

*Inst of Int'l Educ - 25 yrs*  
*Course in For. Relations - Bd*  
*Res. Inst. - 1/2 overseas*  
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TWO DECADES LATER, I THINK IT IS ALL THE MORE OBVIOUS  
THAT DOMESTIC AND FOREIGN CONCERNS NOT ONLY IN THE WESTERN  
HEMISPHERE BUT THROUGHOUT THE WORLD, CAN NO LONGER BE  
SEPARATED.

IN A TIME WHEN INFORMATION, TRADE AND PEOPLE MOVE WITH  
UNPRECEDENTED SPEED ACROSS NATIONAL BORDERS, WE CAN ALL  
PROSPER -- INDEED, SURVIVE -- ONLY IF WE HAVE A DEEPER AND  
BROADER KNOWLEDGE OF THE COUNTRIES AND CULTURES OF THIS  
PLANET.

THE GLOBE ON WHICH WE LIVE IS, IN THE UNIVERSAL SCHEME  
OF THINGS, SMALL AND INTERDEPENDENT. MARTIAL LAW IN POLAND,  
A POOR RICE HARVEST IN CHINA, THE INVASION OF AFGHANISTAN,  
CIVIL WAR IN CENTRAL AMERICA -- THESE ARE ALL EVENTS THAT  
REACH FAR ACROSS NATIONAL BORDERS.

*Beto Bomb in*  
*Leg. Nov.*

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Educ. for future not past

IN SUCH A WORLD, HOW WELL ARE WE PREPARING PEOPLE -- SPECIFICALLY, HOW WELL ARE WE PREPARING AMERICANS -- TO COMPREHEND THAT WORLD? TO UNDERSTAND OTHER NATIONS, OTHER CULTURES, OTHER PEOPLES?

IN MY VIEW, WE ARE NOT DOING VERY WELL.

THERE IS SIMPLY NO QUESTION IN MY VIEW THAT THE PEOPLE OF THE UNITED STATES, IN WHOSE HANDS, FOR BETTER OR FOR WORSE, LIES MUCH OF THE RESPONSIBILITY FOR BUILDING A PEACEFUL AND STABLE WORLD, MUST DO A FAR BETTER JOB THAN WE HAVE BEEN DOING OF LEARNING ABOUT THE REST OF IT.

ONLY TWO YEARS AGO, LET ME OBSERVE, A 25-MEMBER COMMISSION ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES, CHAIRED BY JAMES PERKINS, FORMER PRESIDENT OF CORNELL UNIVERSITY, REPORTED TO PRESIDENT CARTER ON WHAT THE COMMISSION DESCRIBED AS AMERICA'S "SCANDALOUS INCOMPETENCE" IN FOREIGN LANGUAGES.

THE COMMISSION MEMBERS DECLARED THEMSELVES PROFOUNDLY ALARMED BY THE RESULTS OF THEIR INQUIRY. HERE ARE JUST A FEW OF THEIR FINDINGS:

1. OVER 40 PERCENT OF TWELFTH GRADERS WERE UNABLE TO PLACE EGYPT CORRECTLY ON A MAP WHILE OVER 20 PERCENT WERE EQUALLY IGNORANT ABOUT THE LOCATION OF FRANCE OR CHINA.
2. ONLY 15 PERCENT OF AMERICAN HIGH SCHOOL STUDENTS STUDIED A FOREIGN LANGUAGE, DOWN FROM 24 PERCENT IN 1965; AND THE DECLINE CONTINUES.

3. THE AGENCIES OF OUR GOVERNMENT RESPONSIBLE FOR FOREIGN RELATIONS WERE DEEPLY CONCERNED THAT DECREASING FOREIGN LANGUAGE ENROLLMENTS IN OUR SCHOOLS AND COLLEGES WERE LOWERING THE QUALITY OF NEW RECRUITS FOR THEIR SERVICES AND INCREASING THE COSTS OF PROVIDING NECESSARY LANGUAGE TRAINING.

THE HOSTAGE CRISIS IN IRAN PROVIDED A DRAMATIC ILLUSTRATION OF A FAILURE TO UNDERSTAND ANOTHER COUNTRY AND ITS CULTURE. AN ANALYSIS PUBLISHED IN THE NEW YORK TIMES ASSERTED THAT "MANY DEVELOPMENTS RESULTED FROM MISCONCEPTIONS. BUT THE EXAMINATION ALSO," SAID THE TIMES, "SHED LIGHT ON MORE SUBTLE BUT SUBSTANTIVE ISSUES, SUCH AS THE FACT THAT FOR TEN OF THE HOSTAGES' FOURTEEN MONTHS IN CAPTIVITY, THE UNITED STATES NEGOTIATED WITH THE WRONG LEADERS IN IRAN, THE SECULAR, TITULAR LEADERS RATHER THAN THE RELIGIOUS LEADERS WHO HELD THE REAL POWER. . ."

HOW HAVE SUCH SITUATIONS COME ABOUT?

THERE IS NO SINGLE EXPLANATION FOR OUR COSTLY AND DANGEROUS IGNORANCE.

SURELY ONE REASON CAN BE FOUND IN AMERICA'S GEOGRAPHY AND OUR LONG-STANDING TRADITION OF ASSIMILATION. AS A NATION OF IMMIGRANTS, AMERICAN WAS POPULATED BY PEOPLE WHO FLED FROM INTOLERABLE CONDITIONS IN THEIR NATIVE LANDS. THEY WANTED TO FORGET THE PAST AND TO EMBRACE THE NEW AMERICAN CULTURE AND

LANGUAGE, AND IT DID NOT SEEM NECESSARY OR DESIRABLE TO HOLD ON TO A KNOWLEDGE OF THE LANGUAGES AND TRADITIONS OF THE OLD COUNTRY.

*east-to-west English*

FOR A TIME, IT DID SEEM AS THOUGH WE AS A COUNTRY WERE EXTENDING OUR COMMITMENT TO INTERNATIONAL EDUCATION. SIXTEEN YEARS AGO, CONGRESS PASSED THE INTERNATIONAL EDUCATION ACT OF 1966. THIS LAW, ~~OF WHICH I WAS PRINCIPAL AUTHOR,~~ CALLED FOR GRANTS TO COLLEGES AND UNIVERSITIES IN THE UNITED STATES TO SUPPORT STUDY AND RESEARCH, BOTH AT THE UNDERGRADUATE AND GRADUATE LEVELS, ABOUT FOREIGN PEOPLES AND CULTURES AND IMPORTANT ISSUES IN INTERNATIONAL AFFAIRS.

PRESIDENT LYNDON JOHNSON SIGNED THE INTERNATIONAL EDUCATION ACT INTO LAW, BUT, I REGRET TO TELL YOU, CONGRESS NEVER VOTED ONE PENNY TO TURN OUR SOUND INTENTIONS INTO EFFECTIVE ACTION. YET I BELIEVE THAT HAD THIS COMMITMENT TO INTERNATIONAL EDUCATION WE SOUGHT A DECADE AND A HALF AGO BEEN CARRIED THROUGH, WE MIGHT HAVE BEEN FAR BETTER PREPARED TO DEAL WITH PROBLEMS WE HAVE SUFFERED IN IRAN, VIET NAM, CENTRAL AMERICA AND ELSEWHERE.

BUT AMERICA'S SCHOOLS AND COLLEGES ARE THEMSELVES NOT WITHOUT BLAME. A STUDY BY THE AMERICAN COUNCIL ON EDUCATION, ONE OF OUR COUNTRY'S LEADING VOICES FOR COLLEGES AND UNIVERSITIES, REPORTED THAT, AT MOST, ONLY 5 PERCENT OF THE COUNTRY'S PROSPECTIVE TEACHERS EVER TAKE ANY COURSE RELATING TO INTERNATIONAL AFFAIRS OR FOREIGN PEOPLE AND CULTURES AS PART OF THEIR PROFESSIONAL PREPARATION. IN THIS CASE, WHAT THEY DON'T KNOW WILL HURT THEM -- AND THEIR STUDENTS AS WELL.

*Stud. Rev.*

IN THE '60s, MANY COLLEGES AND UNIVERSITIES RESPONDED TO STUDENT DEMANDS FOR GREATER FLEXIBILITY AND "RELEVANCE" IN THEIR STUDIES BY ELIMINATING FOREIGN LANGUAGE REQUIREMENTS. NOT SURPRISINGLY, MANY SECONDARY SCHOOLS FOLLOWED SUIT.

TODAY, MANY SCHOOLS, COLLEGES AND UNIVERSITIES, CONCERNED ABOUT BALANCING THEIR BUDGETS, OFTEN REACT BY CUTTING BACK ON COURSES ABOUT OTHER CULTURES OR OTHER LANGUAGES, WHICH THEY SEE AS MERELY "FRILLS."

MOST DISTRESSING OF ALL IS THAT THE PRESENT ADMINISTRATION IN WASHINGTON HAS EMBARKED ON A COURSE OF SLASHING FUNDS FOR OUR SCHOOLS, COLLEGES AND UNIVERSITIES AND OTHER INSTITUTIONS OF EDUCATION AND CULTURE -- A COURSE THAT GRAVELY THREATENS THE CONTINUED EXISTENCE OF PROGRAMS OF INTERNATIONAL EXCHANGE LIKE THE FULBRIGHTS.

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BUT I DO NOT WANT TO SOUND WHOLLY ALARMIST OR NEGATIVE.  
I SEE SOME SIGNS OF HOPE.

IN THE PAST FEW MONTHS, FOR EXAMPLE, WE SUCCESSFULLY  
OVERCAME A THREAT TO DECIMATE FEDERALLY SPONSORED EDUCATIONAL  
AND CULTURAL EXCHANGES, INCLUDING THE FULBRIGHT PROGRAM.

THE GOVERNMENT OF THE UNITED STATES, AS YOU KNOW, MADE  
ITS FIRST SERIOUS COMMITMENT TO INTERNATIONAL EXCHANGE IN  
1946 WITH THE FULBRIGHT PROGRAM.

SENATOR WILLIAM FULBRIGHT, ITS FOUNDER, PROPOSED USING  
THE WAR DEBTS OF FOREIGN COUNTRIES TO FINANCE INTERNATIONAL  
EXCHANGES SO THAT PEOPLE "MIGHT DEVELOP A CAPACITY FOR  
EMPATHY, A DISTASTE FOR KILLING OTHER MEN, AND AN INCLINATION  
FOR PEACE."

SINCE ITS FOUNDING, THE FULBRIGHT PROGRAM HAS ENABLED  
APPROXIMATELY 45,000 AMERICANS TO TEACH AND STUDY ABROAD,  
AND 80,000 SCHOLARS FROM OVER 100 COUNTRIES TO DO THE SAME  
IN THE UNITED STATES.

THE PROGRAM REACHED ITS PEAK IN 1965 WHEN ITS BUDGET WAS  
\$76 MILLION WITH 9,000 SCHOLARS PARTICIPATING. CUTBACKS  
SINCE THEN HAVE REDUCED THESE FIGURES BY ABOUT 40 PERCENT.  
IN 1981, THE PROGRAM WAS BUDGETED AT \$48.1 MILLION WITH 5,500  
PARTICIPANTS -- ABOUT 3,00 COMING TO THE UNITED STATES  
AND 2,500 AMERICANS GOING ABROAD. EXCHANGES WERE CONDUCTED  
WITH 120 COUNTRIES.

ONE OF THOSE, OF COURSE, HAS BEEN ISRAEL. SINCE THE  
BEGINNING OF THE FULBRIGHT PROGRAM HERE, SOME 280 AMERICANS

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INDEED, I BELIEVE THAT THE FULBRIGHT PROGRAM IN GENERAL HAS BEEN A RESOUNDING SUCCESS, CERTAINLY FOR THE UNITED STATES. A SURVEY OF OVER 3,000 FORMER FELLOWS CONDUCTED IN 1979 BY THE FULBRIGHT ALUMNI ASSOCIATION AND THE PRESIDENT'S COMMISSION ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES FOUND THAT 72 PERCENT HAVE KEPT UP CONTACT WITH THEIR FULBRIGHT COUNTRY AND HAD SUBSEQUENT PROFESSIONAL CONTACT WITH OTHER FOREIGN COUNTRIES; 76 PERCENT HAVE USED MATERIALS FROM THEIR TIME ABROAD IN TEACHING; AND 72 PERCENT HAVE CHANGED THEIR VIEW OF THE WORLD AS A RESULT OF THEIR FULBRIGHT EXPERIENCE.

IN ADDITION, A STUDY OF AMERICAN TEACHERS WHO HAVE BENEFITED FROM FULBRIGHT AND OTHER EXCHANGES SHOWED THAT THE OVERWHELMING MAJORITY SUBSEQUENTLY BECAME MORE CONCERNED WITH GLOBAL ISSUES; 77 PERCENT WERE DEVOTING MORE TEACHING TIME TO INTERNATIONAL AFFAIRS AND 83 PERCENT FELT THAT THEY HAD IMPROVED THEIR STUDENTS' ATTITUDES TOWARD OTHER COUNTRIES.

AS DONALD STOKES, DEAN OF THE WOODROW WILSON SCHOOL OF PUBLIC AND INTERNATIONAL STUDIES AT PRINCETON UNIVERSITY, HAS SAID, "THESE PROGRAMS HAVE BROUGHT THIS COUNTRY MORE INFLUENCE AND GOODWILL IN THE WORLD THAN ANY COMPARABLE OUTLAY IN TAXPAYER DOLLARS SINCE WORLD WAR II."

CERTAINLY THE SOVIET UNION CONSIDERS INTERNATIONAL EDUCATIONAL EXCHANGES TO BE OF GREAT VALUE. IN RECENT YEARS, THE SOVIETS HAVE SUBSTANTIALLY INCREASED BOTH ADMISSION OF FOREIGN STUDENTS TO THEIR UNIVERSITIES AND THEIR EXCHANGE PROGRAMS. CURRENTLY, THE SOVIET UNION SPENDS ABOUT \$3 BILLION

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A YEAR FOR SUCH PURPOSES. I MIGHT POINT OUT THAT THE SOVIETS ANNUALLY PROVIDE 24,000 FELLOWSHIPS TO AFRICANS, 12 TIMES THE AMERICAN TOTAL. AND THE SOVIETS OFFER LATIN AMERICANS NEARLY 5,000 FELLOWSHIPS, 10 TIMES THE NUMBER THE UNITED STATES MAKES AVAILABLE TO LATIN AMERICANS.

*Patricia Kumbumba Unu -*

DESPITE THESE EXTRAORDINARY COMPARISONS, LAST FALL THE FULBRIGHT PROGRAM AND SEVERAL COMPANION PROGRAMS FACED VIRTUAL EXTINCTION. THE UNITED STATES INTERNATIONAL COMMUNICATIONS AGENCY, WHICH ADMINISTERS THESE PROGRAMS, WAS TOLD TO REDUCE ITS SPENDING BY 12 PERCENT. THE AGENCY IN ITS WISDOM DECIDED THAT THE BULK OF THESE CUTS SHOULD BE ABSORBED BY THE EXCHANGE PROGRAMS AND PROPOSED CUTTING THE FULBRIGHT PROGRAM IN HALF, SLASHING FUNDS FROM \$48.1 MILLION TO \$22.5 MILLION AND REDUCING THE NUMBER OF PARTICIPATING COUNTRIES FROM 120 TO 59.

SIMILARLY, THE ICA MOVED TO CUT BY 50 PERCENT THE INTERNATIONAL VISITOR PROGRAM, WHICH CURRENTLY BRINGS 1,500 PEOPLE TO THE UNITED STATES, MANY OF THEM POTENTIAL LEADERS OF THEIR COUNTRIES. THE ICA DECIDED TO ELIMINATE THE HUBERT H. HUMPHREY FELLOWSHIPS, WHICH PROVIDE ADVANCED TRAINING IN THE UNITED STATES FOR MID-CAREER PROFESSIONALS FROM THIRD WORLD COUNTRIES.

I AM DELIGHTED TO BE ABLE TO REPORT TO YOU THAT CONGRESS LAST MONTH VOTED TO REJECT THESE DISASTROUS CUTS. MOREOVER, LEGISLATION APPROVED BY CONGRESS EARMARKED \$100 MILLION OF THE



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ICA BUDGET FOR INTERNATIONAL EXCHANGE PROGRAMS, AN INCREASE OF \$11 MILLION OVER THE AMOUNT THESE PROGRAMS RECEIVED LAST YEAR.

IN ONE SENSE THIS CRISIS HAS BEEN REASSURING. FOR IT PROVED CONCLUSIVELY THAT THERE IS A STRONG AND VOCAL CONSTITUENCY IN AMERICA IN SUPPORT OF INTERNATIONAL EDUCATION AND EXCHANGE. EDUCATORS, FOREIGN AFFAIRS SPECIALISTS, FORMER EXCHANGE SCHOLARS, AND MEMBERS OF CONGRESS OF BOTH PARTIES JOINED FORCES IN A VIGOROUS AND SUCCESSFUL EFFORT TO FEND OFF THE PROPOSED CUTBACKS.

I WOULD LIKE TO SALUTE, IN PARTICULAR, THE EFFORTS OF SENATOR CLAIBORNE PELL, DEMOCRAT OF RHODE ISLAND; SENATOR LOWELL WEICKER, JR., REPUBLICAN OF CONNECTICUT; AND REPRESENTATIVE DANTE FASCELL, DEMOCRAT OF FLORIDA.

THERE IS, OF COURSE, NO WAY TO PREDICT FUTURE FUNDING LEVELS FOR THESE PROGRAMS. BUT AS WALLACE EDGERTON, PRESIDENT OF THE INSTITUTE OF INTERNATIONAL EDUCATION, WHICH HELPS ADMINISTER THE FULBRIGHTS IN THE UNITED STATES, HAS SAID, "FOR THE PRESENT, ALL THOSE CONCERNED ABOUT PUBLIC DIPLOMACY HAVE SCORED A SIGNAL VICTORY."

BEYOND THIS RECENT VICTORY, I HAVE BEEN HEARTENED BY SEVERAL OTHER DEVELOPMENTS. I READ RECENTLY THAT LATIN, A SO-CALLED "DEAD LANGUAGE", IS MAKING A COMEBACK IN THE UNITED STATES, NOT ONLY IN COLLEGES, WHERE IT IS STILL PURSUED BY A "COURAGEOUS MINORITY", BUT AT EVERY LEVEL OF SCHOOLING.

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THERE HAS, IN FACT, BEEN A GENERAL REACTION TO THE RELAXATION OF ACADEMIC STANDARDS THAT TOOK PLACE IN THE '60s AND EARLY '70s. MANY UNIVERSITIES, INCLUDING MY OWN ALMA MATER, HARVARD, THE UNIVERSITY OF PENNSYLVANIA, EMORY COLLEGE, MIDDLEBURY COLLEGE, AND THE UNIVERSITY OF MASSACHUSETTS, HAVE ABANDONED THE CAFETERIA-STYLE PRINCIPLE OF UNLIMITED FREE ELECTIVES AND HAVE BEGUN, ONCE AGAIN, TO INSIST THAT STUDENTS HAVE SUCH BASICS AS MATHEMATICS AND AT LEAST ONE FOREIGN LANGUAGE A PART OF THEIR EDUCATION.

I AM PLEASED TO BE ABLE TO SAY THAT NEW YORK UNIVERSITY IS IN THE VANGUARD OF THIS RETURN TO RIGOR. NOT ONLY ARE ALL NEW YORK UNIVERSITY UNDERGRADUATE ARTS AND SCIENCE STUDENTS REQUIRED TO ACHIEVE COMPETENCY IN A FOREIGN LANGUAGE, BUT FOR THE FIRST TIME OUR STUDENTS MUST TAKE AT LEAST AN INTRODUCTORY COURSE IN A NON-WESTERN CULTURE.

ALSO ON THE BRIGHT SIDE, I SHOULD TELL YOU THAT LAST YEAR THERE WAS ESTABLISHED, ON THE RECOMMENDATION OF THE PERKINS COMMISSION, A NATIONAL COUNCIL ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES, CHARGED WITH THE RESPONSIBILITY TO CONTINUE AND BUILD ON THE WORK OF THE COMMISSION.

CREATED WITH THE SUPPORT OF PRIVATE FOUNDATIONS, BUSINESS CORPORATIONS AND GOVERNMENT AGENCIES, THE COUNCIL, OF WHICH I AM A MEMBER, IS COMMITTED TO THE GOAL OF MAKING A COHERENT AND PERSUASIVE CASE THAT FOREIGN LANGUAGES AND INTERNATIONAL STUDIES ARE CRUCIAL TO THE FUTURE OF THE UNITED STATES.

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YOU WILL, I AM SURE, BE INTERESTED TO KNOW THAT VERY SOON, THE NATIONAL COUNCIL ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES WILL ISSUE A REPORT ENTITLED, "NATIONAL MANPOWER TARGETS FOR ADVANCED RESEARCH ON FOREIGN AREAS" -- A REPORT THAT ANALYZES IN A CAREFUL AND COMPREHENSIVE WAY OUR NEED FOR MORE WELL-EDUCATED SPECIALISTS CONCERNED WITH FOREIGN LANGUAGES AND AREAS. ✓

THE TASK FORCE WHICH PREPARED THIS DOCUMENT NOTED WHAT IT CALLED "A SILENT BUT CRITICAL STRUGGLE TO ADJUST TO A CHANGING WORLD ECONOMY AND A POWERFUL SET OF NEW POLITICAL AND STRATEGIC REALITIES." IT SAID, "AS MEASURED BY ANY REASONABLE STANDARD OF WHAT WE NEED TO KNOW ABOUT THE REST OF THE WORLD, WE (THE UNITED STATES) ARE FALTERING BADLY." 7

THE TASK FORCE WARNED THAT "THE VULNERABILITY WE INVITE BY NEGLECTING FUNDAMENTAL AND APPLIED KNOWLEDGE AND RESEARCH ABOUT FOREIGN AREAS THEATENS OUR SECURITY AND OUR COMMERCIAL, DIPLOMATIC AND CULTURAL INTERESTS. THOUGH LESS VISIBLE, IT IS NO LESS SERIOUS THAN THE VULNERABILITY WE WOULD FACE THROUGH NEGLECT OF OUR MILITARY PREPAREDNESS." ✓

WITH RESPECT TO THE MIDDLE EAST, THE TASK FORCE DECLARED THAT THERE WAS NO AREA OF THE WORLD WHERE IT WAS MORE URGENT THAT THE UNITED STATES BE CAPABLE OF UNDERSTANDING AND DEALING WITH EVENTS OVER THE NEXT FEW YEARS. THE MIDDLE EAST, SAID THE TASK FORCE, WAS OF SUCH GREAT ECONOMIC AND POLITICAL IMPORTANCE THAT IT WAS ESSENTIAL FOR THE UNITED STATES TO HAVE INSTITUTIONS AND PEOPLE EXPERT ON THE REGION.

Kellogg  
\$10 mm 7

INDEED, I HAVE BEEN IMPRESSED BY INITIATIVES ALREADY UNDERTAKEN BY A NUMBER OF COLLEGES AND UNIVERSITIES IN THE UNITED STATES TO ADVANCE INTERNATIONAL STUDIES ON THEIR OWN CAMPUSES. THE RECENT PROJECT ON "EDUCATION AND THE WORLD VIEW," SPONSORED BY THE COUNCIL ON LEARNING, HAS IDENTIFIED MANY OF THESE INNOVATIVE PROGRAMS ACROSS THE COUNTRY.

SUCH CREATIVE INITIATIVES WILL, IN MY VIEW, CONTINUE TO GROW IN IMPORTANCE. FOR THE FORESEEABLE FUTURE, FEDERAL MONEY FOR INTERNATIONAL EDUCATION -- OR FOR OTHER KINDS OF EDUCATION, FOR THAT MATTER -- IS NOT LIKELY TO INCREASE. THEREFORE, EDUCATIONAL INSTITUTIONS WILL NEED TO DEVISE WAYS TO SHARE RESOURCES AND IDEAS WITH ONE ANOTHER.

I HOPE, TOO, THAT MULTI-NATIONAL CORPORATIONS AND BANKS WILL INCREASE THEIR SUPPORT OF INTERNATIONAL STUDIES AND RESEARCH.

CLEARLY, HERE IS AN AREA IN WHICH SOCIAL AND CULTURAL RESPONSIBILITY COINCIDES WITH ENLIGHTENED SELF-INTEREST.

THERE IS ONE OTHER FACET OF AMERICAN LIFE WHICH GIVES ME HOPE THAT, DESPITE DWINDLING FEDERAL DOLLARS, WE CAN MOVE FORWARD TOWARD MORE EFFECTIVE INTERNATIONAL EDUCATION.

THIS IS AMERICA'S HETEROGENEOUS POPULATION. OUR COUNTRY IS BLESSED WITH A REMARKABLE RESOURCE OF TALENT IN OUR ETHNIC MINORITIES, WHO, IF BROUGHT INTO THE MAINSTREAM OF EDUCATION AND EMPLOYMENT OPPORTUNITIES, CAN BE EXPECTED TO MAKE NEW AND VALUABLE CONTRIBUTIONS TO OUR NATIONAL CAPACITY TO DEAL EFFECTIVELY WITH THE WORLD BEYOND OUR BORDERS.

*Wagner* (12)  
*wild*

CERTAINLY, I WELCOME ANY SUGGESTIONS FOR THE IMPLEMENTATION OF A SADAT PROFESSORSHIP THAT ANY OF YOU MAY HAVE.

LET ME CONCLUDE MY REMARKS TODAY BY SAYING SIMPLY THAT IT MUST BE EVIDENT THAT SO PERILOUS IS OUR COMMON LIFE ON THIS PRECIOUS EARTH THAT WE MUST, ALL OF US, COMMIT EVERY FIBER OF OUR MINDS AND SPIRITS TO THE QUEST FOR A STABLE PEACE AND A WORLD OF FREEDOM AND JUSTICE.

TO BE ABLE EFFECTIVELY TO PURSUE THIS MOST IMPORTANT OF OBJECTIVES, HOWEVER, WE MUST KNOW AND UNDERSTAND ONE ANOTHER, AT LEAST KNOW MORE AND UNDERSTAND MORE THAN WE DO TODAY.

I BELIEVE THAT THERE IS A SPECIAL RESPONSIBILITY ON THE PART OF THE COLLEGES AND UNIVERSITIES OF THE UNITED STATES TO HELP EDUCATE THE AMERICAN PEOPLE ABOUT THE OTHER PEOPLES OF THE WORLD WHO, AFTER ALL, POPULATE MOST OF IT.

THE DISTINGUISHED AMERICAN STATESMAN WHO GAVE HIS NAME TO THE PROGRAM <sup>Fulbright</sup> ~~WE ARE MEETING TODAY TO CELEBRATE~~ PUT THE CASE I AM MAKING IN TERSE BUT ELOQUENT WORDS. SENATOR J. WILLIAM FULBRIGHT SAID: "EDUCATION IS A SLOW-MOVING BUT POWERFUL FORCE. IT MAY NOT BE FAST ENOUGH OR STRONG ENOUGH TO SAVE US FROM CATASTROPHE, BUT IT IS THE STRONGEST FORCE AVAILABLE."

US  
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Office of the President  
UNIVERSITY OF NOTRE DAME

Date \_\_\_\_\_

Referred to (H) \_\_\_\_\_

for your information

for your files

for appropriate action

please prepare reply for my signature

please answer direct

please send copy of reply

please advise me

please read and return

*Brakmas  
original  
insert*

Remarks:

*pls file w/ folks*

*Adaptation of this gown*

*at Leopoldskron, Salzburg.*

*Feb. 1982*