Dr. Harth began his remarks on adapting education to our changing world by noting, focusing only on territory, that by living in a neighborhood, which is itself within a city, state, nation, and continent, each of us develops multiple identities and loyalties. When we consider that communities defined by geography are only one of many, it becomes immediately clear that we belong to many different communities.

Referring to Thomas Friedman’s most recent book, *Hot, Flat, and Crowded*, the keynote speaker said that being increasingly connected to others on the planet only increases our capacity to affect others, for better or worse, and that such an increased capacity “changes the ethical responsibilities that we have not only for our own behavior but [for educating] our kids” because they will not have the luxury of dismissing any concern as “domestic.”

With the Earth’s population projected to increase by two billion in the next 40 years—with much of that increase occurring in developing countries, with ever-larger appetites for energy—the world in 2050 will be “a radically different world than the one in which we now live and even more fundamentally different than the world in which we grew up,” Dr. Harth said. Given the rapidity of change, he compared designing a curriculum today for the graduates of 2050 with trying to hit a fast-moving target.

Faced with a persisting geographic illiteracy among American students, he placed his hopes for helping students “go global” in programs like Winterim, which reflect an emphasis on international education. He recommended developmentally appropriate travel programs to help American students become acquainted with different ways of seeing the world; he advocated for service learning programs, which can help students to transfer into new contexts the valuable lessons reciprocal relationships have to offer, among them being that “[w]e define ourselves in our future actions with other people and in the context of defining ourselves we generate the reality.” He suggested simple measures, too: equip all schools with flags and all classrooms with globes that you can hug (“the idea is if you hug something that you won't want to trash it when you get older”); involve parents in green-themed fundraisers; and, for boarding schools like LA, weave into your own school’s efforts at global education the resources close at hand—like an international student population (“Those kids have different perspectives. Their conversations are different”).

If initiatives in curriculum reform are carefully conceived, he concluded, they will garner support. “If you climb a good tree,” he said, quoting a Ghanaian proverb, “the village will support you.”

In addition to his roles at St. Andrew’s Episcopal School, Dr. Harth serves as president of the Global Studies Foundation, a nonprofit promoting international education, and as co-chair of the Assessment Community for the National Council for the Social Studies. Previously, he served on one of the first inter-agency working groups studying environmental change and national security sponsored by the Woodrow Wilson Center in Washington, D.C.