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THRESHOLDS

IN EDUCATION



International Studies:

Linking Global Cultures

- Sources of Project Funding
- Various International Studies Programs
- Curriculum and Instructional Alternatives

Issue Editors: Robert C. Morris & Pedro A. Pascua

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IN EDUCATION

International Studies: Linking Global Cultures

Vol. XIV, No. 2
May, 1988

| | | |
|--|--|----|
| Editors' Notes | Robert C. Morris and Pedro A. Pascua | 1 |
| Foreword | William Van Til | 2 |
| Developing Resources For International Studies at the State Level | Paul T. Griffith | 3 |
| State and Local Political Issues Affecting Bilingual Students: Texas Legislature Mandates Basic Skills Remediation | Sharon O'Bryan-Garland and Carlos G. Rodriguez | 6 |
| University Consortia and Alliances | Tuckie Yirchott | 11 |
| Creating a Center For International and Cross-cultural Education: The Dixon, Illinois Experience | Larry D. Roth | 15 |
| Teaching Around the World: Insights for American Educators | Jocelyn Parayre | 17 |
| Americans Teaching and Learning Abroad | Kenneth T. Henson | 19 |
| Preparing Educators for Multicultural Situations | Alvino E. Fantini | 21 |
| Guiding Principles for Teaching ESL Children to Read | David M. Brown | 25 |
| Understanding and Interpreting Federal Guidelines and Regulations | James H. Lockhart | 29 |
| Selected Readings in International Studies | Ismail Bin Said | 31 |

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EDITORS' NOTES

It is important to note that Americans do not have a corner on ignorance about other places and cultures. All nations of the world are to some degree ethnocentric, many much more so than the United States. Given this world atmosphere, it is increasingly important to work for the clearest possible understanding not only of the nature of the cultures of other nations but of the political and economic forces that are an inseparable part of those cultures. There have been, and will continue to be, abuses and misunderstandings--as is usually the case--when markedly different cultures interact. However, improvement during this decade in transnational and international communication and education has rapidly diminished such potentially volatile viewpoints.

This issue of Thresholds in Education is an attempt on the part of its issue editors and contributors to identify recent meaningful approaches that are affecting multicultural educational reform. Specifically, this issue will identify positive actions taken to improve international understanding and, at the same time, reduce ethnocentrism. Because of space limitations, these articles are brief and serve in some ways as an introduction to some needs and possible program alternatives.

The American Association of Colleges for Teacher Education (AACTE) best describes the intentions of this issue of Thresholds in a pamphlet entitled "A Global Perspective for Teacher Education" in 1983. The introduction stated:

International education is the process by which people acquire a

global perspective to explain events in recognition of the increasing interdependence of nations and cultures.

The cover for this issue of Thresholds is a reprint of a picture by Rose O'Neill entitled "Spectator." It is symbolic of an attitude toward life. It shows a spectator who can at one point make himself fit into two worlds. In one world, he is a part of the crowd, and his behavior is like that of the crowd; in the other world, he is separated from the crowd, and he evaluates their actions. No better pictorial could describe the thoughtfulness needed by those individuals who must face the problems and issues connected with the international studies programs of today. To those who attempt, we salute you!



Robert C. Morris is an Associate Professor of Education at Northern Illinois University, DeKalb, Illinois. He has authored numerous articles dealing with current issues in curriculum development, most recently on gifted education and instructional designing. He is also a Title VII External Evaluator for an International Studies Project.

Pedro A. Pascua is currently the Director of the Center for International and Cross-Cultural Education Office of Sponsored Projects in Research, Training, Services and Grants, Dixon Public Schools, Dixon, Illinois. Educated in the Philippines, England and the United States, Pete has taught in many "global" situations. He has had workshops and presentations on Bilingual/International Studies at most major conferences.



Robert C. Morris
Co-Editor



Pedro A. Pascua
Co-Editor

FOREWORD

William Van Til

In an era in which some would turn the educational clock back to an oversimplified program of the three R's, a few literary classics, strictly chronological history, and mathematics and science geared to countering foreign trade competition, it is good to have an issue of Thresholds in Education devoted to one of educational's crucial interdisciplinary problems. The field of international studies to link global cultures is vital to human understanding and survival.

In international studies for today's Americans two necessities converge: the need to develop language communication by both recently arrived and longer established Americans, and the need to develop understanding of world cultures in addition to our own. So international studies embrace several types of programs: study of world languages, bilingual education, learning English as a second language, as well as multicultural and cross-cultural education.

Serious attempts to foster international studies in schools in the United States are currently emerging. A variety of approaches are being tried through state programs, school systems, and individual educators. In this issue of

Thresholds in Education, the reader will find descriptions by participants in quite different programs in the states of Illinois (Paul T. Griffith), Texas (Sharon O'Bryan-Garland and Carlos G. Rodriguez), and California (Tuckie Yirchott), along with a description by a superintendent (Larry D. Roth) of a program in one Illinois community. If all of the authors were brought together, we suspect that they would defend their varying perceptions of the preferable roles of state legislatures and school personnel and professors, and would debate each other warmly. Such varying perceptions are to be expected in an emergent field in which educators of good will are trying to find their way to sound international programs. The readers will also find accounts of experiences in teaching abroad by a French educator (Jocelyne Parayre) teaching in Dixon, Illinois, and an American educator (Kenneth T. Henson) who has studied in Great Britain and has provided educational services in South America. They too see many things differently.

In this issue, the readers will also find useful factual information which should be helpful to those developing programs of international studies in their own bailiwicks. Described are understanding and interpretation of federal guidelines and regulations by a specialist of the U.S. Department of

Education (James H. Lockhart); guiding principles for teaching English as a second language (David M. Brown); many resources for preparing educators for multicultural situations by a director of a language and culture center (Alvino E. Fantini) and an extensive listing of selected readings by an informed bibliographer (Ismail Bin Said). In addition, Fantini writes on philosophies, assumptions and curriculum in multicultural education.

As editors Robert C. Morris and Pedro A. Pascua point out in their notes, the attempt in this issue is "to identify recent meaningful approaches that are affecting multicultural educational reform...as an introduction to some needs and possible program alternatives." You should find their samplings in the field of international studies as reported in this issue a stimulus to your own independent thinking about one of the interdisciplinary fields that are essential to American education--international studies to help link global cultures that humankind might live in peace and with mutual understanding of each other.

That authors of good will differ as well as agree on approaches is all to the good. In international studies there are many good roads that lead to Rome.



William Van Til, Coffman Distinguished Professor Emeritus of Education, Indiana State University, has taught and/or administered at the Ohio State University School; the Bureau for Intercultural Education; University of Illinois; George Peabody College for Teachers; and New York University. He has served as president of the John Dewey Society, the National Society of College Teachers of Education, and the Association for Supervision and Curriculum Development. The author of well over 250 publications (he's stopped counting), Van Til lists his favorites as The Danube Flows Through Fascism: 900 Miles in a Foldboat (1938) and My Way of Looking at It: An Autobiography (1983), although he is better known for his college textbooks, yearbooks, and columns. Currently, he writes and conducts workshops based on his Writing for Professional Publication (1986 edition) when not wintering in Puerto Rico.



William Van Til while at Indiana State University.

Developing Resources For International Studies at the State Level

By Paul T. Griffith

There was a time when Napoleon Bonaparte's minister of education could take out his gold pocket watch and, noting the hour with a flourish, recite the very verse from Vergil which school boys would at that moment be parsing in every classroom in the French nation. In this way would Napoleon's chief school officer often dramatize his pride that, under his administration, curriculum was worked out to the minutest detail by the central bureaucracy, to be then enforced throughout the country by Imperial decree. An army of inspectors fanned out from Paris to ensure rigid adherence to these policies in every village and town in France.

Even today in France, educational policy-making remains highly centralized, as it is in virtually every other country in the world except our own. The United States stands alone in the degree to which its citizens have resisted state control of education. Local autonomy in educational matters is jealously guarded, a heritage from our frontier past. State education departments are given very few direct means of influencing local school policy. State legislators are extremely reluctant to enact new curricular mandates, an attitude intensified by ever increasing public demand for fiscal restraint.

Not one of our states has seriously considered the question of mandating international studies; however, several states did take the plunge a few years ago and mandated foreign language. Some of these have already been

obliged to retrench. New York has postponed implementation of its 1984 requirements because of a shortage of qualified teachers; the Louisiana legislature has not found the funds to support the mandate it enacted in 1985.

Resolutions adopted by a number of state legislatures and the U.S. Congress lead one to believe that elected officials have a clear understanding of the importance of international education and foreign languages in promoting economic expansion and national security, as well as quality in education. Yet other realities appear to dash any hopes that legislators will soon be passing laws requiring schools to offer international studies or requiring students to take it.

If legislation is not feasible, then what support is it reasonable to expect state government to provide? Recent developments in Illinois present a model that may furnish useful guidance to those interested in this question.

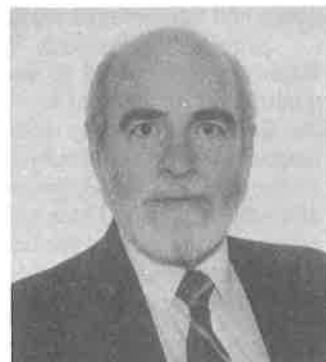
In June 1987, the Illinois State Board of Education adopted a major policy on second language and international studies. This policy commits the Board to work toward developing the resources necessary to incorporate global perspectives into the curriculum for all students, K-12. It offers even stronger support for the development of resources needed to provide access for all students to foreign language study, beginning in the early elementary years and leading to usable proficiency by twelfth grade.

This action by state education authorities has resulted in inservice training, curriculum development, data collection, technical assistance, and public information activities on an unprecedented scale. It is important to note that the strategy is not to require schools to teach new courses or students to take more subjects. The emphasis, rather, is on developing the staff and other resources needed to make expansion of foreign language and international studies feasible and natural. The highest priority is to address the shortages of teachers and instructional materials that hindered efforts in other states.

The policy also places considerable emphasis on increasing public awareness, in the realization that citizen support is essential to developing student interest and the necessary funding. It is significant, too, that students whose home language is other than English are expressly included in the State Board policy and implementation plan. Thus, the movement actively addresses the needs of bilingual populations and encourages them by casting their cultures and languages in a positive light.

It must also be recognized that the State Board perceived very clearly that this would be a long-term undertaking. The policy study and the policy statement itself acknowledge that the needed staff, materials, and public support can be developed only "over time." The important fact is that a start has been made--and a substantial one--to "work toward" expansion of foreign language

Paul T. Griffith is an Educational Consultant on the staff of the Illinois State Board of Education, a position he has held for 15 years. His current responsibilities consist of implementing a comprehensive state plan for second language and international studies that resulted from the Board policy adopted June, 1987. Paul has taught French and Spanish in high school and second language teaching methods at the University of Illinois. He is also the author of a leading Spanish language textbook series, Churros y Chocolate, published by Scott, foresman.



Paul T. Griffith

and international studies, as the policy commits the state to do.

Activities Under the Policy

The following examples illustrate the kind of activities currently in progress under the Illinois State Board policy for second language and international studies.

Inservice Training. By the end of 1987, the Board had trained over 130 teachers in second language proficiency testing using the oral interview method developed by the American Council on the Teaching of Foreign Languages (ACTFL). Additional programs will provide training for 25-30 more candidates by the end of 1988. The workshops are conducted in collaboration with ACTFL and can lead to certification as an official ACTFL tester. This training program supports the Board policy not only by increasing the number of qualified oral proficiency testers in the state, but also by expanding the number of consultants available to conduct workshops and curriculum development activities based on the principle that the ability to speak effectively in the target language is the major instructional goal.

Workshops with Outside Agencies. Thanks to the services of a consultant provided by the French Ministry of Education at no cost to the state, the Board was able to offer a series of workshops to help teachers improve their competency in the culture and language of France. The workshops, which were held in November 1987, provided training for over 100 participants. The Board is seeking opportunities to collaborate with other foreign delegations in such efforts to upgrade the competencies of Illinois teachers of second language and international studies.

Scholarship Program. In further response to the need to increase the quality and quantity of teaching staff, the Board has recently added foreign languages to the list of subjects eligible for the state scholarship program in areas of teacher shortage. These scholarships, which already existed for certain other curricular areas, are funded by appropriations from the General Assembly.

Resource Center Development. Another important resource development project in which the State Board has been involved is the Center for International and Cross-Cultural Education (CICE). CICE, an administrative unit of the Dixon Public Schools, employs six foreign curriculum consultants from various countries, who teach cultural understanding and languages to students throughout the district. The consultants also train teachers K-12 and furnish instructional materials, allowing follow-up virtually on a daily basis. Administrative and community backing for the program is exemplary. The Center is supported by a combination of grants, gifts, and exchange teachers provided by foreign governments. In cooperation with the State Board, CICE, now in its fourth year, is offering outreach services to other districts interested in adopting or adapting the Dixon model.

Support for Language Acquisition by Children. One of the largest undertakings of 1987-88 was the planning and implementation of the Third International Conference on Second Language by Children (SLAC), for which the State Board was the host and a principal cosponsor. SLAC is the largest gathering in the nation of experts on the teaching of languages and cultures to children from pre-school through eighth grade. The conference, which addressed English as a second language as well as foreign language learning, was held at the Bismarck Hotel in Chicago on March 18-19, 1988, attracting over 200 participants from Mexico, Canada, and the United States.

Statewide Awareness Conference. A major public awareness effort, the annual fall conference "Issues for the 80's," brought 200 administrators and educational leaders to Springfield on October 2-3, 1987. The object of the conference was 1) to inform the profession concerning state initiatives in second language and international studies; 2) to promote support for these activities; 3) to showcase materials, models, and consultants useful in implementing the Board policy; and 4) to identify or develop additional human and material resources to assist these efforts. Proposals for sessions are invited for the next "Issues" conference, which

will be held on November 4-5, 1988, at the Hotel Sofitel Chicago.

Awareness for Students. On March 4-5, 1988, at University High School in Normal, the State Board sponsored another major awareness event, "GlobalFest," the annual two-day festival for Illinois students of second language and international studies. Fifteen hundred K-12 students and their teachers from 70 schools provided the activities and participated in the statewide program, which is cosponsored by the Illinois State University Laboratory Schools and the Illinois Council on the Teaching of Foreign Languages. GlobalFest '89 is scheduled for March 17-18 at the same site.

Improving Teacher Preparation. Pursuant to legislative mandate of 1985, the State Board is developing tests to be administered, beginning in July 1988, to all candidates for initial certification as teachers of French, German, Hebrew, Italian, Latin, Russian, and Spanish. Representatives of the profession have been involved in every stage of this project designed to improve the quality of preparation for teachers entering the profession.

Identifying Learning Outcomes. A joint task force of the State Board and the Board of Higher Education has developed learning outcome statements for college-bound students of foreign language and five other curricular areas. Higher Education may eventually consider these statements as an alternative to existing college entrance requirements, which currently are based on time on task, not on the actual learning the student has achieved. Meanwhile, a series of workshops is using the document to help teachers become better informed about outcome-oriented learning.

Teacher and Consultant Training for 1988. Before the end of the 1988 school year, the State Board will issue a contract to develop a training module for preparing personnel to teach foreign languages in the elementary grades. Implementation of this training module will begin in fiscal year 1989. Also in fiscal year 1988, the Board will train eight consultants to provide update sessions on state activities at local and regional teachers institutes.

Curriculum Development Plans for 1988. Work will begin this spring on two curriculum development projects, to be published in the winter of 1988. One will be printed guidelines and strategies for integrating second language and international studies into existing elementary school curriculum. A task force will be convened to write these materials. The second is a directory of instructional models, especially ones that respond to problems typically encountered in implementing new programs in foreign language and international studies such as staffing, scheduling, and community indifference.

Assessing the Impact

Activity will continue at this level into the foreseeable future, according to State Board planners. After five years, the policy will be reviewed and adjusted to the extent that public support warrants. If the effort has been successful in increasing awareness for foreign language and international studies, it may be feasible to adopt an even more ambitious agenda.

There are signs that the effort is in fact gaining support from diverse quarters. The Illinois Lieutenant Governor, George Ryan, in cooperation with members of the General Assembly, is promoting a comprehensive legislative package for foreign language and international studies that includes grants, scholarships, an international trade

academy, and a resource clearinghouse for international business. It is significant that the Lieutenant Governor's approach is consonant with that of the State Board--that is, his proposals seek, not to mandate instruction, but to build the necessary infrastructure.

The Lieutenant Governor has garnered strong support for his initiatives from the International Trade Council of Chicago (ITC), Illinois Bankers Association (IBA), and the Illinois Council on the Teaching of Foreign Languages (ICTFL), which is the umbrella organization for nine major foreign language teacher professional associations. ICTFL has, in turn, cooperated with the State Board on such projects as GlobalFest, SLAC, and Issues for the 80's. The Lieutenant Governor has also enlisted the cooperation of ITC, ICTFL, and various businesses in organizing International Day in Springfield on April 28, 1988, an occasion for lobbying, an awards luncheon in the Executive Mansion, a rally on the Capitol steps, and other important public awareness activities. In sum, the necessary coalitions are beginning to form, and activities initiated by other organizations are starting to multiply.

Data collected by the State Board indicate that foreign language study in Illinois schools has increased slightly in recent months. The survey is not designed to gather information on the teaching of global perspectives. It is premature to attribute this modest rise in language study to the 1987 Board policy and the resulting implementation plan.

The plan can be cited, however, as an example of initiatives that a state agency can successfully undertake using means available to it under existing statutes, without needing to seek instructional mandates or other additional authority from the legislature.

Early response seems to indicate that this approach is recognized as appropriate by elected officials, international business and banking, and the educational establishment. At least one major success has already been achieved--that is, the groundwork is laid for the coalition building so essential to the success of efforts of this kind. Furthermore, individuals who formerly were convinced that the only solution was to legislate, have come to grips with the fact that it is not productive to seek curricular mandates, and they are now throwing their energies behind the agenda of resource development coupled with a public awareness campaign. Meanwhile, a number of major projects have been launched that will in time play their part in building resources to improve and expand foreign language and international studies as well as the public will to achieve this goal.

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State And Local Political Issues Affecting Bilingual Students: Texas Legislature Mandates Basic Skills Remediation

By Sharon O' Bryan-Garland and Carlos G. Rodriguez

Now, as never before, politics is determining the educational focus. Historically, politics has played a vital role in education, but never to the extent witnessed today. Currently, political decisions are the driving force behind educational curriculum and programs which touch the lives of all students in public schools and higher education. Much legislative action throughout the nation, and certainly in Texas, during the 80's has been aimed at improvement of educational programs and the quality of their product. "Excellence" has become the operant word and politicians have decided the journey toward excellence begins with assessing the basic skills of students. Political action is dictating implementation of testing programs in areas of reading, writing, and mathematics. As Joan Matthews, Coordinating Board Testing Program Director for Texas, states, "We can expect the testing program to have a major effect on black (sic) and Hispanic minority students who had performed more poorly historically on standardized tests than white or Asian students," (Matthews, 1986).

As the old story says, "I have some good news and some bad news." The

good news for Texas Hispanics lies in the big picture of success for a future generation. The bad news is the pain involved in the struggle to get to that future point.

Background of the Problem

In order to understand the ramifications of the problem which testing in basic skills at the higher education level brings concerning Hispanics, let us briefly review the present situation. The issue is of great importance to Texas due to the large Hispanic population (see Table 1).

National attention is being given to Texas concerning policies about educating minorities. Two issues being watched by the public are 1) equal spending and 2) recruitment and retention of minorities in higher education. In regard to the issue of equal appropriations, presently, a lawsuit has been filed by the Mexican-American Legal Defense and Education Fund (MALDEF) against the state of Texas for its unequal spending in higher education. The objective of the lawsuit is to equalize state spending on minorities, and calls for a quality four-year higher

education program in south Texas (Trevino, 1987). On January 27, 1988, Governor Bill Clements appointed a 15-member blue-ribbon panel to examine public school funding. District Judge Harley Clark, who in 1987 said the current system is inequitable, ordered a new funding system by 1989. The state has appealed his decision, but evaluation of educational operation (including school management and student performance) for 1,100 school districts begins now. Touted by Clements as "one of the most critical committees" he will appoint as governor, he intends for the panel to help determine the direction of the operation of public schools and evaluate all levels of student performance (Graves, 1988).

Another current issue is the twin problem of recruitment and retention of minorities. It is a myth that Hispanic participation in institutes of higher education has greatly increased. Data from the 1980 High School and Beyond Study reported by the National Council of La Raza show that only 47.9% of Hispanic seniors applied for admission to one or more colleges, compared to 62.7% of Black and 64.6% of whites. Out of the 47.9% Hispanics from the

Sharon O' Bryan-Garland is an Associate Professor in the Department of Curriculum and Instruction at Southwest Texas State University. She chaired the National Leadership Conference on Basic Skills in 1981 and received the Mittan Award for excellent effort. She is also currently working with the LBJ Research for Improvement in Teaching.

Carlos G. Rodriguez is currently an Assistant Professor in the Department of Curriculum and Instruction at Southwest Texas State University. Besides writing numerous educational grants for bilingual programs, Carlos consults extensively throughout the country on issues related to bilingual problems.



Sharon O' Bryan-Garland



Carlos G. Rodriguez

Table 1: Rank Order of States with Highest Hispanic Population

| State | Hispanic Population | % of Pop. Hispanic | % of U.S. Hispanic Pop. |
|------------|---------------------|--------------------|-------------------------|
| California | 4,543,770 | 19.2% | 33.1% |
| Texas | 2,985,643 | 21.0 | 20.5 |
| New York | 1,659,245 | 9.5 | 11.4 |
| Florida | 857,898 | 8.8 | 5.9 |
| Illinois | 635,525 | 5.6 | 4.4 |

Source: 1980 U.S. Census
(National Council of La Raza, The Education of Hispanics: Status and Implications, 1986, 7.)

total population, a steady decline of Hispanic enrollment in higher education from 35.4% in 1975 to 29.9% in 1980 has been documented (National Council of La Raza, 1986). Hispanics are underrepresented in higher education.

Part of the reason four-year colleges reflect a decline in enrollment lies with the attractiveness of the two-year college to Hispanic students. Currently, 52.7% of Hispanic students expecting to go to college plan to attend a two-year college, compared to 39.5% of Blacks and 47% of whites (National Council of La Raza, 1986). Perhaps these students will transfer to a four-year institute, but they will discover that several schools are increasing academic requirements for transfer students.

Another reason for declining enrollment is the notorious dropout problem. The dropout rate from high school prevents the possibility of large enrollments in either junior/community

colleges or four-year institutes. The following table dramatically reveals the magnitude of the problem. Some work has been started by colleges to prevent the high-risk student from dropping out, but much remains to be done. The pool of Hispanic students college officials work with is slashed in half by the atrociously high Hispanic dropout rate.

Recruitment of large numbers of minority students throughout Texas will become even more difficult due to projections of tighter admission policies. On one hand, in September, 1987, state officials were informed that the state's colleges and universities had failed to meet the minority enrollment goals established four years ago with help from the federal government (Trevino, 1987), while on the other hand, just one month later, University of Texas and Texas A&M announced tighter admission standards. Southwest Texas State University (SWTSU), San

Marcos, continues to raise academic standards and President Robert L. Hardesty has proposed an "Enrollment Management Policy" of using the higher academic standards to limit enrollment to 20,000. One would ask how these two agendas, recruiting more but making admission more difficult, fit together. It should be noted that no Hispanic public interest group or credible Hispanic politician attacked the new, stricter admission policies (Trevino, 1987). Hispanic leaders believe the stricter policies should not be attacked, despite the startling lack of progress on minority enrollment. The new standards are critical to the future of higher education, of Texas, and of Hispanics.

The true measure of Hispanic participation in higher education is the number of students who actually complete degree programs. The following table (National Council of La Raza, 1986) indicates only 3.2% of Hispanics

Table 2: 1980 Dropouts by Age, Race/Ethnicity (Texas)

| Student Age: | 14-15 | 16-17 | 18-19 | Over 19 |
|----------------|-------|-------|-------|---------|
| Total Students | 3.3% | 13.1% | 22.3% | 21.7% |
| Whites | 2.8 | 12.1 | 20.4 | 19.0 |
| Blacks | 3.2 | 11.5 | 21.3 | 22.1 |
| Hispanics | 6.0 | 20.2 | 35.1 | 40.2 |

(National Council of La Raza, The Education of Hispanics: Status and Implications, 1986, A23.)

Table 3: Percentage of College Graduates by Age and Race/Ethnicity

| | Under 22 | 22to 24 | 25 to 29 | Over 29 |
|----------------|----------|---------|----------|---------|
| Total Students | 0.5% | 14.2% | 20.0% | 23.8% |
| Whites | 0.6 | 15.2 | 21.3 | 25.4 |
| Blacks | 0.2 | 6.9 | 10.4 | 10.3 |
| Hispanics | 0.5 | 3.2 | 6.5 | 9.5 |

(National Council of La Raza, *The Education of Hispanics: Status and Implications*, 1986, 41.)

22 to 24 years of age, 6.5% of Hispanics 25 to 29, and only 9.5% of Hispanics over 29 were college graduates as of 1984.

Completing a degree is absolutely essential in becoming a teacher. Up until recently, SWTSU has held the honor of being the largest producer of teachers in the nation. Partially responsible for the change in the number in teacher education programs is the higher GPA entrance requirements and the introduction of the Pre-Professional Skills Test (PPST). When large numbers of minorities failed the test and could not enter the teacher education program, the PPST was challenged. However, the 5th Circuit Court of Appeals in New Orleans upheld the test to be used for entrance to teacher education programs.

The disproportionate gap between Hispanics and Whites in the teaching profession becomes more severe when results of the PPST tests are included. Initial pass rates of 27% for Hispanics compared with 65% for Whites reflect a two and one-half times ratio, according to Dr. Carlos G. Rodriguez, Director of Bilingual Education at SWTSU. He also stated that approximately 2,500 Hispanic students failed to enter the teacher training program in colleges and universities in Texas as a result of failing the test (Rodriguez, 1988).

The shortage of fully qualified elementary school teachers is projected to reach approximately 17,000 or 19% of the total number of elementary teachers in Texas by 1990-91. The shortage of certified bilingual education teachers is expected to reach an annual rate of approximately 34%.

The options for higher education for minority youth who strive to be teachers have become more and more restricted. Institutions that have built minority educational programs will be forced to reduce or eliminate these programs. Legal and ethical issues raised by questionable measures of competence aside, the psychological effect of being screened out of the teaching profession one or two years before graduating from college impacts heavily on minority students. In spite of the stigma, the frustration of repeated test failure and the devastating prospect of being screened out of the teaching profession, minority students attempt to prove their "competence" by repeating the test up to five or six times. As one of the students who beat the odds and passed the test after the fourth attempt declared, "I had to prove that I am capable of achieving."

Texas Mandates Basic Skills Remediation

Desire to raise the basic skill performance level of students throughout universities was the impetus behind Texas House Bill 2181. In the summer of 1985, powerful educational and political leaders met and decided tests given at the junior level were "too little, too late." President Robert L. Hardesty, SWTSU, became Chair of "The Committee on Testing." The committee consisted of six college presidents (university and community colleges), one regent member, one school superintendent, one student, one faculty member, one Texas Education Agency representative, and one University of Texas

testing administrator. After organizing in 1985, the committee studied the problems, held hearings, set-up site visits in New Jersey and Florida, and met throughout 1986, giving recommendations to the Texas Coordinating Board and to the Select Committee in Higher Education in the summer of 1986. Chair Bob Hardesty helped lobby for the bill in 1987, which passed. The essence of the HB 2182 is as follows:

All students entering public institutions of higher education in fall of 1989, and thereafter must take a reading, writing, and mathematics skills test, which is not to be used as a condition of admission. After administering the test, the institution must

- diagnose results by comparing skill level of each student with skill level necessary for a student to perform effectively in an undergraduate program;
- provide remediation through limited credit or noncredit courses, and/or other remedial programs;
- provide advisory programs advising students at every level of courses and of degree options;
- report annually concerning effectiveness of advisement and remediation, identifying by name the high school from which each tested student graduated along with a statement whether perfor-

- mance was above or below standard;
- not allow enrollment in upper division (60 credits) until all three parts are passed.
- Implementation costs for HB 2182 direct that the
- state shall continue to fund approved nondegree credit courses;
- board will develop formulas to augment funding in 1990-91 and thereafter;
- cost of test will be borne by student.

Possible Solutions

After taking into account all of the complexities of the situation, colleges and universities still must contend with upgrading basic skills of students before graduating them from college. Higher education institutes faced with this task are wondering how excellence and quality education will come about while at the same time recruiting and retaining a large number of Hispanic students. The answer is certainly not "effortlessly."

At SWTSU a 15-member committee with Dr. Sharon O'Bryan-Garland as chair was appointed in November 1987, and given the charge of planning implementation of HB 2182. Thus far, the committee is in the initial planning stage. The following options keep recurring as ways to handle the challenge and might be considered in three categories:

"Deal With It"

1. Design new remedial courses, summer workshops, sessions through Continuing Education Department, etc.
2. "Beef up" existing remedial labs and services.
3. Insist on smaller freshmen classes and more faculty with effective teaching skills to teach them.
4. Teach students how to take tests.

"Don't Deal With It"

5. Raise entrance standards high enough to cut out potential remediation problems

6. Advise students to choose other options rather than higher education at this institute.

"Prevent the Need for Remediation"

7. Work cooperatively with public schools to form an alliance.

8. Actively develop college teaching skills to incorporate learning styles of high risk-students, especially at 1300 level courses.

Conclusion

When President Hardesty, sponsor of HB 2182, was asked what he sees in the future as a result of the bill, he replied, "If we are successful in remediating the students, we will be graduating students who will have the skills one expects of a college graduate. With this there is an upward and downward pressure. The downward pressure will put pressure on the public schools to make sure the students are ready. We have taken the attitude in higher education that if public schools fail to teach, there is nothing we can do. Now we have said in higher education, 'Enough!' The whole integrity of our diplomas is at stake. Action is long overdue." Hardesty (1988) is quite excited about the potential for positive payoff for students and higher education.

Decisions are yet to be finalized on the strategies to be employed in this quest for excellence. Probably all eight of the options previously mentioned will be used in varying degrees. Efforts which are solely remedial and not preventative in nature do nothing to improve the nature of education for tens of thousands of Hispanic children entering school each year (National Council of La Raza, 1986). They will need better coaching to help them jump the hurdles and continue the race.

One of the largest national Hispanic organizations, the National Council of La Raza, expresses succinctly why efforts must be made to understand educational barriers facing Hispanics:

As Hispanics continue to grow as a proportion of the national work force, improving their educational condition is increasingly becoming a national imperative. This is true

not only from the standpoint of protecting the civil rights of minority-group members, but also because it is in the national economic and political interest to do so. An educated and trained work force and literate citizenry are essential for American stability and competitiveness in the twenty-first century.

No doubt testing will have a major effect on Hispanic students. Not discounting the problems affecting bilingual students, quality education remains the desired path for success. Hispanic families strongly believe that education is the key for their future. "No importa que mas no hagas, no faltes a la escuela, porque sin la educacion nunca saldras de la pobresa." "Whatever you do, don't drop out of school," is the steady parental advice given (Bermea, 1987).

When everyone values and desires college graduates who are literate in basic skills, then the achievement will be attainable and worth the struggle and pain. The good news, then, is that Hispanics will be well-prepared to achieve excellence in higher education. Texas could become a model for the nation in improving basic skills for minorities. Indeed, these are "exciting times."

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State Awards Banquet with Dixon Project Identified as "Outstanding".

UNIVERSITY CONSORTIA AND ALLIANCES

By *Tuckie Yirchott*

Two learning handicapped sixth graders with strong aversions to reading were puzzled about a 1,000 won currency note they discovered in the 'economics pocket' of a bag of Korean artifacts. They eagerly read through a tourist's shopping guide for information about the value of Korean currency relative to the US dollar. Then they converted differences in the cost of food in the two countries. This led to an excited week-long exploration of various aspects of Korean society compared with their own.

The following comment by their teacher, a project participant, pretty well sums up the activity: "This whole event was very exciting to me because these are children that seldom get to participate in this kind of thinking in the classroom and whose life experiences are hardly international. They didn't want to stop."

This brief glimpse of a classroom activity exemplifies the overall goal of the California International Studies Project, that is, to establish a comprehensive public-private partnership for increasing the international literacy of California K-12 teachers and students.

The anecdote also encompasses the major components of the project. Col-

laboration of teachers, professors and community personnel takes place to provide a broad education for students who will be the decision makers of the 21st Century. Teachers as professional leaders in the public schools serve as the major clients in this process. Through systematic training in international content and interactive strategies with university personnel serving as consultants in a variety of ways, it is hoped that our teachers in the California project will gain in their understanding of international issues. All training in the California projects is modeled with effective interactive strategies which are transferable to the pre-collegiate classroom.

The California International Studies Project (CISP) is a legislatively enacted effort to reverse the decline in elementary and secondary school student's knowledge of international issues, world cultures, and foreign languages. The project was established in September 1985 when Governor Deukmejian signed a bill (AB 2543) introduced by Assemblyman Sam Farr and a bipartisan group of Senate and Assembly colleagues. CISP was initiated in June 1986 and began operation in October at six university-based resource centers in California. Each center attempts to utilize the special academic strengths of its resource organizations in providing professional growth opportunities for the K-12 teachers in affiliated school districts. Staff development activities are organized by the

centers to address the international dimension of courses given priority by the State Department of Education. Centers' activities are designed to increase the public school teachers' international knowledge and skills in four areas:

1. International Knowledge and Understanding. World History, Culture, and Geography; Economics; US History; Contemporary World Affairs; World Literature; and Foreign Languages.

2. International Skills and Concepts. Critical Thinking, Interdependent Systems, Historical Context Setting, Multiple Perspectives, and Conflict Management.

3. Interactive Instructional Strategies. Divergent Questioning, Role Plays, Debates, Simulations, Cooperative Learning Approaches, etc.

4. Curriculum Evaluation and Adaptation. Textbooks, Supplementary Instructional Materials, Media, etc.

Each Center has two primary functions: The first is to prepare teams of administrators and master teachers in each affiliated district to play leadership roles in organizing, planning, and conducting curriculum review and staff development functions for their school districts. This is carried out through various kinds of leadership training such as skill-development series, intensive summer institutes, and team planning and development workshops.

The second major function is to utilize the resources of the cooperating

Tuckie has been affiliated with the Curriculum and Staff Development Outreach Programs at the Center for Research in International Studies, Stanford University since 1979. She has taught in the public schools in California, lived, and traveled abroad extensively.



Tuckie Yirchott

universities and other sponsoring organizations to help school districts' leadership teams provide introductory workshops, skill development training, and other professional support services for their staff.

Thinking back to the opening classroom scenario example--that classroom teacher is presently an active member of a local district team. She participates in the San Francisco Bay Area resource center's central staff development training activities co-sponsored by Stanford. Her team hears lectures from university personnel and representatives from the community at large. She and other teachers then participate in internationally focused curriculum demonstrations related to various lecture topics. These curriculum presentations are modeled by colleagues. As a result of this training, the team is then responsible for transferring the process to its own site.

Background of the Project

In the early 1970's, Stanford University, Global Educators (formerly the West Coast Office of Global Perspectives in Education), and the World Affairs Council of Northern California began assisting Northern California school districts in different ways to strengthen international education in their curricula. Informal cooperation between the three groups increased during the 1970's and a collaborative relationship was established formally in 1979. This effort worked toward providing curriculum and staff development services to school districts in the adjoining eight counties in the San Francisco Bay Area. Later, many school districts throughout the region became affiliated with this first resource center named the Bay Area Global Education Program (BAGEP). Financial support for BAGEP came primarily from the US Department of Education, the National Endowment for the Humanities, and private foundations. As BAGEP demonstrated its ability to provide the appropriate curriculum servicing and professional growth needs for Bay Area educators, other California communities and institutions gradually became involved. In 1984, with national foundation assistance, four smaller

projects similar to BAGEP were established in other California locations. An informal resource center network began to serve teachers throughout the state. In various ways, the organizations sponsoring BAGEP assisted the development and operation of these newly established projects. Realizing that this network needed more active public involvement, project organizers approached the California Legislature with a plan to establish a statewide resource center network to be funded jointly by public and private sources. AB 2543 was drafted and introduced in the California Assembly in February, 1985. Based in large measure on an extraordinary outpouring of support from educational, community, and business organizations throughout the state, the bill was approved in late 1985. The California State Department of Education requested applications from eligible institutions to manage the project. Stanford's Center for Research in International Studies was selected for this role. On the basis of statewide competition, the first six resource centers were selected and began operations in 1986.

Basic Assumptions Underlying the Program's Components

A. Teachers as Professional Leaders

CISP recognizes that many teachers possess great creative talent and leadership skills that are needed in efforts to improve the quality of instruction. Such teachers play a central role in the staff development processes. As skilled classroom professionals, they are respected for their wide-ranging knowledge of curriculum materials, instructional strategies, and approaches for evaluating and adapting instructional materials to the needs of their students. The CISP project continuously seeks to identify such skilled practitioners. By adding to their competence such things as the world affairs knowledge and skills, these teachers will be more effective in the demonstration of curriculum, as well as the organization of future district staff development activities for fellow teachers. The kind of leadership

described below best portrays this concept:

On the strength of exceptional classroom performance and leadership skills in project staff development activities, two junior high school teachers became instructors for a Social Studies Methods course required of teacher candidates in the School of Education at the University of California, Davis. The two instructors received superlative ratings from 55 K-8 teacher trainees taking the course.

A student in the UC Davis class above wrote: "When I was practice teaching, the master teacher in my sixth grade World Cultures course liked the international concepts and interactive strategies so much that she continued using them after I completed my teaching assignment."

B. Comprehensive Staff Development Program

Achieving significant, lasting change in a school or district is a complex task, and no single staff development approach can ensure that new training materials and teaching strategies will become a regular part of any instructional program. To increase the teaching competence and confidence of teachers, this project employs a comprehensive training design that uses a variety of reinforcing professional development activities at the individual school and district level. A strong commitment is needed by districts which seek systematically to strengthen the quality of teaching and learning in this field.

This comprehensive training program encompasses many levels of activities, ranging from an introductory two to four hour awareness workshop to an intermediate 30 hour workshop series tied to a 60 to 100 hour summer institute. An additional intensive training component is the two to six week study tour program which includes an approximate 18 month commitment including orientation and follow-up activities devoted to staff development and curriculum adaptation specific to

the countries visited. In all training activities, university faculty are included as lecturers, consultants for study-tour orientations, classroom presentations, and as reviewers of curriculum materials. A key feature of the training is continuity in terms of participants, structure and content.

C. Professional Interaction

Comprehensive efforts of this kind address an important reality for most schools, namely that the teachers are often isolated in the world of their own classrooms. They are separated from involvement with their peers and from many important opportunities for development. This project seeks to bring K-12 teachers into productive, collegial relationships with their counterparts in postsecondary institutions who share an interest in strengthening international affairs instruction.

D. K-12 Articulation

To achieve maximum impact, a comprehensive program in international studies must begin in the elementary grades. Prerequisite knowledge, skills, and concepts lay the groundwork for more sophisticated treatment of world cultures and issues at the secondary level.

E. Collaboration

Few institutions or agencies that operate alone would be able to address the comprehensive staff development agenda described here. Many of the resources needed to enhance the international dimensions of the curriculum are widely scattered in any given community. Some are in school districts, but most are in education and postsecondary institutions, and other non-school organizations. A collaborative effort in collecting, coordinating and systematically making such resources available to schools is the answer.

A Few Insights

A logical question to ask about the project is, "Is its content and training making any difference to the teachers and to their understanding and use of new leadership potential?"

The detailed procedures for obtaining such information have been

developed through collaborative efforts involving representatives from all aspects of the project. First year evaluation activities were varied. They included: a self-assessment per resource center, a survey questionnaire for center participants, a day-long site visit with a subsequent report to each center, a set of journals from specific participants of intensive training programs, a few classroom observations of teachers involved in training, and pilot assessments of students' knowledge and attitudes toward international content.

Some of the project's principal first year accomplishments were:

-It recruited as university resource center organizers about 100 specialists from Asia, Africa, Latin America, Europe, and the Middle East in fields such as history, economics, political science, international relations, foreign language, education, geography, and anthropology.

-It offered a wide range of center-sponsored curriculum, staff development, and professional support services that were given "highly effective" ratings by participating teachers.

-It received reports from large majorities of project participants that they used project materials and processes in their classrooms and shared them with colleagues both inside and outside their own districts.

-It documented improvements in the geographic skills and cultural knowledge of students taught by project participants and pilot-tested student assessment processes.

-It matched the state contribution of \$480,000 with about \$1,300,000 in local and private funds--six times the matching funds ratio required by statute.

The first year assessment of the statewide program was a good beginning. There were, however, a number of

recommendations for strengthening the project in future years. Some key questions occurred in the areas of excessive staff loads, long-term commitment of teacher leaders whose involvement is primarily voluntary, the issue of quality in programming as the project expands, the securing of a firm financial basis for operation and the need for substantive data regarding the project's impact on students.

Each of these areas, as well as others, is continually being addressed by the central staff and the resource personnel. Such things as changes in staff assignments to consolidate previously splintered positions have helped. In resource centers that have had longer local affiliations, meetings with local districts are taking place to determine if different relationships will lead to institutionalization of international studies. Central staff and local resource centers continue to discuss the need to develop criteria for quality staff development programs. As the statewide program continues to expand towards its legislated number of 18 centers, the need to coordinate fund raising becomes more important. The systematic but broadly-based evaluation process developed in year one has begun to inform what changes can be made in subsequent years. For student data, CISP is fortunate to have the expertise of a highly qualified evaluation consultant whose work in evaluation of students' knowledge and attitudes of international studies is well known.

In remembering the overall goal of the CISP program which is to establish a comprehensive public-private partnership for increasing the international literacy of California K-12 teachers and students, it is most appropriate to close with the words of a California teacher. Her observation exemplifies the essence of this project:

It is a delight to witness the positive influence international education has on an ethnically and linguistically diverse community. My knowledge and skills have been strengthened so that all my students become more analytical, critical thinkers who make wiser, information-based decisions about their world. These students are

less willing to criticize and stereotype people of other cultures. Interconnections are ap-

preciated and diversity is valued. Students are learning to understand conflict and to

manage it more constructively.



International Consultants With Dixon Project and District Students.

Creating a Center For International and Cross-cultural Education: The Dixon, Illinois Experience

By *Larry D. Roth*

Dixon, Illinois, may seem an unlikely place for a Center for International and Cross-Cultural Education. However, the community of Dixon, well known as the hometown of President Ronald Reagan, has a rather diverse student population for a community of 16,000. Located on the Rock River, Dixon is an agricultural center with some small commercial interests, a large Illinois Department of Transportation facility, and an Illinois Department of Corrections.

A small Hispanic bilingual program has existed in Dixon for many years, but with an influx of Southeast Asian refugees beginning in 1983, the Dixon School District was left ill-prepared to adequately educate these non-English speaking students. Since the original bilingual program was basically funded by state sharing funds, the added burden of financial support for a newer, more specialized education would require more than the Dixon School District could handle. Moreover, there was an even greater financial need for assisting these "Second Wave" Asian immigrants toward an acceptance and assimilation into their new home community.

Many interested community members, both inside and outside the school district, worked together assisting these immigrants toward resettlement into the community and school. It quickly became apparent that the leadership for developing understanding and coopera-

tion among the many individuals and agencies involved in this resettlement activity would fall on the Dixon Public Schools District.

Having had experience as an administrator in a larger school district with a significant bilingual population, I quickly understood the need for developing a climate of understanding with teachers, concerned parents and the community. The teachers were not at all at ease with the overall problems associated in working with non-English speaking students, let alone on a daily classroom basis. Parents were concerned about equal opportunities for the education of their children, and finally the community was concerned about the impact of inadequate financial resources. Together with the new director of the Dixon bilingual program, the school district began a search toward finding an avenue to meet these needs.

Struggling to Solve the Challenges

The first step in building a viable bilingual program was to elicit the help of the Illinois State Board of Education Bilingual Section. This link of understanding and cooperation was vital as a means for expanding the existing bilingual program. The new bilingual program would incorporate all existing regulations of former basic programs, as well as any changes that might need to be made in content.

As with many districts where programs are cut back due to indebtedness, the Board of Education at Dixon could not justify an expanded bilingual program without funding assistance. A way had to be found to incorporate the new bilingual program and its federal monies into the regular program. The key was the Board working within the political system of the community to demonstrate how the bilingual program could be expanded into a greater and more beneficial program for all of Dixon's students.

Using the grant writing expertise and creativity of the new bilingual program director, an initial three-year Title VII grant of \$157,000 was obtained. From that grant, the Center for International and Cross-Cultural Education was established. The project was developed with a main district goal of providing an integration for bilingual programs within regular school programs, thus creating a broader base for cultural understanding within the Dixon community. Additional grants were obtained during the third year through Fulbright Scholarships and a German-Marshall Plan Grant (see Note 1).

The Dixon Project

Phase one of the first year of the project was designed to provide the school district with much needed Laotian and Hmong educators. This grant

Larry D. Roth is the Superintendent of Dixon Public School District 170, Dixon, Illinois. Larry has been a classroom teacher, college professor, or school administrator in Illinois for the past 23 years.



Larry D. Roth

made possible the employment of members of the Asian community for use as teachers, aides and parent coordinators. Trained by nearby university educators, these people worked with English speaking teachers in classrooms throughout the district helping foreign students make the transition from non-English speaking homes to the regular classroom.

After the second year, the program began to expand. It brought in educators (Foreign Curriculum Consultants) from Germany, France, Brazil, and Mexico to live in the community and work in the Dixon schools. These teachers were housed in volunteer host families, much the way foreign exchange students are handled. The grant paid these teachers a small monthly stipend to defray living costs and help with expenses, but making money was obviously not the reason these educators traveled to Dixon, Illinois.

Working with the regular staff, these foreign teaching consultants helped write curriculum guides and lesson plans for kindergarten through the 12th grade, as well as teach a full load of classes. They are basically developing international materials based on their work in the social studies and foreign language areas. Curriculum packages dealing with units of study on languages and culture unique to each foreign country were developed. Since the initial four foreign teachers were trained as teachers, they worked directly with students in teaching situations. It is significant to note that as these teachers became more known throughout the Dixon community, they

were asked to speak to many organizations on various topics surrounding the International Studies (IS) and Foreign Languages (FL) program.

This high level of community visibility helped gain support for the fourth year of the project. This fourth and present phase not only increased the number of teachers and countries represented within the teaching segment of the project, but brought two Japanese businessmen who served as "business interns" within the hospital, banks, and industries of Dixon. This fourth year, as one might assume, dealt heavily with "two critically and uncommonly taught cultures and languages in our country-- Chinese and Japanese.

A Few Final Thoughts

The question often raised and discussed about our project is whether or not this project can be replicated in other school districts such as ours? I believe it can be if school and community leaders will work together. The ability to bring together various resources from state, federal, and local agencies, along with the ability to link businesses and the educational community (public schools and the university) are the hub of making a project such as ours work. Of course, behind much of this "linking" ability one will find the dedication of a few individuals toward developing a cultural understanding among people. Dixon was and is fortunate to have those kinds of people in its community.

The Dixon School District has a mission toward promoting an international understanding among its students

and community. The Center for International and Cross-Cultural Education is that link to successfully reaching beyond the classroom and into the lives of the people of Dixon. The ultimate success of this program is yet to be known, but it's for sure that we have a great start, and the possibilities are worth smiling about!

Note 1

A listing of additional grants obtained during the third year of the project.

From France and Germany

Grants from the United States Information Agency (USIA) administered by the Institute of International Education in cooperation with the German-Marshall Fund of the United States, the Fulbright Commission in the Federal Republic of Germany and the French Ministry of Education, Paris.

From Brazil and the People's Republic of China

Grants from the International Headquarters, New York, American Field Service (AFS), International/Intercultural Programs in cooperation with Brazil and The People's Republic of China.

From Japan

Grant from the International Internship Programs (worldwide exchanges for professionals) Japan, administered in partnership with the city of Dixon and the Dixon area Chamber of Commerce and Industry.



Teaching Around the World: Insights For American Educators

By Jocelyne Parayre

As a French citizen, teaching in foreign countries throughout the world, I have become familiar with four different educational systems. Each of these systems has, of course, its own specificities and uniquenesses, however, I have been able to identify a certain number of similarities and differences to my own French teachings. These similarities and differences could be of significance to educators attempting to deal with multicultural differences. For instance, European educational systems are, on the whole, very much alike, but when it comes to comparing them with the American educational system, one can readily see great differences. I suppose these differences would be even more striking if one were to compare an Oriental country with an Occidental. In order to make it more convenient, I have limited my comparisons so that one can view Europe as a "whole" rather than as a separate entity to the United States. My purpose is not merely to criticize those educational systems I worked with, but to share experiences for the instructors, and hopefully, to heighten their awareness of differences that are perceivable when working with foreign students.

When one speaks about education (from a European perspective), a key word that comes to mind is discipline. In Europe, and particularly in France, discipline implies very strict calling on each student to respect all rules in order to succeed. One of the first things that

struck me when I arrived in Dixon, Illinois, was the relationships between instructors and students. In most of the classes I have observed, American students talk freely with their teachers, even sometimes joke, or tease them, they stand up and walk about their classroom to go and sharpen their pencils or to get a paper tissue and the like. Most teachers do not even seem to notice these goings on. To tell the truth, the first time a student tried to move around the room freely, I had to stop my teaching and start over again because I had lost my concentration, wondering what was really going on in the classroom.

In France, as in other countries where I have taught, the relationships between teachers and students are based almost entirely on respect and authority. The teacher organizes the discussions and even though the students do not formally argue with him, there is a possible debate. No student is allowed to stand up freely, not even to go and put a piece of paper in the trashcan, unless he has permission to do so. One of the biggest "cultural shocks" I had, took place in an American Junior High School, where the students seemed to go to the furthest limits of their teachers' nerves and the threat of detention didn't seem to bother them! I do not attempt to count any more the number of students who have asked me if they could go out for a "drink of water," or "go to the bathroom," or "take such and such paper to such and such teacher..." European

students definitely have self-constraint to resist the temptation to ask for personal "needs." I often reflect on how severe European students would be handled if they dared only one third of what the American students sometimes do. The European student would get suspended from school as well as being in hot water with his/her parents.

A Problem of Emphasis

American schools do not put an emphasis on the study of foreign languages, and although I can easily understand this, I believe it to be a weakness. It is true Europe is a smaller continent compared to North America (3,754,000 sq. mi. vs. 8,440,000), and consists of 32 independent nations. Also, that traveling through these different countries is easy and not very expensive. Therefore, it's understandable why European students often learn one or two (sometimes three) foreign languages. They will readily have the opportunity to practice these languages. Generally, students start to learn their first foreign language (English is the most popular) in the sixth grade, and a second in the eighth grade (German, Spanish, or Italian, depending on what is offered). Besides English, I personally have studied Latin, German and Spanish).

As we all know, it's almost impossible to learn a foreign language without learning about the culture of that country (or countries) where it is

Jocelyne Parayre is a French Foreign Curriculum Consultant to Dixon Public Schools, Dixon, Illinois. She is a specialist in Foreign Languages and has taught in three foreign countries.



Jocelyne Parayre

spoken. Learning a foreign language and foreign culture helps one understand the world better, mainly because it makes that person more open to differences. It gives them a wider image of the world, and in a sense it makes one realize that his/her country is not the only "civilized" country on earth.

Teaching in the Dixon Public Schools in Dixon, Illinois, has been a fascinating and enriching experience and an eye opening experience. By the end of this school year, I will have seen more than 1200 children from 7 to 17. That is pretty good exposure I'd say, and that brings me to my second point of differentiation between the American system and the European. That is, the amount and quality of exposure these systems have. Besides a French Foreign Curriculum Consultant, there are three other "ambassadors" of their respective countries: Japan, West Germany, and the People's Republic of China. Even if these students only remember the Eiffel Tower, the Fujiyama, the Berlin Wall and the Great Wall of China, at least they will have had an international exposure and met four representatives from these faraway countries. The United States is a large country in itself and it takes a long time to get to know its geography, climate, industries, and so on. However, the United States is only one country among others and I believe it is important to make its students aware of the fact that other nations and cultures do exist and thrive. Therefore, the idea of international studies should be an early activity in the American public schools and it should be the teacher's role to encourage her/his students to be "curious" about the world. The National Geographic Magazine and the programs on The Discovery Channel all have similar educational purposes. No child is wasting his or her time by reading or watching one or two reports every week, especially if there are assignments with a given end.

My third point of emphasis is connected with awareness. In Europe, the students seem to be much more aware of what is going on in the United States, not only because they learn and read about it, but also because international news places a daily importance on read-

ing newspapers as well as listening to television news. The American culture obviously influences Europe and is part of its environment. For instance, turn on a radio in Europe and you will hear Madonna and Michael Jackson. By putting your "jeans and sweat shirt" on (words used in the French language) and going to the movies, you will discover there the most recent American films (some are even presented in English with French subtitles). Now, if you do not feel like preparing your own hamburger, you can go to "McDonald's" or some other fast food restaurant.

Isn't it a bit shocking and curious that a young European child would know everything about "Disneyworld" and "Rudolphe, the Red Nose Reindeer," but that a 12-year-old American boy would believe that "France is in Africa and that its capital is Europe." The shock becomes more real when one listens to the American students' parents, who reflect a naive perception of the world. My best example was one day, when a well educated lady asked me: "Do you have TVs in France?" I'm hoping she was an exception, but I don't want to be naive about the situation.

A fourth problem of emphasis I have noticed has to do with a general European level of learning. It "appears" to be higher in Europe than in America, especially in France, West Germany, and Austria. The European student is required to memorize a lot of information, to complete a lot of assignments, and to write a lot of papers. For instance, in France "Initiation to Philosophy" is a compulsory subject in the last high school year; in England, West Germany and Austria, foreign languages include the studies of the same major classical authors (Shakespeare, Goethe, Moliere...); in the first high school year in most European countries, a student learns how to write an essay and longer dissertation; there is also an important emphasis placed on rhetoric. It is also important to note that Latin, although not spoken any longer, is taught in most European schools. A comprehensive final exam, to be taken at the conclusion of one's high school education, requires a lot of acquired knowledge, discipline and concentration (qualities directly re-

lated to a level of learning). I need to note that I do, however, believe that the American educational system allows its students to be more creative and personal. It recognizes individuality and encourages it. In Europe, students are not free to choose their own way. They have to follow a path that is traced for them by their teachers. They learn by heart a certain number of things that just aren't that useful. I might add that in England and West Germany teachers seem to believe so much in their own system that they often reject all other foreign influences, these are somewhat sober systems.

Some Final Thoughts

As a conclusion, I would like to underline the fact that the European education system seems to be more "serious" and academically oriented than the American. Indeed, American instructors spend a lot of time on manual activities. Just look at the way they decorate their classrooms and one can readily understand what I mean. Any occasion is one good for preparing huge posters and other kinds of nice drawings, paintings, collages, etc. American schools seem to have an unlimited budget for materials! European schools, and France especially, attempt to save money where ever possible. It is true that European teachers are always limited to a certain number of photocopies, colored paper and cardboards. America is a wealthy country and everybody seems to be prepared to make use of anything that could enhance a "good education," money and energy are no objects! Of course, each educational system has its own specificities, its good and bad points. It is difficult to try to select one as "the best" educational system, because there are flaws in both systems, but by sharing my impressions and ideas about the American educational system and its European counterparts, it is hoped that some important differences can be seen a little more clearly.



Americans Teaching and Learning Abroad

By Kenneth T. Henson

Teaching Abroad: Five Axioms

In recent years when most educators read professional materials, many feel compelled to first make sure that the information given either directly emerges from research studies or at least is buttressed with references to such studies. Yet, as Abraham Moslow approached the last few days of his life he said,

As I go back over my own life, I find my greatest education experiences, the ones I value most in retrospect, were highly subjective, very poignant combinations of the emotional and the cognitive. Some insight was accompanied by all sorts of autonomic fireworks that felt very good at the time and which left as a residue the insight that has remained with me forever.

The following axioms are not based on research, and no attempt is made to relate them to research studies. Rather, they are personal insights gained through working abroad with teachers, students and friends over the past twenty years.

Axiom No. 1: Teaching abroad provides a different perspective.

By itself, this statement may appear obvious and trite; yet, the benefits from

this change in perspective go much further. To varying degrees, everyone has a tendency to say "At home, we do it this way." Yet, when teaching abroad, the teacher quickly learns that although a practice was extremely effective in the home country, the practice may be totally unappreciated in the host country and rightfully so, since for various reasons, the practice may have little or no opportunity to work in the host country.

The ultimate advantage of this phenomenon is that it forces guest teachers to examine their philosophies. Ultimately, they come to realize that philosophy is the basis for all successful programs, and to implement any program without first articulating a philosophy statement for the program is an error.

Axiom No. 2: Teaching abroad gives new meaning to social skills.

When I was called to Indianapolis to interview for a Fulbright grant which led to my first teaching experience abroad, I carefully packed my briefcase prioritizing the contents as though I were preparing a visit to outerspace. Foremost among my contents were copies of what I considered my best articles. Had I written any books by that time, they would have received top priority. After the day-long interview (counting travel time), I reflected on the process, trying to assess whether I had been successful. I remembered the first question asked, for it had surprised me

considerably. I was asked what evidence I could give that would assure the interviewer that I could adjust to another culture. As I pondered the conversation, I looked down and saw my briefcase. During the entire interview, it had remained unopened. I found this confusing and I wondered if this implied that the Fulbright program had no regard for scholarship. Only a year later did I fully realize and respect the emphasis given towards screening those applicants who were unable or unwilling to adjust to different environments.

Axiom No. 3: Teaching abroad develops an appreciation for resources at home.

Each country has its own resources which, though perhaps not unique to their country, they are special to it. These may be physical or human resources or they may be part of the culture, itself. I had always appreciated the freedom that democracy offers and I still believe this to be the USA's greatest resource. But, I learned that I had a total lack of appreciation for some tangible resources such as audio-visual equipment with 500 watt bulbs (most countries which have projectors use 300 watt bulbs), and I learned to appreciate books. Strangely enough, the residents of some other countries were much more sensitive to America's level of technology than I had been. On one occasion, even the director of the Hanover School of Medicine voluntarily ac-

Kenneth T. Henson is a former Fulbright recipient, has taught in England, Nassau, and Freeport. For the past five years, he has been the Head of Curriculum and Instruction at the University of Alabama. This division has ongoing programs in South and Central America. His writings on international education have appeared in Action in Teacher Education, Educational Horizons, Educational Leadership, and in his new book Methods and Strategies for Teaching in Secondary and Middle Schools, Longman, Inc., 1988.



Kenneth T. Henson

knowledged this difference. That impressed me because all of the West German products that I had ever owned were extremely well designed and were made of quality materials by quality craftsmanship. Almost two decades later, I am still appalled at the lack of appreciation of fellow colleagues and students for books.

Axiom No. 4: Teaching abroad provides an awareness of one's own limitations.

Put bluntly, teaching abroad provides a lesson in humility. Axiom No. 3 alluded to resources that are part of the culture of each country. While each country has its strengths in natural, human, and physical resources, it also has its weaknesses. A year in England was all that was needed to make me aware that I had progressed through an education system which I still rate among the best in the world and I can offer hard evidence to support this claim--yet, regardless of the recent education reform reports, I surfaced this system with a total lack of understanding or appreciation of either history or philosophy.

Initially, I found it embarrassing to work in an environment where everyone else was so knowledgeable about history and philosophy and how, furthermore, clearly understood the role that these disciplines play in contemporary living. Eventually, the embarrassment faded as I began to realize that

the British people grew up in a culture so steeped in tradition and history that they actually think in units of centuries as we think in decades. I do not offer this as an excuse for our failure to understand the role of history and philosophy in everything we do, but rather as an explanation of our inadequacy in this area. I fully believe that the single most common reason that our attempts to transplant practices from abroad often fail, is our failure to understand the philosophy upon which each practice was founded.

Other countries have their own weaknesses. Through teaching abroad, their citizens can discover these weaknesses and can return to their countries to help alleviate these weaknesses.

Axiom No. 5: Teaching abroad provides a lesson in service.

Few people in this country would doubt that teaching is a highly unselfish profession. Indeed, teachers at all levels are more than willing to share their knowledge. Most feel a compulsion to share their expertise with those who are interested and yes, even with those who are not. Through providing educational services to South American students over the past 5 years, I have learned a deeper appreciation of the value of service. These teachers are so appreciative of educational opportunities that they give the concept of service a new meaning. I discovered this phenomenon several years ago while teaching in Nas-

sau and Freeport. There was only one explanation for the willingness and dedication of my colleagues to fly to these countries on the weekends, and it was not to enjoy the beaches or casinos. On the contrary, these teachers taught all week and then flew to these islands to deliver eight hours of lectures on Saturdays. As one colleague explained, "These people are so appreciative and so warm that nobody could refuse them."

Recently, I had the opportunity to award a masters degree to an Equadorian student in her home. I don't know who was touched most by the experience-- the student herself, or my colleague and me who sensed the unusual level of significance that this milestone had to an individual whom we had learned to respect as both a teacher and a person. I recalled the words of John Steinbeck as he addressed the Kansas Teacher Association,

I have come to believe that a great teacher is a great artist and there are as few as there are any other great artists. It might even be the greatest of the arts since the medium is the human mind and spirit.

I believe this is true, and I further believe that an excellent way to learn to completely appreciate this truth is through teaching abroad.



Preparing Educators For Multicultural Situations

By Alvino E. Fantini

There is increasing awareness of a need to prepare educators for multicultural situations. This is especially true in schools where there are large concentrations of students from immigrant and refugee families. Aside from their diverse cultural backgrounds (and often dramatically different learning styles), many of these pupils also display limited English proficiency (LEPs), presenting additional challenges to administrators and classroom teachers alike. In fact, LEP children are frequently misdiagnosed and assigned to special education teachers, their limited English confused with learning disabilities. Educators who have worked in multicultural situations know the challenges, as well as the gaps in their own preparation for working effectively with the diversity of students found in our schools.

But these educators are not the only ones in need of preparation for multicultural situations. Even those working outside of areas where refugee and immigrant populations are found, also live and work in multicultural situations (although not always as clearly visible). Our society--comprised of individuals from a variety of ethnic, racial, and religious backgrounds--makes this inescapable). In fact, the United States is one of the most multilingual-multicultural countries in the world. Yet, this is not the image we normally hold of our-

selves, having been brought up in the "melting pot" era.

Today, we have become aware that melting--especially "forced" melting--may not be an appropriate model for a democratic society. And renewed immigration and vast numbers of recent refugees--more diverse than ever before in the languages and cultures they represent--and demographics reveal a society which is becoming increasingly, rather than decreasingly, heterogeneous. Finally, international and intercultural contact on a global scale has become a reality of modern life, hence an intensified interest in global and international education. Given these trends, teacher education must be broadened to include intercultural preparation for all teachers, a preparation which will undoubtedly serve them well both in their professional and personal lives.

The appropriate model for today's society, many believe, is a "culturally pluralistic" one. Adoption of such a model suggests a particular stance in our educational policies and practices. Despite "backlash" movements seeking to safeguard the pre-eminence of a particular group (such as the neo-Nazis, the Skinheads, and even efforts of English-only adherents), the fact remains that diversity has always been, and probably will always be, intrinsic to American society. What we need to influence, then, are the attitudes and skills needed

for dealing in a positive way with this diversity. Teacher preparation is a key.

A World-Wide Phenomenon

The United States is not unique in its diversity; multiculturalism is occurring in many nations throughout the world. However, societal and educational responses to heterogeneity are varied. Some have been negative, such as attempts to eradicate diversity (the holocaust in Nazi Germany), to contain whole populations (Jewish ghettos in Poland), to constrain and restrict minorities (Blacks in South Africa), to create cultural and societal hierarchies of dominance (ethnic minorities in Franco Spain). But positive responses such as the civil rights movements, affirmative action, and the like, are the only acceptable ones in a democratic society.

Attempts at positive solutions to diversity, may be witnessed, for example, in Canada, where educational policies support multiculturalism, valuing it as a societal advantage. Similarly, European countries, through the vehicle of the Council of Europe, acknowledge their increased social diversification--not only within Northern European countries due to migrant workers from Southern Europe, but also of Southern European countries which are receiving increased numbers of migrants from Northern Africa. Virtually every

Alvino E. Fantini is Director of the Language and Culture Center at the School for International Training and also in charge of a bilingual- multicultural component of the Master of Arts in Teaching Program at the same institution. He is widely traveled and has authored numerous publications in the area of intercultural education. He is keenly concerned with issues of multiculturalism on an individual and societal level.



Alvino E. Fantini

European country is facing intensified cultural diversity, contradicting earlier traditions of nationalism and homogeneity.

In the United States, ambivalence prevails with regard to policies and attitudes towards cultural pluralism. ON the one hand, we witness growing interest and support for global and international education, while interest and support for foreign language education lags. Concurrently, there are both supportive and disabling policies in the arena of bilingual education. And despite controversy over bilingual education (one of the most obvious multicultural situations in which educators work), most bilingual models in use reflect assimilationist ideals (i.e., transitional bilingual education); few sustain the home culture in addition to introducing mainstream culture (maintenance bilingual education).

Underlying Assumptions

Lacking is a unified conceptual model for preparing those who work within multicultural situations. One model, recently articulated by the Council of Europe, offers some points worthy of consideration by United States educators. Their model acknowledges that the preparation of teachers for multicultural situations must be grounded, first of all, in a legal framework. But the guarantee of freedom and protections for all members of society through laws is clearly not enough. We must go beyond to work against indirect forms of social discrimination.

The European model acknowledges and accepts diversity as a fact of contemporary societies. It assumes that intercultural education is important for all of society's members (the mainstream as well as the minority), that it is a choice--a method of social and educational action. Their model is based on principles of free movement of peoples, of mutual respect, of social change, of equal opportunity. It eschews dominance and assimilation (Olmos, 1987).

Within such a concept, then, intercultural education is viewed as a weapon for combating intolerance and xenophobia, ethnocentrism and cultural

hierarchies. In all of these areas, education, schools and teachers have a central role; not only teachers working in multicultural situations, but all teachers within the society.

Unfortunately, preparation of teachers for multicultural situations often goes unaddressed, both in pre- and in-service training. And when considered at all, it is narrowly viewed as relevant only for those working with LEP students and/or students of minority ethnic backgrounds. But intercultural preparation can be an important part of the preparation of mainstream teachers and mainstream students as well, especially if education (in the sense of "educare") is to truly lead beyond one's own limited perspective of the world.

A Need for Cultural Literacy

Most people take their own language and culture for granted, that is, until they find themselves in a multicultural situation. Intercultural contact is provocative in this way, often raising issues related to one's language, culture and world view. Most people are unaware of how their native tongue is not merely a "neutral" system, but a specific medium (or paradigm) which directly influences their entire lives. In linguistic terms, this notion is known as "language determinism and relativity"; i.e. **the language we acquire influences the way we construct our vision of the world (hence, determinism). And if this is so, then other languages provide different visions of that same world (relativity).** This notion, known as the Whorfian hypothesis (Whorf, 1956), raises intriguing questions. Educators need to be culturally literate. They need to understand these concepts both cognitively and viscerally, and therein appreciate their own role within a multicultural setting.

Educators must also understand the impact of language, especially when dealing with those whose native tongue is other than English. Language involves not only an ability to articulate, but also all that we do when interacting and communicating with others; i.e.: 1) a linguistic component (the sounds, forms and grammar of language); 2) a para-

linguistic dimension (the tone, pitch, volume, speed and other affective aspects of how we say things); 3) an extra-linguistic component (all the non-verbal behavior-- gestures, movements, grimaces, etc.), and 4) a socio-linguistic dimension (i.e., the different ways or styles we use to express ourselves in each new situation). Every individual learns and masters all of these as part of his or her total ability to communicate. **Yet conflictive effects can be witnessed when individuals of different language and cultural backgrounds come together. Teachers need to understand this too.**

They also need to understand how language reflects and reinforces one's view of the world. A simple graph may help to place the bits and pieces forming this world view, into a cohesive whole (see Figure 1).

The interrelationship of the components (sometimes referred to as form, meaning and function by linguists) are the basis for one's view of the world. Naturally, components vary from culture to culture in all aspects, resulting in the differing visions of the world held by each group. This too must be part of cultural literacy.

Theory and Practice

In addition to cultural literacy, teachers need to develop the attitudes and skills appropriate for a multicultural educational setting. Teachers are both role models and facilitators of their pupils' experiences. The acronym KASA may help to remember that knowledge, attitudes, skills and awareness combined, are what teachers must develop in themselves and in their pupils. Teacher preparation should include not only knowledge (through courses and formal education) and skills (through methods courses and practicum), but must also affect attitudes and awareness (often best aroused through direct experiences which experiential approaches insure). The goal is nothing less than preparation of the individual in all areas-- both cognitive and psychomotor.

Starting with the self is extremely important. Teachers prepare themselves as a way of learning how to prepare their

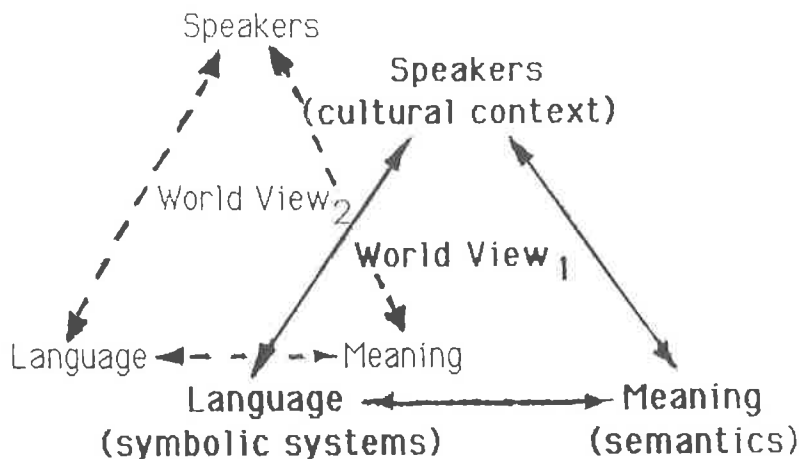


Figure 1

students. Their own education-- self-development, self-learning, self-enrichment--are critical toward assisting others through similar processes. Multicultural contact, developing proficiency in another language, and cross-cultural immersion are all experiences which can help move educators in this direction. From multicultural experiences, we learn about the target culture and language, but more significantly, they provoke introspection and questions about oneself, one's own perspective, and one's own culture.

To reiterate, formal education can (through course content and experiential approaches) affect educators beyond the cognitive domain. Conversely, those who have had significant intercultural experiences (through the Peace Corps, an exchange program, etc.) can profit from formal introspection and articulation of a deeply emotional process. Both can potentially deepen their understanding of multiculturalism--those who have and have not had direct intercultural experiences.

Formulating a Curriculum

- Models for preparing teachers for multicultural situations are lacking, and those in existence need to be tried beyond the limited groups for which they were

developed. But these models are a good start. Some assumptions they commonly share are surprisingly similar to those found in some state guidelines (for example, see "Vermont Design for Education," 1971):

- giving attention to both theory and practice
- providing direct experience (i.e., experiential approaches)
- addressing the whole person--knowledge, attitudes, skills and awareness (KASA)
- including processes corresponding with the students' own reality, and going beyond
- providing a significant experiential intercultural component
- addressing both cognitive and motor aspects
- preparing the teacher as a facilitator of learning
- providing active and expressive participation

- using pupil-centered approaches; developing critical consciousness
- providing intercultural education for all, not just minorities

Seelye (1976), in his book *Teaching Culture* suggests seven goals for cultural instruction, which include understanding:

- the sense, or functionality, of culturally conditioned behavior
- interaction of language and social variables
- conventional behavior in common situations
- cultural connotations of words and phrases
- and evaluating statements about a society
- how to research another culture
- attitudes toward other cultures

Certainly, these areas and others, form a basis for the culturally literate educator. In specific areas of teacher preparation (e.g., bilingual education), specific guidelines exist for use by state certifying agencies and teacher education programs (Guidelines, 1974). It would be instructive to consult these guidelines in developing a more general set of guidelines for teachers at large.

Available Resources

Various sources of information about how best to prepare teachers for multicultural situations are available. Start with the centers, organizations and agencies already engaged in promoting intercultural learning. These include public and private entities, here and abroad. Chances are you will find this field far more extensive than imagined, despite a dearth of information in channels to which you are accustomed.

In your search, you will surely find many kindred spirits dedicated to multicultural learning, who are willing to exchange information. For example, find out more about Canada's efforts (through its Ministry of Education), and European models (through the Council

of Europe which provides abundant free materials). Contact government-funded agencies such as the BEMSC Centers (Bilingual Education Multifunctional Support Centers) which although ostensibly for bilingual education, also have much of value to those concerned with intercultural education; or OBEMLA (The Office of Bilingual Education and Minority Language Affairs) as well as the Clearinghouses on Bilingual Education and Refugees. Contact private non-profit exchange organizations such as the American Field Service International, Youth for Understanding, and the Experiment in International Living, who regularly train leaders and educators for exchange programs and have developed a wealth of intercultural materials, not often found in the usual educational channels. Find out what the US Peace Corps has to offer, or centers (often at universities and colleges) which promote ethnic heritage, as well as international and global education. Research potential aid from private foundations, such as the Danforth Foundation, with its interest in improving international education. And most certainly investigate SIETAR (The Society for Intercultural Education, Training and Research), the most prominent professional organization of its kind in the world. SIETAR membership insures publications, resources, conferences, and a network of colleagues worldwide, all concerned with intercultural matters. Contact presses which specialize in intercultural materials, such as the SIETAR Press, Intercultural Press, and the Experiment Press. You may discover that working interculturally also involves building bridges--across disciplines, across professions, and across intercultural boundaries.

The Potential--Transcending

Working in multicultural settings presents not only educational challenges, but may lead to much more. Intercultural contact offers the possibility of transcending the limitations of one's own world view. "If you want to know about water, don't ask a goldfish," someone once said. Those who have never struggled to learn a second language nor had contact with another cul-

ture, like the goldfish, may be taking for granted the milieu in which they have always existed.

Positive contact with other world views, can result in developing an appreciation for the diversity and richness of human beings, along with a concomitant shift of perspective. This shift is the kind which one writer described as "the greatest revolution in the world--one which occurs with the head, within the mind" (Ferguson, 1980). For this to happen, educators need to be prepared to become better global citizens, able to empathize and understand other persons on their own terms. Exposure to other languages, and cultures, in a positive context, offers such promise for them...and for their pupils.

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Guiding Principles For Teaching ESL Children To Read

By *David M. Brown*

To help assimilate non-English-speaking people into our society, English-as-a-Second Language (ESL) programs are being offered in many schools. A number of these programs are designed for children. The short-range goals of most of these programs involve teaching youngsters how to speak and read English. While pursuing these goals, educators have used a wide variety of methods and techniques in teaching reading to ESL students. However, the opinions of authorities and practitioners concerning the best ways to teach ESL students have differed greatly. Therefore, the goal of this article is to distill some of the information collected over the years in experimental and empirical settings into a set of guiding principles that educators can use when teaching ESL children to read.

After surveying the literature related to teaching reading to ESL students, five basic principles are notable. Although the principles represent some of the most important ideas writers and researchers have shared in recent years, the information is not all-inclusive. Also, no attempt has been made to address conflicting theories or opinions. However, the five principles should assist educators in noting many of the major considerations that should be addressed when teaching reading to ESL children.

Principle #1: English as a Second Language children should possess the ability to speak and read well in their native language before attempting to read English.

Most authorities (Gamez, 1979) agree that ESL children should acquire the ability to speak and read well in their native language before attempting to read in a second language. Learning to speak well insures that one possesses a basic understanding of the syntax and semantics of a language. After oral language skills are mastered, learning to read is usually less difficult. Once youngsters learn to speak and read in their own language, this knowledge transfers positively to learning to speak and read in another language (Gutierrez, 1975).

When first learning to read their native language, ESL children should not, at the same time, receive reading instruction in a second language. Experimental and empirical evidence reveals that such an approach is too confusing for most young learners. If such an approach is used, students may not learn to read well in either language (Angel, 1974). Accordingly, many writers and researchers (Herbert, 1971) recommend strongly that children should be taught to read in their mother tongue before learning to read a second language.

Principle #2: The background knowledge structures of ESL children

must be well developed before learning to read English.

The goal of all readers is, of course, to comprehend. Teachers of ESL children must keep this in mind when teaching reading. According to Chamot (1983), "...comprehension should be the priority in teaching ESL readers," especially since one need not speak flawlessly in a second language to learn to read it. How comprehending is facilitated by using background knowledge is described (Rumelhart, 1980) in schema theory, which contends that "Comprehending text is an interactive process between the reader's background knowledge and the text" (Carrell & Eisterhold, 1983). Teachers must therefore strive to develop the background knowledge (this includes basic concepts as well as certain culture-specific concepts related to English) structures or schemata of ESL students to assist them in comprehending when they read English. If the background knowledge of ESL readers is not adequately developed, they will not comprehend English well when they read. Providing direct and purposeful first-hand experiences with a wide variety of concepts is one of the best ways to develop an adequate level of background knowledge in ESL students.

As Immanuel Kant (1781) maintained so long ago, "New information, new concepts, and new ideas can have meaning only when they can be related

David M. Brown is an Associate Professor in the Department of Curriculum and Instruction at the University of Alabama. He is also the Director of the Belser-Parton Reading Center at the University. He is a past elementary teacher and principal as well as a former president (1985-1986) of the Alabama Reading Association. His primary research has been with remedial and non-standard English readers.



David M. Brown

to something the individual already knows." Or, as Anderson et al. (1977) pointed out, "...every act of comprehension involves one's knowledge of the world as well." In preparing ESL students to comprehend when they read English, teachers must insure that the students' schemata are well developed. When ESL children have had limited first-hand experiences with concepts commonly encountered in beginning-reading materials, their lack of knowledge makes them incapable of associating words in print with the appropriate meaning. In addition, when their experience is lacking, ESL children learn fewer concepts, and their vocabulary development is impeded. Under these circumstances, learning to read in their native language is usually difficult, and reading in a second language may be impossible.

Principle #3: Cultural differences must be taken into consideration when attempting to teach ESL children to read English.

Three cultural factors must be taken into consideration when attempting to teach ESL children to read in a second language. First, as Zintz (1975) states, "Too many teachers are inadequately prepared to understand or accept the ESL child's dissimilar cultural values." To cope with this problem, teachers must strive to become familiar with the native culture of each ESL student and to understand that culture. As teachers become more knowledgeable about cultural differences, they will probably adopt more accepting attitudes toward their students' dissimilar cultural values. Teachers must remember also that possessing dissimilar cultural values does not mean that ESL students possess unacceptable values. When teachers display positive attitudes toward ESL students and their value systems, this promotes an atmosphere of tolerance and mutual respect that can maximize opportunities for learning. The adjustments described above are important because teachers who understand and accept cultural differences in ESL children are usually more successful in teaching them to read.

Second, teachers should insure that the reading materials they use do not address frequently concepts of values that are foreign to the culture of their ESL

students. If children have not encountered certain English-related concepts in their culture, they probably will not understand the concepts when they read about them in English-language readers. Teachers should also insure that the reading materials they use do not address values not possessed by their ESL students. Students may be capable of reading passages, but they may fail to comprehend them if they do not possess values (Carrel & Eisterhold, 1983) similar to those addressed by the author.

Third, good literature that presents English-culture themes in interesting and enjoyable ways should be used with ESL students (McKay, 1982). Literature can be helpful in introducing ESL students to a new culture in ways that are more easily understood. In addition, Spack (1985) contends that literature "can be useful in developing linguistic knowledge, and it may also motivate students to interact with a text and thus increase reading proficiency." Such interaction may also promote a better understanding of a new culture.

Principle #4: English as a second language children should study word meanings while learning to read English.

As the schemata of ESL students develop and an adequate understanding of English is being acquired, studying word meanings will enable the students to comprehend more of what they read. Authorities (Burns, Roe, Ross, 1984) acknowledge the importance of vocabulary development for ESL students. Initially, ESL children must acquire a sizable oral vocabulary (Engle, 1975). An early study by Tireman (1948) resulted in his estimate that a comprehension level of 500 to 700 words, with a minimum sight vocabulary of 75 words, was required for children learning to read a second language (English). As the oral vocabulary becomes substantial, ESL students are introduced to words in print.

The words studied by ESL children when learning to read should come from four primary sources. First, ESL students should learn words compatible with their background experiences and their cultural orientations. When first teaching ESL students to speak and

read, teachers should take every opportunity to introduce new words that are readily associated with known concepts. Second, many new words should be acquired from the hands-on experiences that ESL children have in school. As students encounter new concepts, they should be taught immediately the words associated with those concepts. Third, some new words should come from high frequency word lists (words that are frequently used in children's reading materials) such as the ones included in the American Heritage Word Frequency Book recommended by Lapp and Flood (1986). Fourth, words that students want to know or think they need to know constitute another important source. These words are often encountered while creating experience stories, reading in class, playing with English-speaking children, or watching television.

Principle #5: An activity-based approach should be used in teaching ESL children to read English.

Success in using the Language Experience Approach (LEA) to teach reading has been well documented (Hall, 1981), and many writers and researchers have recommended using the LEA with ESL students (Hudelson, 1984). Use of the LEA begins by providing hands-on experiences for students, which they later discuss with the teacher. For example, a class of ESL students might visit a zoo and then, after returning to class, discuss their visit with the teacher. As the discussion progresses, the students dictate sentences, and the teacher writes their words on a chalk board or a large tablet. In this way, a text is created. After the text is completed, the students are asked to read to the teacher what they have dictated. Because the text represents the students' thoughts generated by their involvement with hands-on activity, the text is usually read easily. Due to the personal or organic nature of the text (Ashton-Warner, 1963), this approach to teaching reading has been proven beneficial with ESL students (Wiesendanger & Birlem, 1979).

Another useful activity is called "narrow reading" (Krashen, 1981). When using this technique, students are directed to confine all of their reading to many short and varied selections about

similar topics or by the same author. These selections are somewhat difficult to read because of the disjointed nature of the assignment. However, as students continue to read the special selections, they become easier to comprehend. Theory holds that repeated exposure to similar vocabulary and sentence structure allows readers to access similar schemata repeatedly and expand them, thus enabling readers to better comprehend.

Finally, Sustained Silent Reading (SSR) is also an excellent activity for ESL readers (Carrell & Eisterhold, 1983). With this activity, students are directed to select and read books that are of interest to them. Then, at a prescribed time during each school day, the students are allowed to read their books silently. Usually, all of the students in a class participate in SSR at the same time. The major strengths of this approach include the self-selection process, the development of one's knowledge base by doing in-depth reading, and the fact that time is devoted daily to reading books of personal interest to the student. As a follow-up to SSR, teachers often allow students to do art work, e.g., drawing pictures, painting, making models, etc., depicting concepts encountered in their reading. This type of hands-on activity helps students to solidify many of the ideas and much of the information encountered when they read.

A Closing Thought

In studying the five principles, readers of this article have been introduced to three basic ideas related to teaching ESL children to read. First, they must learn to speak and read well in their native language before attempting to learn to read in a second language. Second, reading instruction for ESL students must be personalized. It must first address each student's existing knowledge base and native culture. Finally, an activity-centered approach is most beneficial in teaching ESL students to read. For ESL children, like all children, hands-on activities are most beneficial.

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Loatian/Hmong Artifacts on Display During a Youth Culture Festival

Understanding and Interpreting Federal Guidelines and Regulations

By James H. Lockhart

Do you remember the scene in "The Sound of Music" where Maria first begins to teach the Von Trapp children how to understand the fundamentals of music? She says, "Let's start at the very beginning--a very good place to start." And so I, too, should like to commence this article on "Understanding and Interpreting Federal Guidelines and Regulations" at the very beginning.

That beginning comes to pass when the United States Congress enacts authorizing legislation which permits (authorizes) the Executive Department to implement a major Federal program. In order to understand the guidelines and regulations that govern a given Federal program, it is imperative that one acquire at least a "passing" knowledge of the authorizing legislation on which the guidelines and regulations are based. Yes, I realize that most of you, dear readers, are probably not lawyers, and admittedly, in past years one had to be a virtual "Philadelphia Lawyer" to make heads or tails of Federal legislation. But, please be aware that Federal laws today, particularly education acts, are usually written in easy-to-understand "layman's language." This is the result of many years of "weeping and gnashing of teeth" by persons like yourself, who had the responsibility of implementing Federal programs, but all too often had a relatively vague knowledge of the law governing the

program because it was written in such complicated "lawyer's language."

Today, Congressional legislative aides are duly charged with the responsibility of drafting Congressional bills, committee reports, and Congressional statutes in language that most constituents can understand. Therefore, the first step to understanding and interpreting Federal guidelines and regulations is to READ THE LAW.

You can obtain a copy of the Law from a variety of sources, such as the following:

1. The local headquarters of your Congressman. (Of course, his Washington office, as well.) It will help if you know the bill number. If you don't, ask the Congressional aide to give you the bill number or numbers (e.g., House Bill 1983 or Senate Bill 97).
2. The state educational agency (contact the Office of Legislation or the specific program office).
3. The Federal program office. (If you know the name of the specific program office but do not have the phone number of that office in the U.S. Department of Education, call the Education Department Information Locator, [202]732-3366.)
4. Obtain a copy of the Federal regulations for the given program from the Federal Programs Office of your local school district. The Act governing

the regulations is usually part of the regulations package.

5. Write to the appropriate office in the U.S. Department of Education. The mailing address for most of the Education Department units is:

400 Maryland Avenue, S.W.
Washington, DC 20202

After Congress has passed authorizing legislation, it will subsequently pass an Appropriations Act to provide the funds for the program. It is not necessary for the layman to know every provision of an appropriations act, but it is important to know whether or not the appropriations act has passed, because the date, amount, and the availability of the funds to implement your program hinges on the passage of appropriations. For your information, it is important to note that sometimes Congress gets bogged down in the appropriations process and must pass a Continuing Resolution, as a stopgap measure, to keep the government fiscally alive in the interim. If a program is temporarily funded under a continuing resolution, the amount of funds made available is usually at the same rate (certainly not more), than the year before.

Therefore, the second step to understanding and interpreting Federal guidelines and regulations is to obtain information relative to the appropriations that support the given program.

As we all were taught in school, "The Legislative Branch of government

James H. Lockhart is a Senior Education Program Specialist with the Office of Bilingual Education and Minority Language Affairs, US Department of Education, Washington, DC. James received a Ford Foundation Fellowship in 1969 and is currently completing a doctoral degree in Educational Administration.



James H. Lockhart

passes the law and the Executive Branch of government administers the law." The guidelines and regulations that spell out the various provisions of the authorizing legislation are the sine qua non of the administration of a federal program.

For an even more thorough knowledge of the act governing the program, you may wish to obtain a copy of the Committee Report on the authorizing legislation. The committee report discusses the issues that had to be resolved between the House (of Representatives) version and the Senate version of the legislation, and indicates the arguments on both sides before a consensus was reached during the House/Senate conference preceeding the final passage of the act.

The process of developing a set of final guidelines and regulations usually follows this path:

1. Notice of Proposed Rulemaking (NPRM)

The responsible program office causes to be published in the Federal Register the agency's first "cut" of the guidelines and rules that will govern the particular program.

2. Public Comment Period

The NPRM will indicate a period of time (usually 60 days from the date of the Notice) for members of the general public to write-in regarding their reactions to specific provisions of the proposed rules. Any interested person (that includes you!) may send in one or several written comments to request a modification or clarification of one or more provisions.

3. Public Hearings

During the comment period referenced above, the responsible program office will usually provide for public hearings at various sites throughout the country. This provides interested persons an opportunity to appear in person, ask questions, make suggestions and offer modifications to the proposed regulations.

4. Preparation of Final Regulations

After the public comment period and the hearings, it is the responsibility of the program office (in conjunction with the Office of General Counsel and the Office of Regulations) to revise the regulations, taking into consideration all of the public comments received.

5. Publication of Final Regulations
Final regulations, as all official Federal government notices, are published in the Federal Register. Final regulations have the force of law.

You may obtain copies of the Federal Register from the sources listed above, or you may obtain a copy of a specific federal register from Supt. of Documents, US Government Printing Office, Washington, DC 20402-9325. Phone: 202/783-3238.

Other steps toward understanding and interpreting Federal guidelines and regulations are:

a. Become familiar with the Federal Register.

b. Look for the Notice of Proposed Rulemaking (NPRM) of the program in which you have an interest. Read the NPRM carefully.

c. Submit comments on the proposed rules during the prescribed "Comment Period."

d. Attend and comment at the public hearing, if possible.

e. Arrange to receive a copy of the Final Regulations. Compare the Final Regulations with the NPRM.

If the guidelines and regulations you are trying to understand and interpret have been around awhile, the best bet is to consult with somebody who is fully knowledgeable about the regulations. That somebody may include, for instance, the Federal Program Specialist at the local school district, the State Department of Education Program Office, the Federal Program office in Washington; or the "contact person" listed in the Final Regulations.

Finally, you should also be aware that federal guidelines and regulations are not only written in response to new Congressional authorization acts. Frequently, Congress will amend or modify legislation that has been on the books for a number of years. For instance, the Elementary and Secondary Education Act, with its several programs, has been the subject of "educational amendments" for essentially every year since its enactment in 1965. Each major amendment of this 'keystone of educational legislation' must be translated into federal guidelines and regulations, in accordance with the process discussed above.

In conclusion, then, it is important to note that understanding and interpreting federal guidelines and regulations is an on-going process. However, this will not be a trying nor difficult task at all if you will follow the steps outlined in this article diligently and persistently. I guarantee it.



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By Ismail Bin Said

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Ismail Bin Said is a Graduate Assistant in the Department of Curriculum and Supervision, Northern Illinois University. He is pursuing a doctoral degree in the Department of Adult Continuing Education. His research interest is in TESOL (Teaching English to Speakers of Other Languages) and Cross-Cultural Communication Education



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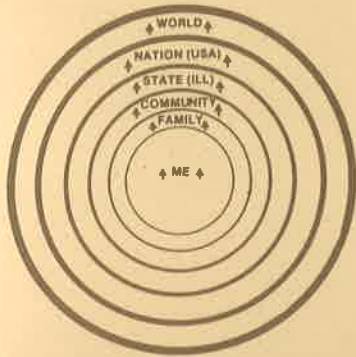
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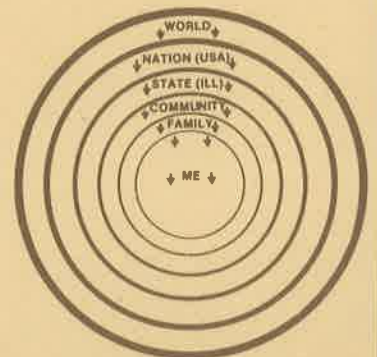
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