



# Global TeachNet

## Global Education Network News

National Peace Corps Association  
in cooperation with the Association for Supervision and Curriculum Development

September-October, 2005

### Global TeachNet Goes to Vietnam *by Mary Gemignani*

*In July 2005, in collaboration with The Fund for Reconciliation and Development and Friendship Force International, ten members of Global TeachNet traveled to Vietnam. Members of the group were from across the United States and most were educators.*

*In the late 60's and early 70's the lives of a generation of Americans were impacted by the war in Vietnam. Many Americans fought in what the Vietnamese call "The American War" and nearly 59,000 died. Others went to jail, fled the United States, declared themselves conscientious objectors, or sought alternative ways to avoid being drafted. In every case, young people of that generation had to make hard decisions. Peace Corps service did not exempt men from being drafted. Many of the GTN members that traveled to Vietnam were of the generation that lived through the era of the Vietnam War, making this experience particularly meaningful to them.*

Our trip started in Ho Chi Minh City, the former Saigon, in the southern part of this beautiful country that stretches along the length of the



*Motorbikes in Ho Chi Minh City*  
Photo by Mary Gemignani

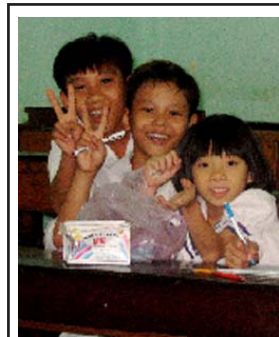
Indochinese peninsula and borders the South China Sea for nearly 1500 miles.

Once in Ho Chi Minh City, we got to know each other and met John McAuliff, Executive Director of the Fund for Reconciliation and Development. John has been working on projects in Vietnam for the past 30 years and would be traveling with us. It was John's countless connections in Vietnam that allowed us to meet numerous educational leaders, government and NGO officials, and ex-pats working in Vietnam.

Chaos! That was my first impression as we stepped onto our bus for our ride to the hotel just after landing. Motorbikes with two people, three, even entire families sped by. Some were loaded with furniture, baskets of vegetables, and 55-gallon drums. Although I have traveled to other Asian countries and have seen heavily loaded bicycles and carts, I was not prepared for the faster pace of Vietnam's motorbikes. I wondered how I would even be able to cross the street.

In the south we visited the War Remnants Museum, met with leaders of the Union of Friendship organization, and saw a fish farm on the Mekong Delta. But perhaps the most memorable experience for me was a visit to The 15<sup>th</sup> of May School. This school was started as a government initiated project twenty years ago in response to the growing needs of

Ho Chi Minh City's street population. It provides schooling to children of the very poorest families and is home to 30 of the 200 children that attend the school. Because we arrived in July, most of the children were not around. However, the children who lived at the school were attending summer sessions so we were able to spend time with them. I was



*Students at The 15<sup>th</sup> of May School*  
Photo by Mary Gemignani

moved by the amazing spirit of the students and the commitment of the adults who worked with them.

Next we flew to the ancient imperial city of Hue, a charming and timeless old city located on the Perfume River. The imperial citadel

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*We're close to identifying a destination for next summer's trip. Check the website at [www.rpcv.org/pages/sitepage.cfm?id=205](http://www.rpcv.org/pages/sitepage.cfm?id=205) for current information or contact [globaled@rpcv.org](mailto:globaled@rpcv.org) to get on the e-mail list for updates.*

# 9-12 Corner: Live 8 Concerts for Africa and Fair Trade in Cotton: A Lesson Plan for Fall 2005

by Angene Wilson

The following lesson plan is envisioned in two parts:

- 1) gaining student interest after the summer vacation by talking about the July Live 8 concerts and
- 2) encouraging students to do research on a particular bill in the Congress and on the fair trade issue in general.

The second part might well continue through the fall as the House of Representatives considers the Rural America Preservation Act and as the role of subsidies in international trade is discussed at the World Trade Organization meeting in Hong Kong in December 2005.

## Objective:

Students will share their impressions of the July 2 Live 8 concerts, read a short reaction by one observer, and consider who spoke for Africa, who should speak for Africa and what the U.S. and their own role might be in terms of fair trade issues. After some research on fair trade, especially cotton farmers in the U.S. and West Africa and the argument over U.S. subsidies, students will do a simulation of a House of Representatives Agriculture Committee hearing on the Rural America Preservation Act.

## Materials:

Copies of the brief article "Can You Hear Me Now?" from *WorldView* magazine (Fall 2005) for everyone to read. Teacher may want to consult other background information on Live 8 such as articles on [www.africafocus.org](http://www.africafocus.org).

*WorldView* articles "The Cotton Debate," "The Cotton Chorus," and "Bolling in Texas" are sources for the second part of the lesson. The website [www.oxfamamerica.org/agriculture](http://www.oxfamamerica.org/agriculture) would also be helpful.

## Procedure:

**First part:** Begin by asking students if any of them watched any of the Live 8 concerts on July 2. Perhaps have music from one of the participating musicians as background when class starts. Ask what musicians participated, what was the purpose of the concerts, what their own impressions were.

Then ask students to read or read to them the brief reaction by David Devlin-Foltz entitled "Can You Hear Me Now?" Elicit discussion with questions such as the following: Why does he think what was supposed to be a shift in focus from charity to advocacy, from patron to partner, didn't work? What was the evidence during the concerts

that Africans were not involved? In what ways did the concerts portray Africans as victims rather than productive citizens? Did you think about the concerts mainly in terms of the performers or of giving aid to Africa or what?

Reread the next to last paragraph of the article to students:

*"The message from Geldof was clear: money worked then, so more money from us will work even better. So it's tough to see why we should be worrying our heads advocating for fairer trade rules when it seems that well-timed pounds, pennies and porridge will suffice."*

Ask: *What might be the importance of fairer trade rules?* Use cotton in central and West Africa as an example of a situation where 10 million people depend on cotton for their livelihoods. These farmers produce high-quality, cheap cotton but find it hard to sell their cotton, many argue, because of US agricultural subsidies and dumped US cotton. Show Burkina Faso on a world map and explain that U.S. agricultural subsidies are worth more than the entire GDP of that country.

Remind students that their voices can be important. Read them the following quotation from Bono in the 2002 *Human Development Report*:

*"Many things about the 21<sup>st</sup> century are bizarre. That people listen to rock stars talking about politics. That if your daughter is born in Malawi, chances are she may not reach her 5<sup>th</sup> birthday—but if she is born in the United States, she'll probably still be around at 80. The facts that shock us must also anger us and inspire us to be bold. If everybody, whether born in Accra or Albuquerque, is to be able to achieve their full potential, the immense structural inequalities that define our world need to be broken down. . . Too much is at stake for silence to be anybody's option."*

**Second part:** Teacher should plan a mock House hearing on the Rural America Preservation Act (S. 385/HR 1590) – after research and preparation by students, specifically doing background reading on the issue of U.S. cotton subsidies and fair trade in the *WorldView* articles "The Cotton Debate," "The Cotton Chorus," and "Bolling in Texas," as well as looking at the texts of the actual HR bill at [Thomas.loc.gov](http://Thomas.loc.gov) and following the bill's progress. The website [www.oxfamamerica.org/agriculture](http://www.oxfamamerica.org/agriculture) is a good source on the fair trade issue and talking points in favor of this act.

Assign some students to play roles of people mentioned in the articles (who will testify at the hearing):

- President Amadou Toumani Toure of Mali
- farmer Oumar Diallo of Senegal
- farmer Ken Galloway of Texas
- farmers Nelson and Ruth Reinsch of Texas
- Deputy Chair of Oxfam International Barbara Fiorito
- Senator Chuck Grassley of Iowa
- Director of the Center of Rural Affairs Chuck Hassebrook
- Allen Terhaar of the National Cotton Council
- International Cotton Advisory Committee director Terry Townsend
- World Bank agricultural economist John Baffes

Other students should be assigned roles of members of the House Committee on Agriculture. Members' names can be found through [Thomas.loc.gov](http://Thomas.loc.gov).

After the preparation and mock hearing, students may choose to get involved in the fair trade issue by writing to their members in Congress or letters to the editor or organizing an information session about the issue in their community.

The teacher could return to the topic in December when the World Trade Organization considers subsidies at its meeting in Hong Kong.

## K-8 Corner: Forced to Leave Home Behind *by Susan Neyer*

On a recent visit to the eastern side of the Sierra Nevada mountains in California, inclement weather caused us to modify our plans for hiking in the high mountains, sending us instead on a visit that had a very intense impact on me—the site of the Japanese Relocation Camp at Manzanar, one of ten camps at which Japanese American citizens and resident Japanese aliens were interned during World War II.

I have always loved the high mountains, particularly the eastern, steeper side where the mountains soar high above the desert; the mountains have represented freedom and peace to me. What if I had been behind barbed wire in a desert with these high mountains as a backdrop?

I can only imagine what it would have felt like to be told that I had to leave my home and go to live behind barbed wire in a remote, crowded camp because of my nationality or national origin. But this is what happened to thousands of Japanese and Japanese Americans living on the West Coast after the Japanese attack on Pearl Harbor. The majority of those sent to the camps were actually American citizens, born in the USA; many had never even been to Japan.

The Japanese on the West Coast of the United States had made lives for themselves as fishermen, farmers, merchants, etc. in spite of discrimination, but on December 7, 1941, everything changed. Many people panicked and, fearing an invasion, saw every Japanese person as a threat, ready and willing to assist the enemy. It was decided that everyone of Japanese ancestry, including American citizens born in the U.S., needed to be removed from the West Coast. Families were given very short notice, often only a week, to sell their homes and pack up what they could carry—2 bags per person—and report to a center.

A quote from *So Far From the Sea* really hit home with me: “When they came for us, my father said to me, ‘Put on your Cub Scout uniform. That way they will know you are a true American and they will not take you.’ I put it on. But they took me anyway; they took all of us.”

Some echoes of this may have been seen in the reaction of some to the 9/11 attack: mistrust of Arabs or of anyone who looked “Middle Eastern,” even some assaults and murders. Could we, as a society, ever do something like the Japanese internment again? (Perhaps this is a question for older students.)

After reading some stories about the relocation camps, try some activities with elementary students, such as:

- Looking at historical photographs from the camps (there are many in the books listed below, as well as on the web), with an eye to seeing what life was like.
- Keeping a journal of what their life might be like in a camp.
- Considering questions such as:
  - *How would you feel if your family had to leave your home suddenly?*
  - *What would you take with you?*
  - *What would you miss the most?*
  - *How might you feel on returning home?*
  - *Do you think what happened to the Japanese was fair? Why or why not?*

Here are some resources that could help students understand something of what this time was like.

### Books:

- A good place to start with elementary students may be with books by Yoshiko Uchida. *Journey to Topaz* (Sagebrush Education Resources, 1999) and *Journey Home* (Aladdin Books, 1992) tell a moving story through the eyes of a young Japanese American girl. In *The Bracelet* (Philomel Books, 1993), a young girl receives a bracelet from her Anglo friend when she is sent to the camp. *The Invisible Thread* (Julian Messner, 1991) is the author’s memoir.
- *So Far From the Sea* by Eve Bunting (Clarion Books, 1998) alternates present day with images from the camps in 1940s as a family goes to say good-bye to a grandfather buried there.
- *Music for Alice* by Allen Say (Houghton Mifflin, 2004) is about a Japanese-American woman who volunteered, with her husband, to work on an American farm to avoid being sent to a camp.

- In *Baseball Saved Us* by Ken Mochizuki (Lee & Low Books, 1993), life in the camp is made more bearable by baseball. (In a related book by Mochizuki, *Heroes*, a Japanese American boy deals with bullying and prejudice.)
- *The Journal of Ben Uchida* (Scholastic, 1999) is historical fiction written as a journal of a 12-year-old boy in Mirror Lake Internment Camp in California.
- *Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment* by Jeanne Houston, James D. Houston
- *Children of the relocation camps* by Catherine Welch (Carolrhoda Books, 2000) has good photos and suggestions for teachers.
- *Flowers from Mariko* by Rick Noguchi (Lee & Low Books, 2001) tells the story of a Japanese family coming home from the camps and their adjustment.
- *I Am an American: A True Story of Japanese Internment* by Jerry Stanley (Crown Publishers, 1994)
- *Remembering Manzanar: Life in a Japanese Relocation Camp* by Michael L. Cooper (Clarion Books, 2002)
- *The children of Topaz* by Michael Tunnell (Holiday House, 1996) excerpted from the diary of a teacher in the camp.
- *Behind Barbed Wire: The story of Japanese-American Internment during World War II* by Lila Perl (Benchmark Books, 2003)

### Websites:

- At the National Park Service’s “Teaching with Historic Places,” you can find a lesson entitled *When Fear Was Stronger than Justice*, which includes an inquiry question, historical context, maps, readings, visual images and activities. The direct link is [www.cr.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89manzanar.htm](http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89manzanar.htm) (or go to [www.cr.nps.gov/](http://www.cr.nps.gov/) and search for *When Fear Was Stronger than Justice*).
- The Manzanar National Historic Site at [www.owensvalleyhistory.com/manzanar1/page10.html](http://www.owensvalleyhistory.com/manzanar1/page10.html) has a good collection of photos, including some from the high school
- Although the PBS special, *Children of the Camps*, is no longer being shown on TV, you will find several resources at [www.pbs.org/childofcamp/](http://www.pbs.org/childofcamp/)

# A Focus on Student Projects

## Students Take Donated Computers to Fiji

Ten high school students and five chaperone adults from Ballard High School in Seattle, Washington traveled to Fiji this summer. Before their trip, the students loaded a container with 160 donated computers with the help of a former Peace Corps volunteer who heads up [www.InterConnection.org](http://www.InterConnection.org) in Seattle. They flew to Taveuni Island on June 26th to meet up with the container that was shipped earlier and set up computer labs there.

The computer hardware and shipping was funded with a \$19,000



*Students learn to make Ethernet cabling*

matching grant provided by Rotary International along with matching funds from Seattle District Rotary 5030 and the Kirkland Rotary Club.

The group was delighted to hear that Peace Corps had decided to dedicate volunteers to

assist with maintaining computers and providing IT training support on Taveuni Island. Actually, just two days before the Computers for the World team left Fiji, four Peace Corps volunteers took time to visit the three labs that



*Ballard students train selected Fijian staff and students*



*Students accepted used computers, monitors, and related electronic equipment for a donation fee.*

had just been built.

You can find the whole story, from beginning to end, interspersed with some great photos, at <http://ballard.seattleschools.org/pubs/c4w/index2.htm>.

## Computers and Kente Cloth: A project by Annette Dluger

With the help of a Global Education mini-grant, the International Baccalaureate Middle Years Programme students at Taft High School in Chicago had the opportunity to contrast computer technology and handwork in a project on Kente cloth.

During African-American history month, students often see teachers and others wearing clothing from African countries. In order to help them appreciate the symbolic importance of that clothing to a particular culture, the computer information technology teacher and the MYP coordinator developed the Kente cloth project. Students explored how art and culture are intertwined while improving their word processing, PowerPoint, Publisher, and Internet research skills.

The theme of the project was to examine the power of symbols. The guiding question was, "Why is Kente more than a cloth?"

First, students researched the history, ritual and traditions associated with Kente cloth of Ghana using both Internet and other sources. Men who pass the craft from

father to son traditionally weave Kente. The colors and pattern names have special significance. In the word processing component, students described the rituals/traditions associated with the cloth, interpreted the meanings of the colors, and offered their answers to the guiding question. They discussed what the cloth symbolized to Africans and to African-Americans.

To help them appreciate and respect the craft skills needed for a source of income in an underdeveloped country, students designed a paper version and then wove cloth on cardboard looms using the style/colors of Kente cloth. Crochet thread and needles were purchased with the mini-grant funds. The teachers demonstrated some basic weaving skills and terms, but the students determined the patterns, colors and sizes of the strips. Small projects

were due in one week while larger projects were given two weeks. The completed strips were made into bookmarks, pins, or framed wall decorations and made a meaningful bul-

letin board for Taft.

Finally, students created PowerPoint or Publisher presentations demonstrating knowledge

gained from their research, photos of their weaving, and reflections on the unit. Michelle felt "Kente cloth symbolizes their pride for the culture and connects African-Americans to their African roots." Maria said, "Kente was a visual illustration of ...social values and political thought." Many students linked the cloth to symbols in their ethnic or racial heritages.

This has been one of the most popular projects with the students who have learned to appreciate the time demands and pride of craftwork and the usefulness of computer technology as they explored the power of symbols in another culture.

### Resources:

- Bloom, Dwila. *Multicultural Art Activities Kit*. The Center for Applied Research in Education, 1994
- [www.kente.net](http://www.kente.net)
- [www.ghana.com/republic/kente/kente/himl](http://www.ghana.com/republic/kente/kente/himl)



# A Student Speaks out: Homeless in America *by Laiah Idelson*

When the fighting and abuse became too much in the inner city home of Joe Opatowski, he didn't even take the time to put on his shoes. He just ran.

He was 16 years old then and quickly learned about life on the streets. As a homeless teen in Toronto, he faced immense hardship including drug addiction and the ever present feeling of fear and hopelessness. When I met him at a youth human rights conference, Joe was 18. He had pulled his life together and was a leading youth activist who was in demand as a speaker world wide.

On October 29, 2004, Joe died in a car accident in upstate New York. I was devastated at the loss of such an important and beautiful life. I knew that Joe would not want me to wallow in my sadness, but would want me to go out and do something to remember him by. It was around this time that my English teacher introduced the Senior Project: a paper and experiential project that every senior in the high school I attended must complete in order to graduate. I decided to write my paper on the issue of childhood homelessness, thinking that while I would never learn Joe's stories of life on the streets, I would be able to learn about children living in similar situations.

## *What I found shocked me.*

According to the Urban Institute, there are between 900,000 to 1.4 million children who are homeless, meaning that 25% of all homeless individuals are children. Homeless children face a life of transience and emotional insecurities. I was able to put a face to this statistic when I met many of these children while volunteering with Shelter Inc.

Shelter Inc., in Contra Costa County, CA, a suburb of San Francisco, is a non-profit organization designed to assist homeless and low-income citizens to achieve economic independence, and a place for permanent housing. It provides emergency shelters and transitional housing units for families in need. On my first day volunteering with a group of kids it was obvious that all of these children, from the youngest baby, to the toughest looking teenage boy, had faced hardships. One Saturday morning I met up with a group of kids and workers from two of the transitional housing units. The shelter was treating them to

a day at Build-A-Bear workshop, a retail store where one can make a teddy bear and "adopt" it. Each child was partnered up with a volunteer and given \$25 to spend on a bear and accessories.

When I saw the group of kids, I wondered what the customers in Build-A-Bear must have thought of us. Of the 15 children, none of them were white, but all of the volunteers were. My partner was a ten year old, fourth grader, Karen (her name has been changed to protect her privacy) whose favorite color was pink. When she giggled, which she often did, her thick braided pigtails would laugh with the rest of her body. She quickly grew attached to me, and spent the majority of the afternoon holding the teddy bear in one hand and me tightly with the other. As I walked her through the steps of making her teddy bear and its birth certificate, I learned about the many times she had moved from place to place in her short life. Karen explained that she used to run track but had stopped because she switched schools. I didn't even want to ask how many schools she had already attended because of moving from shelter to shelter. When it was time to type in her address for the bear's birth certificate, she did not know her street number or street name.

Her mother was shocked, "Karen!" she yelled, "You need to know these things in case the police ever have to take you home! You need to be able to tell them where to take you."

After I heard this, I was astonished.

*Homeless children face a life of transience and emotional insecurities. I was able to put a face to this statistic when I met many of these children while volunteering with Shelter Inc.*

This is one comment that my mother and my friends' mothers have never once had to utter. Nevertheless, I came to find that this was a common worry for someone in transitional housing.

Karen's friend Cassie (her name has been changed to protect her privacy), age ten, told the story of how one day last year she was in front of the Dollar Store with her friend when a man they did not know tried to kidnap them by offering them a ride in his car.

After researching the issues behind childhood homelessness and volunteering with many homeless youth, it became evident that poverty exists in the suburbs as well as the inner city. In the fall, I will enter college at American University in Washington D.C. I plan to become involved in some of the city's services to benefit homeless children. As young people, we don't have to wait until tomorrow to take action and make a difference, we are doing it now. However it is the responsibility of people in all generations to find a way to take action so that people like Karen and other homeless families have a way to envision their futures and reach their fullest potentials.

*Laiah Idelson became interested in issues of child labor, women's rights, and other issues as a middle school student in "Teens Around the World," a project of Global TeachNet award winning teacher Julie Krug. She graduated from Las Lomas High School in Walnut Creek, CA in June and just started her freshman year at American University. A young lady to watch!*



## **NetAid Global Citizen Corps – Applications Now Open!**

Do you know high school students who are passionate about fighting global poverty? NetAid is recruiting high school student leaders to join the **Global Citizen Corps (GCC) Field Correspondent program**. The GCC connects students from across the U.S. and provides them with the tools, guidance and support they need to raise awareness about global poverty in their school communities. Applications are open now through **October 16, 2005**. Students can apply online at: [www.netaidadmin.org/gcc/fc/](http://www.netaidadmin.org/gcc/fc/)

For more information about the Global Citizen Corps, email [gcc@netaid.org](mailto:gcc@netaid.org).

## Meet the Author: James Rumford

James Rumford is a modern-day renaissance man. He served in the Peace Corps from 1971-75: in Chad, teaching English in a rural middle school and as a lecturer in English at the University of Chad in Ndjamena, and then in Afghanistan, heading the English program for Ariana Afghan Airlines in Kabul. He has also taught in Rwanda and Saudi Arabia, and traveled extensively around the globe. He wrote a book on Chadian Arabic with his wife, and also wrote a book on the Rwandan language. It took him a while to get around to writing children's books — but it was well worth the wait!

Jim currently lives in Honolulu, where he founded Manoa Press in 1986 to make handmade books. In order to understand every aspect of the production of fine books, he has become a papermaker, letterpress printer, and a bookbinder as well as author and illustrator. He has studied more than a dozen languages in the course of his travels and research. When he started to research and write books for young readers, he called on all his interests and experiences with travel, languages, and love of history. The themes of his children's books span the ages and the globe, and are accompanied by wonderful watercolors and, in some cases, beautifully rendered Arabic scripts. Some of his books are also in Hawaiian and English.

A few examples: *The Cloudmakers* is a narrative explanation for how the art of papermaking might have traveled from its origins in China to the western world. *The Island-below-the-Star* tells, in the style of a folk tale, how five Polynesian brothers discovered the islands of Hawai'i, paralleling the journey of the unknown Polynesian peoples whose actual travels are not recorded by history. *Seeker of Knowledge* tells the amazing true story of Jean-Francois Champollion, the amateur French scholar who first deciphered Egyptian hieroglyphs in the early 19th century. In *Traveling Man: The Journey of Ibn Battuta, 1325-1354*, the story of a 14th century Muslim's 29 years of travel from Morocco through the Russian steppes to China, India, and Asia Minor, Jim turns his art to the exquisite rendering of Arabic calligraphy and maps as well as representational pictures. A fanciful journey to find the end of the world, *Calabash Cat*, is wonderfully illustrated with drawings reminiscent of the calabash carvings of Chad.

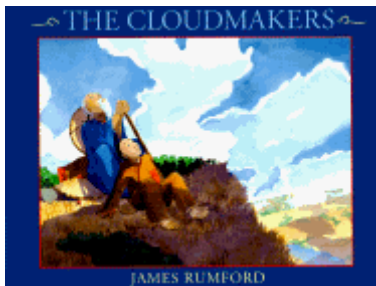
What inspired you to write books for children?

As a kid I was fascinated with children's picture books and thought that one day I would be an author, telling stories with pictures and words. As the years passed, I went on to other things. I taught at the university level, wrote some books for adults, started my own press and became a maker of handmade books

When I was 46, I met a retired librarian and storyteller named Harriett Oberhaus, who reminded me of my childhood dream by asking when I was going to write a children's book.

When I replied that I had no ideas, she said, "of course you do; just tell me a story!" Won over by her enthusiasm, I told her a story about a Chinese grandfather and his grandson and how they made clouds. "That's the best story I've ever heard," Harriett said, and she insisted that I write it down.

When I handed her a scribbled story. She read it and declared. "That is the best story I have ever read." Then, over my protests that I



couldn't draw, she persuaded me to draw some pictures for the story.

A week later, after numerous tries, I had a picture to show Harriett. With her boundless enthusiasm she exclaimed, "Jim, that's the best drawing I

have ever seen. Now make some colored pictures." So, I borrowed my son's crayons and kept on drawing. Although I knew that my pictures weren't that good, somehow Harriett, with the right words and her radiant joie de vivre, helped me develop from crude pictures in crayon to my first illustrations in watercolor.

"Now what?" Harriett asked when the pictures and the story were finished. "Aren't you going to make it into a book?" In spite of Harriett's encouragement, I just couldn't take the final step.

After some time had passed, my wife stepped in and asked me if I had three dollars. When I asked why, she said, "You're going to send your story to a publisher."

Two months later I received a long letter from an editor at Houghton Mifflin with an incredible message—my manuscript was going to be published! I phoned my wife, then I phoned Harriett, who had to sit down.

One day four years later, with three more books under my belt, I was in a third grade class. I was telling them my "Harriett" story and my ideas for new

books, when a boy asked me if I had always wanted to be a children's book writer and illustrator.

I was speechless. Then I remembered what I had hidden or forgotten. "Yes, I said. Always."

Harriett Oberhaus, now close to eighty, remains my inspiration. I send her all my ideas. We chat on the phone. I visit

her whenever I can. I never tire of hearing with each new manuscript I give her, "Jim, that is the best story I have ever heard."

Were you planning to be a writer before your first Peace Corps experience?

Yes and no. As mentioned in the "Harriett Story," I had always wanted to be a children's book writer and illustrator. Curiously, one day when I was in Chad as a PCV, on my way home from the university where I taught, I saw this brawny Chadian man pulling a trailer. In the trailer was one solitary mango, rolling back and forth. The mango was most likely his afternoon snack. Suddenly a story came into my head about that mango and I thought how it would make a nice children's book. Years later, after I finished my first book, *The Cloudmakers*, I wrote that

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story and illustrated it. It will be published this year in Brazil (I translated it into Portuguese) and it is called *A Chuva de Manga* or *The Mango Rain*.

*How did your international experience, and particularly your Peace Corps experience, influence you? Does this influence continue in your life; how?*

It influences everything I do. All of my books have something to do with other cultures and about respecting other peoples. They also deal with seeking knowledge and about expanding one's horizons until the entire world comes into view. This is the theme of one book, in particular, *Calabash Cat and his Amazing Journey*. In this story, Calabash Cat sets out to find where the world ends. What he discovers is a world without end.

*How was your first book received? Subsequent books? Do you have a favorite book/one you are especially proud of?*

My books have been well received. Some have won awards and I, like some proud parent, like them all.

*What plans do you have for other books?*

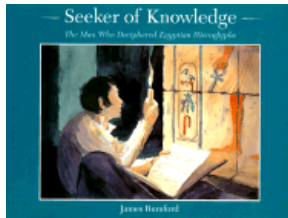
I have more plans for books than I have time to write them.

*What do you hope to accomplish with your books; are you trying to convey a message?*

Yes. This world is a fascinating place. Learn all you can. My books may look simple, but the more you know, the more you seek to know, the more you will see in them. This is, after all, the hope of every author.

*Do you have any suggestions for teachers who want to use your books in the elementary classroom?*

If there is one suggestion, it is this: let the books lead the children to find out more. I heard from a teacher who



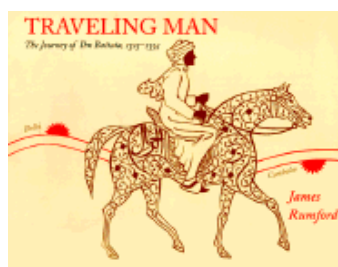
was afraid to introduce *Seeker of Knowledge* (a story about the decipherment of Egyptian hieroglyphs) because the book assumed that the children knew more about France, Egypt, language than

they did. The teacher was surprised that the students didn't need a history lesson but understood the message of the book. More than that, two of them wanted to go to the library right away to learn more. I can't think of a better anecdote to explain why I write.

*Any words of wisdom for those who might like to use their experience to write a book for children?*

The usual: write what you know. If your experience as a Peace Corps Volunteer allows you to write for children,

that the things you saw and did give you the stories you need, then put them down on paper whether in words or in pictures.



## **Circles of Hope: New Book from Karen Lynn Williams**

*Circles of Hope*, by Karen Lynn Williams, who was profiled in our January-February, 2005 *Global TeachNet* newsletter, is a delightfully simple story of a young boy in Haiti and his efforts to plant a tree in honor of his new baby sister. He and his mango seed face many obstacles, including a hungry goat, a rainstorm, and a fire. When his baby sister is taken ill, his *Tonton* (grandfather) tells him he must have hope to plant a tree, and he finally discovers a solution. Simply illustrated in vibrant colors, this book should delight young readers.

Published in 2005 by Eerdmans Books for young Readers.

## **Upcoming Events**

### **Celebrate International Education Week: November 14-18, 2005**

You will find lots of ideas, resources, proclamations, curriculum, and exchanges at <http://exchanges.state.gov/iew/>. If you're planning an event, add it to the global calendar on this site.

### **Save Darfur: National Day Of Action**

On *September 21st, 2005*, leaders of major American organizations—from religious groups to humanitarian aid agencies—will convene in Washington, DC for a National Leadership Assembly for Darfur. At the assembly, leaders will meet with elected officials to express America's concern for Darfur. Simultaneously, communities across the nation will reinforce their leaders' demands that the United States take action to save the people of Darfur.

For more information and suggestions on how you can become involved, go to [www.savedarfur.org](http://www.savedarfur.org).

### **USIP Essay Contest**

It is time again to get our students involved in the United States Institute of Peace Essay Contest. The 2005–2006 essay question asks students to analyze strategies to control the proliferation of nuclear weapons. By examining two case studies, students will explore how the international community can prevent the spread of nuclear weapons.

The USIP has developed a teaching guide for the contest, "Controlling the Proliferation of Nuclear Weapons." The activities in the guide will increase students' understanding of the prevalence of nuclear weapons, familiarize them with the measures to control nuclear proliferation, and stimulate thought about potential strategies for doing so in the future. Download the teaching guide at [www.usip.org/ed/npec/tguide.html](http://www.usip.org/ed/npec/tguide.html).

Contest deadline is February 1, 2006. For information, see [www.usip.org/ed/npec/index.html](http://www.usip.org/ed/npec/index.html)

## Vietnam *continued from page 1*

has suffered the ravages of weather and war but is being beautifully restored, as has been the beautiful seven-tiered octagonal tower of Celestial Lady Pagoda. At the pagoda we were able to stroll along peaceful walkways and gardens and see monks teaching young boys the tenets of their religion.

We were reminded that this central area of Vietnam is where

some of the bloodiest fighting of the Vietnam War took place when we visited an extensive network of underground tunnels. Between 300 and 600 villagers lived in these narrow, underground passages for several years to escape the constant bombings.

Here we also visited Clear Path International, an NGO that offers assistance and emergency medical outreach to victims of land mines and unexploded ordnances. We were told that since 1975, in Quang Tri province



*Students at school for the handicapped in Hue*

Photo by Mary Gemignani

the families reconstruct their lives.

In Hue, we visited a training school for handicapped children. As we entered the students were sewing, cutting patterns, and weaving. They were eager to show us their work, and, with welcoming smiles and hand gestures, we were able to communicate across the language barrier. The experience was both heartbreaking and heartening. Heartbreaking due to the large number of handicapped children we

had been seeing and heartening because of the good work that the Hue Medical College was doing to integrate these children into society.

For the final leg of our journey, we flew north to Hanoi. A favorite memory of Hanoi was my early morning walks around the lake situated in the heart of the old town. There we could see locals seriously pursuing their morning exercises of taiqi quan, calisthenics, badminton, or running.

A highlight of this part of our journey was a daylong boat trip on Ha Long Bay. Ha Long Bay has some of the most stunning scenery in Vietnam. The bay's tranquil beauty encompasses over 500 square miles and is dotted with limestone islets and unusual rock formations jutting dramatically from the sea. The sails of the junks and sampans gliding on the bay added to the beauty of this enchanted landscape.

Any account about our trip to Vietnam would not be complete without mentioning our meals. Both lunch and dinner were extended affairs with delicious food, beautifully presented. We usually had guests and it was during these meals that we had opportunities to discuss in depth



*Morning exercise at Lake of the Restored Sword in Hanoi.*

Photo by Mary Gemignani

alone, 500 people have lost their lives and 4,000 have been injured. We visited the home of a woman who had been killed just two months before when an unexploded ordnance went off while she and her husband were clearing land, leaving two small children. Clear Path International was involved in helping



Photo by Lee Wilson

*On our final day we visited the U.S. Embassy and had the opportunity to meet with Ambassador Michael Marine. Front row: Kitty Thuermer, Mary Gemignani, Lee Wilson, Millie Chamblee, Brigid Carlson, Mary Man-Li, Back row: Steve McCullagh, Fran Kennedy, Karen Mitchell, John Kennedy, John McAuliff, Ambassador Marine.*

issues important to both Vietnam and the United States with government and NGO officials, Vietnamese educators, and RPCVs working in Vietnam.

Vietnam is a spectacularly beautiful country with friendly, charming, and open people. As we were told by one of officials we met "A world of friends is a world of peace." How true.

*Mary Gemignani, Liberia 1967-69, is a special educator and assistant principal at a small rural school in Vermont. She can be reached at mgemignani@mtabe.k12.vt.us.*

*Note: Also see Kitty Thuermer's article on the Vietnam trip in the Fall, 2005 issue of WorldView magazine.*



*Ha Long Bay*

Photo by Mary Gemignani

## Update on GTN Awards Program

Since 1997, the National Peace Corps Association's Global TeachNet program has been recognizing educators for their outstanding efforts to bring a more global perspective to U.S. schools. Through our grants and awards program, we highlighted 64 projects and individuals on our website and in our bimonthly newsletter, Global TeachNet:

- From 1997 to 1999, 26 Disseminator Grants assisted teachers in sharing their classroom curriculum with colleagues nationwide.
- From 1999 to 2005, we awarded 33 Global Educator Awards, highlighting the outstanding work of school-based educators in global education. This followed a shift from single project-based grants to individual awards for overall efforts in U.S. schools.
- From 2001 to 2005, we awarded five Peace Educator Awards, recognizing outstanding work by teachers to promote peace and intercultural understanding. This award was es-

tablished in 2001 to honor two members of Global TeachNet killed in the attacks of September 11, 2001.

Over the last eight years, we have also seen the addition of a number of award programs in global and international education by other organizations. We applaud this development and support those award programs as best we can. In light of this, we are reviewing our own awards program for possible revision in future years. We are not accepting nominations until further notice.

We encourage you to visit our website at [www.rpcv.org/globaled](http://www.rpcv.org/globaled). From there, click on "awards" to learn more about and read the status of the NPCA's awards program and to access the profiles and programs of all the past award and grant winners. Click on "resources" to get to the Global Education Links page of our Global Education Gateway, where you may learn of some of the recent new awards programs by other organizations.

*Congratulations to all of our past winners!*

## Extra WorldView Magazines for your classroom!!

The National Peace Corps Association is offering extra copies of our magazine, *WorldView*, to Global TeachNet educators. *WorldView* magazine is perfect for High School and College level courses, with news and commentary about the Peace Corps world. In each issue, the editors provide recent news summaries from more than 90 nations, reviews of books written by or about the developing world, new and original fiction by developing-world writers, and reporting, essays, and opinions about events from across the globe.

For the special price of just \$35, we will send you a small library of 120 magazines for your classroom! The low price helps to cover shipping and handling costs, at no profit to Global TeachNet or The National Peace Corps Association. Educators in the Washington DC area can pick up the magazines from our office at no charge. Please check out the *WorldView* website at [www.worldviewmagazine.com](http://www.worldviewmagazine.com) to find articles from these and other editions, and click on "Teach" to see lesson plans created for each issue. If you want to place an order, contact David Arnold at [pubs@rpcv.org](mailto:pubs@rpcv.org) with your requests and contact information.

## Top Ten Booklist on Iraq

The Education for Peace in Iraq Center (EPIC) has released a *Top 10 Booklist on Iraq for 2005: Essential Reading for Presidents, Prime Ministers, and Concerned Citizens*.

After carefully reviewing hundreds of titles, EPIC has chosen ten of the finest books available about the history, the land and the people of Iraq. They have included books by Iraqi authors, recent releases on U.S. Iraq policy, transnational terrorism, and the impact that both are having throughout the Middle East, as well as some rare gems only found in used bookstores abroad.

For book reviews, author interviews, additional recommendations, and purchasing information, visit [www.epic-usa.org](http://www.epic-usa.org) and click on "The EPIC Top 10 Booklist on Iraq for 2005." A portion of all book sales will go to support EPIC and their work to support Iraqi aspirations for genuine peace and democracy.

1. *Night Draws Near: Iraq's People Under the Shadow of America's War* by Anthony Shadid. (Henry Holt & Company, 2005, ISBN:0805076026)
2. *Soldier's Story: From Ottoman Rule to Independent Iraq - The Memoirs of Jafar Pasha al-Askari* by Jafar Pasha al-Askar. (Arabian Pub. Ltd., 2004, ISBN:0954479203)
3. *The Waiting List: An Iraqi Woman's Tales of Alienation: A book of short stories* by Daisy Al-Amir (University of Texas Press, 1995, ISBN:0292790678)
4. *Squandered Victory: The American Occupation and the Bungled Effort to Bring Democracy to Iraq* by Larry Diamond (Times Books/Henry Holt & Company 2005, ISBN:0805078681)
5. *Iraq's Future: The Aftermath of Regime Change* by Toby Dodge (IISS & Routledge, April 2005, ISBN: 0415363896)
6. *Iraq Since 1958: From Revolution to Dictatorship* by Marion Farouk-Sluglett and Peter Sluglett (IB Tauris, 1990, ISBN:1860646220)
7. *The Modern History of Iraq* by Phebe Marr (Westview Press, 2003, ISBN:0813336155) [2nd edition]
8. *Guests of the Sheik: An Ethnography of an Iraqi Village* by Elizabeth Warnock Fernea (Anchor, 1995, ISBN:0385014856) [Reissued edition]
9. *The Marsh Arabs* by Wilfred Thesinger (Harper Collins, 2000, ISBN:0140095128) (Originally published in 1964)
10. *Faith at War: A Journey on the Frontlines of Islam, from Baghdad to Timbuktu* by Yaroslav Trofimov (Henry Holt, 2005, ISBN:0805077545)

# Electronically Speaking

## Looking at Hurricanes

Visit the Peace Corps World Wise Schools Hurricane Katrina Home Page at [www.peacecorps.gov/wws/katrina.html](http://www.peacecorps.gov/wws/katrina.html) for lesson plans, hurricane-related links, and interactive student modules.

*Hurricane Georges*—When a devastating hurricane hit the Dominican Republic in 1998, Peace Corps Volunteers witnessed the terrible destruction and the communal bonds that formed in its wake. On this site you will find a first-hand account by a Peace Corps Volunteer of her experience living through the devastation of Hurricane Georges in the Dominican Republic. Accompanying standards-based lessons provide a way to engage your students in meaningful dialogue about a natural disaster and its consequences on the community. Service-learning modules are presented for those who want to help. Links to information, engaging activities, and more lesson plans are provided.

Other sites that might be helpful for dealing with Hurricane Katrina in the classroom:

- [www.pbs.org/newshour/extra/teachers/lessonplans/socialstudies/katrina.html](http://www.pbs.org/newshour/extra/teachers/lessonplans/socialstudies/katrina.html)
- [www.educationworld.com/a\\_lesson/lesson/lesson076.shtml](http://www.educationworld.com/a_lesson/lesson/lesson076.shtml)
- <http://web.extension.uiuc.edu/disaster/teacher/csndactx.html> (University of Illinois)

## Experience Uzbek Culture

Looking for a unique way to add a global element to your classroom curriculum? Global Connections and Exchange-Uzbekistan (formerly known as School Connectivity for Uzbekistan), a program funded by the US Department of State and administered by IREX, promotes cross-cultural online collaboration between schools in Uzbekistan and the US. Participating US teachers will have a chance to be selected for a two-week professional visit to Uzbekistan in March 2006. To learn more about Global Connections and Exchange, visit: [www.irex.org/programs/connectivity/index.asp](http://www.irex.org/programs/connectivity/index.asp) or contact Cheryl MacLean at [cmaclean@irex.org](mailto:cmaclean@irex.org)

## Boston University, Center for African Studies outreach

[www.bu.edu/africa/outreach/](http://www.bu.edu/africa/outreach/)

This Center for African Studies outreach website is specifically designed to assist and interact with educators and students. The site includes lesson plans, teaching tips, traveling kits, an interactive tutorial “Africa—true or false? come explore!” and more. Administered by Dr. Barbara Brown. Educational posters are also sold on the site at [www.bu.edu/africa/outreach/materials/index.html](http://www.bu.edu/africa/outreach/materials/index.html).

## International Education On-Line Course

Offered through University of Wisconsin-River Falls (USA) 1 university credit, October 3 - November 11, 2005

The world is sounding and looking different these days, and it is time to bring the rapidly changing world into your classroom. Prepare yourself to create a dynamic, vibrant classroom that reflects diversity of culture, uses world technologies, and engages students in project-based learning. Begin your journey toward creating a world-class classroom by becoming familiar with the international education curriculum ideas. From that starting point you will:

- Design a project using principles of project-based learning & cross-cultural collaboration
- Learn how to use International Education resources to connect to classrooms worldwide
- Join a network of educators working to change the world one classroom at a time.

Contact Judy Freund at [jafreund@spacestar.net](mailto:jafreund@spacestar.net) (715 386 9336), or questions can be directed to UWRF Outreach and Graduate Studies at 715-425-3256 or [www.uwrf.edu/ogs](http://www.uwrf.edu/ogs)

## Resource Center from “North Carolina in the World”

This international education resource center provides teachers with a launching point for teaching and learning on the web. Powered by LEARN NC, it provides annotated links to hundreds of quality websites, many with multimedia, searchable by region, instructional purpose, and appropriate grade level. [www.ncintheworld.org](http://www.ncintheworld.org)

## Visit Our “Kids Around the World” Website!

Global TeachNet’s “Kids Around the World” website uses the Internet to introduce elementary school students in the U.S. to the lives of kids in developing countries all around the world. The website features interviews with children between the ages of six and ten who live in Africa, Asia, Central and South America, and Eastern Europe. Students can listen to the interviews, which are often conducted in the child’s native language, and also read a transcript in English. Along with each interview is a gallery of pictures showing the child doing the kinds of things they do every day. The website is easy to navigate, fun to explore, and encourages children to ask questions and find out more about other parts of the world and the people who live there.

“Kids Around the World” offers many resources for teachers who wish to incorporate the website into their lessons. A lesson plan to accompany “Kids Around the World” is currently available on the website, along with activity sheets, lists of great children’s books relevant to the countries and regions featured, and links to other valuable websites.

## Join GlobalEdNews

Get global education information hot off the wires! Sign up for the Global TeachNet listserv (free, weekly, announcement-only). Visit <http://smtp.rpcv.org/mailman/listinfo/globalednews> to subscribe, edit your account or access the archives. You can also subscribe by sending an email to [teachnet@rpcv.org](mailto:teachnet@rpcv.org) with your email address in the body of the message and “subscribe globalednews” in the subject line.

# Global Education Resources

## The Many Dimensions of Global Education

While those of us in the field of Social Studies Education are grounded in the premise of teaching for civic competence one wonders about the meaning of that term in today's increasingly complex global society. We recognize that we are all citizens of local communities, states, regions and nations and share our world together, but how do we teach/help our students become active and informed citizens who will make all of these entities better places for all peoples?

Help is here with the excellent resource developed by Merry M. Merryfield and Angene Wilson for the National Council for the Social Studies [NCSS Bulletin 103]. *Social Studies and the World: Teaching Global Perspectives* is a true gem. Not only does it contain 48 Teaching Ideas, but it spans the professional field with an historical overview of its development, suggestions for teachers of World History, American History, Global Issues and Current Events. Criticisms are included and addressed as the ongoing controversial debate of what to teach our children carries on.

Starting from a premise of building on one's self identity and those defining characteristics that help make each of us unique, the guide offers suggestions for helping students go beyond their own experiences to learn about and from others in all kinds of settings. The importance of double consciousness is addressed—the sense of looking at oneself through the eyes of others—a twoness one feels as a minority in a setting with a differing majority. Techniques to better understand the experiences of immigrants and refugees are introduced along with analyzing of enemy images, methods used to demonize an enemy.

While citing the landmark works of Robert Hanvey, Chadwick Alger, Lee Anderson and James Becker, credit should also be given to Robert Muller, Chacellor Emeritus of the UN University for Peace in Costa Rica whose essay on "The Need for Global Education" was first published in 1975 in London,

then widely disseminated by UNESCO [United Nations Education, Scientific and Cultural Organization], the World Affairs Council in Philadelphia during the 1976 bicentennial of the United States and subsequently by numerous educational magazines around the world. His work continues with his 5000+ ideas for a better world found on his website, [www.robertmuller.org/](http://www.robertmuller.org/), and the 43 schools worldwide which have implemented his work.

The scholarly contributions of numerous successors is amply acknowledged and show the way efforts to revolutionize our approach to teaching have developed – affecting the way curriculum has been designed, textbooks written, major TV programs and series developed, and students and teachers are interacting with others around the world. There are still issues of Eurocentricism that arise in contrast to the more holistic approach of global educators in teaching about the history of the world through multiple perspectives, but ways of doing this in US and World History courses continue to be developed.

Impact of cross cultural experiences in five dimensions are cogently explained: substantive knowledge, perceptual understanding, personal growth, interpersonal connections and

cultural mediation validating why this field is so attractive to RPCVs as well as others who have crossed over and lived in and learned from other cultures: newcomers to this country as well as Americans with experiences abroad. These are compared to stages in culture learning that social studies students without first hand cross cultural experiences are apt to pass through. Helpful insights abound on every page.

This book is a true treasure. Keep it in a safe place and use it often. Ample inclusions of Peace Corps experiences and resources reinforce the valuable role of Peace Corps in creating transformative life experiences enabling volunteers to bring the world back home and help US citizens to better understand the world beyond its border. These two authors have certainly helped do that!

Joanne Dufour

Note: *Social Studies and The World: Infusing Global Perspectives*, written by Global TeachNet members Merry Merryfield and Angene Wilson, was published by the National Council for the Social Studies. To purchase a copy call 1-800-683-0812, quoting the item or inventory number 050103. The price of the book is \$14 for NCSS members, \$22 otherwise.

### New Resource Guide

*Educating for Global Citizenship in a Changing World* provides teachers and other educational stakeholders with a range of ideas and practices for teaching and learning about citizenship within today's global context. It is intended that this resource will be helpful to those who are 'critically' considering ways in which global perspectives might be infused into our classes and school-wide programs. Presented by the Ontario Institute for Studies in Education of the University of Toronto and the Canadian International Development Agency's Global Classroom Initiative. <http://cide.oise.utoronto.ca/globalcitizenship.php>

### Resources from Save the Children

"Wars, conflicts and natural disasters worldwide are putting millions of children at risk." Learn more about protecting children in emergencies—whether here in the U.S. (such as after Hurricane Katrina) or overseas—using resources from Save the Children. Global TeachNet members will soon receive a mailing with a DVD, a policy brief and a discussion guide that may be used with adult groups or as a high school lesson plan. For more on this issue, visit the website at [www.savethechildren.org/advocacy/campaigns.asp](http://www.savethechildren.org/advocacy/campaigns.asp).

# Changes in Peace Match

The Peace Match program is undergoing changes that we want to bring to your attention. The online site has, until this time, helped to match up returned Peace Corps Volunteers (RPCVs) and those who wanted to hear about Peace Corps experiences. Whether you were a Peace Corps alumnus or a teacher or other person seeking a Peace Corps speaker, you've been able to sign up on Peace Match to arrange getting together.

The service is now moving from the National Peace Corps Association—a non-profit and nongovernmental association of RPCVs and their families—to the Peace Corps itself. It will be combined with the existing Speakers Bureau, which is handled by the Coverdell World Wise Schools program at Peace Corps.

The Speakers Bureau / Peace Match

[www.peacecorps.gov/wws/peacematch](http://www.peacecorps.gov/wws/peacematch)

will still help to link returned Volunteers with those who want to hear their stories. However, the system will no longer match hosts with speakers online. From now on, we will keep on file the names of RPCVs willing to speak to groups. However, they cannot be matched online any longer with hosts seeking their talks. Anyone wishing to host a Volunteer must now contact the Speakers Bureau / Peace Match to request the name and contact information of a potential RPCV speaker.

If you have any questions, please contact World Wise Schools at 800.424.8580 or [wwsinfo@peacecorps.gov](mailto:wwsinfo@peacecorps.gov). We look forward to continuing to facilitate returned Peace Corps Volunteers speaking in their U.S. communities—that is, helping you arrange for a talk about the Peace Corps.



*Global  
TeachNet  
News*

**National Peace Corps Association**  
1900 L Street, NW, Suite 205  
Washington, DC 20036-5002  
[www.globalteachnet.org](http://www.globalteachnet.org)

Global TeachNet is a bimonthly teacher resource from the global education networks of the National Peace Corps Association and the Association for Supervision and Curriculum Development. We welcome your contributions. Opinions expressed in this publication are those of the authors, and do not necessarily reflect the official views of the NPCA or ASCD.

Please send letters or material for the newsletter to Susan Neyer, Editor, 1701 Lilac Drive, Walnut Creek, CA 94595 (925-933-4490) e-mail: [SusanNeyer@astound.net](mailto:SusanNeyer@astound.net) or Anne Baker, NPCA 1900 L Street, NW, Suite 205, Washington, DC 20036-5002 (202) 293-7728, ext. 12, e-mail: [globaled@rpcv.org](mailto:globaled@rpcv.org).

**Next deadline: October 10 for  
November-December Issue**

*This newsletter is now distributed electronically. Log in to our database now to be sure we have your correct email address. Go to <https://www.npcaonline.org/npcassa>. If you are logging in for the first time, follow the link on that page for hints. Otherwise, after you log in, click on "profile update" to enter and/or confirm your current email address.*

## Membership/Renewal Form

To join/renew NPCA's Global TeachNet, or make a donation, please complete this form, clip it out, and send it to:

Global TeachNet, NPCA, 1900 L Street NW, Suite 205, Washington, DC 20036

phone: (202) 293-7728, ext. 12 fax: (202) 293-7554 e-mail: [teachnet@rpcv.org](mailto:teachnet@rpcv.org)

**Now you can also join online at [www.globalteachnet.org](http://www.globalteachnet.org) (click on "Join GTN" in the membership box) and pay with a credit card in a secure environment.**

\_\_\_\_\_ I would like to join/renew NPCA at \$50/yr (includes GTN and 1 affiliate group \_\_\_\_\_ )

(For multiple year or family membership options, go to [www.rpcv.org](http://www.rpcv.org) and click on "join.")

\_\_\_\_\_ I would like to join/renew Global TeachNet at \$25/year.

\_\_\_\_\_ I want to help keep Global TeachNet going strong. I'm including a donation of \$ \_\_\_\_\_

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Please sign me up for the GTN listserv

Grade/Subject if a teacher: \_\_\_\_\_ School: \_\_\_\_\_

I am a member of these education associations: \_\_\_ ASCD \_\_\_ ISSA \_\_\_ NCSS \_\_\_ Other: \_\_\_\_\_

\_\_\_ My check made out to NPCA/GTN is enclosed or Please charge \$ \_\_\_\_\_ to my \_\_\_ MC \_\_\_ VISA \_\_\_ AmEx

Card number \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Signature \_\_\_\_\_

I want to receive regular GTN mailings only; no additional mailings, please.