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AUTHOR Durfee, Arnold; And Others
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ABSTRACT

The central theme of this ideabook on the Bicentennial is the extension of the human rights of life, liberty, and the pursuit of happiness to the United States and the rest of the world. The ideabook is divided into three sections. Section one describes 17 proposed projects based upon a central Bicentennial program entitled "A Declaration of Interdependence: Education for a Global Community." Each project is dependent upon funding outside the National Association (NEA). Section two offers a sample listing of innovative activities for classroom use. The first part of this section -- Heritage -- suggests class activities to probe into our nation's development, especially the human rights and cultural diversity qualities. The second part of this section -- Horizon -- suggests class activities for dealing with problems facing the global community including energy, political action, transportation, population, shared education, a common system of measurement, and communication. Section three lists national, regional, and state Bicentennial funding sources. (Author/DE)

NEA
BICENTENNIAL
IDEABOOK

BICENTENNIAL IDEABOOK

Programs, Ideas, Resources

Published by the National Education Association

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CONTENTS

FOREWORD

Thanks to advances in communications and transportation technology, the school community is no longer just our immediate neighborhood. Our neighborhood is now the world, but the world's peoples have yet to be united as a real community.

We believe that teachers are the major resource through which to effect a world community based on the principles of peace and justice. To mobilize this resource over the next several months is our hope. Then our Bicentennial celebration in 1976 will constitute a living commemoration of the principles of the American Revolution in the form of a major education program looking toward the next 100 years.

We seek to make history rather than to recall it; we intend to honor the past with a celebration of the future. In doing so, we hope to bring about a major turning point in the direction of education toward continual expansion of the rights of "life, liberty and the pursuit of happiness." We shall strive to make teaching a vehicle through which these principles—for which the American Revolution was made—may become the basic guidelines for human relationships on our planet. We believe that teachers should contribute to the expansion of human and civil rights for those in our own nation still deprived of them and encourage the application of these principles to our relations with all other nations.

Upon these premises, NEA has developed a Bicentennial program entitled "A Declaration of Interdependence: Education for a Global Community." The program is composed of 17 proposed projects described in Part I of this *Ideabook*.* Each project is dependent upon funding outside the National Education Association. This *Ideabook* is designed to help NEA teacher-members particularly and teachers everywhere to become actively involved in the Bicentennial celebration.

*Programs 16 and 17 are not described in the *Ideabook* because they involve legislative and staff efforts.

Supplements I and II will be published in the fall of 1975 and 1976 respectively, and mailed to schools included in the original mailing of the *Ideabook*.

A two-volume NEA treatise—a statement of the cardinal principles of education—to be published in several languages, will be given top priority among the 17 proposals. The first of these definitive volumes will contain the actual principles along with recommendations for a global curriculum. The second will include outstanding essays and graphic designs by educators who will have won top prizes in international competition.

With the cooperation of four or five universities in major nations, NEA—under another proposal—will set up a course of study "providing teacher education with an international perspective." Each qualifying applicant—from anywhere in the world—can study successively in several of the universities.

Other NEA proposals described in Part I include:

- Peace studies expositions at NEA 1975 and 1976 annual meetings featuring peace-oriented demonstration lessons, plays, audiovisual materials, and games—with a national scope in 1975 and an international one in 1976.
- International Women's Year (1975) activities to highlight the significance of women's contributions to education and world peace.
- Educational film festivals to promote an understanding of all peoples.
- A sculpture to be placed in front of NEA Headquarters in Washington as "a visible and lasting symbol of NEA Bicentennial efforts" and "to enhance the beauty of the Nation's Capital."

More recently, NEA and the Bicentennial Commission of Pennsylvania (BCP) agreed to cosponsor a competition for K-12 students, focusing on the theme "My America: Yesterday, Today, and Tomorrow." Competition will be at four levels: individual school, school district(s), state, and national. The national winner will receive a $5,000 scholarship and gold medal. For informa-

tion, write to the NEA Bicentennial Office, specifying "NEA/BCP" on the envelope.

Part II of the *Ideabook* offers a sample listing of innovative activities suggested for classroom use. The listing is not all-inclusive. It can be a starting point toward classroom experiences that will help students and teachers think about their relationships to each other and with persons of other ethnic backgrounds—to become globally aware. As always the teacher will want to adapt the ideas to the grade level and situation.

If you are interested in learning about funding sources for developing a Bicentennial program in your school or community, you will find Part III helpful. Parts II and III will be updated and expanded in the *Ideabook Supplement* to be published in the fall of 1975.

We wish to acknowledge the contribution of Atlantic Richfield Company for making the publication of the *Ideabook* possible. Our special thanks to the *Ideabook* Subcommittee for development of the contents: Arnold Duriee, Barrington, R.I.; Hazel White, Virginia Beach, Va.; Bruce Wyckoff, San Jose, Calif.; John Washington, Berlin, Md.; and Clarence Walker, East Orange, N.J. To the NEA Bicentennial Committee we express our gratitude for conceiving the idea of this publication for teachers, to Dr. F. Patrick Butler who served as Bicentennial Consultant, to Ms. Cherrie Hall and Ms. Cathy Farrell of the American Revolution Bicentennial Administration, to Ms. Janice M. Colbert who served as Bicentennial Coordinator, to NEA Publishing for production and printing, and to Ms. Gertrue Mitchell, *Ideabook* writer and editor.

We are committed to the idea of Education for a Global Community. You are invited to help turn the commitment into action by mobilizing world education for development of a world community.

James A. Harris
NEA President

Helen D. Wise
NEA Immediate Past President

Cochairpersons, NEA Bicentennial Committee

Part I Programs

PART I

PROGRAMS

A Declaration of Interdependence: Education for a Global Community

We hold these truths to be self-evident:

that *200 years after declaring our independence, the American people are entering a new era.*

that *today we must acknowledge the interdependence of all peoples.*

that *education can be a vehicle through which peace and the principles of the American Revolution—life, liberty, and the pursuit of happiness—may become the guidelines for human relationships on our planet.*

that *educators around the world are in a unique position to help bring about a harmoniously interdependent global community based on the principles of peace and justice.*

that *toward this end, the National Education Association is pursuing a series of programs to prepare for major reform in education.*

In support of these truths, NEA is developing 17 separate programs to commemorate our nation's 200th anniversary.

Program 1:
Two Definitive Volumes

Volume I will contain a reframing of the cardinal principles of education and recommendations for a global curriculum. The new principles would become an integral part of a dynamic design intended as a blueprint for American education and possibly education in other countries as we approach the twenty-first century.

NEA's original development of the seven cardinal principles in 1918 has influenced the course of American education for most of this century. Today, most policy statements about education are obsolete; education, taken as a whole, is not adequate to the times and too seldom anticipates the future.

Reframed within a global context, the cardinal principles would help students grasp the meaning of the world and how its individual parts are interrelated.

Involved in reframing the cardinal principles would be a public figure, possibly in the communication arts, to serve as editor-in-chief and to work with a panel of distinguished American scholars and recognized leaders in education, economics, law, science, business, religion, and politics. We propose to introduce the volume for adoption at the 1976 NEA annual meeting. Subsequent to this introduction, we propose to publish the volume in four language editions.

Then a series of regional conferences of teachers and citizens will develop a curriculum based on the new cardinal principles—focusing on the world as a community, peace, human rights, and a humane society.

Volume II will contain outstanding essays and graphic designs by educators who have won prizes in the Essay Contest and other proposed competitions. Both the rules and an official entry blank for the Essay Contest, which is open to all NEA members (except NEA staff and their immediate families), appear on the next two pages.

The second volume will also have statements of NEA's Bicentennial views and programs carried out in 1975 and 1976.

Program 2:
Satellite
As Teaching Tool

Putting space age technology at the service of global education, NEA plans to schedule satellite demonstrations at the 1975 and 1976 annual meetings to show teachers and other educators how this technology can become a central tool in educating for a global community. The groundwork was laid at the 1974 annual meeting when the ATS-1 satellite, while looming 23,000 miles above the earth, beamed proceedings from Chicago to Alaskan villages, Hawaii, New Zealand, and the Fiji Islands.

NEA sees satellite technology as important to teachers in three ways: it can create communities based on interest rather than on geographic location; it can provide educators in isolated areas with the same sophisticated resources available to schools in more affluent settings; and it can convey information instantaneously, thus making possible a global network.

The annual meeting demonstrations will feature a model showing how a satellite works, film clips on projected educational uses, a discussion of how a satellite would affect the classroom, and a look at the problems and issues which satellite communications raise for education.

ATTENTION ALL NEA MEMBERS

You are invited to enter the NEA Bicentennial Essay Contest sponsored by the Reader's Digest Foundation

which is open to all
NEA members (except staff members of NEA and their immediate families).

Entries must be developed from one of the following themes:

1. The Interdependence of All Peoples
2. The Principles of the American Revolution as Guidelines for Human Relationships
3. The Interdependent Global Community of the Next One Hundred Years
4. Globalizing the School Curriculum

PRIZES:
1st prize: $1,000
2nd prize: 500
3rd prize: 300
Plus 10 honorable mention prizes of $100 each

Send Your Entry To: NEA Bicentennial Essay Contest
(Rm. 604) 1201 Sixteenth St., N.W.
Washington, D.C. 20036

Please be sure that you have specified **"Essay Contest"** on the envelope. Entries will be judged by members of the Educational Press Association and the NEA State Education Association Editors. Judges will consider both the content and the style of each entry. The decision of the judges is final. All entries become the property of NEA and none can be acknowledged or returned. Winners will be announced in *Today's Education* and one of the special volumes to be published, recording the highlights of the NEA Bicentennial celebration. The top three winners will be invited to the 1976 NEA annual meeting for the award presentation.

To enter, follow the directions below. Please read the directions carefully. Entries not properly submitted will be disqualified.

DIRECTIONS:

1. The essay may not exceed 1,500 words.
2. Each entrant must be an educator and be able to certify same.
3. Your entry should be typewritten on one side of the paper, double-spaced, with all sheets stapled together. Your name and address should be on all sheets.
4. Entries must be postmarked no later than Jan. 2, 1976.
5. Each entry must be accompanied by the mailing label from the back cover of your NEA journal. Paste this label on the first sheet of your entry.*
6. You may submit only one entry.
7. Essays entered in this contest must not have been published prior to this contest or be entered in any other essay contest or submitted for publication elsewhere.
8. Do not send a letter or other materials with your entry. Letters written subsequently about your entry cannot be acknowledged. Send your entry by regular, first-class mail only; do *not* send it by special delivery, registered, or certified mail (entries sent in this way will be returned to you by the post office).

*Teachers who regularly receive their journals without a mailing label must type both school and home addresses on the first page of their entries.

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ESSAY CONTEST

REGISTRATION FORM

(Must Accompany Entry)

NAME _____

ADDRESS _____
Street

_____
City **State** **Zip Code**

NAME OF SCHOOL _____

POSITION _____

TITLE OF ESSAY _____

I certify that the essay submitted is my own work.

I am a member of the united teaching profession.

I am a member of my local, state and national teacher association where applicable.

_____ _____

Date Signature

Program 3:
International
Teacher Education

With the cooperation of university presidents of four or five major nations, NEA would set up a course of study providing teacher education with an international perspective. Any student from around the world could apply to take part in the program. After studying at several university locations, the student might then teach in one of the countries which contributed much to the individual's educational experience.

Program 4:
Peace Studies
Exposition

Perhaps no theme is more important on this planet than the search to live in peace. To emphasize the value of teaching peace, NEA plans to assemble demonstration lessons, plays, audiovisual materials, and games to exhibit at the 1975 (national emphasis) and 1976 (international emphasis) annual meetings.

Peace is not easily explained in words. It suggests many things to many people, and yet some common agreement over what it means is necessary. We are using a definition now widely accepted by educators in many countries. Peace, it is agreed, is a social-political situation characterized by a high level of justice and a low level of violence. The definition provides, we think, a starting point for finding out what materials teachers throughout the world are using in their classrooms to dramatize the concept of peace.

To find these materials, NEA has surveyed individual educators, publishers, and other groups about the peace studies they have developed. NEA will exhibit models of these materials at the next two annual meetings. We are aiming for a real cross-section: commercial exhibitors, local and state school systems, local and state teacher associations, foreign countries, and organizations active in the peace movement. Educators viewing the exhibits will be urged to include peace studies in their own classrooms—from kindergarten to university.

Program 5:
Peace Trophy

NEA is seeking a donor to establish a special peace award for the organization or country judged to have made the most significant contribution to the concept of a world community.

Program 6:
Friend of
Education Honors

Added to the 1976 NEA Friend of Education Award will be 53 special presentations—one for each state education association—to honor those individuals who have made significant contributions in connection with the NEA Bicentennial theme of Education for a Global Community.

Program 7:
International
Women's Year 1975

With the NEA Bicentennial theme of Education for a Global Community based on the belief that true community is rooted in the equitable sharing of values like political power, social justice, and economic well being, the Association will collect data on the extent to which women share in the enjoyment of these values. Data will cover these areas: how many women hold decision-making roles in educational policymaking; how do women who are NEA members perceive the issues of educational neglect; what priorities and strategies do these members recommend?

The findings will serve as a basis for policymaking and strategies through which NEA can act to reverse current trends in educational neglect. It will further add to the data which the United Nations is collecting on women.

The program will be launched at the 1975 annual meeting. When the data are collected, a report will be published in 1976, culminating in a major address that same year at the NEA annual meeting.

Program 8:
Educational
Film Festivals

Working with the Council on International Nontheatrical Events and the American Film Institute, NEA will select outstanding 16-millimeter instructional films dealing with the Educational Neglect annual meeting theme in 1975, and the NEA Bicentennial theme of Education for a Global Community in 1976. These festivals during the annual meetings should serve as incentives for film producers to create quality instructional films of high cinematographic value. They should acquaint educators, at the same time, with good films available for school programs.

Program 9:
Exhibit
Of Teachers' Art

NEA teacher members throughout the world are invited to submit for judging original oils, watercolors, sculpture, posters, and other graphics. Entrants must be educators who are amateur artists, and the work must have been done since July 4, 1974. There will be cash prizes and, in addition, purchase prizes for NEA's permanent collection in our Washington Headquarters.

The winning art works will be exhibited at the 1976 annual meeting and then shown at the representative

*Copy of survey is available from NEA Bicentennial Office.

assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) in August of the same year in Washington, D.C.

Write to the NEA Bicentennial Office for contest rules and an entry blank.

We are seeking funding for the project.

Program 10:
International
Teacher Photography

NEA members are invited to participate in a contest of photographs in black and white print, color print, or color slide. The theme is "Life in My Hometown." There are four categories: people, still life, pictorial (landscape or seascape), and animal. Each participant can submit up to eight entries. Cash prizes are planned and the winning photographs will appear in a special issue of *Today's Education*. Write to the NEA Bicentennial Office for contest rules and an entry blank.

We are seeking funding for the project.

Program 11:
International
Crafts Exposition

Members of various ethnic groups will have the opportunity to demonstrate *in person* the making of craft products identified with their cultural heritages. The 1975 NEA annual meeting will feature American crafts and the 1976 meeting will be international in scope. Craftwork like jewelry, pottery, batik, hooked rugs, and beadwork will be highlighted. Even the special craft of poetry will be represented. The demonstrations are intended to illustrate the cultural diversity of the world and to encourage educators in using crafts as a way to further international understanding.

Program 12:
International
Entertainment Nights

In an unprecedented effort to focus on the cultural talents of the education profession, NEA plans a series of cultural nights at the 1976 annual meeting. Featured will be music, drama, and dance. It will be an unusual opportunity for the 20,000 educators to share the best in international performing arts. The impact of these programs could then be taken back to classrooms everywhere.

Program 13:
Pageant
Of Cultures

To honor the contributions of ethnic groups during our nation's 200 years, NEA will commission the writing of a pageant for performance at its 1976 annual meeting and also at the WCOTP general assembly that same year. The work would include music, dance, and the spoken word. Professional and university theater groups will be invited to mount the production. Its performance can both celebrate the Bicentennial and foster understanding of cultural differences.

Program 14:
Choral Work

Teachers throughout the world are invited to contribute to the musical heritage of our country by submitting a choral work for performance by a public high school choral group. The musical composition will use as its text excerpts from *I Am a Teacher* by Damon Weber, former NEA staff member. The winning composer would receive a cash prize, and the work would be performed at the 1976 annual meeting and again at the WCOTP general assembly.

The composition, running some 10 to 15 minutes, must be written for four parts: SATB-soprano, alto, tenor, and bass, with piano accompaniment. There can be no solo parts for instrument or voice. The nature of the work or the arrangement has no restrictions.

Write to the NEA Bicentennial Office for rules and an entry blank.

We are seeking funding for the project.

Program 15:
Sculpture

As a visible and enduring symbol of NEA's Bicentennial activities, we plan to commission a piece of sculpture to be placed in front of NEA Headquarters. The piece will be a future reminder of our Bicentennial theme of Education for a Global Community. It will further serve as a monument to educators—past, present, and future—for service to the united teaching profession.

Sculptors will be invited to submit sketches of their proposed models—accompanied by information about the material, size, and weight of the piece. The sculpture may be done in metal, stone, or any other material of lasting quality. The sculptor receiving the commission will be awarded $15,000. A jury of art educators and practicing sculptors will judge the entries.

These, then, are our programs designed to carry out the Bicentennial themes of interdependence and a global community. As we work with the 9,800 NEA local education associations and their affiliates in the 50 states, the District of Columbia, and the territories, we are using the Bicentennial as an opportunity to explore guidelines for human relationships on our planet. In pausing to reflect on the past, we are placing these reflections within the dual context of present and future education. It is this context which supplies the meaning.

Part II Ideas
Heritage
Horizon

PART II

IDEAS

A 17-year-old high school senior in Connecticut has said of the Bicentennial: "We need much more than a big party on the Fourth of July, 1976—we need a continuing program to maintain the spirit of a permanent revolution dedicated to human freedom." Indeed, a historic occasion can be a token observance, touching up all the worn platitudes uttered in appropriate rhetoric. But it need not be so empty. The Bicentennial can be a time for substantial reexamination in order to know where we are and where we should be going.

The classroom is a natural setting for such a reexamination.

We offer in this section ideas—really starting points—for bringing the Bicentennial into your classroom. It remains for the teacher to adapt those ideas to the particular classroom.

The first part of the section—Heritage—suggests projects to probe into our nation's development, especially the human rights and cultural diversity qualities. We have tried to sidestep the usual by suggesting new perspectives or approaches. The full sense of ideas, laws, and customs which took shape over 200 years after settlement in an often harsh wilderness is not easily seen through our twentieth-century eyes. And it is hard to grasp the shock of a new country's declaration for human rights. We find it also hard to comprehend the vigor and adaptability of our leaders and our common people. It is all there, but badly in need of substantial reexamination.

The second part of the section—Horizon—refers to the frontier of today. As members of a global community, we are limited by what we know and see. One thing we have come to know is that different peoples should be able to coexist in peace and with respect for human rights. But, like the empty rhetoric of a historic occasion, these words too require reexamination. We must further acknowledge some changes. The independence cry of the American Revolution has now become a cry for interdependence; the old world/new world dichotomy has merged into one world.

Problems—energy, political action, population, education, measurement, and communication—are suggested for classroom exploration. A horizon can be as wide as we are willing to see, or it can be as narrow as our own fears and insecurities. If we can begin to see a global community, then we can search for some adjustments and even solutions to these six problems.

HERITAGE

Certainly America is a world in miniature by the many cultures which have settled and developed it. One attitude that we have adopted recently is that these ethnic and cultural groups should preserve their heritages. In the past, according to the "melting pot" theory, it was thought best that these heritages were cast away in order for the settler or the immigrant to become Americanized. The Bicentennial can be a time to recover our multi-cultural roots. Find projects for your classroom which encourage this recovery.

Focusing On the Immigrant

All Americans are immigrants; even the ancestors of the Indian first crossed the Bering Straits. Why everyone came has no single answer. Some wanted to escape persecution, others to avoid the law, military service, or famine. Others were forced to come on slave ships from Africa. Still others came as cheap labor. And some were told about opportunities for easy, quick wealth. A few came for the adventure. The rough trip by sea was usually the first trial. Once in the New World, they confronted a strange environment, complicated by language differences, alien customs, and hard work. If they tended to hold on to the old ways as a compensation for this new life, their children more often than not rejected the old culture.

Explore the different cultural and ethnic strains in the United States. You might begin by having the students check into their own family backgrounds. Did a grandparent, for example, leave northern Germany in the 1880's because jobs were scarce? Or did an ancestor leave Mexico for the Southwest when labor was needed for building the railroads? Did a relative join the first wave of Norwegian settlers in the Middle West around 1835? Or did someone come over between 1845 and 1849 when the potato famine hit Ireland? Or did a great-great-grandparent come to Maryland on a slave ship early in the 1700's? Did relatives come from Holland to settle in New York? Or did someone way back leave Finland to settle in the state of Washington, working in a logging camp? Or was there an indentured servant from England who worked off years of service as a farmhand in the Virginia colony?

Explore the local history, particularly which national and ethnic groups have settled there. Construct a history of cultures. Are the cultures still preserved by special

newspapers, social clubs, or other ways? Check into town and county records.

Then explore when and how immigrants came to America. *The Localized History Series* by Teachers College Press (Clifford L. Lord, general editor) contains a part on "Peoples," with fascinating background information on the Mexicans, Germans, Norwegians, Finns, Irish, and Germans in America. Each of the six pamphlets carefully traces major immigrant waves, reasons for leaving, the jobs they took once here, living conditions, and cultural contributions. Discussion of the immigrant's life is realistic in the pamphlets. Stressed are the three worlds of the immigrant: the American which was only partly penetrated, the world of the national group which gave identity, and the world of the country left behind which inspired a mixture of guilt and nostalgia.

Experiences varied widely among the national groups. The Mexican immigrant had a different experience than, say, the European. For the former, it was a matter of moving not too far north from Mexico; for the latter it meant crossing an ocean and entering a strange environment. Yet, the Mexican encountered far more prejudice and suffered more exploitation in many instances than did the European.

Allied to the immigrant is the minority member: American Indian, Black, Oriental, Mexican, Puerto Rican, Catholic, and Jewish. *Minorities: USA* (Finkelstein, Sandifer, and Wright; Globe Book Company) candidly explores the problems and the needs of the American who is not necessarily white, Protestant, or English-speaking. The text (geared to students reading on a fifth to sixth grade level) cites the long-standing problems of "equal treatment for all Americans" and "equal protection under the law, civil liberties, civil rights."

What minority groups are in your local area? Explore some of their contributions to the community in which you live.

Once you and the students have researched the background of our cultural diversity and discovered the difficulties faced by immigrants and minorities, change your focus to the current concern for human rights and the complexity of a world composed of many countries and cultures. Is there anything to be learned from the immigrant's and minority member's experiences?

Drawing from a Nation's Development

Using the 200 years of American development, we have arranged some ideas within 10 categories.

Events Shaping Our History.—Check out local memorials and monuments. Too often we pass a statue and never glance at the inscription. Often the statue is of a person or a scene which has local significance. Scan papers and records at the local government building or library. Talk with members of the older families in the community. Look for local legends and tales. Gain some perspective of where your community fits into our national development.

Paint a mural depicting what the class sees as the birth of our nation. What events and persons would they select to be in the mural? What themes are chosen for development? Do they see the mural as formal or informal in presentation?

Recreate Patrick Henry's speech made March 23, 1775 to the Virginia Convention of Delegates ("Give Me Liberty or Give Me Death"). Emphasize the wave of feeling at that time about the colonists' hesitancy to break with the king. Examine the language of the speech and discuss its effect on the immediate audience and ultimately on the colonies. What is the tone of the speech? Then you might select one student to pose as an Englishman who would argue the British side of the dispute, giving balance to the inflammatory quality of Henry's speech.

Prepare a pictorial history of the Revolutionary War. Make a brief outline of key events with your students, after which they can draw pictures illustrating these events. Join and mount the pictures on a roller. Or make a collage, using symbols to represent events of the war.

Make "peep boxes" of different battle scenes of the war; choose from among Quebec, Sullivan's Island (outside of Charleston, S.C.), Trenton, Princeton, Ticonderoga, Saratoga, Germantown, and Yorktown. Note how armies were arranged for battle, what uniforms were worn (the colonists often had to improvise theirs), and what weapons were carried.

Arrange a choral reading of selected great speeches. Trace the events and feelings leading to each speech. Contrast the inflammatory quality of Patrick Henry's words to the sad, gentle English of the Gettysburg Address. Talk about how the personalities of the speakers help set the tone. Also, discuss the usefulness of a public forum on basic issues. The Lincoln-Douglas debates, for example, both aired and influenced the slavery question. Consider if the medium had been television rather than speaking on public platforms, perhaps like the Kennedy-Nixon TV debate. Would Lincoln have fared as well?

Use the "You Are There" approach, having students pose as correspondents who witness historical events. For example, a student might portray a soldier with the Jersey militia who is marching off to war, a veteran Hessian mercenary paid to fight for the British, or an English foot soldier sent over to fight for George III in a strange, foreign territory. Or a student can be standing with a crowd in a New England town, listening as someone is reading a new and controversial document, the Declaration of Independence. Another student is

amazed as Cyrus McCormick's reaper is demonstrated on a Virginia farm in 1831, hardly believing what the eye sees. The horsepowered implement cuts six times as much grain in a day as a single farmhand could cut with a scythe. Another student could play the role of a confederate soldier returning home to the ruins outside of Atlanta, Ga. Or someone else could be in the audience at Ford's Theatre the evening Lincoln was shot. Each student is essentially a witness to some part of history, and the account should be personalized.

Use another game motif—This Is Your Life, Password, Press Conference of the Air, or To Tell the Truth—to dramatize a historical happening.

People Who Helped to Build.—Compile a list of songs about American heroes and legends. How do legends and folk heroes grow and what appeals do they hold for the common person? In cases where the legend has some basis in fact, how much liberty was taken with these facts? In the 1830's and 1840's the tales of Paul Bunyan were told around the old iron stove at logging camps. Davy Crockett and Wild Bill Hickok were celebrated around campfires in the West. The outsized antics of Pecos Bill echoed through the Southwest. Much earlier, the daring of the "Swamp Fox" (Francis Marion) became legendary as tales were told of his raids on the British in his native South Carolina during the Revolutionary War. Legends and folklore were passed from generation to generation through oral stories or songs. A nation's legends and folklore reveal a lot about that nation and its people. What do American legends reveal?

Select two presidential candidates from the eighteenth century. Have the class plan an election campaign in which each candidate and supporters will employ eighteenth-century campaigning techniques to argue the issues. Has campaign oratory changed, perhaps even the speakers and their audiences?

Make a list of words describing particular eighteenth-century persons. Read the list to the class to see how many words must be read before the name of the famous person has been guessed.

Imagine that Thomas Jefferson is alive today. Do the students think he would have the same ideas about the concept of human freedom that he had in 1787? List and discuss any changes the class feels he might make. As the author of the Declaration of Independence, Jefferson wrote that "life, liberty, and the pursuit of happiness" are among certain "inherent and inalienable rights" of all people. How might he view Watergate in terms of human rights? Bear in mind that Jefferson helped to create our two-party system.

Stage a press conference during which a student poses as an important historical figure. Class members will act as newspaper and television correspondents who have been assigned to get a story. The "historic figure" will be quizzed and then the correspondents will write up the story. How accurate and fair are these stories?

Place students in the following roles and have them express experiences and feelings: soldier, forty-niner, immigrant, doctor, indentured servant, slave, Indian, politician, and suffragette. Have the students develop their own characters and situations within a particular period of time.

Living in a New World.—Create a play in which an immigrant comes to America (specify the time and place). What was left behind and what does the individual find (work, language difficulties, new customs)? Emphasize the sense of newness faced by an immigrant. Also, we often fall into the fallacy that our country is *the* land of migration; actually, migration is present to some degree in every country. People have always moved from one country to another and for various reasons, creating a cultural diversity. What make the migrations to the United States visible are the large and frequent waves of immigrants over the past 200 years.

Construct Indian villages and compare the different tribes, showing a wide spectrum of cultural differences. How did the villages eventually become reservations?

Plan a colonial menu; if possible, prepare the foods. Notice how ingredients differ from ones we use. How do foods reflect the way people live (i.e., the colonists and ourselves)?

Construct a model of a colonial home. Or make models of New England and Virginia colonial homes to illustrate the differences between northern and southern settlements.

Observe colonial night in your home by trying to use what you think the early settlers had in their homes. Avoid as many modern conveniences as you can. For example, eat by candlelight and heat the bath water.

Study the clothing of America over the 200 years from the standpoints of cultural differences, physical environments, social status, and the means for production (hand-sewn or manufactured). Have the class sketch clothing from selected periods of our history.

American architecture tends to be simple rather than grand. Test out this statement by exploring our buildings. Do they reflect the diversity of cultures and needs? Compare Dutch Colonial, Spanish, New England churches, Amish farmhouses, Monticello, Williamsburg shops, and a log house on the prairie. What does our architecture say about the development of our country?

Ask the students to play roles in these early settings: a meeting of the Iroquois Confederacy, a Pennsylvania Dutch (German) farm, a Swedish home in Delaware, a friendly encounter between Marylanders and the Accokeek Indians, a Quaker meeting, an English estate, and a slave shack. What values were important to each setting and what customs were observed?

How much of our cultural diversity is evident today through formal observance? For example, look at a Jewish home during a religious observance, a Swedish home during Christmas, a Yugoslavian national day, a Polish wedding, a Mexican fiesta day, a Black revivalist meeting, or an Indian tribal gathering on the reservation. How many foreign-language newspapers or social clubs still survive?

Molding a Government.—Dramatize the Federalist-Jeffersonian debate over the adoption of the U.S. Constitution, allowing both sides equal time. What were the backgrounds of the "founding fathers" who hammered out a compromise on this basic issue? Why was the Bill of Rights written? Set up a debate, dividing the class into thirds: (1) those arguing for a strong confederation, (2) those arguing for strong states' rights, and (3) those arguing for the rights of the individual.

How is a government created? Use the American form as one model and ask the class to give other forms and models. Then make a chart of all the models, explaining how each form achieves organization and order.

Set up a convention and have the students play the roles of political leaders and delegates. Introduce a resolution that the larger organizations at the convention should have more delegates than the smaller ones. Have the delegates debate the pros and cons of the resolution. Keep in mind that the same problem was experienced in forming a union of small-, medium-, and large-sized states.

Evolving American English.—American English reflects the many cultures which have been brought to our country. Make a chart with the headings of Indian, Dutch, English, Scottish, German, French, Spanish, Black, and other national and ethnic groups. Conduct a contest over a period of several months of how many words members of the class can submit that came from other languages. For example:

Indian (sagamore, succotash, moose)
Dutch (boss, stoop, cookie, sleigh)
German (sauerkraut, kindergarten)
French (levee, caribou, chowder)
Spanish (ranch, bonanza, hacienda)
Black or African (gumbo, voodoo)

Emphasize that language reflects the physical and cultural environment of its speakers. The colonists, and later the immigrants, needed words to describe the new and strange—the flora and fauna, foods, tools, and customs.

Aside from the influx of foreign words into American English, special English words were coined: backwoods, log house, snowshoe. They described the North American environment.

Further, meanings of existing English words underwent change. For example, the verb "to squat" meant to crouch, but in America it took on a new meaning in the move West: settling on land without authority of the owner.

Finally, dialects—which exist in every country—sprang up in America: New England, Southern, Midwestern, Southwestern, to name a few. Why do dialects develop? Is television influencing American speech?

Place your students in the role of Revolutionary War troops. Have them write a column for the school newspaper describing the numerous experiences and feelings. The entire class should contribute to the column.

Using symbols as a language, explore our heritage of human rights through the symbols from our history (examples: Liberty Bell, U.S. Flag, the Conestoga wagon, the log cabin, the Statue of Liberty). What meanings do these symbols represent?

Creating an Economy.—In 1787 the dollar was introduced as the standard unit of money for the United States. Have the class research the origin of the dollar. The Spanish pieces of eight used commonly in the British North American colonies were often called "dollars." Also, the dollar was a silver coin at one time used in many European countries. The word was formed from "thaler" (taken from Joachimsthal, a mining district in Bohemia where a rich silver mine was discovered in 1516 from which numbers of silver coins were struck). The first use of the word "dollar" in English is believed to have been in reference to the thaler.

In early America the Yankee peddler was important to isolated farm and village families, bringing a wealth of items: pots, pans, needles, cloth, candlesticks, clocks, wooden egg beaters, and meat-mincers, to name a few. Have the students draw a poster advertising this early American salesperson who traveled by foot or horse-drawn cart.

Providing Education.—Give part of the day to recreating a colonial schoolroom, using hornbook, Bible, and perhaps a book of Latin verse. Concentrate on reading, writing, and arithmetic. After the session, talk about who was educated, what they were taught, and what the schoolmaster did. After 1776 did the new nation's concern for human rights extend to education?

Developing Arts and Crafts.—Teach and use the songs of America which reflect our history and cultures: American Revolution broadside songs and ballads, folk and western songs, gospel songs, spirituals, Civil War songs, hymns, lullabys. Like language, music reflects the customs and feelings of a people; it also helped to ease life in a new land.

Compile a list of the musical instruments which expressed the informality of a new country (i.e., the fiddle at socials).

Make a small-scale replica of a colonial fort or estate. First, research and discuss with the class what elements and details should go into the replica.

Select a period of time or an event in our history and then put together a newspaper reporting on it. Divide the newspaper into parts: front page, editorial page, sports page, local news, women's page, and classified ads. Assign stories, make up the newspaper, and run off copies for the class. Consult replicas of old newspapers for authenticity.

Applying 'Yankee Inventiveness.'—Make a list of Yankee inventiveness, cataloging the practical inventions by Americans. Someone has said the art of planting corn was far more important to settlers in the New World than fine speculating on the nature of the universe. Our ancestors lined the plow with iron for strength, refined the axe for sharpness and balance, developed the fast-sailing ketch and schooner, and made the Conestoga wagon to last on the trek West. The English confronted the accuracy of the Kentucky rifle during the Revolutionary War. There was also the Franklin stove, Rittenhouse's telescope, the cotton gin, Revere's copper, the Morse code, the telephone, the electric light, and the phonograph. How did each invention influence our national culture and development?

Draw a map or time line showing how transportation helped shape our development as a nation. Include models of the types of transportation.

Developing Sports.—Describe how the games and sports we play originated from different cultures: track from ancient Greece, lacrosse from North American Indians, and jai alai as played in Latin America.

HORIZON

We are using "horizon" in the sense that it is the frontier of today. Whereas the debate in 1787 involved whether a number of states could join together in a union, today the issue is whether many countries can exist in peace. This section offers ideas for treating seven problems facing the global community: energy, political action, transportation, population, shared education, a common system of measurement, and communication.

*Looking At Global Studies (Sept. 1974), p.2.

†Published with permission of the World Affairs Council of Philadelphia.

The teacher is the natural agent for bringing global studies into the classroom. Betty Reardon, director of school programs at the Institute for World Order and a former teacher, counsels:

> The approach I think classroom teachers should take to implement global concerns in their classes is to become concerned themselves. . . . This is a rather high risk thing because we might have to abandon some of our standard strategies, but risky things are kind of exciting. We must also break out of the single discipline approach to global studies and learn to exchange ideas and solutions.*

Experiencing One World. To explore the cultural differences and global problems, the World Affairs Council of Philadelphia suggests a very effective game in its *One World* pamphlet. The game—about why populations tend to cluster so that places become overcrowded—appears below† for use in the classroom.

What Does 'Population Density' Mean?—You may have heard the phrase "population density" in your studies, or on radio or television.

Here's how you can understand what these words mean while thinking about people living in the world.

Step 1: Measure off five areas on your classroom floor. Each area should be 36 inches by 72 inches. This is two square yards. Let's say that this represents one square mile of land that is *usable* for farming, homes, factories, or stores, or one cultivated square mile.

Step 2: Now 35 children from the class are divided into the following groups.‡

9 represent China (1,800 people)
1 represents USA (1,130 people)
4 represent India (700 people)
2 represent USSR (260 people)
19 represent Japan (3,700 people)

If there are more than 35 children the other boys and girls can represent other countries.

Step 3: Each group must stand or sit in its space. Figure out ways to get everybody in—you can use chairs, or desks, or anything, but everybody in the group must be in that space—because that's how it is to live in that country. (You can get more people in if everyone stands on one foot, but you have to help each other to keep from toppling over. This is interdependence.) Think about how difficult it is to share the food from that piece of land with everyone in the room—and to have to live together in peace and harmony besides. Talk about this in class.

Now you know what population density means. And, you know why the Japanese have small homes and tall skyscrapers.

‡Figures in parentheses represent the number of people per usable square mile, as qualified in Step 1.

CRISS CROSS

Here is another game from *One World*, again published with permission of the World Affairs Council of Philadelphia.

2-letter words
AS ME
BE NO
IN ON
IT TO

3-letter words
AIR ICE
ATE MAT
CAN MEN
EAR NET
END ONE
FOG TEA
HAT TIN

4-letter words
ASIA HUTS
ATOM LIVE
BEST NOTE
DEAD STOP
FARM SURE
HARD TIME
PERU ONCE

5-letter words
AREAS
HUMAN
OTHER
SCOUT

6-letter words
CITIES
CUSTOM
HABITS
PEOPLE
REGION

7-letter words
CLIMATE
CULTURE

8-letter word
TOGETHER

9-letter words
ATTITUDES
RESOURCES

11-letter word
ENVIRONMENT

12-letter word
CIVILIZATION

15-letter word
INTERDEPENDENCE

Instructions

Take the words from the list and put them into their proper place in the puzzle.

Hints: 1. The number of blocks tells you how many letters are in that word.

2. Find the line of blocks which has 15 letters. Fill in the word "INTERDEPENDENCE". (You can see it is the only 15-letter word.)

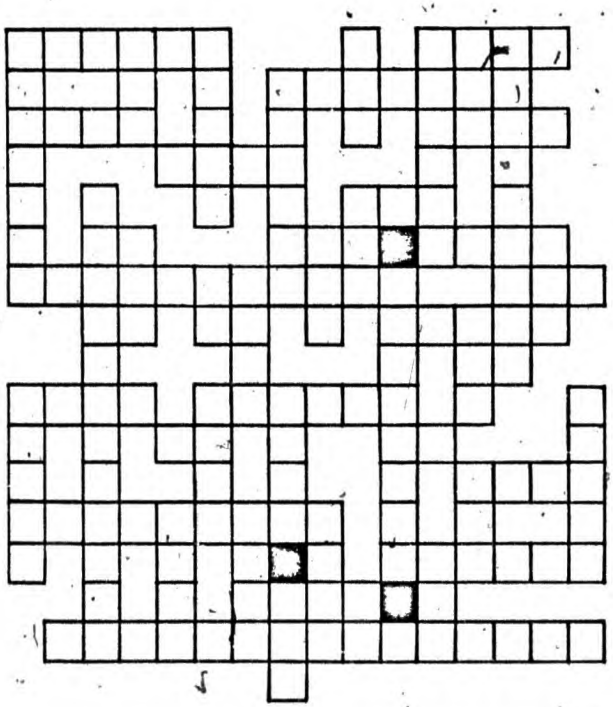
3. Find the lines of blocks which have 8, 11 and 12 letters in them. Fill in the 8-, 11-, and 12-letter words.

4. Then you can start to fill in the other words. A letter in a line of blocks gives you a clue as to which word fits.

For example: The 8th letter of INTERDEPENDENCE is "P." That "P" is the last letter of a 4-letter word. Which is the only 4-letter word which ends in "P"? Fill that word in and continue.

5. Fill in only those words you are sure of.

6. Check off each word as you fill it in so you won't use it again.



00020

Exploring Environmental Living. To experience the physical and multi-cultural worlds around us, plan a mini-course similar to the Environmental Living Programs (ELP) which have been tried on a limited basis by the U.S. Interior Department's National Park Service. ELP is an actual overnight experience for school children at a cultural, historical, or prehistoric site where interaction and interdependency of people and their environment are emphasized. Even this brief encounter with another time or culture can make us aware of environments other than our own. Sites as diverse as pioneer schoolhouses and three-masted sailing ships have helped more than 7,000 students—from second graders through collegians—have these experiences. The National Park Service has asked a Tucson, Ariz. teacher to write a teacher's manual about the program for distribution during the Bicentennial in 1975.

Here is how one school—Albany Middle School in Albany, Calif.—used the idea. Sixty seventh graders and teachers and volunteer aides (mostly college students) used Fort Point, built during the Civil War era and now restored, for an overnight trip. Each student selected a particular role in the life of a Civil War soldier: cannoneer, bugler, commandant, cook, guard, and other roles.

The six weeks they had spent preparing for the day and night at the fort acquainted them with the problems and everyday living of a foot soldier during this period. They even rehearsed the routine to be used at the fort. Teacher Linda Goodsell, planner and supervisor of the project, found the experience both hard work and rewarding. When they did reach the site, she noticed a tendency for students to wait until they were told what to do rather than to assume initiative. At times, chaos, confusion, and frustration overruled organization, clarity, and satisfaction, yet she sees the experience as very rewarding. "An old fort under the guise of an Environmental Living Project," she wrote in her final report, "gave us the opportunity to learn more about ourselves and the ways in which we relate to the world around us."

Other Environmental Living Programs have used the sailing ships of the San Francisco Maritime State Historic Park and the old John Muir mansion in Martinez, Calif., where immigrant Chinese laborers tended orchards in the 1880's.

Plans were announced in September 1974 by the National Park Service for a national ELP program. The experimental program has been tried in two states, California and Arizona.

Examining Seven Critical Issues. We offer some ideas emphasizing the need to search for adjustments and solutions. The first step, though, is building an awareness of these issues within the classroom.

Issue 1: Studying Alternative Energy Sources.—Keeping in mind the urgent need for balance in energy use, survey your own area to find out what energy sources are used, what processes are involved in producing the energy, and how electric power is used in our daily life. First, check into the water power (rivers, tides, wave action, steam, solar sources), atomic fuel, coal, petroleum, wood, and waste materials. Are some sources overused? Why can we not simply convert to atomic energy?

Second, look into water power, solar energy, atomic fuel, wave action, and wind mills as producers of energy.

Third, investigate the role of electric power in cooking, heating, and transportation. How dependent is your area on electricity as an energy source?

Finally, visit energy sites and talk to local energy officials to find out their problems in supplying an area with energy. Consult community groups about the relationship between energy and environment. What suggestions for alternative sources do these groups have? As the class gathers its information, record it so that the facts and figures can lead to some assessment of the energy picture in your area.

Issue 2: Understanding Political Decision-Making.—Create a mythical country and write a constitution. Set some goals and priorities for what you would include. What decisions must be made in setting up the country and what machinery must be put in motion in order to have form and organization within the country? How would you go about seeking relationships with other countries? What safeguards would there be for human rights?

Few adults fully understand the many stages through which a proposed bill must go before it can be enacted into law by the President's signature. Write a bill dealing with the need to find alternative energy sources and then trace the steps it must take through committees and subcommittees before it reaches the Senate or House floor. Arrange a debate over the proposed bill among the class members. Then take a vote on passage. Emphasize the compromises which generally take place in committees or inbetween sessions.

Issue 3: Exploring Mass Transportation.—As populations increase and become concentrated in particular areas ("population density"), we need to understand the possibilities of mass transit, particularly monorail and subway. Study the transportation network of your town or city or one that is near. Invite city transit authorities and informed lay people from community groups into the

classroom to talk about needs, costs, and plans for the future. Encourage class members to ask questions (assuming that the topic has been researched and discussed in advance by the students). Explore the problem of cars in a city-suburban setting. Ask how present life styles might be changed by a monorail or subway system.

Issue 4: Diagnosing Population Problems.— We cannot talk of populations without also treating the possibilities of hunger and poverty. *Social Education*'s special issue on "Global Hunger and Poverty" (Nov.-Dec. 1974) provides excellent resource materials on these interrelated problems. The journal is published by an NEA affiliate—the National Council for the Social Studies. The issue makes some salient points for the teacher. For example, it cautions against studying these problems with a negative or depressing approach and suggests that a realistic approach is more useful. Also, in order to see the global village and its growing interdependence, emphasize both our differences racially, physically, culturally, and linguistically and our commonalities biologically and environmentally. Humanity is a single species with common basic needs and the world is a single integrated system.

The elementary teacher may want to extend the "Population Density" game by making a classroom of, say, 30 students a simulation of the world, with each child a representative unit of the world's population. This game is described by Donald N. Morris in *Social Education*. Divide the class into four groups to represent the degree of development among countries. Make cards to represent industrial raw materials and natural resources of the world like petroleum, coal, iron ore, bauxite, and copper. Distribute the cards to the nations having these resources. How many of these cards go to each group?

A high school history course may use the theme of colonial America as a point for departure into the concept of colonization, perhaps focusing on developing African countries. Study the new African nations which were formerly colonies. Where do these countries fit into the global community? What percentage of the world population are these developing countries?

Issue 5: Respecting Other Cultures. — Look around your own community and you will find a microcosm of cultures. With camera in hand, explore the community and record evidences of national and ethnic cultures: clubs, churches, stores, restaurants. Go through a random 10 pages of the local telephone book and try to match names with cultural backgrounds.

Student exchange can offer a sound basis for awareness of other cultures, although arrangements for the exchange demand time and patience (the same requisites as for cultural respect). But exposure to other customs and ways is invaluable. Discuss how an exchange program might be set up in your area, involving students from other communities in your state, communities in other states, or communities in other countries.

People learn largely in terms of their own experiences so that the cultural environment plays an important role in human development. Try an experiment. First have the class research and study American and Russian financial systems (free enterprise and state control of money) so that how each works is understood. Then do some role-playing to show how a person's own experience helps one to understand something. Have a group in the class pose as Russians who are visiting America. Select a second group to play their American hosts. Then have the Americans try to explain our system of stocks, credit, and loans to the visitors. Bear in mind that the Russians have no system comparable to ours. What basis could be used to help the Russians understand? Understanding between cultures is not easy.

It is no longer felt in our country that the best way to encourage Americanism is to discourage national and ethnic origins. We are much more aware today of our multi-cultural heritage. Set up a series of activities which emphasize different cultures. You might hold several cultural evenings, featuring a single minority group, serving foods and displaying crafts and achievements. One night would feature our Jewish heritage, perhaps another our German heritage.

Issue 6: Thinking Metric.—The United States is one of the last holdouts against the metric system of measurement. However, probably within the next decade, the metric system will become a part of our everyday life. At a dinner table, for example, a hostess might well bemoan the price of a kilogram of beef, confiding that she had thinned her recipe with 200 milliliters of water. One of her guests might mention that his car is getting only six kilometers to the liter. Eventually, we shall be thinking metric, though for the present we are still millimetering our way into the switch. Set up a class situation in which students will have to use the metric system, incidentally one that is much easier than ours because of its basis on the unit 10. Have a group of students write a play about an American family of six living overseas and coping with liters and millimeters in their daily life (for example, shopping or estimating how far it is from one town to another). Then turn the situation around by emphasizing how strange our system must seem to the rest of the world. Can people and nations hang onto antiquated customs and ways in a global community?

Issue 7: Seeking to Communicate. – Language is the tool invented by human beings to communicate with others. It provides a means for understanding feelings and ideas. When two people do not speak the same language, they have difficulty in communicating. Try an experiment with your students. Divide the class into small groups and give each group an idea to communicate to the rest of the class. Impose, however, one slight restriction: words may not be used. The restriction rules out special languages like braille or the Morse code which use letters or words. What ways does each group use to communicate the idea it has been assigned – possibly caveman grunts, gestures, or picture-drawing? Concrete thoughts can be conveyed without too much trouble, but the abstract concepts which need the subtleties of language present the real problems. If the class guesses what a small group is trying to communicate, then its non-language methods have worked.

One final suggestion as you think about Bicentennial projects for your classroom: involve your students. You could set up a class Bicentennial committee or group to find out what the students favor as projects. What they begin to understand now in the classroom about a nation and a world, hopefully, will prepare them well for a global community.

Part III Resources
Contacts
Funding

PART III

RESOURCES

AMERICAN REVOLUTION BICENTENNIAL ADMINISTRATION (ARBA) OFFICIALS

State and Community Coordinators

Charles F. Goodspeed, Director
States and Communities Division
2401 E Street, N.W.
Washington, D.C. 20276

Joseph Dobal, Western States Coordinator
2401 E Street, N.W.
Washington, D.C. 20276

Jane S. Dillon, Eastern States Coordinator
2401 E Street, N.W.
Washington, D.C. 20276

John J. Nolan, Director
Communities Division
2401 E Street, N.W.
Washington, D.C. 20276

Wayne Chattin, Director
Indian Communities
c/o 1515 Cleveland Place, Suite 222
Denver, Colo. 80202

Regional Coordinators

Region I (Boston, Mass.)

Georgia Ireland
JFK Federal Building, Room 506C
Boston, Mass. 02203

Region II (New York, N.Y.)

Barbara Wainscott
777 Third Avenue, 27th Floor
New York, N.Y. 10017

Region III (Philadelphia, Pa.)

Donald Strasburger
Federal Office Building, Room 4454
Philadelphia, Pa. 19106

Region IV (Atlanta, Ga.)

Michael Swinehart
3401 Whipple Street
Atlanta, Ga. 30344

Region V (Chicago, Ill.)

Delbert Black
Everett M. Dirksen Building, Room 1900
219 South Dearborn Avenue
Chicago, Ill. 60604

Region VI (Dallas, Tex.)

S.L. Abbott
Federal Office Building, Room 13B2
1100 Commerce Street
Dallas, Tex. 75202

Region VII (Kansas City, Mo.)

Frank Harrington
911 Walnut Street, Room 602
Kansas City, Mo. 64104

Region VIII (Denver, Colo.)

Joe Albi
1515 Cleveland Place, Suite 222
Denver, Colo. 80202

Region IX (San Francisco, Calif.)

Kent Williams
One Embarcadero Center
San Francisco, Calif. 94111

Region X (Seattle, Wash.)

Wesley Phillips
4145 Federal Office Building
909 First Avenue
Seattle, Wash. 98174

State and Territorial Contacts

Alabama ARBC
State Office Building, Room 509
Montgomery, Ala. 36104

Alaska ARBC
840 MacKay Building
338 Denali Street
Anchorage, Alaska 99501

American Samoa Bicentennial Commission
c/o Government House
Pago Pago, American Samoa 96799

Arizona Bicentennial Commission
1807 North Central Avenue, Suite 108
Phoenix, Ariz. 85004

00025

Arkansas Bicentennial Committee
Old State House
300 West Markham Street
Little Rock, Ark. 72201

ARBC of California
1501 Eighth Street
Sacramento, Calif. 95814

Colorado Centennial-Bicentennial Commission
901 Sherman Street, 15th Floor
Denver, Colo. 80203

Connecticut ARBC
59 Prospect Street
Hartford, Conn. 06106

Delaware ARBC
P.O. Box 2476
Wilmington, Del. 19899

D.C. Bicentennial Commission
1025 15th Street, N.W., Suite 80
Washington, D.C. 20006

Florida Bicentennial Commission
P.O. Box 10207
Tallahassee, Fla. 32302

Georgia Commission for the National
Bicentennial Celebration
1776 Peachtree, N.W., Suite 520, South Wing
Atlanta, Ga. 30309

Guam ARBC
P.O. Box EK
Agana, Guam 96910

Hawaii Bicentennial Commission
P.O. Box 2359
Honolulu, Hawaii 96804

Idaho ARBC
210 Main Street
Boise, Idaho 83702

Illinois Bicentennial Commission
410 North Michigan Avenue, Room 1044
Chicago, Ill. 60611

Indiana State Bicentennial Commission
State Office Building, Room 504
Indianapolis, Ind. 46204

Iowa ARBC
State House
Des Moines, Iowa 50319

Kansas ARBC
1518 North Broadway
Wichita, Kans. 67214

Kentucky Historical Events Celebration Commission
Capitol Plaza Towers, Room 1005
Frankfort, Ky. 40601

Louisiana ARBC
P.O. Box 44343
Baton Rouge, La. 70804

Maine State ARBC
State House
Augusta, Maine 04330

Maryland Bicentennial Commission
2525 Riva Road
Annapolis, Md. 21401

Massachusetts Bicentennial Commission
10 Tremont Street, Room 64
Boston, Mass. 02108

Michigan Bicentennial Commission
T.M.L. Building, Suite #7
6425 South Pennsylvania Avenue
Lansing, Mich. 48910

Minnesota ARBC
The State Capitol
St. Paul, Minn. 55101

Mississippi ARBC
P.O. Box 571
Jackson, Miss. 39205

ARBC of Missouri
P.O. Box 1776
Jefferson City, Mo. 65101

Montana Bicentennial Administration
P.O. Box 1776
Capitol Station
Helena, Mont. 59601

Nebraska ARBC
Radisson Cornhusker Hotel
13th and M Streets
Lincoln, Nebr. 68508

Nevada ARBC
Capitol Building
Carson City, Nev. 89701

New Hampshire Bicentennial Commission
37 Pleasant Street
Concord, N.H. 03301

New Jersey American Revolution
Bicentennial Celebration Commission
379 West State Street
Trenton, N.J. 08618

New Mexico ARBC
147 East De Vargas Street
Santa Fe, N. Mex. 87501

New York State ARBC
Office of State History
State Education Department
99 Washington Avenue
Albany, N.Y. 12210

North Carolina ARBC
109 East Jones Street
Raleigh, N.C. 27601

North Dakota Bicentennial Commission
State Capitol Building, Room 206
Bismarck, N. Dak. 58501

Ohio American Revolution Bicentennial
Advisory Commission
Ohio Historical Center
Columbus, Ohio 43211

Oklahoma ARBC
4111 North Lincoln Boulevard, Suite 5
Oklahoma City, Okla. 73105

ARBC of Oregon
P.O. Box 1399
Portland, Oreg. 97207

Pennsylvania Bicentennial Commission
Wm. Penn Memorial Museum, 5th Floor
Harrisburg, Pa. 17108

Puerto Rico Bicentennial Commission
La Fortaleza
San Juan, P.R. 00901

Rhode Island Bicentennial Commission
Old State House
150 Benefit Street
Providence, R.I. 02903

South Carolina ARBC
P.O. Box 1976
Columbia, S.C. 29202

South Dakota ARBC
State Capitol
Pierre, S. Dak. 57501

Tennessee ARBC
102 Capitol Towers
Nashville, Tenn. 37219

ARBC of Texas
University of Texas at Arlington
210 University Hall
Arlington, Tex. 76019

Utah ARBC
State Capitol Building, Suite 403
Salt Lake City, Utah 84114

Vermont Bicentennial Commission
Box 195
Saxtons River, Vt. 05154

Virginia Independence Bicentennial
Commission
Drawer JF
Williamsburg, Va. 23185

Virgin Islands ARBC
P.O. Box 450
St. Thomas, Virgin Islands 00801

Washington State ARBC
c/o Washington State Historical Society
315 North Stadium Way
Tacoma, Wash. 98403

West Virginia ARBC
1900 Washington Street, East
Charleston, W. Va. 25305

Wisconsin ARBC
816 State Street
Madison, Wis. 53706

Wyoming Bicentennial Commission
c/o State Archives and Historical
Department
Wyoming State Office Building
Cheyenne, Wyo. 82001

BICENTENNIAL FUNDING

No single source exists for Bicentennial funding. Suppose the projects you are planning for your students involve trips into the community or development of special materials and you'd like some financial support. Where can you go? At the state level Bicentennial commissions—supported by matching federal dollars—are helping fund many local activities. Bear in mind also that ARBA has established regional offices across the nation to assist the state and local commissions. The ARBA listings given in the first part of this section identify these state and regional resources. At the national level certain federal and state grant programs, as well as nonprofit and private efforts have been suggested by the National Trust for Historic Preservation:

•American Revolution Bicentennial Administration (ARBA) During 1973, under its Project Matching Grant Program, ARBA made a series of 50-50 matching grants to assist state and local Bicentennial projects. By the end of the year, some 500 projects had benefited. Monies to fund these grants came from the sale of 1972 Bicentennial medallions and medal, stamp collectors' packages. The 1973 program made $40,000 of these funds available to each state Bicentennial commission and the District of Columbia and $25,000 available to Puerto Rico and each U.S. territory. Also, ARBA may award up to $200,000 in a one-time matching grant from federally appropriated funds to each of the 50 states, the District of Columbia, Puerto Rico, and the territories; and $25,000 can be given in a direct grant to each of these during each fiscal year. In 1974 ARBA continued its grant program.

•National Endowment for the Arts The Endowment estimates that it will spend some $25 million in fiscal year 1975 in support of Bicentennial-related projects. Its "Guide to Programs" is available from: William E. Weld, Jr., National Endowment for the Arts, 1425 K Street, N.W., McPherson Building, Washington, D.C. 20506.

•National Endowment for the Humanities Approximately one-fourth of the $65 million budget for fiscal year 1974 went into research and formal and informal education activities which explored the heritage of the nation as reflected through the humanities. A program announcement is available from: National Endowment for the Humanities, 806 15th Street, N.W., Washington, D.C. 20506.

•National Science Foundation (NSF) In mid-1973 some $200,000 of nonfederal funds were transferred from ARBA to NSF to support Bicentennial projects related to science and technology. Most of these funds are already committed. The foundation hopes to support other Bicentennial projects as part of its regular research and educational programs, with particular emphasis on the Horizon theme. A report on potential Bicentennial projects in science and technology is available from: R. Lynn Carroll, Office of Government and Public Programs, National Science Foundation, Washington, D.C. 20550.

CHECKLIST

Are those Bicentennial plans shaping up? We hope that this *Ideabook* can be a workbook leading toward some challenging projects in your classroom. And we need your support for NEA's 17 special programs. If you're a music teacher who might want to try the composition, an educator with some ideas to express in an essay, a skilled craftsperson who would like to demonstrate how you work, or an NEA member who wants to commemorate the Bicentennial by doing something different in the classroom, help us make the celebration meaningful.

The American Revolution Bicentennial Administration offers these suggestions:

- Urge your school to launch a Bicentennial program involving teachers, students, and parents.
- Arrange a Bicentennial student exchange with other schools.
- Begin a Bicentennial column in the school newspaper.
- Try some "above-ground archeology" by collecting old letters, photos, diaries, and artifacts from earlier generations.
- Write a poem about America.
- Develop a Bicentennial exhibit for your school hallway or the local library.
- Join your community's program to clean up the environment for our national anniversary and our future welfare as well.
- Make your '76 vacation a tour of national shrines and historic places.
- Organize a task force of young people to conduct oral-history interviews that shed light on the origins and history of your hometown and share your findings with the local or state historical society.
- Take a fresh look at our historical documents and think about a country that has lasted 200 years. Work through your local NEA association and in your school, but—above all—*get involved.*

EVALUATION

Has this *Ideabook* helped you begin making Bicentennial plans?

Please take 10 minutes to reply and then mail this form to: Ms. Janice M. Colbert; NEA Bicentennial Coordinator; 1201 Sixteenth St., N.W.; Washington, D.C. 20036

How would you rate the *Ideabook?*

____poor

____satisfactory

____excellent

Describe briefly how you used the *Ideabook.*

_____

_____

_____

_____

Were the Heritage and Horizon suggestions in Part II useful in broadening the global concepts theme?

____yes Comment: _____

____no _____

Were the suggested funding sources helpful?

____yes Comment: _____

____no _____

I would___/would not___like to receive the *Ideabook* supplements.

_____
(Your Name)

_____
(Title)

_____
(School)

_____
(Street Address)

_____
(City, State, Zip Code)

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