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ABSTRACT

The conference provided a forum where educators, education officers from the state of Delaware, citizen education groups, representatives of public service organizations, and members of the citizen education component of Research for Better Schools (RBS) could exchange ideas related to the conference theme, "Developing Competent Citizens in a Global Society." The conference was organized around four questions: 1) What values should shape our conceptions of responsible citizenship? 2) How can citizen education foster greater participation by citizens? 3) What strategies are most useful in encouraging civic participation? and 4) How do we educate citizens to live and participate in a global setting? Topics discussed in the five major speeches and small discussion groups included the relationship of citizenship education to traditional civics courses, current trends in citizenship education, school/community cooperation, strengths and weaknesses of citizenship education programs, citizenship competencies, and the growing globalizations for emphasizing a global dimension to citizenship education included relating local community events to the global scene, emphasizing similarities in human experiences, and encouraging teachers to increase their commitment to global education. (DB)

PROCEEDINGS OF CITIZEN EDUCATION CONFERENCE

NEWARK, DELAWARE
JANUARY 11, 1979

Citizen Education Component
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FOREWORD

The concept of citizen education goes far beyond the general framework of the traditional civics course that has been offered for years, usually in the ninth grade. Instruction in civics was designed to train boys and girls to be "good citizens." Certainly, this is a commendable goal. Through the years, however, we have had the task of defining what we mean by the "good citizen." The definition does change by varying degrees as societal goals, values and attitudes change. It seems reasonable to assume that previous efforts to promote effective citizen education programs were, in fact, considered essential and practical for the time in which they were developed. Because of political, social and economic change in the 70's, however, we are back at the drawing board again. Let us be optimistic and believe that our suggestions and recommendations at this conference will have an impact and lasting effect.

What is the direction of citizen education today? We are still concerned about responsible citizenship. The trend today is toward a greater emphasis on political participation, decision making, critical analysis of issues, and dealing with controversial issues to achieve citizen education goals. We also need to take seriously the current emphasis on the basic skills as a vital aspect of preparing citizens to meet their civic obligations.

The Committee on Citizenship Education of the Council of Chief State School Officers has highlighted some common assumptions about the purpose of citizen education that need to be considered and discussed by all of us who are concerned about responsible citizenship. The Committee has suggested that citizen education should:

1. Contribute to the student's knowledge and understanding of civic affairs and political institutions and processes.

2. Increase the student's understanding of personal responsibilities and the rights of others.

3. Raise the student's awareness of citizen group activities and goals and their significance.

4. Contribute toward the student's responsible participation in civic affairs.

Competency-based education is another major concern today of both educators and community groups. We need to ask ourselves: Are we preparing our youngsters to the best of our ability to function as competent citizens when they leave our public and private schools? As citizen education competencies are developed, we need to emphasize at least four types of skills basic to one's learning. These four skill areas include:

1. Knowledge skills (e.g., identifying and defining)

2. Intellectual skills (e.g., decision making and inquiry)

3. Valuing skills (e.g., identifying value-laden statements or issues, distinguishing between fact and opinion)

4. Social participation skills (e.g., group discussion, dealing with personal or societal problems)

We should help your youngsters to develop respect for the dignity and worth of individuals in all ethnic groups. We need to help our students understand important world civic problems. We should also help our children develop a commitment to the right of self-determination for all human beings and prepare our students to take rational action in support of securing and preserving human rights.

The Delaware Citizen Education Conference theme clearly states the challenge to us as educators and community leaders. We have the responsibility of "Developing Competent Citizens in a Global Society."

Donald R. Knouse
Delaware Department of Public Instruction

PREFACE

Every society is obliged to prepare its citizenry to be able to prosper and succeed in the adult life of the community. At the same time, the society must enable these same citizens to become effective participants in its governance and responsible members of the social groups constituting society itself. Throughout American history, different periods have characterized the best form of education to realize these obligations. Like history itself, each generation must redefine and implement citizen education in terms of contemporary needs and available resources. The same situation prevails today.

In a democracy, the improvement of citizen education instruction is not merely a matter of educational expertise or research capability. It is an enterprise intimately related to the goals of the society at large and, ultimately, to the ability of the educated to participate in the society and to shape its very purposes. This unique interaction underlies the collaborative relationship between RBS and the state educational authorities in the tri-state region of Delaware, New Jersey, and Pennsylvania. As partners in a joint effort to improve citizen education, RBS and each state authority can: (1) determine what, in existing school situations, prevents the full educational development of effective citizens; (2) enlist the support of the community at large, through representative participants, to facilitate a statewide educational program to maximize citizen development; and (8) plan and implement such a statewide program according to the soundest principles of educational research and development.

There are two tasks RBS and the three state departments of education should attend to as they pursue their common purpose. Together, they should research and develop:

- a methodology that school practitioners can employ which enables them to develop various programs in citizen education, determine the delivery strategies which are most appropriate for their new programs, and assess or evaluate the effectiveness of their new citizen education programs.
- a replicable dissemination strategy so the improved methodology can be made available throughout the instructional support system of a given state, independent of the original developmental site or sites.

In sum, the major intention is to assist school practitioners to develop their own capability to apply R&D processes and products in the improvement of their delivery of citizen education instruction and to do so within the context of community involvement and participation.

Barbara Z. Presseisen
Research for Better Schools

OVERVIEW

The Citizen Education component of Research for Better Schools, Inc. (RBS) is developing a partnership with the statewide school improvement programs in the tri-state area of Delaware, New Jersey, and Pennsylvania. The purpose of the partnership is to develop and implement citizen education programs in the three states that will enable students to become more effective participants in democratic society. One of the first joint efforts of RBS and the Department of Public Instruction in Delaware was a conference entitled "Developing Competent Citizens in a Global Society." The conference was convened by Donald R. Knouse, chairperson of the Delaware Citizen Education Planning Group, and was held on January 11, 1979, in Newark, Delaware. In attendance were members of the Delaware Department of Public Instruction, the Delaware State Citizen Education Planning Group, the Citizen Education component of RBS, and representatives from industry, public service, and community organizations in the state.

The conference was organized around four questions:

- What values should shape our conceptions of responsible citizenship?
- How can citizen education foster greater participation by citizens?
- What strategies are most useful in encouraging citizens to play effective roles in civic affairs?
- How do we educate citizens to live and participate in a global setting?

Through intensive work in two small group sessions, the participants were able to suggest answers to these questions. A number of recommendations for further citizen education efforts in Delaware were generated and a commitment on the part of the participants to continue working to promote citizen education was expressed.

The pages that follow include a transcription of the addresses presented at the conference (slightly edited for the printed page), a report on the work of the small groups, and a report of the summation presented at the end of the conference.

WELCOME TO PARTICIPANTS

The conference participants were welcomed by Sidney B. Collison, Director of Instruction for the state of Delaware. Dr. Collison reviewed the need for further efforts in citizen education in the state and discussed some facets of effective citizen education programs. His address is given below.

On behalf of Dr. Kenneth Madden, [State Superintendent of Public Instruction] and the State Department of Public Instruction it is my privilege to welcome you here to the Delaware Citizen Education Conference. The theme of this conference is "Developing Competent Citizens in a Global Society." The theme indicates that we in Delaware perceive a need to provide our youngsters with training that will help them develop competencies in many areas. These areas include coping with political issues and problems that confront us daily, making moral and pragmatic judgments about people and about public issues, and taking action in political situations. The attainment of competencies in these areas by our youngsters will help them to become active, well-informed citizens.

We might take into consideration what the report of the Citizenship Education Committee of the Council of Chief State School Officers [CCSSO] had to say during the Bicentennial Year about education in the schools of America. The report concedes that many of our schools do indeed engage in citizenship education activities; but, despite these efforts, research studies reveal continuing areas of weakness in citizen education.

The committee report also states that a large proportion of Americans participate little, if at all, in the political processes. Even the right to vote, which in our nation requires a minimum of effort, is not exercised by enough of our citizenry.

Surveys have also revealed that few Americans have an in-depth understanding of our government and how it works; and many of our people do not recognize or support some of the basic rights found in the Constitution of the United States.

Other issues that need to be considered in Delaware, as well as in other states, are those dealing with citizen rights and responsibilities, concern for the rights and basic needs of others, and the important issues of citizen involvement at the local, state, national, and, of course, global level.

In addition, we should make it our responsibility to make certain that instruction in citizen issues does move beyond the classroom walls, out into the community. I personally believe that the [CCSSO] Committee on Citizenship Education quite emphatically sets forth a challenge to all of us when they suggest that we plan activities which promote the individual's participation in the political decision-making process and in the social construction of a better society for all citizens.

Each of you at the conference is aware of the back-to-basics movement, the teaching of the 3 R's. This back-to-basics movement can be thought of as the preparation of citizens to meet their civic obligations by providing students with the prerequisites to fulfill their roles as responsible decision-makers and concerned citizens. Providing these

prerequisites should be thought of as a positive step in that Delaware has joined Pennsylvania and New Jersey toward striving for quality citizenship education programs in their schools. Research for Better schools is to be commended for their inclusion of citizen education as a priority in their school concerns. Their objective in this area is to promote quality citizen education programs.

We are pleased that Delaware does have a state planning group for citizen education. These individuals give of their time discussing citizen education issues in the state and suggesting courses of action that the Department of Public Instruction may wish to take toward developing quality citizen education instruction in grades K through 12. I would personally charge the group, with the assistance of RBS and with the Department of Public Instruction, to continue to move forward with their planning for quality citizen education instruction in Delaware schools.

Citizen education instruction in our schools should, of course, be a continuous process. It's more than the traditional ninth grade civics course that I think most of us had, or the twelfth grade Problems of Democracy course that, again, I think most of us had. It is more than providing students with endless information about the three branches of government, the process of how a bill becomes a law, and so on. Although instruction in these areas, of course, is necessary, much more is needed. Instruction must be broadened that will include new knowledge, skills, and techniques. Students must be able to take positions on controversial issues in a nonthreatening atmosphere. Teachers need to help students clarify values and assess levels of moral reasoning.

Citizen education programs may have to be adapted to fit the needs of the community and the ability of the school teaching staff. Setting up citizen education programs in the schools is, of course, a tremendous task. It is a task that requires input from each one of us. I would hope that by the end of today's conference all participants will leave here feeling that the concern for coherent citizen education programs in our schools ranks along with the need for the basics, for career education, for mainstreaming, and for all the other issues that have high priorities in our educational community today.

In closing, may I offer to you a statement made at a citizen education conference held in Boulder, Colorado by the Social Science Education Consortium: "While schools contribute only a portion of the education citizens require, they are the primary source for planned programs aimed at equalizing citizen education opportunities for all Americans."

Dr. Collison then introduced Randall Broyles, Assistant State Superintendent of Public Instruction with the Instructional Services Branch of the Department of Public Instruction. Dr. Broyles spoke briefly about the concept of citizenship and what it might include. The text of his remarks follows.

Thomas Jefferson once said that eternal vigilance is the price of liberty. He meant that we have a constant responsibility to deal with an intangible concept in a tangible way if we are to understand what our responsibilities as citizens are. Over the years of our country's history, we have continued to define and redefine the concept of citizenship.

Yet, from time to time, we have assumed we know what citizenship means and have taken it for granted. For example, over the last ten years we have seen a tremendous emphasis put upon the rights of individuals. But, at the same time, we have seen a decline in the responsible conduct that goes along with or is compatible with those rights. So once again we realize our need to work toward a definition of citizenship that will include both rights and responsibilities.

There is also a need to define what we mean by citizenship education. It must go beyond learning about the three branches of government. All of us can recall memorizing the relationship of these three branches. But often we did not learn about how they actually function. We did not understand the inquiry process. Nor did we know that more political undertakings and decisions were made behind the scenes than in the actual, open arena. The same is true of students today. The National Assessment of Educational Progress test was given in 1970, in 1972, and again in 1976. It showed an appreciable decline among the 13 and 17 year olds in understanding the governmental process. There was an increase in understanding about the rights of others, both from an individual standpoint as well as from the constitutional basis. But there was a remarkable decline, since 1970, in understanding other basic concepts of democracy. As educational personnel, we have the responsibility to teach these concepts. We must build that base in our schools and then branch out into the community.

Not only is citizenship education basic to schooling; it is also basic to all education. We should realize that the arena outside the school is often more dynamic than the arena within the school. Consequently, our

concept of citizen education must go beyond the confines of the school walls; it must call for constant community involvement. It must also prepare students for involvement in their society. For example, one of the things that is fundamental to democracy and to representative government is the one person/one vote concept. Yet in all our elections, from the local to the national level, there has been a declining involvement in the electoral process. Fewer and fewer people are voting. At the national level, we find that only 62 percent of those registered are voting; many are not even registered. Students must be educated and prepared for participation.

Citizenship education must also prepare students for participation in a global community. This country began as colonies in isolation; then states began to cooperate with one another. Then, as a nation, we began to cooperate on a regional basis. Now, as indicated by the theme of this conference, we are in a global relationship. Now we are concerned with international citizenship per se. Nowhere today can Americans divorce themselves from a relationship with people all over the world. Citizenship education then demands a multicultural or multiethnic approach and requires us to look at all nations in terms of our political as well as social relationships.

In conclusion, I would like to welcome you again to this conference. We hope that this is just the beginning of redefining our values, looking at the moral and ethical aspects of citizenship, and examining what is meant by participation in the political process. Remember, there is more to citizenship than just civic responsibility.

GOALS OF CITIZENSHIP EDUCATION IN DELAWARE

Donald R. Knouse, Chairperson of the Delaware Citizen Education Planning Group, outlined the goals and objectives for citizen education that have been established in the state. His presentation is printed below.

One of the goal statements for the Delaware public schools for the 1970's and 1980's refers to citizenship. It reads: "Education in Delaware will provide the opportunity for each learner, to the extent of one's individual ability, to acquire and continually improve the habits and attitudes necessary for responsible citizenship."

There are a number of objectives or goals that come under this major goal category. I will mention just a few. We have said, for example, that we need to help students develop an understanding of the responsibilities and privileges of citizenship. We also must help students to:

- develop an understanding of and concern for the rights and needs of others;
- learn to be discerning and discriminating about the problems of authority and about those who administer it;
- become familiar with the history of the community, state, nation and world;
- develop a basic comprehension of our own and other political systems;
- develop an understanding of both the strengths and the weaknesses of the free enterprise system as compared with other systems;

• develop an understanding of the basic issues involved in contemporary labor/management relations;

• develop competence in critical analysis of the news media, particularly in being alert to the omission of important facts and to slanted reporting;

• learn to weigh objectively both sides of controversial issues; and

• develop a responsibility and commitment to participate in the functioning of the community and of society as a whole.

In addition to the citizenship goal, there are other Delaware goals closely related to citizen education. They include the goals of human relationships, self-realization, and home and family relationships. In order to meet these goals, we must place considerable emphasis on establishing comprehensive citizen education programs in Delaware schools K through 12, and, I might add, in the adult society as well.

To assist in accomplishing this tremendous task an 11-member statewide Citizen Education Planning Group was established. The task of the planning group is threefold: (1) to identify citizen education programs in Delaware; (2) to recommend ways to improve instruction in citizen education; and (3) to recommend ways to develop suggested models of citizen education for implementation in Delaware schools.

The concept of citizen education is much broader than the traditional civics course that most of us took when we were in the ninth grade. Citizen education includes more than a knowledge of the basic tenets of the democratic system and how it works. It also includes participation in the democratic process. In a viable citizen education program, we need to deal with such concepts as political institutions, power and restraints, rights and responsibilities, values and beliefs, and participation and decision-making.

Dr. Robert Schell of the Pennsylvania Department of Education, in an article entitled "Guidelines for Citizenship Education," pretty well summarized the breadth and the scope of citizen education. He said that it must be concerned with the whole educational process, both within the schools and in the community, in order to have an impact. Dr. Schell suggests two major components of citizen education. The most common one is concerned with the governance of adult society and focuses upon knowledge, skills, and attitudes that will enable students of today to be better informed and active citizens in their community, state, nation, and world. The second aspect concerns that everyday governance that is part of a child's life in the school, home, and community.

There is a need to bridge these two aspects of citizen education, and this can be accomplished only through well-developed planning and articulation of educational goals and experiences, reinforced through cooperative interaction between schools and the community at both the elementary and secondary levels.

In his paper, Schell also states that each school and community should consider what best fits the needs of their students within the unique characteristics of their own environment. The important factor is the cooperative development of a program that includes planning by teachers, administrators, community people, and students. Citizenship cuts across all boundaries. Dr. Schell's guidelines for Pennsylvania are certainly compatible with Delaware's direction.

Our ultimate goal in Delaware, working cooperatively with the RBS Citizen Education component, is to develop a K-12 citizen education curriculum

model to assist Delaware school districts in developing citizen education instruction. Direction for this effort has already been suggested by a survey conducted of citizen education interests and activities by the Research for Better Schools staff in 1978. The survey was conducted in elementary, middle, junior high, and senior high schools in the states. It contained 16 items, nine dealing with content areas and seven with types of activities in citizen education. The report of the survey indicates the content areas and activities currently of greatest interest to Delaware educators, as well as those areas in which the most effort is taking place. In addition, we need and welcome input from anyone in the citizenry who wants to suggest citizen issues that need to be treated.

In closing, I want to discuss briefly the global dimension aspect of citizen education. As Frank Falconieri of the New Jersey Department of Education has emphasized, students of today and tomorrow will live in a more interdependent world than has any generation before them. It is important, therefore, that all citizens are made aware of the so-called "shrinking world" concept. Because of improvement in communication and transportation systems, all parts of the earth are now within easy reach.

In a recent article by Michael R. Simonson, Assistant Professor of Secondary Education at Iowa State University at Ames, it is stated that after watching, reading, and hearing about the 21st Olympic Games the sportsminded in all nations were probably more aware of one another than at any other time in recent history. Some Olympic officials estimated that one billion of the five-billion inhabitants of the world watched some portion of the Olympic games on television. He pointed out that viewers

were suprised to observe that Rumania's gymnast Nadia Comaneci did not look so different from some of the youngsters in their hometown junior high schools.

A spirit of oneness was felt by people throughout the world, and this oneness -- this global, spaceship earth concept, or whatever we call it -- points up to the growing concerns of citizens of all nations in relation to one another's problems, issues, and concerns. We should perceive the global studies dimension in citizen education as a study of basic similarities and differences of people, their interrelationships, problems, and possible solutions. We should be educationally developing the concept of global interdependence.

The objective in Delaware, as I stated, is to develop a K-12 curriculum model based on the input from many sources, including those suggestions and recommendations by you present here today. We would hope that when youngsters graduate or leave our educational institutions, they will be citizens who are, first, aware of the interdependence of people and realize that a good life can be attained by the cooperation of people all over the world. Second, they will be citizens who understand other ways of life as well as their own; and, third, they will be citizens who value qualities of character and personality which are reflective of a high moral standard in their own culture. Lastly, let us hope we shall prepare citizens who are responsible family members and who assume responsibilities for maintaining the civic standards of their community and neighborhood.

CITIZEN EDUCATION AT RESEARCH FOR BETTER SCHOOLS

Barbara Presseisen, Director of the Citizen Education component of Research for Better Schools, spoke to the conference participants about the role of RBS in citizen education efforts in the tri-state region. The text of Dr. Presseisen's remarks follows.

I would like to begin by telling you a little bit about Research for Better Schools (RBS). It was founded in 1966, along with a group of other educational centers and laboratories, for the purpose of carrying out educational research and development as part of ESEA Title IV. Over the years, RBS has been associated with many curriculum development projects, as well as with various implementation and practice efforts in schools of the tri-state region of Delaware, New Jersey, and Pennsylvania. The primary mission of RBS today is to serve those states by helping them to improve their ongoing educational programs in several areas, of which citizen education is one. Career preparation is another, and basic skills is a third.

RBS is engaged in various activities with regard to all three of these areas. One thing that we do is to contribute to the knowledge base. There is much to be learned about implementing school programs and putting the educational process to work; we try to draw information from all our experiences in that regard.

We try to translate existing research and development knowledge and make it available to the practitioner in the field. As you know, it is possible to read numerous journals and reports of various professional organizations and still find it hard to determine where the interface is between research

that is going on at, say, the University of Delaware, and what you are doing in your schools. RBS tries to help with that task.

We also try to provide technical assistance. For example, we have worked with small school districts that do not have a research department of their own. We also have worked with state departments of education, as well as with intermediate units or state improvement centers, offering the talents of our staff -- which numbers about 120 people -- to help in whatever way they may be useful. Primarily, we have helped in planning, evaluation, and program development. Currently, we are working on the development of model programs in the three areas I mentioned earlier and planning for the dissemination of these programs. In other words, whatever is developed in the way of a model program at a site in Delaware will, if it is replicable and of good quality, be shared not only with schools across the state, but be made available to schools across the nation. And RBS hopes that when we find a given program or approach does not work well, that we can disseminate that information, too. Thus, we can tell school people not to waste their time in trying something that has already been proven nonproductive.

I would also like to tell you a bit about what RBS has done in the citizen education area. But first we might consider what is meant today by the term citizenship education. Freeman Butts, a member of the RBS Citizen Education Technical Resource Panel, has said that America redefines citizenship with every national crisis. In time of war and other catastrophes, we ask, "What does it take to be a citizen of this society? How do we translate citizenship into current concerns?"

There are many who feel we are now in a period of national crisis. They cite as a basis for their feeling such concerns as: the lack of public confidence in our schools, as well as in our government and other national institutions; the concern for deviant or antisocial youth, and the rising incidence of violence and vandalism in our schools. I might add that we in citizen education are not happy about having to deal with such negative aspects of American life. We would rather talk about the positive side of social conduct. But, nevertheless, it is a concern that we share and understand, and an aspect of schooling that requires attention. In addition, there is the concern for the role of drugs or youth cults in our society. There is the concern for the decline of skills related to citizenship and citizen participation, which was mentioned by Dr. Broyles. And there is concern for economic pressures and the impact of inflation.

We are also worried about the uncertain future that we all have to deal with, a future that raises questions about how to rear our children and educate them to be ready for, say, an energy crisis that is already on our doorstep. There is a concern for America's role in world affairs, with Cambodia and Iran only the most recent of many problems in this regard.

Other factors of concern include the impact of the modern social world -- the influence of TV, for example, on the world's cultures -- and the general role of technology. All these factors have an impact on American youth today and have a bearing on what citizen education means for this generation. Of course, in 20 years, the pendulum will swing again and citizen education will be redefined. But that seems to be the way the process goes.

The Education Commission of the States is publishing a report this month that talks about the history of citizen education. It mentions that originally in the public school context, citizenship was the primary focus of all education. By the mid-19th century in America, however, citizen education had become identified with the social studies, particularly the civics class. It was treated more and more as a special area of study or a course rather than a total school purpose. Then after Sputnik, came a strong emphasis on scientific method with a resultant reduction of interest in the socialization processes. Some social scientists at that time even felt that citizenship was not an intellectually worthy goal of education.

Thus, over the years citizenship lost its place as an overall priority concern. Gradually, it was relegated to a single discipline and to a few limited courses. Then those courses were submerged in the proliferation of interests and concerns taken on by the schools. I would submit that times are changing again. Now we are thinking (and I was glad to hear Dr. Broyles say it before I did) that there is nothing more basic than citizenship education. The processes involved in this education -- knowledge, skills, and dispositions or attitudes -- are essential elements of what we are talking about today.

That brings us back to citizen education in Delaware. What can RBS do to help you with the program you are starting here? We first want to help work on your own state goals. We can offer the skills of our ten staff members and our several part-time people to assist in various ways with the program development that you have set for yourself. I shall just mention a few of those ways.

We have a constantly growing bank of information and materials at RBS, including materials for the classroom, banks of objectives, and other information resources. We add to this information bank regularly and we can try to make it as available to you and to your committee as we can.

We have a working definition of citizen education, which tries to delimit a basic understanding of what is meant in this area of school concern. The definition can be tailored to fit specific needs; it is a place to start.

RBS is also working on some research areas that are rather new. For instance, we are using an ethnographic approach as we begin to work with particular school sites. This approach involves trained anthropologists investigating the communities we serve, and working to help us understand what citizenship "naturally" means in those communities.

We know that citizenship is a communitywide concern. A Problems of Democracy course may teach one thing, but the students may get a very different input from their community. We need to find out what each community is saying about citizenship, and relate that to what is said in the classroom, as well as to the outcomes that we're trying to bring about within the school.

We have worked with Delaware to help establish the state citizen education planning group, many of whose members are here today. As a group, we have looked at state goals and asked how they are being implemented. We need to take a look at the results of the measurement programs already in place in Delaware and relate that data to the planning we are doing for citizen education in the future. But Delaware needs an even broader base for planning and developing its statewide program, and this conference today

represents one attempt to develop that base. We have invited you to this conference because you represent various perspectives that we think need to be represented in a citizen education program. We would like to get you interested in the citizen education activity and relate your commitment to the statewide effort. And we would like to move forward in a cooperative venture, RBS with Delaware from the state level all the way down to any school in which we could be of service.

I might end by asking the question "What is your role here today?" As I see it, it is to relate to others. We have people from many different backgrounds at this conference. We think you all have an important perspective to bring to the role of citizen education in Delaware. We'd like you to relate to one another and to look at some common questions for the state's interests.

We do not expect you all to have the same point of view. Where there are things that may be divergent, we'll try to encourage cooperation. I don't have to elaborate the fact, but citizenship can become very controversial. We have to walk that path, too, if we're really going to deal with it.

We'd like a dialogue to begin among you. We see that discussion furthering citizen education in Delaware. RBS is very appreciative of the opportunity to work with you on this common endeavor.

COMPETENT CITIZENSHIP IN A GLOBAL SOCIETY

The guest speaker for the conference was James M. Becker, Director of the Mid-America Program for Global Perspectives in Education at Indiana University. Speaking on "Competent Citizenship in a Global Society," Mr. Becker presented the need for a global perspective in citizen education and identified competencies required for effective citizenship in a global age. His address is given below.

It has already been pointed out that there seems to be a rebirth of interest in citizen education these days, a development that I believe is all to the good. Some 20 years ago I spent a year at Columbia University on a citizen education fellowship. That experience strengthened my conviction that whatever else schools do, their most important job is helping citizens to acquire the kinds of knowledge, skills, and dispositions which are needed for intelligent, responsible participation in our society. The fact that a number of individuals, as well as schools and educational and civic organizations, are giving renewed attention to this field is very encouraging.

I am very impressed by the citizen education program of Research for Better Schools, both in its conceptualization as well as the manner in which RBS is going about working with State Departments of Education, community groups, schools, and all the agencies that have an interest in this field. I'm also impressed by the goal statement and by the plans that the Delaware Department of Public Instruction is putting forth. And I am delighted to have an opportunity to participate in this conference and to do what I can to contribute to the success of this effort.

My task today is to present a case for putting citizen education into a global context -- giving it a global dimension. I will also try to identify some of the competencies that are needed for effective and responsible citizenship in a global age. I'll begin by stating my conclusions: (1) the rhetoric and the evidence supporting the idea of citizen education in a global context are very convincing -- in fact, they are overwhelming; (2) the competencies needed for citizen participation are being identified at a number of different places; and (3) there are practical ways of putting a global perspective into practice -- ways that we can all use and ways that are already under way in many places. I'm sure that is the case in Delaware as well as elsewhere.

Having given you my conclusions, let me now indicate the route I took in arriving at them. Increasing global interrelatedness is a fact of life. We hear this over and over. Today the realities of living in a global age are widely proclaimed. I'm not going to give you a lot of quotes, but let me give you just one that illustrates this stance.

"The one irrefutable reality in today's world is our growing interdependence. U.S. failure to recognize this reality would be catastrophic." This is a statement by Donald Kendall, who is the Chairman of the Board of Pepsico. (Quoted in Industry Week, May 15, 1978.)

Not only are these realities being proclaimed, but they also seem to be widely accepted. In summing up much of the rhetoric about our global age, Robert Ward, former president of the American Political Science Association, and a member of the President's Commission on Foreign Languages and International Studies, recently said that terms such as "spaceship earth" and

"world village" may exaggerate the conditions they seek to describe. "But it still seems highly probable," he added, "that when future historians reflect on the enduring significance of twentieth century events it will be phenomena such as these that will command their attention."

Efforts to spell out the educational implications of the emergence of a global age are also increasing. There is a rash of new books, one of the best known being Edwin Reischauer's Toward the 21st Century: Education for a Changing World. Other indications of this trend include the U.S. Office of Education's task force on global education, as well as the Presidential Commission on Foreign Languages and International Studies, which is making a series of recommendations designed to improve the international orientations of Americans.

The growing recognition of the need for more appropriate educational responses to the shrinking of time and space and the increase in human interactions across national and continental boundaries can be seen as a very encouraging sign for those who are interested in this field. But, as the National Assessment for Educational Progress report on the changes in political knowledge and attitudes shows, American students' knowledge of global issues does not reflect the importance of this area of human affairs. As George Gallup is reputed to have said, "Knowledge may be exploding all over the place, but it's not hitting many targets."

Putting citizen education into a global context -- a task in which a growing number of individuals and groups in schools, colleges and universities, government agencies, and private associations are engaged -- will not be easy. Historically, Americans have not been interested in or very

knowledgeable about international affairs or processes, or about other people or cultures. Even today, in some communities, there is a notion that to be interested in world affairs is somehow or other "un-American."

A major factor in this seeming citizen indifference to international events and processes may well be due in part to our geography. The fact that the United States is a continentwide country, rich in resources and with one dominant language, has been a tremendous asset in our development. It may also account for our lack of interest in world affairs.

The manner in which we have traditionally taught about American history may also be a factor. Making good Americans out of "foreigners" was for years considered to be one of the most important jobs of the schools. In fact, some people thought that coming to America meant getting out of the world, escaping from the world. As some historians say, we escaped from history. To some extent, I think this tradition still prevails, unconscious though it may oftentimes be.

In many smaller countries of the world, the study of other languages and the economic importance of trade have tended to sensitize people to the extent to which world conditions affect their well-being. Americans generally feel they have the option of ignoring the world or of being part of it. Most of the smaller countries realize that they have no option.

So, despite the global interdependence rhetoric and the increased recognition of the need to change our international orientations, we still have basic problems and difficulties in teaching about global interrelatedness. This doesn't mean that other nations of the world are better off. Most nations find it difficult to accommodate this growing interrelatedness.

Enough about the rhetoric and the difficulties. Let's look at some of the realities. The evidence that we live in a global society is substantial, and it can be seen in a great many phenomena, including international trade, travel, tourism, and media coverage of international events. Media coverage, for example, reminds us that we're all under constant surveillance. A few years ago, when there was a crash of a Soviet space satellite in the Canadian wilds, we were all made aware that there are satellites spinning around the earth keeping us under surveillance at all times.

The globalization of human experience is interweaving our destinies at an accelerating rate, and it affects our identities, our loyalties, our views of the future, our opportunities for individual participation. Our global web of relationships can no longer be ignored. But, as in the case in many efforts to change education, we tend to be long on rhetoric and short on facts; and, of course, one of the purposes of education is to help people face facts. I would like to cite a few of the facts that provide evidence of our increasing interrelatedness.

- Communications. In 1956 there were 500,000 trans-Atlantic phone calls linking North America and Europe. In 1975 there were 24 million such calls.

- Trade. International trade increased tenfold between 1939 and 1969, and doubled again in the next five years. Our trade with Japan last year amounted to something like $28 billion. One can look at that as an exchange of a lot of goods and a lot of services, but from the educational standpoint there are other ways of looking at it as well. It's a lot of handshakes. It's a lot of interpreting and misinterpreting what each other means. It's a lot

of opportunities to learn about each other. It's probably a lot of saki and a lot of martinis as well. But these opportunities are there and we can take advantage of them in many ways.

• Jobs. It is estimated that between 15-20% of factory workers are making something for export.

• Student exchanges. Last year there were 206,000 students from other countries enrolled in U.S. colleges and universities.

• Number of international organizations. In 1900 there were 50 governmental organizations such as the United Nations, Food and Agriculture, and other organizations of which governments are members. In 1975, there were 250 such organizations. The increase in nongovernmental organizations is much more dramatic. These include all the professional organizations as well as groups like Rotary, 4-H Clubs, and Lions groups that have international activities. In 1900, there were 69 such organizations. In 1970, there were 2,300 such organizations. Membership, of course, has also increased dramatically.

• Tourism. Tourism is one of the world's largest businesses; some say second only to oil in terms of expenditure. Last year, Americans spent some $7 billion on tourism, but we weren't number one. The Japanese and Germans for the first time outspent the Americans on tourism. Maybe that has something to do with the value of the dollar. It was estimated that there were 23 million departures from the United States last year for other countries, as well as 18 million arrivals in the United States from other countries.

• Foreign investment. Some of you, I am sure, saw the recent Newsweek magazine with the cover featuring "The Buying of America." Foreign direct investment in this country is estimated by the Department of Commerce at $310 billion. United States investment abroad is somewhat larger than that -- $381 billion. This is only direct investment; it doesn't include indirect investment.

Enough facts and figures for the time being, although there are a lot more if you would like to have them. Foreign cars, TV sets, sales people, doctors, and investors serve to remind us of this increasing global interdependence. It also reminds us of the fact that in a very real sense we're all participants in global events. We use products that are produced abroad. We produce goods that are sold abroad. We belong to organizations with international programs, whether those organizations are our churches, Rotary clubs, 4-H clubs, professional organizations, or labor unions. We're all dependent on the limited resources which this planet provides and we are also all members of one species, inhabitants of a single planet.

The education of citizens in a global age must help prepare people to live in and grapple with the problems of such an interrelated world. Therefore, the education of citizens needs a global context. Helping children and youth develop the skills and understanding needed for intelligent, effective and responsible participation in an interrelated world is what citizen education is all about.

The facts documenting the case for global perspectives are readily available. Technology has extended the boundaries of occupations, of

cultural activities, and of other human endeavors. There has also been a renewed interest in ethnic and national origins -- another example of our links to other areas of the world.

The basic reason for adding a global dimension to citizen education is that a fundamental change which touches all Americans is under way in our environment. It is evident not only in such things as the price of coffee and in the number of telephone calls across the Atlantic; it also manifests itself in a number of other ways. They include:

- The development and use of the ocean and the sea beds.
- The availability of energy. World energy consumption has increased almost tenfold since 1900.
- The production, marketing, and distribution of food. I saw an ad in a Louisville newspaper the other day that said "Agriculture is America's oil." That gives some indication, I think, of the role that food plays as viewed by the many of the people world's and the role that oil plays as viewed by the United States.
- Population policy. How many people can the earth support?
- Space exploration.
- Travel and communication. One of the big issues of the last general conference of UNESCO was the question of who should broadcast what, when, and to whom, and who controls newsgathering and evaluating. It's getting increasingly more difficult to limit broadcasting and communication to any particular area of the world.
- Environmental issues: oil spills, pollution, radiation hazards.

These issues will affect our lives directly and they are not issues in which

any nation can go it alone. Nor are they issues that can be resolved by a few experts. Widespread public understanding and support are needed. Decisions about the size of the car you drive or where you set your thermostat or your food habits are individual decisions. Creating greater awareness of these realities of a global age and preparing children and youth to participate in this kind of world is what the education of citizens is about.

There are a great many statements of guiding principles for the global dimensions of citizenship. Lee Anderson in a little pamphlet called Schooling and Citizenship in a Global Age (1978) has made one such statement. Robert Hanvey, Larry Metcalf, Richard Remy, Robert Leestma of the U.S. Office of Education, the U.S. Commissioner of Education Ernest Boyer, and many others have authored similar documents. I am going to cite only one. This is the UNESCO Recommendation Concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms.

The Recommendation offers an excellent set of guiding principles for policy-making in this field. They include:

1. An international dimension and a global perspective in education at all levels and in all its forms;
2. Understanding and respect for people, their cultures, civilizations, values, and ways of life, including domestic ethnic cultures and cultures of other nations.
3. An awareness of increasing global interdependence between peoples and nations.

4. Abilities to communicate with others.
5. Awareness not only of the rights, but also of the duties incumbent upon individuals, social groups, and nations toward each other.
6. Understanding the necessity for international solidarity and cooperation.
7. Readiness on the part of the individual to participate in solving the problems of his/her community, his/her country, and the world at large.

These guiding principles with their focus on problem-centered education, active participation by individuals, and the importance of international cooperation might well serve to provide a common focus to a great variety of approaches found in the schools. More specifically, global perspectives can contribute to the education of citizens by (1) developing students' capacities to perceive and understand their involvement in global society; (2) developing students' capacities to make judgments and decisions about world affairs; and (3) developing students' capacities to exert influence in world affairs.

As the impact of international events in everyday life becomes more apparent, public understanding of transnational interactions and of global processes, as well as the knowledge and skills needed to identify and to influence these phenomena, must be much more widely shared. Global studies should be an integral part of the study of local, state, and national affairs. In fact, today the distinction between local, state, national, and world affairs is oftentimes artificial.

Enough about the need and the context. Let's turn to the rationale and some sample goals and objectives. I would like to suggest that citizenship as used here refers to decisions, actions, and judgments which link individuals to the public affairs of the groups to which they belong. This definition assumes that individuals are citizens of all groups in which they participate -- families, clubs, churches, professional organizations -- as well as governmental groups such as cities or states or nations. All these groups are involved in some fashion in global or international affairs; so citizenship is not limited to paying taxes or obeying the law, but encompasses the full range of activities -- decisions, judgments, and actions -- which link individuals to the public affairs of all the groups of which they are a part.

Another assumption I would like to make is that citizenship is inevitable in all groups. By virtue of being a member of a school or a family or a church or a professional organization we are inevitably citizens of that group. We do not have a choice. For example, if I buy a house with little insulation in it but am unaware of the relationship between my purchase and the future supply and cost of energy needed to heat my home, my action links me to the public affairs of society, whether I recognize it or not. In other words, we do not have a choice of whether to be citizens of groups to which we belong. Our choice is only in the quality of citizenship that we display.

The emergence of a global age affects citizenship in a number of ways. Lee Anderson cites the following examples:

1. The scale of sociability has expanded beyond the boundaries of traditional human groups to encompass the whole of humankind. We live in a world system, a world society. This is probably most apparent in the case of economics. Some of you may have seen a recent issue of Business Week in which the feature article was on the global car. The article indicated that the automobile is the first truly world product. Automobile manufacturers no longer manufacture for national markets; they manufacture for a world market. They produce on a world market. This is quite apparent with the big Volkswagen plant in Pennsylvania. The cars are produced in all parts of the world and are sold in all parts of the world. And no matter what the label on the car is, it probably has parts that were made or assembled in some other place -- Mexico, Canada, Germany, or wherever.
2. The increase in human interaction across national and continental boundaries increases the number of occasions in which individuals make decisions that are at once influenced by and in turn influence events on the world scene.
3. The growing involvement in, and awareness of, the world system increases the occasions in which individuals reach judgments about problems and issues of a global nature.
4. The growing involvement in global society increases the number of occasions in which individuals must seek to influence world affairs in order to protect or enhance their own values and interests.

These changes may be seen as threats or promises, approved or resisted, but we cannot escape them. The global character of citizenship is a fact. However, the quality in the exercise of citizenship is a variable. Responsible and effective citizenship is a goal whatever the context -- family, local community, nation, or global society.

The quality of citizenship in any context depends upon the competencies individuals exhibit in exercising citizenship. Thus, an important question is what competencies are needed for responsible citizenship in a global age?

A major point to keep in mind in identifying such competencies is that they are not different from, substitutes for, or replacements of those competencies needed for responsible citizenship in other contexts -- family, local community, nation. They are extensions of and elaborations upon the competencies needed for good citizenship in other contexts. They include, and again I draw on Lee Anderson's work, "a self-conscious awareness of one's membership in a group coupled with a set of cognitive, emotional, and social skills that allow and encourage individuals to make decisions, reach judgments, and take actions with an eye to their relationship to the public affairs of the group."

The competencies needed for citizenship in a global age may be grouped in several categories. One category might include competencies in perceiving one's involvement in a global society. We must recognize that we are members of a single species. There is only one species called homo sapiens, and it is not hard to distinguish that species from any other species, whether it be horses, or carrots, or any other kind of living thing.

We share commonalities with all humanity. Ecologically we're linked as part of the earth's biosphere. Culturally we're enmeshed in a human-created environment called culture, which includes technologies, institutions, languages and beliefs that relate us to people, communities, and nations elsewhere in the world.

Another category would be competence in making decisions. Each of us constantly makes decisions that affect the world in which we live. Turn down the thermostat; turn up the thermostat. Buy a smaller car; buy a larger car. Contribute to flood relief in Pakistan or don't contribute. Host a foreign student or ignore foreign students. Attend the Russian ballet or picket the Russian ballet. Buy a Japanese camera or buy an American camera. Buy coffee or boycott coffee. All these, in a sense, are international decisions.

The growing globalization of our lives affects our decisions in two important ways. The outside world increasingly impinges on our lives, creating new conditions and situations to which we as individuals and as members of groups react. This means making decisions. The decisions we make individually and collectively increasingly affect the well-being of the more than 90% of humanity living beyond our borders, as well as the well-being of future generations. One speaker, referring to the more than 90% of humanity which lives beyond our borders, said "Obviously that's the trouble with the world. There are too many foreigners. Over 90% of the world's people are foreigners. What can you expect of a world of that kind?"

In short, our decisions have both transnational and transgenerational contexts, and this requires a competency to recognize and accept the need

for changes in lifestyles. And that leads us to another set of competencies, competencies in reaching judgments.

Judgments, as used here, have two things in common. They are beliefs and they represent choices from among alternative beliefs. Among the important areas in which judgments are being made today are: managing cultural diversity, managing conflict and violence, managing cultural change, managing inequities in the distribution of wealth or health or safety, managing human biosphere relations, and managing population growth. An even longer list could easily be generated.

Another set of competencies in global perspectives has to do with influencing decisions, including decisions regarding lifestyle, work-related activities, and social and political activities.

I've tried to indicate some ways in which citizenship has been changed by globalization of our lives and have cited some of the competencies needed for responsible participation in an interrelated world. It should be noted that the array of competencies identified by Lee Anderson, Richard Remy, and a number of other people in this field need not be achieved by each individual. The important thing is that the competencies be widely distributed within society. Robert Hanvey makes this point very well. He says: "Global perspective is not a quantum, something you either have or don't have It's a blend of many things. Any given individual may be rich in certain elements and relatively lacking in others. Viewed in this way it may be a variable trait possessed in some form and degree by a population, with the precise character of that perspective determined by the specialized capacities or predispositions and attitudes of the group members."

Therefore, every individual does not have to be brought to the same level of intellectual and moral development in order for a population to be moving in the direction of a global perspective.

I'd like to end this speech by talking briefly to the question, where does one begin? My response to that question is, "at home." The world impinges on all of us where we live. Our jobs, our churches, our schools, our colleges, our universities, our businesses, and our state governments can all be seen as actors on the world scene. Many of you, I am sure, know that state governments these days employ people in other countries to promote their products and to encourage foreign investment, but not many schools ever make mention of this in studying state government. State tax money is used for this purpose, but according to the textbooks, only the federal government takes action at the international level. The fact that states send trade missions abroad and compete, sometimes, effectively, with other states who are doing exactly the same thing, ought to be a part of the study of state government.

Our identities, our loyalties, our rights, our responsibilities in relation to the groups and agencies that are involved in international affairs provide the context for citizenship in a global age. Our involvement in the world includes drinking tea and coffee, listening to the Beatles, supporting missionary work of our churches, contributing to overseas relief, using geometry or the metric system, driving a Toyota, hosting a student from another country, paying taxes to support national defense, and using imported oil or gas. I could go on and on with the involvement that we already have.

The place to start, it seems to me, is to identify all the specific opportunities to learn about and to participate in these transnational involvements of our home community. These opportunities might include the following activities.

- Use the local radio, TV, and the newspaper. And by newspaper I don't mean only the headline news. I mean the ads, the news of people who travel abroad, the comic strips and the recreation pages. They all have activities that are international in scope.

- Trace the origins of foreign names of cities, rivers, streets and parks to give a sense of our ties to other people and nations.

- Have students collect and analyze data about imports and exports, and the impact of trade and foreign investments on jobs and on the economy.

- Find out what kind of international activity your local churches, Rotary Clubs, or other civic clubs are involved in.

- Learn about the variety of ways that local people and agencies are involved in world affairs. This should help students learn more about their local community as well as about the world. It also will reveal the startling number of people in most communities who already know something about how the world works. They have to know how the world works because they are a part of it. This may be a result of their involvement in overseas missionary work, of their work with a civic club, in their business or industry connections. Such people are resources for learning more about how the world works.

- Study such issues as energy, environmental health, poverty, food, and hunger in a world context, but relate it to local conditions and to what

individuals can do. The question of where you set the thermostat, what kind of car you drive, whether you ought to keep within the speed limit, what about wasting food, helping to keep the neighborhood clean -- these are all individual decisions. I suppose the care and feeding of the planet is one of our most important jobs. One of the best places to start, of course, is on the street where we live. The only home we all have is Planet Earth.

The reason for identifying all these specific activities is not merely to make a neat list of them, but to identify opportunities for participation. Preparing children and youth for responsible and effective participation in today's world should include helping them to develop the competencies needed to identify and to assess the significance of the contacts and connections between life in their hometown, their community, their state, the nation and life elsewhere in the world, and to see these connections as opportunities to participate in and to influence the way the world works.

I have argued that given the global facts of life, the interrelatedness of life on Planet Earth, it seems clear that citizen education requires a world context or dimension. I have also provided some sample competencies. Whether such proposals or such efforts succeed depends largely on how seriously and how creatively those of us in this room and others like us apply ourselves to this task.

Following Mr. Becker's address was a question and answer period. The questions posed by conference participants and Mr. Becker's answers are given below.

One of your main focuses is "the street where we live." Do you mean anything more there than the economic issues you mentioned? What about family structures, for example?

Most Americans have come from some other place; there are not many native Americans. This means that one way of demonstrating our relations with the world would be to trace our family origins, those ethnic ties that link us to someplace else.

Many families have some kind of religious affiliation. If you ask children, or adults for that matter, how many of them belong to a religion that originated in another part of the world, most of them will stop for a minute and then they'll start to laugh because most of the major religions originated in another part of the world. Their first reaction is, "What religion isn't American?"

There are a number of these things that could be done to at least sensitize children to the fact that being an American means having a background that is linked to places and people in other parts of the world.

Is there any research on how children in fact do learn, in a developmental sense, international affiliation or international understanding?

There seems to be some evidence from developmental psychology which suggests the age levels at which students are most open to or most accepting of differences. Although I suppose the evidence isn't conclusive, the period between 11 and 14 (early adolescence) is generally cited as a period during

which children are quite open and seem more likely to be accepting of others; after that age it is increasingly difficult to change whatever view they have. There is less evidence, but there is some indication that the manner in which differences are presented at a much earlier age can be significant. For example, when we teach about the family -- and it's typical for children to study families around the world at a very early age -- we may help to perpetuate stereotypes. The tendency is to start by talking about the American family as being typical, normal, and natural. Then we talk about other families that are somewhat different. Depending on how different they are from us, they are acceptable or not acceptable. The Dutch look like us, but they do wear wooden shoes. The Japanese are way out; they not only don't look like us, but they do all kinds of other things that are peculiar.

That kind of approach is much more likely to reinforce certain stereotypes than an approach that would start with the notion that we're all part of one big world family. This does not mean we should ignore differences; but, first of all we should recognize that we're all part of the same species and as a result of this all have common characteristics. That's the important thing to start with, and then we can talk about all the variations. There are a lot of variations, and these are important as well. But just the manner in which you start seems to have some impact on the way kids view themselves in relation to others.

What conflict lies between our attempts to promote the concept of global citizenship versus the nationalistic or parochial thrust of other nations or groups, either overtly or covertly?

Most history is national history. I think all nations attempt to glorify their own national history. We're no more at fault than any other nation in this regard, I think. Part of that is understandable in terms of the relative isolation that people lived in until relatively recent times. That is eroding today, of course. It's a very mixed bag when you talk about whether we're doing better or worse than other countries in this regard. We're obviously doing better in some ways and perhaps worse in others. If, for example, you go to the Netherlands or Sweden or Japan, some people there will say, "Why do you make all that fuss about interdependence? Have you just discovered it? We've known about that all along. We don't have to teach about that specifically. It's part of our culture. We can't survive without being sensitive to how the world is working and what world-wide conditions are."

The motives may be economic to a considerable extent. The Japanese import and export many things; so they are very sensitive to whether something is happening in other parts of the world that might upset trade patterns. So they can't understand why we make interpendence a special concern. They take it as a given. They don't think they have an option. We think we do.

There have been some efforts at developing world histories. UNESCO has a project that has developed a world history that is relatively unbiased. There is a Soviet-American textbook study, for example, to try to screen out the most obvious biases in the manner in which we teach about each other. I think some of those efforts, although they take a long time and can be very frustrating, do help. But I don't see our efforts to create global perspectives in any sense to be way out ahead or way behind what

other countries are doing. There are some people in other countries who are trying to do this. There are others, I suppose, who are very reluctant to get involved.

One of the arguments that is often used is that it is more important that we promote the idea of global citizenship since we're so large and powerful. I suppose we could say that we have greater responsibility to make progress in this field than countries that are less powerful or not as rich as we are.

MORNING SMALL GROUP SESSIONS

For this portion of the program, the participants were divided into six small groups. Each group was asked to discuss one of the questions around which the conference was focused. The questions and summaries of the group discussions are presented below.

1. What values should shape our conceptions of responsible citizenship?

Group A reported some problems with the way the question was phrased, with some debate over whether it should read "needs and values." Discussion, however, centered around the dispositions listed in the RBS working definition of citizen education: respect and caring for others; commitment to equality of all persons; commitment to rationality; commitment to action and participation; commitment to personal freedom limited only by the commitments above; and identification with positive primary groups and local, national, and world communities. The group agreed that these dispositions were values related to responsible citizenship. To that list they added respect for self, commitment to the development of human potential, respect for the natural environment, and commitment to responsibility. Group members then ranked all the values in order of importance, listing "respect for self" in first place, and "respect for others" in second place. Third place was shared by "commitment to responsibility" and "commitment to the natural environment."

In responding to this same question, Group B began by listing the classical Jeffersonian values: life, liberty, and the pursuit of happiness.

To these they added the following: respect for law, understanding of how laws can be changed within the system, recognition of and emphasis on human diversity, tolerance, acceptance of differences, advocacy of human rights, competition, cooperation, and interdependence. The group also expressed its awareness of the fact that values do have limits; all values are not necessarily absolute, and certain values may conflict with other values.

2. How can citizen education foster greater participation by citizens?

Group C members shifted from the question given above, which they saw as basically a "how-to" question, to consideration of what values should define citizen participation. They concluded that there are presently many ways of conducting citizen education, both in school and outside; the problem, however, is that these mechanisms are not effective, possibly because many people are hesitant to try to influence the values of others. The group suggested that a change seems to be occurring now, one that will allow for a greater focus on a common set of basic values. In that framework, they defined the "good citizen" as one whose values are in agreement with the society in which he or she lives.

Group D dealt directly with the assigned question and suggested a number of ways in which citizen education might foster greater participation by citizens. It was felt that the schools must become models of student-adult-community interaction. Community groups must be brought into the schools and students must be given the opportunity to go out and serve the community groups. In addition, citizen education should seek to develop parent involvement with the school, so that children will be made aware by their parents that

involvement is important. Citizen education should also try to involve students as much as is practical in school decision making about such everyday questions as "will there be a Homecoming Day this year?" In this way, they will be helped to understand that political participation is not confined to civics class.

3. What strategies are most useful in encouraging citizens to play effective roles in civic affairs?

The members of Group E proposed a number of specific strategies in response to the above question. These strategies are summarized below.

- Teach students that they can contribute and that what they do can make a difference not only in school but in society as well.
- Develop designated responsibilities for students in school and out-of-school activities.
- Help adults to act as role models and thereby encourage student participation in civic affairs.
- Seek to influence the gatekeepers, the persons who in addition to community leaders are able to affect the flow of ideas and power in the community.
- Teach students to set goals within their personal limits and teach them how to accomplish their goals.

Generally, the group members emphasized the need for positive reinforcement for students. They also expressed the feeling that people will contribute more to society if they consider themselves to be effective human beings and feel good about themselves. At the end of the session, the group also noted that the discussion had represented mostly an upper-middle-class position;

they raised the question as to whether these strategies would work well with students from different classes or cultures.

Group F recommended several other strategies as being useful. They included the following:

- Launch a dramatic consciousness-raising campaign for citizen participation, similar to the national campaigns for ecology or energy conservation.
- Provide a wide variety of role models for students to emphasize the idea that there is more than one kind of good citizen; a good citizen doesn't have to look just like Uncle Sam.
- Consider a way of providing rewards (both tangible and intangible) for citizen participation and consult the community as to what might be deemed a reward.
- Consider examples of other programs in the schools that have been successful and adapt strategies from them.

AFTERNOON SMALL GROUP SESSIONS

In the second of the small group meetings all groups were asked to consider the question "How do we educate citizens to live and participate in a global setting?" A number of methods were proposed and discussed in each group. Specific recommendations were then presented to all assembled participants by the leader of each small group. These recommendations are summarized below.

- Relate the local community — its economy, food supply, etc. — to the global scene.
- Increase student contact with other cultures around the globe, using a wide range of devices — from viewing television shows to student exchange programs.
- Seek to build the teachers' commitment to global education and offer them opportunities for further preparation in this area.
- Start a global approach early and continue it through all years of schooling (K-12).
- Extend the global approach to all curriculum content areas — make sure it involves more than just the social studies.
- Emphasize the similarities rather than the differences in human experience across cultures.
- Seek to involve groups outside the school — public interest, religious, and other community groups — in the educational process.
- Enlist the aid of the mass media; education from a global perspective is not solely a function of the school.

- Identify and present the values that are common globally.
- Develop an appreciation for values that may not be shared by all people, yet are not in conflict with any commonly held values.

CLOSING REMARKS

After the leaders of the small groups had presented their reports, Donald Knouse addressed the participants briefly, thanking them for their participation and summing up what he saw as the immediate results of the conference. The text of his remarks follows.

Speaking for the Department of Public Instruction, and I think also for RBS, I would like to say that we greatly appreciate your coming and giving of your time. I think we all have gotten a lot out of this conference. I feel that Mr. Becker's talk this morning and all the work in the small groups have given greater impetus to planning for citizen education in this state. My one concern is that I don't want to see our efforts stop here. I don't want anyone to go home and say, O.K. I went to the conference and now I can forget about citizen education for awhile. I want us all to carry on with the effort we have started here today. I also want to expand the State Planning Group to include more of the people who are here representing community groups. We need more input from people with different perspectives so that we can reach some common understandings.

In closing, let me tell you again how pleased I am at the way the conference has developed. I now have a very good feeling about the future of citizen education in Delaware.

Following Mr. Knouse's remarks, Barbara Presseisen also spoke briefly. Her remarks are given below.

I would just like to emphasize Don's charge to the Planning Group. This is only the beginning. You have established a consensus today about the things you want to do. You want citizen education to involve different discipline areas across the school. You want it to involve all age levels. You want to bring the community into the school and take the students out into the community. You want to do all the other things that were described in the small group reports. Now the question is, how can these things be implemented in a program? Then the task will be to get authorization for that program and get it a place in the state's funding priorities. Obviously, what is called for is a lot of planning and a lot of work -- a multiyear effort. But a very good start has been made today, and we at RBS are looking forward to working with you on your future endeavors in citizen education for Delaware.

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