

Therefore, the first requisite in helping young people cope with this new reality is to give them a sense of world consciousness in which every individual realizes his or her role as a member of the world community. Famine in Ethiopia should be considered as relevant and as disturbing to a resident of Alberta as famine in the city of Calgary. This recognition leads to a new ethic in the use of material resources and an improved attitude toward nature, based on harmony rather than conquest.

Finally, if the human species is to survive, the human family must develop a sense of identification with future generations. From both a material as well as a moral point of view, questions of survival in harmony must occupy a central position in the preparation of those who in a few short years will be the leaders of society. A global perspective in the classroom is essential; education must be internationalized.

The educator Edwin Reischauer, in his book *Toward the 21st Century: Education for a Changing World*, said we will never operate successfully unless the bulk of people develop a sense of world citizenship:

“This is clearly the biggest educational task of all, for millenniums of history have conditioned men to think in terms of smaller and more exclusive units, while suspicion and hostility toward other groups lie deep in their patterns of thought.”

A sense of world citizenship should be developed early in life. The breaking down of barriers and the acceptance of political, societal and cultural differences must be accomplished while minds are yet open and flexible. We must form our young people's attitudes now so that they can become stewards of the planet in the future. A new global ethic must take hold, one based on a vision of social justice, tolerance and hope, that the present war-based reality of international relations can be radically altered.

Professional educators are the first to know that elementary and secondary education can work to break down feelings of suspicion and hostility and to provide instead an enhanced understanding of world problems and a sense of world citizenship. Education can foster an awareness and, above all, an empathy for peoples of diverse histories, cultural and religious backgrounds, peoples whose political and economic situations might not even permit them the luxury of education. Since peace and world development are fundamentally ethical problems, they must be of concern to those who are entrusted with the education of youth.