

## The Thresholds of Our Minds

*The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind.*

—Khalil Gibran

EVERY ONE OF US can likely recall at least one truly outstanding teacher in our past that did for each of us what Khalil Gibran credits to the wise teacher. Great educators, from Socrates to the classrooms of today are adept at both opening minds to a world filled with ideas and providing students with the critical tools to explore discerningly among these various new concepts.

Our cover story in this issue, “Teaching the World,” examines a burgeoning trend in colleges of education in the United States and abroad to train future teachers to work in the increasingly diverse classrooms of the twenty-first century whose students will be

part of an ever more global workforce. This year’s NAFSA Conference is being held in Los Angeles, a city who’s Unified School District includes students who speak 81 languages and hail from dozens of countries. But, although this is not atypical for a megalopolis like LA, many small school districts in Middle America still teach a predominantly white, monolingual student body. Each of these realities presents specific challenges to schools of education who must prepare teachers in a way that will make them able to deal with these nearly polar opposite scenarios. In the end, the students from a small school district in rural Kansas or Iowa will be competing in the same global marketplace as the students from LA. Teachers need to be ready to open and prepare the minds of their students in ways that are appropriate to them—no matter the background they hail from or environment in which they reside.

On the afternoon of Wednesday, May 27, in Los Angeles NAFSA, with the support of the Longview Foundation, will be holding a Colloquium on Internationalizing Teacher Education. This colloquium will serve as a venue for discussion of key issues, opportunities, and strategies in the internationalization of teacher education programs. The colloquium will allow leaders of teacher education to explore new possibilities and collaborate on strategies to ensure that teachers and classrooms have the capacity to provide opportunities for students to gain the skills and knowledge they need to live and work productively in an interdependent world. If you are interested in exploring this topic in greater depth after reading this issue of *IE*, please visit [www.nafsa.org/educationcolloquium](http://www.nafsa.org/educationcolloquium) for more details about the colloquium. **IE**

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