school-to-school relationships are key, as well as efforts to build currriculum content through regular educational exchanges, use of multimedia teaching materials and involvement of the schools in international community-related activities.

Today's pupils must live well into the 21st century. Let us help them. Returning to the larger context, it is easy to agree with Harlan Cleveland when he observes that "the key factor in world affairs today is not the succession to Mao in China, nor the price of oil in OPEC land, nor even the size and shape of the Soviet arsenal. The key factor in world affairs is whether, and how, and to what end the American people decide to get back again into business of world leadership—in the service of new global tasks with a much different style from those of yesteryear."

Cleveland goes on to state that, "the elements of a planetary partnership are already here. International organizations are transnational carriers of these global agreements—that governments ought to promote the general welfare of those they govern; that starvation is unacceptable; that the use of nuclear or biological weapons is unacceptable; and that cultural and ideological diversity should be tolerated. This is the seedling from which the new planetary awareness will sprout."

Turning to the popular novelist, Kurt Vonnegut, I would like to share, in his words the essence of a rationale for the support of our common efforts in this area:

"When I was just a little kid, I think, I'd wonder what life was all about, and I'd hear what grown-ups had to say about it, and I'd laugh. I've often thought there ought to be a manual to hand to little kids, telling what kind of planet they're on, why they don't fall off it, how much time they've probably got here, how to avoid poison ivy, and so on. I tried to write one once. It was called Welcome to Earth. But I got stuck on explaining why we don't fall off the planet. Gravity is just a word. It doesn't explain anything. If I could just get past gravity, I'd tell them how we reproduce, how long we've been here, apparently, and a little bit about evolution. And one thing I would really like to tell them about is cultural relativity. I didn't learn until I was in college about all the other cultures, and I should have learned about that in the first grade. A first-grader should understand that his culture isn't a rational invention; that there are thousands of other cultures and they all work pretty well; that all cultures function on faith rather than truth; that there are lots of alternatives to our own society. I didn't find that out for sure until I was in the graduate school of the University of Chicago. It was terribly exciting. Of course, now cultural relativity is fashionable—and that probably has something to do with my popularity among young people. But it's more than fashionable—it's defensible, attractive. It's also a source of hope. It means we don't have to continue this way if we don't like it."

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U.S./Japan—The Educational Link

"A foreign instructor visited us in the 5th period today. He was Mr. Fichtner. It was the first experience for me to see a white man directly except on television . . . Mr. Fichtner spoke English. He sometimes tried to say something in Japanese, and Mr. Nishihara interpreted his English so that I could understand him somehow."

"It was the first time I spoke with a foreigner. I think I made it pretty good for the first time. I'm glad that I could make myself understood to a foreigner in English which I couldn't speak a year before. The talk was too short . . . but I'll never, never forget it."

"It feels funny to wear a kimono . . . it's like feeling hair tickling you. But I liked the blue ones we wore."

"They have different eyes and different hair . . . their houses are different too. I like the mats of the floor, their paintings, food and wooden sandals."

Such comments are echoed by thousands of students involved in learning about each other's culture through Sister Cities International's U.S.-Japan Educational Program in schools throughout the United States and Japan.

Enlisting the cooperation of American and Japanese communities with sister city affiliations, plus the help of schools in those communities, the program promotes direct school-to-school links between the two countries. Schools exchange letters, ideas, curricula, pictures, films, tapes, and people—students, teachers and administrators. Communities share the responsibility for educating the citizens and leaders of tomorrow through additional efforts, ranging from parades and multicultural fairs to the establishment of global education curriculum requirements.

In 1979 SCI was awarded a grant by the Toyota 20th Anniversary Celebration Fund to institute a U.S.-Japan Educational Program. The intent was to work with 132 U.S. cities then affiliated with cities in Japan to create two-way educational programs. (By 1981, 150 cities in the United States were affiliated with cities in Japan—by far the largest number of affiliations between two countries.) The activities of 1979 generated so much enthusiasm that SCI recognized a clear need to continue the program. SCI was fortunate to receive grants from the Japan-U.S. Friendship Commission to continue this mission in 1980 and 1981.

Since 1979, the U.S.-Japan Educational Program has assisted many communities in the United States begin or strengthen educational exchange programs with their sister cities in Japan. A recent survey shows that over 50 percent of those U.S. cities affiliated with a city in Japan have initiated some form of educational exchange program touching thousands of students, teachers and parents. In addition, the program has co-sponsored the two day community/school oriented "WE AGREE" Workshops in Global Education in 11 communities throughout the United States. A follow-up survey in May 1981 strongly suggests that global education and global awareness have become an integral part of the communities involved.

For example, Baltimore's Mayor Donald Schaefer declared the first week of May 1981 "Global Education Week" to highlight Baltimore as an international city with some 29 citywide activities; in Stockton, California, the superintendent's office made global education courses mandatory for every 10th grader; and in Port-