

Book review

Kirkwood-Tucker, T. F. (Ed.). (2018). *The global education movement: Narratives of distinguished global scholars*. Charlotte, NC: Information Age Publishing.

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The Global Education Movement beautifully chronicles the life-long professional accomplishments of 13 Distinguished Global Scholars, selected by the International Assembly [IA] of the National Council for the Social Studies [NCSS] between 2005 and 2016, with two awardees (a husband-wife team) in 2007. Among the 13 scholars, one is originally from Germany, one is originally from Zimbabwe, and the rest are all U.S.-born scholars. These 13 scholars' biographical and autobiographical narratives highlight their accomplishments and insights on global education and reveal how their personal life experiences influenced their teaching and scholarship and formed the foundation of their commitment to global education. This book honors the contributions of these 13 scholars, endows globally minded individuals with a deeper understanding of the interconnectedness of the world and its people, introduces social studies/global educators and others interested in the field to the accomplishments of these global education role models, and celebrates the Distinguished Global Scholar Program of the IA of the NCSS.

The chapters are arranged chronologically by the year in which each individual received the Distinguished Global Scholar Award. Instead of reviewing chapter by chapter, this book review focuses on three overarching themes: social impact on personal growth, mentorship from university professors, and a life-long commitment to global education.

Although most of the scholars in this book grew up in relatively small towns, the national and world events at the time overcame the small town parochialism to expand their outlook on the world. Merry Merryfield, who grew up in the 1950s and 1960s in Tennessee, witnessed racism and civil rights protests and concluded that "no matter how parochial or racist a person's background may be, our backgrounds do not prevent us from becoming anti-racist global educators" (p. 123). World War II convinced several scholars of the importance of a global perspective in education. Charlotte Anderson witnessed prisoners of war working in the fields and Japanese Americans interned in the Minidoka Relocation Center near her small Idaho town. Kenneth A. Tye developed a life-long love for geography and an interest in world events by

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following the war news on the radio and checking the world map tacked above his bed. Toni Fuss Kirkwood-Tucker, growing up in Germany under the Nazi regime, learned about the significance of democracy in her childhood.

The mentorship from university professors indirectly guided many of the scholars to set their career path on global education. While studying at Manchester College in Indiana, Jan L. Tucker was influenced by his History and Geography professor Neal Merritt, who encouraged him to study world history and international studies. John Cogan expressed that the courses he took with Gerald Read, Professor of Comparative Education at Kent State University, were “life-changing experiences” and had “profoundly impacted [him]” (p. 102). Merry Merryfield was inspired by Jim Becker who challenged her to conceptualize global perspectives and by Robert Hanvey, author of *An Attainable Global Perspective*, a timeless classic on global education published in 1976. Kenneth A. Tye owed his gratitude to Harl Brown who encouraged him to work with teacher-trainees in rural Liberia for a summer and John Goodlad who “was responsible for [his] involvement in global education” (p. 205). David Grossman was influenced by three professors: Mikiso Hane who offered him an opportunity to spend a year studying in India; Harvard Dean of Education Ted Sizer who recommended that he gain some classroom teaching experiences before pursuing a doctoral degree; and Victor Hao Li who persuaded him to direct the Bay Area China Project in 1973 and invited him to launch an educational program about Asia and the Pacific at the East-West Center in Hawaii in 1987.

One characteristic that these scholars share is their life-long commitment to global education, believing deeply in the interconnectedness of the world and its people. This belief is well condensed in one African concept, *ubuntu*, which, according to Josiah Tlou, “addresses our interconnectedness, our common humanity and the responsibility to each other that flows from our connection” (p. 226). It is the same concept that has guided Tlou to devote his entire life to African education.

Each scholar contributed to global education in his or her own way. James Becker, the Father of Global Education, set the foundation and pointed the direction for global education in the United States in the second half of the 20th century. Jan Tucker gave up a prestigious working environment at Stanford University and went to the newly established Florida International University, where he created the global social studies education program. Lee Anderson established the Undergraduate Interdisciplinary International Studies Program at Northwestern University, and Charlotte Anderson advocated for “community-global connections” (p. 90). John Cogan’s numerous empirical comparative studies in Asia, Europe, and North America have made significant contributions to global citizenship education. Likewise, Carole Hahn conducted

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extensive comparative research studies on civic education in multiple European countries for over 30 years. Merry Merryfield and Angene Wilson both served in Africa with the Peace Corps and incorporated the African perspective and voice in their teaching and research. Toni Fuss Kirkwood-Tucker trained hundreds of teachers and administrators in the Miami public schools how to teach from a global perspective through multiple programs and study trips abroad. Kenneth Tye, even after retirement, never stopped writing or researching on global education. David Grossman's extensive network in the Asia-Pacific region helped countless teachers and educators in the U.S. better understand Asian and Pacific societies. Judith Torney-Purta has been leading seminal international civic education assessments on a global scale for the International Association for the Evaluation of Education Achievement since the 1970s.

In the final section of the book, the editor presents a comprehensive overview of the history of the IA and two key components of its annual meetings: the Distinguished Global Scholar Award and the Jan L. Tucker Memorial Lecture. Although this section is not the focal point of this book, it might be more helpful as an introduction than as a conclusion as it provides readers, especially those with limited knowledge of the IA, with essential background knowledge of this professional organization before they delve into reading about the 13 scholars' accomplishments in social studies/global education.

These global scholars have clearly predicted in their writings that a new Renaissance is emerging in international global education in public schools and teacher education programs in the United States and numerous countries around the world as policy makers are acknowledging the increasing interconnectivity of humankind.

The Global Education Movement is a must-read masterpiece for all global educators, especially for the current and future members of the IA of the NCSS. If the IA is a big global family, this book is the family genealogy. We need to learn about our family history and understand how our predecessors overcame barricades and roadblocks on their way to champion international global education, so we can carry on this legacy and better function as bridges among peoples and across nations.

About the Author:

Jing Williams is assistant professor of social studies education at the University of South Dakota. She currently serves as the Vice President and Program Chair (2016-2018) of the International Assembly of the National Council for the Social Studies. Her research interests

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include alternative social studies methods, global education, interdisciplinary studies, and community-based research.

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