



Global Peace Through Mutual Understanding

Sister Cities, Bringing International Culture to Wicomico County

By: Samantha Foley

Sister Cities International is a non-profit organization that encourages citizen diplomacy networks that create sisterhood between cities in the U.S and international communities. The Salisbury/Wicomico County Association joined the organization in 2006, and formalized a relationship with what is now our sister city Salisbury, England. Since then we have formed a formal Sister Cities relationship with Tartu, Estonia. Most recently we have begun to talk about forming a prospective relationship with a city in either Central American or South America.

The Sister Cities Association of Salisbury/Wicomico County works with these cities to promote



Our Sister City, Salisbury, England's, tribute to our relationship, a sign stating the mileage between Salisbury, UK. and Salisbury, MD.

international exchange and create lasting friendships through cultural understanding, economic development and education. Our overall vision is to maintain global peace through virtual understandings and forming mutual and respectful relationships with our cities.

Recent Events:

Recently the association sponsored several events involving Tartu and Salisbury, England in order to continue and show the world the loving, respectful relationship we have formed. In September 2010 we sponsored the event "Singing to My Sister". The Salisbury Wicomico Arts Council and Salisbury University also sponsored this program. This event was inspired by the Salisbury Wicomico Arts Council's (SWAC) program called the Salisbury Film Society and their recent public showing of the film "The Singing Revolution". SWAC coordinated the Estonian singing through their grant recipient The Salisbury Chamber Singers under the direction of SWAC Board Secretary Dr. Douglas I. Smith. After watching the Estonian film "The Singing Revolution", about how the Estonian people literally sang their way to freedom by singing songs of courage and freedom, Sister Cities was excited to share this dauntless and inspiring story with the community of Salisbury. This event gave the audience a real Estonian experience. The Salisbury Chamber Singers were the highlight of the night singing these songs in the traditional Estonian language. Audience members were given a real taste of Estonian concert, and Sister Cities was able to spread the love of Estonia to the people of Salisbury. Additionally in this event the Ambassador of Estonia was in attendance as well as many Estonian citizens, dancers, and performers. This moving event was introduced by the Salisbury Mayor Jim Ireton as a Mayor to Mayor message to the Mayor of Tartu Estonia. A tape was created of this wonderful event and the DVD was delivered to the Mayor of Tartu Estonia by exchange students at SU, as a Sister City gift of hospitality.

This past year we were also visited by Reverend Julian Thomas and his wife Kathy, from our Sister City in Salisbury England. The Reverend visited the United States on a sabbatical and toured around the country visiting the different towns and cities of Salisbury. While he was in Salisbury, Maryland the Reverend met with

Mayor Jim Ireton who exchanged gifts, and he was given a tour of the city. After his stay he went on to visit Salisbury, England's other Sister City Salisbury, North Carolina.

The Salisbury/Wicomico Sister Cities also held an event on September 22nd for the International Students that are currently studying at Salisbury to meet the mayor of Salisbury. The Students who ranged from the Anhui Province in China, Spain, and Nigeria were able to sit down with the mayor and ask him questions on his daily life and what it takes to run a city, and the history of Salisbury. The students were also given an inside look at the mayor's office, and even left with a souvenir key to the City of Salisbury. The students will be here for the next year and will hopefully decide to come back and make their career at Salisbury University a permanent one.



A group of international students, members of Sister Cities, and the Mayor, Jim Ireton, pose in front of the Salisbury City Council Chambers.

This past month a delegation from Salisbury went to Tartu, Estonia for a week long stay. Devin Feist, a UMES Aviation Student and Mr. Bryan Burrows-McElwain visited the city to meet with the Estonian Aviation Academy to support agreements with the Department of Engineering and Aviation Sciences. While in Tartu Mr. Burrows-McElwain gave a lecture on safety in Aviation Culture and leadership to the students of the Aviation academy. The delegation were also able to meet with the mayor of Tartu, Deputy Mayor Raimond Tamm, and exchanged gifts from Salisbury.



UMES student, Devin Feist (left) and Estonian Deputy Mayor Raimond Tamm (right) exchanging important documents, as is the protocol during Sister Cities exchanges

Future Plans:

The Sister Cities Association of Salisbury/Wicomico County has many ambitions and goals they are aiming towards for the future. In the near future we would like to once again participate in the local event "Third Friday", this event takes place in downtown Salisbury, and the organization hopes to set up an information desk and receive support and donations at the event as they have done in the past. On a larger scale we hope to eventually come up with a signature event that we could hold once a year in order to get the community of Salisbury and Wicomico County more involved with our organization and with international culture. We also hope to further involve the members of our community by creating a Pen-Pal relationship between students living in Salisbury, England and Tartu, Estonia, and students living in the areas of the lower Eastern Shore. Finally, the organization will continue to discuss with the Board of Education ways to internationalize curriculums and encourage more cultural exchanges with our Sister Cities.

Other Sister Cities in Maryland:

Other members of the Sister Cities Association are making strides toward global peace and mutual understanding too! For example the Rockville Sister Cities, whose Sister City is Pinneburg, Germany just recently hosted an art exhibition by Detlef Allenburg, from Pinneburg. They have also just released a newsletter that discusses the many visitors from Pinneburg they have hosted over the past few months. In June they sent a group of students from the Rockville area to Pinneburg, and some surrounding areas in Germany, the students

were able to experience German culture first hand and are speaking at the next Rockville Sister Cities meeting, they will discuss the benefits of exchanges like this.

Our neighboring branch, The Sister Cities Association of Ocean City, Md., have also been busy enriching the area around them. This past summer the organization donated \$1000 dollars to the Ocean City Cricket Center, which helps benefit and put an end to the physical and sexual abuse of women and children. The organization is also looking donate \$500 towards the youth organizations of Ocean City, in order to keep children off the streets and into safe after school activities. The President of The Ocean City Sister Cities, Lucille McNulty, says her main focus in her community is to benefit the children and ensure they have a safe place to grow up. Internationally the organization is looking to add another sister city to go along with their present sister city Finale Ligure, Italy. The Ocean City Association is currently looking to start a formal relationship with a city in Germany and are currently looking at cities around the Frankfurt area.



Hellos and Goodbyes

Dr. George Whitehead

Welcome to the first issue of the Sister Cities of Salisbury/Wicomico County (SCA of SWC). As you may know the City of Salisbury has sister city relationships with Tartu, Estonia and Salisbury, England. We keep you updated on the various activities of our organization through our website, www.salisburysistercities.org.

One highlight so far this year is our sponsoring an opportunity for the international students at Salisbury University to meet Mayor Ireton. This is the third time we have sponsored an opportunity for the students to meet the Mayor of Salisbury.

Since becoming chair of SCA of SWC in December 2007, I have had the opportunity to meet a number of visitors from Salisbury, England and Tartu, Estonia. What a pleasure to meet people from our sister cities and show them around the City of Salisbury and Salisbury University. One visitor from Salisbury, England, Simon Maher, visited a number of Salisbury's in the USA, took pictures of the various communities and displayed them in an exhibit. Highlights are on our website. Several of us had the opportunity to see "The Singing Revolution," an Estonian film about the Estonian revolution for freedom from the Soviet Union. We were so inspired that we created a concert on 9/11/10 called Singing to Our Sister. Copies of the DVD are still available.

I have also had the opportunity to work with a number of Salisbury University Interns. Collectively they have created our website, created our brochure, created the DVD of Singing to Our Sister, and created the DVD of the International Side of Salisbury. This semester, Samantha Foley is our intern from Communication Arts. Her assignment is to help create this newsletter. I am really pleased with their high level of work for SCA of SWC.

We continue to work on other initiatives as well, such as sponsoring talks with an international focus. For example, last year Dr. Frederickson, Superintendent of Wicomico County Schools, talked about his and other State of Maryland representatives' trip to China. His talk aired on PAC 14 last spring.

All of these activities are possible because of the commitment and creativity of the members of the SCA of SWC board. Thank you.

This first issue of the SCA of SWC newsletter is also the last newsletter of the Eastern Shore Institute for the Advancement of Thinking (ESIAT). Several of us started ESIAT in 1995 and created the newsletter called *Thinking*. Copies of several issues are still available.

ESIAT's mission was to foster critical thinking on the Eastern Shore of MD. To fulfill that mission we spent a Friday afternoon in the spring listening to speakers such as Robert Ennis, Howard Gardner, Thomas Armstrong, and Dan Kindlon. Our last symposium was in 2005 when we sponsored a play about Rachel Carson, *A Sense of Wonder*. As you can tell by the subject of the play, our last symposium was on environmental intelligence. The following year we planned to hold a symposium on international education. It never happened. In preparation for that symposium, I asked a number of people to write articles with the theme of international education. Each of the authors updated their articles for this newsletter. They are published here for the first time.

Because of the inactivity over the past several years, the ESIAT board voted to disband this summer. They voted to give the remaining money in the ESIAT account at the Salisbury University Foundation to the Chamber of Commerce Foundation which holds the funds for SCA of SWC. Because of the generosity of the ESIAT board, Sister Cities was able to pay its membership dues to International Sister Cities. I want to publicly thank the ESIAT board.

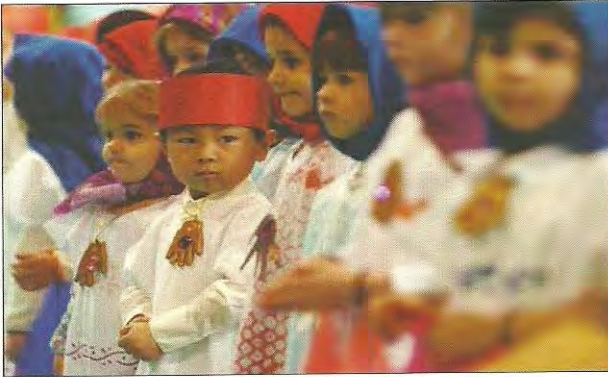
As someone once said, ends can be beginnings. I hope you enjoy reading this newsletter. If you would like to become involved in Sister Cities, please

contact me. If you would like to make a financial contribution to SCA of SWC, please see the donation form located on the insert for this newsletter.

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Margie Meeks

Librarian, Salisbury School



The youngest members of The Salisbury School Community celebrating the customs and culture of Morocco on Global Awareness Day 2007.

"Fortunate is the child who has the opportunity to interact with people who speak different languages, who eat different foods, and whose skins are different colors. This child will come to appreciate the fascinating differences between people in the world while learning that people are much the same. In a nation so populated with people from so many different ethnic backgrounds, it is necessary that people value differences – not condone uniformity – so that our country will become a safe and happy place."

With this quote in mind, Salisbury School began to travel in 1988. Although this journey is called Global Awareness Day, DAY is a misnomer. A far better title would use the words 'school year' instead of just - day. Each school year, through an across-the-curriculum experiential journey, Salisbury School students, faculty, and even parents, "travel" to a region of the world. Our objectives are threefold:

1. To make geography come to life
2. To open minds and offer the students, faculty, and parents a sense of "worldmindedness"
3. To integrate the academic disciplines into a hands-on, "I do- and I understand" experience

Social studies, language arts, science, foreign language, art, music, math, literature and even PE all play a big part in the immersion that takes place. In classroom preparation, maps are studied, culture and history are examined, books are read, and presentations by special guest speakers (many of them local) are heard.

And then we go there! The culmination of our hard work, Global Awareness Day, is held in the spring. This day consists of an assembly replete with the country's national anthem, unique customs of the country, and performances by students as well as talented guests; then there are crafts and speakers in classrooms; a luncheon feast of traditional foods of the country or region is served.

The afternoon events usually include an all school performance by a visiting guest or group. All that is done in this full schedule is totally dedicated to making each of us, young and old, more globally aware. (There are no regular classes that day.)

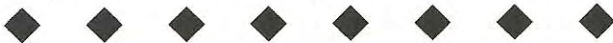
Last year The Salisbury School observed its 24th Global Awareness Day with a virtual trip to Scotland. The Lower School students spent several weeks learning about the geography, customs, food, history, crafts, and daily life of Scotland. Special visitors helped bring this country to life with lessons in folk dancing, cooking and tartans. Nine Upper School students traveled to Scotland during Experiential Week and came back to help organize the all school celebration. One of the teacher chaperones shared her pictures from her trip with students in the Lower and Middle Schools to help them appreciate the many similarities and differences between our country and Scotland.

When Global Awareness Day began, the students entered the LS library, which had been changed into McDragon Castle, a Scottish Medieval castle belonging to Lord Landi (our headmaster). We enjoyed the great hall, dining room, kitchen and library filled with Scottish masterpieces. The art teachers had decorated the library with student projects that had been in the works for months. From the "patio", we enjoyed views of the Lochs with highland cows and sheep dotting the landscape (all made by students). Bagpipe music made the scene complete. An all-school assembly included the Scottish national anthem played by a bagpiper and sung by three students whose parents grew up in Scotland. Also included were choral selections by each grade and chorus, a visit from "William Wallace", Scotland's hero, and a dance by the Middle School Dance troupe. Throughout the day, the students tried their hands at various crafts, such as painting golf balls, mak-

ing loch ness monsters, sporrans, and designing their own tartans. The MS and US girls took a lesson in Scottish country dancing while the boys learned rugby.

A host of volunteers provided a Scottish luncheon feast for 500. The menu included scottish broth, cottage pie, oatcakes, tablet, sticky toffee pudding and Scottish trifle. *Im Bru* shortbread made in advance by the lower school students was a welcome snack for everyone. In the afternoon we all watched demonstrations of sheep herding and the heavy highland games. We finished the day with a *Ceilidh* (traditional dance party).

By the next school day, students and teachers had returned to Salisbury ...with no jet lag. What a memorable trip to Scotland. This practice in experiential education is a long tradition at the Salisbury School, and each year the students leave this experience with a hopeful question: "Where will we go next time?"



Beyond the Classroom to the World... Notes from Dr. Merle Marsh

By: Dr. Merle Marsh

Before the Internet became popular, students at Worcester Prep in Berlin were linking with students throughout the world. Because I was working with Apple Computer, Inc. on a number of projects in the 1980s and 1990s, our school was invited to be part of an online service called *AppleLink*. The service was available for Apple employees and Apple's third party vendors, but an education project called *Apple Global Education (AGE)* grew out of it. At the time the service was much too expensive for schools to afford, but Apple provided that connection and also a connection through Apple Personal Link, which later became AOL. Links to other schools were made through email (text only) that went through telephone modems. I also loaded content for teachers on the Apple site, which by modem, took forever in those days.

Two of our favorite projects were with schools in California and Malaysia. The California initiative was directed here at Worcester by second grade teacher Sarah Quillin who teamed with teachers in California to do a number of exciting projects with our primary children. The students in our Grades 4-8 connected with schools in Malaysia with the help of Apple rep Anthony Chan, Kuala Lumpur. Discussions about culture, geography, favorite books and music, holidays, and classes took off through email between Worcester and Malaysian students. The Malaysians talked one of the express mail carriers into delivering packages free of charge between the schools. Our students thoroughly enjoyed collecting souvenirs of America to send to their Malaysian friends, and they delighted in receiving packages of goodies from the Malaysians. Beautiful batik designs and a Malaysian flag were some of the items we received. Our students learned about the problems in a country that was not as free as

ours. For example, items they sent to their Malaysian friends were heavily taxed, so much so that the schools couldn't afford to accept them. Finally, a government official stepped in and got the customs fees canceled. One time one of our students included a can of Campbell's tomato soup in the shipment and explained that this was what he ate for lunch each day. The customs inspectors, wondering why anyone would send tomato soup, quarantined the soup, in order to inspect it for incoming drugs. At the end of the school year (probably about 1987), Apple invited our students to Washington to give a presentation on the project. Representatives from the Malaysian Embassy came to the session and dressed us in traditional Malaysian attire. Today, hanging in the hall outside our science wing is a photo of some of the students who took part in that memorable project. They are holding the Malaysian flag. The students in that picture, now doctors, editors, veterinary scientists, mortgage brokers, math teachers, ... always mention the project when they visit their alma mater. It was a powerful way to learn about another nation and its culture.

Later some of our teachers, students, and parents helped with an online service that Apple initiated. Called *eWorld*, it was a delightful community, where some of the first interactive educational chats sessions were held. With educators like Mary Anne Mather, of Brown University's Knowledge Loom; Diane Kendall, owner of the Children's Software Press; and vendors interested in tech in education, we worked with the development of the educational part of *eWorld* and hosted some of the first chats for students and educators. —And even in those days, chats had to be monitored.

The days of *eWorld* ended as the World Wide Web (as it was called then) evolved and the Internet soared. Next came the ability to do real-time sessions where students and teachers could see and hear each other on their computer screens without a problem. Recent Worcester connections with other countries and states have been with schools in England, Canada, Louisiana, and California. These are video chat sessions using Apple's iChat cameras that are built into our computers. Lower School computer teacher Erika Phillips, for example, works with students in Grade 5 who "travel" to the White Cliffs of Dover and learn about the geography of this part of England from students who live there. In turn, Worcester kids tell the British all about the ponies of Assateague Island, the beaches and boardwalk of Ocean City, and their school. They share book reports, do environmental projects, and just enjoy getting to know their British friends.

Another international project that Worcester students took part in was the Millennium Website. Worcester was asked by the company that developed this site to create a place where our students would tell about their school and school events. Because the other schools involved were in Europe, Worcester was a unique part of the project. Several student Webmasters (age 10-17) kept up the site and added information to it weekly.

Recently our students worked with students in California to learn together about problems facing water

supplies throughout the world. Worcester students created outstanding public service videos detailing the importance of taking care of this valuable resource.

Many of our international connections came as a result of our early work with Apple and also from an International Global Education Conference at Cambridge University in England in the early 1990s. I went to the conference as a speaker for Apple, but returned with a host of connections for our school. Today's school administrators and teachers have a much easier time finding other schools/teachers who want to do projects with them. The sites ePals (epals.com), KidLink (kidlink.org, which local educator Patti Weeg led for many years), SchoolNet Global (Intuitivemedia.com) and Global Schoolhouse (Education World) are just a few of the places to look for global connections.

To be sure, it's exciting for students to connect beyond their school walls. Imagine saying to your students, "Go home and tell your parents you took a trip to the White Cliffs of Dover today?"

Dr. Merle Marsh is an administrator at Worcester Preparatory School. With writing partner Diane Kendall, she develops student, teacher, and parent content for Cable-Vision's Power to Learn (powertolearn.com). Marsh created the content for Cisco's Packetville (cisco.com/go/packetville), a site designed to teach students to understand the Internet, and has written for Apple, Microsoft, and other tech companies. She's done TV, radio, and video interviews for Apple and Microsoft. To subscribe to Marsh and Kendall's Internet Smarts and Technology blogs, go to <http://www.powertolearn.com/blogs/index.shtml>.



International Education

By: Caroline Trossbach

One of the key aspects of international education is the experience of a different perspective. In my international educational experiences, I have yet to experience a perspective so drastically different to my own, as when I traveled to Cuba. Before I went there, through an organized and legal travel program, I had many questions about what Cuba was actually like, since my background knowledge was very limited. I could not imagine what I would experience and learn, but I knew that I was excited about going to a practically forbidden country. Cuba seems like a forbidden place because of all of the restrictions that the United States government uses as part of their foreign policy. Restrictions such as applying for licenses from the Treasury Department, limiting what types of people are allowed to travel, and not having direct flights between both countries, all make traveling to

Cuba from the United States a daunting task, but they are well worth the effort.

My experiences in Cuba were amazing because I was experiencing everything as a child would, due to my minimal previous knowledge of Cuba. I learned about new types of music and art, new religions, new political structures, and ultimately a new culture, lifestyle, and society. Among my new experiences, there were a few complex ideas that befuddled me when I was there, and even now, I'm not sure if I could clarify all of the situations that create those complex ideas. For example, in the United States, we refer to our severed economic relationship as an embargo, based on sanctions and reasonable punishments. However, the same principle is referred to as a blockade in Cuba, which is based on frustration and a view as the underdog in the relationship. This difference in terminology influenced my entire experience in Cuba because it made me realize how many different factors actually exist concerning the relationship between the United States and Cuba. Ideas as complex as the severed ties of families whose members live in the United States and Cuba, as well as the simple idea of not having graffiti in Cuba because there is no spray paint or having hardly any new cars on the streets, due to the non-importation of nonessential items. This difference in viewpoints and terminology also sparked new thoughts about the many viewpoints that exist on a complex topic such as religion. I am specifically writing about my experience with religion in Cuba because the communist government of Cuba does not officially recognize any religions. However, there are numerous Cubans who devotedly practice Catholicism and Santeria, a religion with a pantheon of guiding spirits that originates from Western Africa. When I became aware of how much religion was a part of daily life in Cuba, I also became aware of how much of an impact a government can have on how a society views the idea of religion. Additionally, a government is capable of possessing an enormous impact on how a society views the idea of an economy. Obviously, the respective economic systems of the United States and Cuba have inherent differences, but both systems have certain aspects of communism and capitalism. For example, any government regulation that affects a business's total profit in the United States can be seen as government interference on the free market, and any privately owned business that exists in Cuba, of which there are a few private enterprises specifically for the demands of tourism, can be seen as a free enterprise. In addition, the government regulation of wealth exists in both systems, with tax structures and exchange rates for international currencies. Because I thought that the economic systems of the United States and Cuba were inherent oppo-

sites, I was startled to see how many similarities actually existed in both systems.

In general, I was startled to become aware of all the different ideas and viewpoints that really exist about the United States and the world. I was specifically amazed at how remarkable an effect a government can have on us as participants in a society; and how as participants of a society we need to question everything in order to truly realize the impact that we are capable of in our society. Furthermore, I was pleasantly surprised at how nice of a reception my group had in Cuba and how friendly the Cubans were in general. With respect to our government's relationships, I wasn't sure how much hostility we would experience, but the Cubans were adept enough to separate their ideas about us as people from their ideas about our government. Due to the wonderful time I had throughout this experience, I would not hesitate to go back to Cuba, and I am looking forward to the possibility of returning at a future time. As I am writing this, I am aware of the news story that Fidel Castro wrote to the official state newspaper of Cuba, saying that he will not aspire to, nor accept another term as Commander-in-Chief of Cuba. I am sure that a variety of people have a myriad of opinions about what this could mean for the future relationship between Cuba and the United States, myself included. Nevertheless, we should all use this information to aspire to think critically about what information we are presented with, and use our education about the world around us to express an informed opinion, which should be used to make informed decisions about the goals of our society.

Caroline Trossbach was an Americorps member at the Kent Family Center in Chestertown, Maryland. After graduating from High School, she received her Bachelor of Arts degree from Washington College, in Chestertown, Maryland. While in college, she majored in Hispanic Studies and Secondary Education.



Thinking about the Future of International Education K-16

Brian N. Stiegler, PhD

Director, SU Center for International Education

What are some of the foremost challenges and opportunities facing K-16 educators thinking about preparing students for success in a global environment? In his 2005 NY Times bestseller, *The World is Flat: A Brief History of the XXI Century*, Thomas Friedman argues that the distinguishing characteristic of globalization in the current cen-

tury is that it involves individuals. Whereas past centuries have reflected on nations engaging with other nations on the world stage, or corporations engaging with other corporations globally, the relevant question that Friedman poses is, "Where do I fit into the global competition and opportunities of the day, and how can I, on my own, collaborate with others globally?"

Opportunities and challenges abound as educators strive to prepare students for this most global of centuries. The Phi Delta Kappa/Gallup Poll of Public's Attitudes Toward The Public Schools (2007) indicate great opportunities for K-12 educators. According to the poll, 55% of public school parents believe their students "should spend more time than they now do on learning about other nations of the world and the way people live there". This support represents a 10% increase over the same question posed in 1980.

Another finding of the poll reveals that 85% of public school parents and 85% of people with no children in school believe that it is very or somewhat important for "all children in the United States to learn a second language in addition to English." 72% of public school parents believe that instruction in a second language should begin in elementary school. 69% of those with no children in the public schools share the same opinion.

Are these indications of wide public support for international education in our k-12 schools supported or challenged by the No Child Left Behind Act? As school administrators and teachers feel increasingly pressured to produce students that can perform well on standardized testing in math and reading, is there more or less time available during the school day for foreign language instruction or social studies featuring foreign nations and peoples? How are K-12 educators to balance the noble goals of No Child Left Behind to support math and reading and a perceived need to educate students in foreign languages and cultures?

The challenges facing higher education are different but no less rigorous. According to the 2007 Open Doors report published by the Institute for International Education, 8.5% more American college students studied abroad in 2005/06 than the previous year. This increase is just the latest jump in a two-decade span of increases in study abroad participation on American college campuses. National study abroad numbers have increased by 350% in the past twenty years.

The news on community college campuses is particularly encouraging in the 2007 Open Doors report. The number of community college students earning aca-

demic credit abroad increased by 31% between 2004/05 and 2005/06.

For all of the good news, problems loom. The US House of Representatives passed in 2007 the Senator Paul Simon Study Abroad Foundation Act. The bill, now working its way through the US Senate envisions one million US college students studying abroad within ten years. These are lofty goals given that in 2005/06, the last year for which records are available, less than 225,000 college students studied abroad. Depending on how you count it, that number represents somewhere between 1% and 5% of US College students. Is that level of participation meetings America's needs to prepare globally competent future leaders?

Even more troubling is that, according to the American Council on Education, 55% of college-bound high school students say they plan to study abroad in college. What happens to them all? Are colleges so discouraging students to study abroad that of the 55% who plan to study abroad only 1%-5% actually do?

The numbers of international students studying abroad in the United States is double the amount of US students studying abroad. In 2006/07 the total was 582,984. Trouble lies here too. The 2006/07 numbers mark a modest 3% increase over 2005/06. This jump marks the first substantial increase in foreign student enrollments in American colleges since 2001/02. New visa regulations, fears of international terrorism, and anti-immigrant attitudes in the US following the September 11, 2001 attacks led to a stagnation in international student enrollments from which we are just now emerging.

So, how do we move forward? The challenges are many from Kindergarten through college for educators intent on preparing globally competent students. And yet, fair winds are blowing. The public increasingly recognizes the need to educate Americans to be international citizens. Young people themselves are increasingly seeking out opportunities to learn about the world they will inherit. Politicians are banging the drums about more international education from K-16.

Are educators prepared to face the many undeniable challenges and lead students into this international century? Do educators have a choice? Is there a turning back? What is the future of international education?

Think.

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