

For those who dare to pay attention, a new human world is being created in front of our very eyes. This new human world is the international community we create and shape, consciously or subconsciously, through our ideas, beliefs, and values of human imagination and cultures (Robinson, 2011). In this new human world, we see the escalation of humans' inhumanity to humans, and the more perturbing thing about this is that it is becoming more commonplace. Amidst these critical challenges, however, are opportunities to engage and become active and responsible citizens in the re-creation of an international community culture that fosters peace, tolerance, justice, and liberty for all people. Students cannot be fully engaged if they are not conscious of the issues and the situations around them, and teachers cannot lead students to this consciousness if they themselves are not steeped in the critical challenges we face in this international community.

Dictionary.com defines Global as "comprehensive"; Consciousness as "the state of being conscious, awareness of one's own existence, sensations, thoughts, surroundings"; and Passport as "anything that ensures admission or acceptance: A good education can be your passport to success" (Retrieved from <http://www.dictionary.com>). This book, *Global Consciousness through the Arts: A Passport for Students and Teachers*, is intended to raise the consciousness of students and teachers to the critical challenges that confront us in the new human world and provide them a starting point from which they can be engaged in shaping their own destiny through the re-creation of the international community culture. Re-creating the international community will require not only consciousness in the issues and challenges, but also the passion that is associated with the innate human creativity through educating the whole person cognitively, aesthetically, physically, and spiritually for growth and achievement through the arts.

These expectations are organized around four basic principles: identifying the challenges we face, familiarizing ourselves with them, garnering the knowledge and skills necessary to resolve them, and providing suggestions and resources to guide us in our exploration. These various principles are subsumed into Parts I–IV of this book. There are four chapters in each section of this book and they provide information for action. Accompanying these chapters are international and national (USA) authors who contribute to the book by furnishing lesson plans, practice, and observations that are suggestions on how the information in the chapters can be used to provide students and faculty the direction and guidance to develop deeper thought and personal empowerment. Embedded in the writing is the awareness that each person is a unique individual. We do not support a one-size-fits-all curriculum or pedagogy, but the honoring of each person's unique capabilities and what they bring to the classroom community and to the global society. With this, we believe peace, tolerance, and justice among humankind can be achieved and lead to a more humanistic endeavor.