with people of different cultures and learn to accept and appreciate the world's diversity.

Such knowledge goes well beyond the kind of information about names and places so often surveyed by public polls and questionnaires. This type of education challenges students to take the names, places, and myriad facts about world issues and (1) contemplate their own roles and stakes in all of these and (2) consider how best to pursue their dreams and desired outcomes through the jumble of governmental and nongovernmental avenues available. Preparing students to meet these challenges is the essence of global education (Alger and Harf 1986).

Our View of Global Education
What does global education look like? We think Muscatine's schools provide the basic outline of such a picture, yet our view of global education is still evolving. In brief, global education means purposefully acknowledging that we are all part of an interconnected and interdependent world and that we need to know how to operate in it.

From a teacher's perspective, global education is as much a change of vision or perception as it is a change of activities or curriculum. It means looking intentionally for ways to connect instruction to the rest of the world; for example, by reading short stories from many countries, analyzing the perspective on global issues found in foreign as well as U.S. newspapers and periodicals; and giving students the fundamental knowledge of geography and world history needed to understand current issues. Global education is also about food fairs and world days of students to examine such issues as pollution, human rights, and world hunger—and then providing forums where they can discuss them and grapple with the implications of proposed solutions. Such activities are clearly not the domain of any single grade level, subject, or curricular area. All teachers can find ways to add a global perspective to material they are teaching.

From a student's viewpoint, global education provides basic knowledge in history, geography, world cultures and religions, language training, and global issues. It also affords students opportunities to develop their leadership skills and to think about and discuss issues. In the best of cases, it

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**Internationalizing Your School**

Don Bergman and Stuart Young

To become responsible citizens, students need to assume a global perspective. The following activities can help initiate a sense of world-mindedness in students and begin the process of internationalizing schools.

- Have students participate in a Model United Nations Program within your school or between groups of schools that have set up Model United Nations Conferences. Write to: UNA-USA, Publications Department, 485 Fifth Ave., New York, NY 10017-6104.
- Have students participate in the 1,000 Crane Club, which collects thousands of origami cranes made by students in schools throughout the world. Students at Hiroshima International School take them to the Sadako Monument in remembrance of a young school girl and others who perished in the atomic blast. Write to Hiroshima International School, 3-49-1 Kurakake, Asakita-ku, Hiroshima-shi, Hiroshima-ken, Japan (739-19).
- Arrange overnight visits whereby cultural exchanges can take place between your students and those from other schools. A student is assigned a "buddy" and attends classes for a day and spends the night with a host family from a different social or cultural background.
- Establish a pen pal relationship with a class from an overseas school. Send a class photo, arrange for exchanges of art projects, or request information on cultural topics.
- Encourage school or class support of a worldwide humanitarian project such as UNICEF or CARE. Identify other worldwide organizations and discuss their role in fostering internationalism.
- Encourage student participation in community service projects such as sponsoring fund-raisers to buy toys and books for orphanages or for the underprivileged.
- Simulate global problems. For example, to simulate famine and malnutrition, have students choose a country and check the average dairy calorie intake of its people. Then to dramatize the unequal distribution of food among the world's children, dish up each child's lunch accordingly (make "seconds" available after the dramatic impact).
- Identify a global problem (war, pollution, terrorism, nuclear accidents, prejudice, the greenhouse effect, and the like); discuss its current and future impact, and brainstorm solutions.
- Whenever possible, use textbooks and teaching materials that reflect an international perspective and that review historical and current events from more than one point of view. Point out the limitations of materials that are narrow in perspective.
- Include "international thinking and problem-solving skills" in all areas of the school's curriculum. The concepts of internationalism, the interdependency of nations, and global perspectives of the world's problems and possible solutions should be reflected in written course goals and objectives.

Among the recommendations that will be proposed to prepare students for the future, perhaps none is more basic or more imperative to future generations than the incorporation of an international perspective into our curriculums.

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