The mass media played an important part in this breakthrough. Publication of the Report came at a time when CWDE and other organizations were beginning to build up contacts with influential people inside the media, and Brandt seemed to provide the validation needed for North-South issues to be taken seriously. The result has been much better coverage in Press, television and radio than ever before. One visible result of this quickened interest in the world economic order was the mounting in May, 1981, of the largest mass lobby of Parliament on any issue seen in recent years.

There has been one other major breakthrough for development education. A consortium of some 60 voluntary agencies, called the International Broadcasting Trust, has obtained a contract from the new Fourth Television Channel Company to supply 22 programmes on development education topics. So, indirectly, a part of the revenue from television advertising will in future be channelled into development education.

The progress made in Britain over the past twelve months might be seen to be unconnected with the now defunct Development Education Fund, but this would be a mistaken view. That comparatively modest injection of new funding triggered off a chain reaction that is still being felt. Interesting evidence of this can be seen in the day-to-day work which CWDE does with schools and colleges. Between March, 1981, and March, 1982, the number of requests for information and teaching aids doubled.

The question now is whether the resources can be found to sustain, and perhaps increase, the momentum of new interest in world development and North-South issues. All that is clear is that the retreat of the state returns responsibility to the people of Britain.

DEREK WALKER

GLOBAL EDUCATION IN THE UNITED STATES: A PANORAMIC VIEW

Two very recent studies have indicated a need for improved international education in the schools of the USA. A 1978 (Pike and Barrows) survey of children in the fourth, eighth and twelfth years of school produced discouraging findings. A 1981 (Barrows) study of university students showed that serious misunderstandings existed about such important global issues as environment, population, energy, human rights, hunger and malnutrition. It is this weakness that proponents of global education are attempting to address. Some educators want to increase the quantity and quality of information about the Third World; some concentrate on global themes such as interdependence, conflict, communication and change; others are particularly interested in increasing students’ awareness of how culture affects people’s perception of the world and how this in turn affects the way they communicate and the way they make decisions; still others put their primary emphasis on global issues such as environment, food/hunger, racism, development and disarmament. While these approaches differ, most advocates of global education agree that the need to improve how and what students learn about other peoples of the world is crucial.
Charting Progress

Efforts to understand the progress of global education in the USA most note a vital fact — that there is a long-standing tradition of local control and responsibility for schooling in the United States. Today, governance for public education rests legally with the 51 states. There is, however, a wide discrepancy in the amount of influence and control exerted at this level. Many state boards or departments of education delegate their responsibility to local school boards. These boards are sometimes elected, sometimes appointed. Public participation at the local level is another variable, with communities exercising this right in varying degrees. In contrast, the federal role in education is minor. The Office of Education has no direct control over schools and is not comparable to a central Ministry of Education.

This decentralized structure, plus a host of universities and private organizations interested in global education, makes a systematic assessment of any type of educational progress nearly impossible. What follows, then, is a somewhat impressionistic answer to the query which prompted this article: ‘What is the status of global (or development) education in the United States?’

Local, Regional and Statewide Initiatives

Several states have recognized and addressed the need for Global Education in the schools. Oregon’s Board of Education has made a year of Global Studies a requirement for highschool graduation. In Indiana, Global Education is mandated at the Eighth Grade level. Florida’s Commissioner of Education, Ralph Turlington, appointed a Global Education Advisory Council, which issued a ‘State Plan for Global Education in Florida: Findings and Recommendations’. Other states which have exerted leadership in promoting Global Education in schools include Utah, Minnesota, New York and Kentucky.

Local and regional programmes continue in their attempts to promote a more sophisticated and better-informed world-view among US students. The New York City Board of Education has designed a three-semester Global History course for ninth and tenth graders. The Board is currently revising the fifth grade curriculum and will use a global perspectives framework for studying Mexico and Brazil as well as other selected areas. The co-operative relationship between Las Palomas de Taos, a non-profit education improvement centre in Taos, New Mexico, and the Albuquerque public schools has resulted in the participation of nearly 2,000 teachers in Global Education workshops or weekend retreats. These examples are merely two of many. As local and regional programmes have proliferated, an Information Exchange Network, developed and run by ‘Global Perspectives in Education’, has helped educators share their resources, information and ideas.¹

A Brief History of Federal Support

With the decentralized nature of schooling in the United States, as described above, policies at the federal level often play a secondary role. However, recent international education history indicates that federal leadership has played a particularly important role, because broad-based public support has been slow in arriving.

A major contribution to progress in global education was a citizen education pro-