates the Illinois Language and International Studies Academy to offer education at the secondary and post-secondary level to students talented in languages." Unfortunately for Illinois, and in contrast to the Academy for Science and

Mathematics, this academy was not funded for the 1986/97 school year. It is important, however, that the academy has been created. Issue #13 has to be considered an enabling clause for the establishment and operation of such a school and interested parties can now pursue funding for same. A Language and International Studies Academy would be a very important step in fostering attention on this field of study, since it would provide a focus for such studies and also serve as a dissemination center for school districts throughout the state.<sup>6</sup>

Aside from promotion of international studies through teacher education, the social studies curriculum seems to be the major avenue of instruction in this subject. A recently adopted social studies curriculum in the Glenbard Schools and their elementary feeder districts illustrates this development.<sup>7</sup>

The guide follows recommendations of the National Council for the Social Studies for the primary grades and calls for:

Awareness of self, family roles, and variations in family structures to be studied through examples familiar to the child as well as through families of other ethnic groups from other parts of the world.<sup>8</sup>

In the intermediate grades (four and five), world regions are included as area of study in addition to U.S. history and geography. In grades six, seven, and eight increased emphasis is placed on world cultures and world geography, past and present.

The junior high program expands students' awareness of peoples, cultures, and history. The study of World Cultures at the sixth or seventh grades should offer students an opportunity to learn about ancient and classical civilizations as well as modern cultures. At least one ancient civilization and one

classical civilization should be included. Other cultures selected for study should include a balanced representation of at least one past or present-day culture from each of these four areas: Africa, Asia, South America, and Europe. World geography could be taught as a separate subject emphasizing global trends and more sophisticated map skills, or it could be integrated into the World Cultures course.

It is important to note that this curriculum guide is truly interdisciplinary and not only incorporates the traditional areas of history and geography, but also anthropology, economics, political science, and psychology/sociology.

A social studies curriculum guide for another K-8 school district states in its philosophy:

The social studies program of District 103 is the study of man, as an individual, as a member of a family, as a member of a community and a country, and as a member of global society. It is the study of man's problems in his interrelationships and interdependence with other individuals and the peoples of the world.

Also, since a curriculum does not exist in a vacuum, it is important to recognize recent textbook developments in the social studies. The Heath Social Studies Series, copyright 1985, includes all the disciplines called for in the Glenbard Curriculum Guide. Some of the more abstract concepts in anthropology and political science are reserved for intermediate grade or junior high students but references to other countries in the world are present in various units throughout all grade levels. The heaviest emphasis on foreign countries is in sixth and seventh grade corresponding to the requirements of the curriculum.<sup>11</sup>

Holt Social Studies offers an excellent balance between geography, early history of man, and the current world scene in its sixth grade textbook. Lands and climates are explained and placed in juxtaposition with resources and industry of a given continent. Their effects are then illustrated in specific countries within that continent. In addition, each chapter covers certain map skills and places a spotlight on famous people of the time or area.<sup>12</sup>

Internationalizing the curriculum in subjects other than social studies can be done in many ways. The following suggestions provide some ideas that have proven valuable in classroom instruction.

MATHEMATICS:

- A. Monetary systems and conversions.
- B. Graphs and charts for information about other countries or issues.
- C. History of mathematics - Non-Western foundations for Western numerical systems.
- D. Statistics: Use temperature figures from other cities or countries
- E. Story problems: Use people and examples from other nations.

READING - LANGUAGE ARTS:

- A. Stories about characters in other places.
  - 1. Historical
  - 2. Present
- B. Silent languages of various cultures - gestures - etiquette.
- C. Find opportunities to hear another language spoken.
- D. Folktales of other countries.



- E. Narratives: Factual accounts of a variety of places and people.
- F. Newspapers and magazines: current events and reports.
- G. Foreign authors.

SCIENCE:

- A. Natural resources around the globe.
- B. Global contributions to agricultural development.
- C. Scientific cooperation among nations.
- D. Contributions of inventors in all countries
  - 1. Historical
  - 2. At present
- E. Questions of ecology
  - 1. The interdependence of nations
  - 2. Need for cooperation on global issues
- F. Pollution.
- G. Health.

ART AND MUSIC:

- A. Contributions around the world.
  - 1. Western
  - 2. Non-Western
  - 3. Ancient
  - 4. Contemporary
- B. The universality of art and music in human life.
  - 1. Exchange of work with schools in other countries
  - 2. Survey of songs and musical groups.

ECONOMICS:

- A. International trade.
- B. Multi-national corporations.
- C. International currencies.

- D. Economics and population.

RESOURCES:

- A. Libraries for print and non-print materials.
- B. People
  - 1. Teachers
  - 2. Parents
  - 3. Within the community
  - 4. Foreign students in the U.S.
- C. Newspapers, magazines.
- D. Television, films.

As far as teaching materials are concerned, one of the simplest, least expensive aid is an up-to-date world map.<sup>13</sup> If it is used on a daily bases for references about items discussed in various subjects or in the news, students cannot help but increase their knowledge of the world.

After considering teacher education in fostering global awareness, and stressing the social studies curriculum in accomplishing some of its goals, I would like to draw attention to the Center for Teaching International Relations at the University of Denver.<sup>14</sup> The center was founded in 1968 for the purpose of improving the teaching of international studies at pre-collegiate levels. Its aim is to assist classroom teachers in becoming more proficient in providing their students with the necessary skills and knowledge for participation in global society.

In addition to graduate level classes for elementary and secondary teachers, the center provides in-service workshops and consulting services for interested school districts and, most important,

has developed a full range of materials to aid the teachers. These materials cover subjects such as comparative and cross-cultural studies, conflict studies, environmental issues, ethnic heritage, the global marketplace, nuclear issues, or population and hunger, among others.

The center is run by a director and employs four faculty members and three support staff members. It is important to note that the center is self-supporting through income from tuition, fees, and sales of publications. Initial funding was provided by the Graduate School of International Studies and the School of Education of the University of Denver. Establishment of such a center for classroom teachers in Illinois, and preferably in the Chicago Metropolitan area because of its concentration of schools, would seem to be an idea worthy of implementation.

The recommendations outlined in this chapter, therefore, are nothing new. The road to moderate success in the field of international studies and foreign languages seems to lead through teacher education, an updated social studies curriculum, and, possibly, the establishment of a center for teaching international studies and providing supportive materials.

## NOTES CHAPTER V

<sup>1</sup>Illinois State Board of Education, Report of the Task Force on Foreign Language and International Studies, (Springfield, Illinois: 1979); State Board citizen Panel, Education for the Times ... In Time, (Springfield, Illinois, 1984); Ibid. 22, 23.

<sup>2</sup>Gerald L. Gutek, "Internationalizing the Social Foundations of Education," (Chicago: Education Project of AACTE).

<sup>3</sup>Ibid.

<sup>4</sup>N C A T E REDESIGN, (Washington, D.C.: National Council for Accreditation of Teacher Education, 1985); Ibid. 15.

<sup>5</sup>Interview with R. Albert, Chair, Department of Education, Elmhurst College, Elmhurst, Illinois, August 1986; Illinois Reform Bill, (Springfield, Illinois: Illinois General Assembly, 1985).

<sup>6</sup>Ibid.

<sup>7</sup>Glenbard Social Studies Articulation Project, (Du Page County, Illinois: Glenbard School District 87, 1985).

<sup>8</sup>Ibid. 13.

<sup>9</sup>Ibid. 14.

<sup>10</sup>Social Studies Curriculum, (Lincolnshire, Illinois: School District 103, 1976).

<sup>11</sup>The World Past to Present, (Lexington, Massachusetts: D.C. Heath and Company, 1985).

<sup>12</sup>Our World, (New York: Holt, Rinehart and Winston, 1983).

<sup>13</sup>Political Map of the World, (Washington, D.C.: National Geographic society, 1986).

<sup>14</sup>Interview with Barry Simmons, Director, Center for Teaching International Relations, (Denver: Center for Teaching International Relations, August 1986).

## CHAPTER VI

As this chapter is being written, another report is making news across the nation. The governors of the United States have been meeting at Hilton Head, South Carolina, and have released a detailed plan to revamp education within the next five years.<sup>1</sup>

This reform plan seems to be too ambitious and also unrealistic. The plan calls for reforms on a large scale and one may perhaps wonder whether the governors' advisers in educational matters were honest in their assessment of the situation, or whether the governors themselves were truly aware of the magnitude of the changes they were proposing.

One of the proposals that seems to be most unrealistic is the plan to allow parents to choose the elementary and high school their child will attend, even if the school is in another district. In Illinois, not even the recent reform proposal about consolidating districts found much support, let alone such a drastic move towards open enrollment.<sup>2</sup> Similarly, the call for schools to open year-round or to share facilities with community organizations, should be directed towards the communities and not the schools. It is the individual community that has to accept these attempts for restructuring schools which the schools themselves have tried with limited success. In Illinois, the best-known of these plans was the year-round schedule of the Valley-View School District in Bolingbrook.

Implemented in the late 1960ties in order to accommodate increasing numbers of students, the school year consisted of four sessions of nine weeks with a three week vacation period between the sessions and a six week summer vacation. Generally, all children of a family attended the same sequence of sessions but, otherwise, sessions were scheduled to be staggered in such a way as to allow maximum usage of buildings.

The plan succeeded initially because it accomplished what it set out to do, namely provide classrooms for more students without a building program. Difficulties arose when students moved in and out of the system. Also, teachers could not always take advantage of summer courses and programs to further their own education. The plan was discontinued in 1980 when the enrollment in the district had dropped low enough to be accommodated in the existing buildings.

Other items on the governors' agenda attempted to change social agencies, not schools. Home programs to teach low income parents how to play with their children, day care and after school care, nutritional programs, or ways of dealing with teenage pregnancies, seem to be more in the category of social programs than educational programs. The governors also recommended reducing class sizes in kindergarten through third grade. It seems they were not aware of the fact that school districts have been increasing class sizes to thirty students or more in order to stay solvent.

The items cited are an example of the irresponsibility of those making the recommendations. As documented in the case of

foreign languages and international studies, a commission can make the most far-reaching recommendations without giving thought to the ways and means of accomplishing the goal. Interestingly enough, this is a problem that has been noted before and on many different levels. For example, in his excellent book The World Crisis in Education, Philip Coombs refers to decisions made by conferees attending a UNESCO planning session in Paris which often had little bearing on solving a problem in the field. These sessions took place during a literacy campaign conducted under UNESCO auspices. Even though field based observers strongly recommended methods based on needs and interests of the people to be taught, "experts" prevailed and methods for teaching literacy were employed that were not suitable for the target area. These methods had been successfully used in developed, industrialized countries.<sup>3</sup>

The governors felt education needed their attention because jobs have been threatened through foreign competition and, supposedly, children need to learn more to compete in today's world. Therefore, a few points are in order regarding the recurrent theme of "better" education in other countries.

If children in Germany are learning English in fifth grade and French in seventh or eighth grade, it is because the geographical and commercial position of Germany, in the center of Europe, dictates acquiring such skills. In addition, historically, French has been the language of culture and the arts, also elite professions, such as the Corps Diplomatique. French children, on the other hand,



hardly study German since the French consider their language superior in all respects. Incidentally, these assessments of the French language were shown to be true by the present survey in Illinois which documented French to be the most favored language studied. Does this mean French or German education is better, or does it only signify a different approach and emphasis?

In line with this reasoning, one may argue that studying another language in Illinois or in other parts of the U.S. is not necessary, since English has become a *lingue franca* in many parts of the world. Barbara Burns comments on these arguments in Expanding the International Dimension of Higher Education and Paul Simon documents similar thoughts in The Tongue-Tied American. Both authors, however, strongly support foreign language study because of the many benefits such studies provide, either directly or indirectly.<sup>4</sup>

Another point often made is that since children in other countries spend more time in school, and time-on-task translates into learning, they must be learning more. The fact is, however, that often their school day is shorter and many national and religious holidays interrupt the normal school schedule. In Germany, children still go home at noon or 1 pm after an 8 am start. Therefore, even though the school year is longer (220 to 230 days depending on the region), time spent in school is not necessarily more extended than in the schools in Illinois.<sup>5</sup>

In China, Mao Tse Tung had great visions about education in his country and experimented a great deal. His ideal education con-

sisted of a combination of intellectual endeavors with practical labor. This pragmatic approach was very successful in the early years of his government after the revolution when all facets of the educational systems had to be rebuilt. The method faltered when traditional views about the high stature of a scholar came into conflict with political ideas about the equal value of physical labor. Today, education has largely reverted back to a system where progress to higher levels of education is governed by rigorous examinations. Would American parents consider such a system better?<sup>6</sup>

Finally, there is the question of Japan's achievement in the marketplace and the resulting inquiry into its educational system. Diane P. Schiller and Herbert J. Walberg investigated some of these aspects in their article, "Japan: The Learning Society." The authors examined several factors leading to excellence in educational outcomes. These were identified as developmental level, ability, quantity of instruction, quality of instruction, motivation, home learning environment, and classroom learning environment. Japanese people view ability not as innate, but as a highly alterable variable. They consider disciplined study to be the key element for success rather than luck. This view permeates society and is also promoted in the media.<sup>7</sup>

The home learning environment seems to be of crucial importance. Parents spend much of their savings on private tutors for their children or on special schools to prepare them for entrance examinations to prestigious schools. "Family life is arranged to

ensure proper study." As far as attendance is concerned, Japanese schools are in session from 240 to 250 days a year with the school day lasting from 8:30 am to 3:15 pm. Within that school day, students seem to be actively engaged 85 percent of the time. The classroom fosters a strong group identity and self-discipline is taught as part of group behavior. "Expected standards of behavior are clear and part of all school lessons and the teacher is seen as an ally and a mentor."<sup>8</sup>

Under these circumstances, the educational system indeed has to be seen as the locomotive that pulls the economic train of Japanese achievement. Would the system mean "better", though, when transplanted to American circumstances?

Throughout this assessment of international studies and foreign language study in Illinois, the question has surfaced as to why more school districts do not seek to expand in this area. In spite of books and articles about "better" education in other countries and the perceived need by some interested groups to emulate them, communities basically seem to be content with what they have. One does not hear a great clamor, for example, for an extension of the school day or year, nor do parents seem to be anxious to find private tutors or schools for their children. The notion of competitive examinations for the next level of schooling is unacceptable within the framework of equal opportunities for all children. Similarly, the long hours of homework required of students in other countries would find little favor here.

Many of the school districts that responded to the survey are located in the central or southern part of the state (eighty-nine or 59 percent in Group I, thirty-four or 30 percent in Group II, and six or 13 percent in Group III). These areas are rural and the goals of the school district are geared to the demands of rural life. Foreign languages and international studies are not perceived to be important content areas for students to acquire. The expectations of parents and, by extension, school board members are that students should be prepared to function as citizens of their communities and have the skills to fill available jobs.

Therefore, great caution needs to be exercised in calling for drastic changes in the educational system. No matter how urgently changes are being advocated, they seem to come about in a series of small advances followed by some retrenchement. International studies and foreign language study have not been in the forefront of educational reforms, yet they have not been completely forgotten either. Attempts are being made in various places to bring this issue to greater prominence, such as the creation of a Foreign Language Academy, for example.

This study was undertaken because the writer was perturbed about the perceived dichotomy between commission reports and reality. In surveying practices with regard to foreign languages and international studies in the elementary schools in Illinois, an attempt was made to document what might have changed in these areas since the Illinois Task Force made its recommendations in 1979 which were

repeated by the Citizen Panel of 1984.<sup>9</sup>

Based on data generated by the survey, the conclusion may be drawn that some districts have foreign language programs and have incorporated international studies in their social studies program, but more districts do not and have no plans to develop such programs. The many recommendations made by both commissions with regard to establishing international studies centers, foreign exchange programs, and foreign language programs in the elementary schools have not been implemented on any noticeable scale.

Fortunately, new social studies textbooks seem to place a greater emphasis than in previous years on an international component in their materials. No detailed study was made of this observation, but those series that were checked for coverage of other areas of the world looked promising.<sup>10</sup> Essentially, the writer would have liked to ask more questions with regard to past practices, in the area being studied, in order to assess more fully the impact of the commission reports mentioned above. The writer felt strongly, however, that a lengthy questionnaire would not have generated sufficient responses to draw valid conclusions. As it pertains to this study, a response rate of 71 percent was considered satisfactory.

Other shortcomings would be the absence of responses from unit districts. There are 442 unit districts in Illinois compared to the 433 elementary districts included in the survey. These unit districts were not included in order to limit the scope of the survey

and because the commissions specifically recommended steps to be taken at the elementary level.

It is unfortunate that the survey of the teaching of international studies and foreign languages did not generate a more favorable picture, but one has to be realistic and aim for improvements wherever possible. In the elementary schools in Illinois those improvements seem to lie within the social studies curriculum and through increased emphasis on an international dimension in teacher education. As far as foreign languages are concerned, the renewed requirement for such languages for a bachelor's degree would give a needed impetus for further developments in the field, but only in the junior high and high schools. There seems to be no discernible movement, at this time, to include the study of a foreign language in the curriculum of elementary grades in the schools of Illinois.

## NOTES CHAPTER VI

<sup>1</sup>Time for Results: Action Plan of the National Governors' Association, (Hilton Head, South Carolina: National Governor's Association, 1986).

<sup>2</sup>Illinois Reform Bill, (Springfield, Illinois: Illinois General Assembly, 1985).

<sup>3</sup>Philip H. Coombs, The World Crisis in Education, (New York: Oxford University Press, 1985).

<sup>4</sup>Barbara Burns, Expanding the International Dimension in Higher Education, (San Francisco: Jossey-Bass Publishers, 1980); Paul Simon, The Tongue-Tied American, (New York: the Continuum Publishing Co., 1980).

<sup>5</sup>Hans G. Lingen and Barbara Lingen, Education in West Germany: A Quest for Excellence, (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1980).

<sup>6</sup>Neville Maxwell, ed., China's Road to Development, (New York: Pergamon Press, 1979).

<sup>7</sup>Diane P. Schiller and Herbert J. Walberg, "Japan: The Learning Society," Educational Leadership, March 1982.

<sup>8</sup>Ibid.

<sup>9</sup>Illinois State Board of Education, Report of the Task Force on Foreign Language and International Studies, (Springfield, Illinois: Illinois state Board, 1979); State Board Citizen Panel, Education for the Times ... In Time, (Springfield, Illinois: State Board of Education, 1984).

<sup>10</sup>The World Past to Present, (Lexington, Massachusetts: D.c. Heath and Company, 1985); Our World, (New York: Holt, Rinehart and Winston, 1983).

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## APPENDIX



COMPREHENSIVE DESIGN FOR A FOREIGN LANGUAGE AND INTERNATIONAL STUDIES SEQUENCE  
FOR PRE-KINDERGARTEN THROUGH TWELFTH GRADE

The following programs, geared to the age and skills of the students, might be found at any of the levels from middle and junior high school through twelfth grade:

- . Maintenance and extension of skills
- . Domestic and foreign study programs
- . Immersion experiences--week-end, summer sessions, term sessions
- . Bilingual/bicultural education (also found K-9)

Options for Preschool and Elementary School Programs	Middle or Junior High	Early High School Years	Upper Level High School
1. Immersion	A. Immersion-Maintenance, (total/partial)	E. Curricular Areas Taught in the Second Language	H. Curricular Areas Taught in the Second Language
2. Partial Immersion	(Subject areas in the second language)		
3. Basic Skills Foreign Language Course	B. Basic Skills Sequence (May be ability grouped.)	F. Basic Skills Sequence (levels) (May be ability grouped.)	I. Emphasis on Reading Skills in Foreign Language
4. Bilingual/Bicultural Education	C. Maintenance and Extension of Skills	Advanced standing for those who qualify from B & C	J. Emphasis on Oral Communication, including intensive cultural orientation
5. Exploratory	D. Interdisciplinary Education for Global Understanding (Initiatory Level)	G. Area Studies Program (Developmental Level of Interdisciplinary Education for Global Understanding)	K. Advanced Courses, literature oriented with continued emphasis on oral skills
6. Interdisciplinary Education for Global Understanding (Awareness Level)			L. Extended Studies Programs (Application Level of Interdisciplinary Education for Global Understanding)

Entry into the Foreign Language and International Studies curriculum for students new to the school district would be provided at each school level.

BECKER: GOALS FOR GLOBAL EDUCATION

1. AN INTERNATIONAL DIMENSION AND A GLOBAL PERSPECTIVE AT ALL LEVELS AND IN ALL AREAS OF EDUCATION.
2. UNDERSTANDING AND RESPECT FOR ALL PEOPLES, THEIR CULTURES, CIVILIZATIONS, VALUES AND WAYS OF LIFE.
3. AWARENESS OF THE INCREASING GLOBAL INTERDEPENDENCE
4. ABILITIES TO COMMUNICATE WITH OTHERS - LANGUAGES
5. UNDERSTANDING THE NECESSITY FOR INTERNATIONAL COOPERATION.
6. READINESS TO PARTICIPATE IN SOLVING PROBLEMS OF COMMUNITY, NATION, AND WORLD.

O B J E C T I V E S

1. PROVIDE LEARNING EXPERIENCES THAT GIVE THE STUDENTS THE ABILITY TO VIEW THE WORLD AS A PLANETWIDE SOCIETY. ( a c q u i r e knowledge of the world)
2. TEACH SKILLS AND ATTITUDES THAT WILL ENABLE THE INDIVIDUAL TO LEARN INSIDE AND OUTSIDE OF SCHOOL THROUGHOUT LIFE.
3. AVOID THE ETHNOCENTRISM COMMON IN SHARP DIVISIONS DRAWN BETWEEN U S AND T H E M (America and the rest of world).
  - a) Exposure to cultural activities of different ethnic groups
  - b) Participation in people to people exchange programs
  - c) Participation in international community programs
4. INTEGRATE WORLD STUDIES WITH DEVELOPMENTS IN OTHER DISCIPLINES
  - a) Sequential study of world geography and a foreign language
  - b) Sequential study involving basic concepts of history, economics, politics, anthropology, science, arts.
  - c) Studies of various religions
5. TEACH THE INTERRELATEDNESS OF HUMAN BEINGS RATHER THAN IDENTIFYING UNIQUENESS OR DIFFERENCES.
  - a) Understand problems that have global implications
  - b) Explore solutions for global problems.
6. RECOGNIZE THE LIKELIHOOD OF CONTINUED AND ACCELERATED CHANGE , CONFLICT, AMBIGUITY, AND INCREASING INTERDEPENDENCE.

## Q U E S T I O N N A I R E

## INTERNATIONAL STUDIES AND FOREIGN LANGUAGES

School District:                      County:                      Number of Students  
K - 8:

An Illinois Task Force in 1979 and again in 1984 concluded that the study of foreign languages and an infusion of international aspects into all areas of the curriculum were very important components of a basic education for grades K - 8 in Illinois. Recommendations included a phasing-in period of several years during which specific programs would be developed and implemented.

Please respond to the following survey which is directed to all K - 8 Illinois school districts in order to gain an understanding of the present situation in this field. Answers will be evaluated for statistical purposes only.

1. Do you have a specific program for teaching international studies in your district?

yes                      no

2. If yes, please identify the curriculum area in which the program is emphasized: (Check one or more)

Language Arts	_____	Science	_____
Social Studies	_____	Foreign Language	_____
Reading	_____	Other (specify)	_____
Mathematics	_____		

3. If yes (to #1), please identify the grade level (s) at which international studies are emphasized: (Please, circle grade)

Kdgt.	2	4	6	8
1	3	5	7	

4. Does your district offer the study of a foreign language to its students?

yes                      no

5. If yes, which languages are being taught? Please, check.

French	Latin	Other _____
German	Spanish	(Please, specify)

6. Please identify the grade level or levels at which instruction begins and for how long it is continued.

<u>Language</u>	<u>Starts in</u>	<u>Continued for</u>
French	_____	_____
German	_____	_____
Latin	_____	_____
Spanish	_____	_____
Other: _____	_____	_____

## Questionnaire - Page 2

7. Do you offer foreign language study in an extracurricular program?
- yes                      no
8. If yes, can you briefly describe the nature of the program?
- a) After school                      yes                      no
- b) During the summer                      yes                      no
- c) Other
9. Do you offer a teacher or student exchange program with other countries?
- yes                      no
10. If yes, please briefly describe the nature of the program on the back of this sheet.
11. Are you currently planning to implement either an international studies program or a foreign language program?
- |                       |     |    |
|-----------------------|-----|----|
| International Studies | yes | no |
| Foreign Languages     | yes | no |
12. If yes, please attach an outline of the proposed program(s).
13. Based on the recommendations for international studies given by the task force, do you feel there is a need for such programs in your district?
- yes                      no
14. If your district does not have a program, in your opinion, what can be done to encourage local school boards to consider such programs?
- Please, comment on back of page.
15. For the Superintendent:
- If your district does not have a program in the area of international studies or foreign languages, what obstacles do you see:
- |                        |                    |
|------------------------|--------------------|
| 1. Community support:  | Please, comment on |
| 2. Teacher competence: | separate sheet.    |
| 3. Finances:           |                    |

Information given will be evaluated for statistical purposes only. However, I would like to draw special attention to promising practices and ask you to identify your district for that purpose. Personal visitations will be conducted where feasible and desirable.

Thank you very much for your time and responses.

Mailing address: Dr. John M. Wozniak  
 School of Education  
 Loyola University of Chicago  
 820 North Michigan Avenue  
 Chicago, Illinois 60611                      Attn.: International Survey

## LOYOLA UNIVERSITY OF CHICAGO



Water Tower Campus \* 820 North Michigan Avenue, Chicago, Illinois 60611 \* (312) 670-3000

April 8, 1986

The Report of the Task Force on Foreign Language and International Studies of June, 1979 and the State Board Citizen Panel of 1984 strongly recommended foreign language and international studies as part of a basic education within the elementary curriculum. The reports stress the need for our student population to be informed about other peoples and cultures, including foreign languages. Unfortunately, the realities of local school policies often place severe restrictions on such goals.

I am, therefore, researching the area of foreign language study and international studies in the State of Illinois at the elementary level as part of my doctoral dissertation at the School of Education at Loyola University of Chicago under the direction of Dr. John M. Wozniak. Both above mentioned reports as well as many additional sources consider the elementary years vital for such programs.

In order to gain a clear understanding of ongoing or planned programs, I have devised the enclosed questionnaire which is being mailed to all K - 8 school districts in Illinois. If you feel another administrator in your district should be responsible for answering the questionnaire, please pass it on to that person.

I am very much aware that time is involved in answering my questions, but, in view of the fact that the Citizens Panel urgently requested research in this area, I would be very grateful if you would supply the necessary data plus any pertinent observations you care to make. All replies will be evaluated for statistical purposes only and in adherence to guidelines established by Loyola University of Chicago. Please include any curriculum guides or special brochures you may have. A stamped return envelope is enclosed for your convenience.

Thank you very much for your time and consideration in answering the survey.

Sincerely,

*Leonore C. Nillissen*

Leonore C. Nillissen

Encls.

## LOYOLA UNIVERSITY OF CHICAGO



SCHOOL OF EDUCATION

Water Tower Campus • 820 North Michigan Avenue, Chicago, Illinois 60611 • (312) 670-3030

May 19, 1986

Enclosed, please find a copy of a questionnaire mailed to you in April.

The questionnaire was designed in order to gain an understanding of ongoing or planned programs in the area of foreign language and international study in the elementary school in the State of Illinois. It has been mailed to all K-8 districts in the state.

I am conducting this research as part of my doctoral dissertation at the School of Education at Loyola University of Chicago under the direction of Dr. John M. Wozniak.

The response to my original mailing has been gratifying. However, in order to pinpoint common problems (such as finances), I am aiming for a higher rate of return. I feel it is important to document to those responsible for making recommendations in the field of international and foreign language study how individual school districts are coping with today's realities.

Please, return the completed questionnaire in the enclosed stamped envelope. Thank you very much for your time in answering the survey.

Sincerely,

*Leonore C. Nillissen*

Leonore C. Nillissen

P.S. Please, disregard this letter  
if you recently mailed the survey.

LESS COMMONLY TAUGHT LANGUAGESFOREIGN LANGUAGE ENROLLMENT - PRESENT AND DESIRED

(F o u r and t w o year colleges)

<u>L a n g u a g e</u>	<u>1974</u>	<u>Projected 1988</u>
R U S S I A N	32,000	100,000
C H I N E S E	11,000	100,000
J A P A N E S E	10,000	100,000
A R A B I C	2,000	100,000
H E B R E W	22,000	30,000
H I N D U U R D U	400	15,000
P O L I S H	1,100	5,000
P E R S I A N	300	5,000
T U R K I S H	150	5,000
S W A H I L I	1,700	5,000
I N D O N E S I A N	130	5,000
N O R W E G I A N	1,500	3,000
S W E D I S H	1,400	3,000
M O D E R N G R E E K	500	3,000
H A U S A	50	3,000
B E N G A L I	30	3,000
Y I D D I S H	1,000	3,000
C Z E C H	300	1,000
U K R A I N I A N	100	1,000
K O R E A N	100	1,000
D U T C H	500	1,000

Grade 7

- I. Pretest knowledge of the history and geography of the ancient world.
- II. Teach key ideas, factors, and influences in events of Middle Ages history and geography as continuous with ancient history and geography.
- III. Teach Renaissance Period history and geography as rooted in the history and geography of the Middle Ages linking political, economic, and cultural aspects of the two eras.
- IV. Trace developing exploration and show how geography and previous historical events helped to shape the nature and locations of explorations, discoveries, and subsequent settlements in new lands.
- V. Teach world history and geography at the time of the colonization of North America through the American Revolution and the founding of the United States of America. Begin to show the impact of the Industrial Revolution as this had developed in Europe and would influence development in the United States.
- VI. Teach key ideas, factors, and influences in the world, including the United States, that led to and included the War of 1812.
- VII. Trace the westward expansion in the United States and other world events occurring at this time.
- VIII. Teach the Mexican-American War and the place of the United States in the world power structure.
- IX. Trace the roots and development of the Industrial Revolution in Europe and America and its impact on political, economic and cultural development.
- X. Trace causes and effects of the Civil War and relate to world events and geography of the period.

Grade 8

- I. Pretest knowledge of world and United States history up to the time of Reconstruction in the United States.



- II. Teach key ideas, factors, and influences in events during the Reconstruction and Indian Wars in United States history and geography and relate to contemporary events in world history and geography.
- III. Trace the shifting world power structure in events that led to and included the Spanish-American War.
- IV. Study government and electoral processes as these had developed in and exist in the United States.
- V. Study the international scope of depression at the time of the Great Depression in the United States history and geography.
- VI. Study the international scope of and United States involvement in World War II, especially the influences and impact upon world geography.
- VII. Study the United States and Illinois Constitutions as these were shaped by world and United States events.
- VIII. Trace Russian and Communist influence on world and United States history and geography focusing especially upon the Korean Conflict, the McCarthy Era, and the launching of Sputnik.
- IX. Review the changes in modern world geography, especially as these resulted from war and moves toward independence. Show new geography configurations as presaging new power configurations and struggles between the "haves" and "have nots."
- X. Trace causes and effects of major modern events: the Kennedy years, the Johnson Era, the Vietnam War, landing a man on the moon, plus Nixon and Watergate.
- XI. Relate world history and geography and shifting power configurations and the place of the United States in these events.
- XII. Relate histories of Asia and other non-western cultures through geographical studies.

Throughout the planned curriculum, consider events as these arise and consider these within a cause-effect context and global society.

APPROVAL SHEET

The dissertation submitted by Leonore C. Nillissen has been read and approved by the following committee:

Dr. John M. Wozniak, Director  
Professor Emeritus, Foundations, Loyola

Dr. Joan K. Smith  
Associate Dean, Graduate School, Loyola

Dr. Gerald L. Gutek  
Professor, Foundations, Loyola

Dr. Steven I. Miller  
Professor, Foundations, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date

11/24/86

Director's Signature

*John M. Wozniak*