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new draft

International Education Speech

Feb. 88

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Just ^{one year} ~~three weeks~~ ago, President Sadat of Egypt ^{remarked} ~~said in an interview~~--almost casually it seemed--that he would like to address the Israeli Parliament.

o Hours later, satellites beamed ~~to every inch of the inhabited earth~~ the news of his remark. *around the world.*

o Television ~~multiplied~~ *(his comment)*, played and replayed ~~it~~, and held him to it -- almost as a dare.

o ~~Only~~ *Days* later, Barbara Walters, Walter Cronkite, and John Chancellor arrived in Cairo to accompany Sadat ~~on his historic trip~~ -- almost as a way of certifying *it. the historic trip*

o Then, at Ben Gurion Airport, millions of viewers around the world ~~simultaneously~~ *watched transfixed* ~~experienced the electric moment~~ as an Egyptian plane touched down on Israeli soil.

1860-2000 (2)

It is not to diminish what happened in the Middle East to say that

- none of the words exchanged during that visit,
- none of the speeches,
- none of the documents,
- none of the private meetings,
- none of the toasts -- was as significant

as the riveting of the whole world's attention on one single, simultaneous, breathtaking, symbolic image -- two former enemies shaking hands. (Instantly,

500 million people

- o felt their connectedness,
- o ^{instantly} their perspective was expanded
- o And momentarily -- the world was brought together
- o in a grand human gesture on behalf of peace.

The next day, according to a leader of the Labor Party, "Israel woke up like a 'new bride' She knows that something great has happened," he observed, "but she's not yet sure she's pregnant."

OVER →

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Something great did happen in the Middle East last week -- but something great happens every day in our own living rooms -- as television takes us electronically to every corner of the globe.

- o We are beginning to discover through the miracle of mass communication that we are dependent on each other.
- o The ~~instant~~ commonality of the human race is being starkly revealed to us with all its hopes, all its fears, and all its heartaches.
- o We are, ~~in short~~, being ^{catapulted} ~~jolted~~ into the era of interdependence.

^I ~~before~~ ^{confronting the urgency of} ~~confronting~~ ^{our contemporary world I like to}
 But let's ~~step back a moment and reflect on~~ ^{say a word or 2 about the past}
 where we've been.

- o After World War II, American colleges and universities ^{were} ~~responded magnificently to~~ the call of others throughout the world.
- o Our ~~leadership was full blown and~~ optimistic.
- o With our Marshall Plan, with our Fulbright Exchange Program, we ~~confidently moved~~ across the international landscape.

- o We exported academic talent all around the world.
- o We lavished our resources on countries we judged to be less fortunate.
- o We all felt a surge of humanitarian concern for those beyond our own piece of turf.
- o There was even a dash of euphoria over the prospect of what the American genius and generosity could accomplish for the world -- and there was considerable success.

o o o

Then in the late 1950's -- just 20 years ago -- Sputnik traveled into orbit.

- o The Soviets electrified the planet ~~with their~~ ^{by lifting a} 184-pound object in the ^{to orbit} sky, and Americans were both angry and afraid.
- o Our response was urgent and specific.

Insert p3

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P Over the ~~past~~ past 20 years ^{18,500} fellowships have been awarded under NDEA VI for study at institutions in more than 30 States and the District of Columbia.

• NDEA Language and Area Centers have awarded ~~over~~ more than 63,000 ~~degrees~~ bachelor's ~~degrees~~, nearly 24,000 master's ~~degrees~~ and ~~nearly~~ 8,620 doctor's degrees.

• 709 contracts and 63 grants have been awarded for foreign language research, with a total expenditure of nearly \$36 million in appropriated funds and more than \$550,000 in counterpart funds.

• Exemplary programs for undergraduate students have been funded with 117 grants to institutions, with some 65,000 students benefited annually. Graduate schools have received 56 grants for exemplary programs.

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Ernie:

This is base data and more is coming.

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NDEA TITLE VI DATA

- FELLOWSHIPS - 1959-1978 : 18,580

- AWARDED AMONG MORE THAN 30 STATES AND D.C.

- DEGREES RECEIVED IN NDEA CENTER PROGRAMS
(MINIMUM 15 CREDIT HOURS LANGUAGE AND AREA TRAINING)

1959-1976

<u>BACHELOR'S</u>	<u>MASTER'S</u>	<u>DOCTORATE</u>
63,240	23,590	8,620

- EXEMPLARY PROGRAMS - 1972-1979

UNDERGRADUATE -

GRADUATE

- 117 GRANTS TO INSTITUTIONS

56 GRANTS TO INSTITUTIONS

- ESTIMATED 65,000 STUDENTS
BENEFITED ANNUALLY

- RESEARCH - SECTION 602 - 1959-1978

- TOTAL CONTRACTS - 709

- TOTAL GRANTS - 63

- CUMULATIVE FUNDS - \$35,689,076
(PLUS \$553,257 IN P.L. 480 CURRENCIES)

- NO. OF UNCOMMON LANGUAGES SUPPORTED
WITH TEACHING MATERIALS, ETC. - 160

And we now again become "internationalists" almost overnight.

ED - must have a crisp list of 20 year impact of 5/1/66 VI! Invert here!

o The National Defense Education Act was passed by Congress. The race for technical superiority in space was on and our own international moves during that stimulating period -- were being fed by pride and fear and competition.

o o o

~~Then came the 1960s and our international attitudes took yet another turn.~~
The need of this international agenda is immense but during the 1960

o We were savaged by the tragedy of Vietnam, and we gloomily turned inward once again.
o Internationalism almost became a naughty word.
o And the International Education Act of 1966 -- which offered so much hope for all of us -- was never funded.

o ~~We were exhausted & weary~~
o Our engagements overseas had left us ~~exhausted~~ weary & exhausted.
- 'Isolation' rather than 'engagement' was the prevailing academic mood.

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~~II~~ ~~not once again~~ - There are

But I believe that ~~once again~~ there are ~~changes in the wind~~.
Changes in the wind.

o ~~There is~~ a new sense of urgency. *is beginning to emerge*

AM
o Suddenly, we are beginning to confront a ~~more sobering agenda.~~

o an agenda that links us to those 500 million viewers who saw the Middle East drama through TV--and--in a broader sense to the 4 billion inhabitants of planet Earth.

o The harsh truth is that the human race continues to expand at a rate of 200,000 people every day.

o That's 73 million more people every year.

ok
o Every day more than 800 million people face gnawing hunger, living literally from hand to mouth.

o ~~Tensions and conflicts over the precious and finite resources of the world grow more and more acute.~~

And [§] painfully we are reminded that ^{oil gas pumps are somehow connected to the middle East} American industry, ~~for example~~, is almost wholly dependent on foreign sources for chromium, cobalt, bauxite, manganese and tin.

↳ 40% to 95% of our precious metals are imported minerals from Third World countries.

↳ About one-third of the profits of American corporations come from their exports or from foreign investment.

↳ One out of every six factory workers in this country is making something for export, and two million Americans owe their employment to foreign trade.

The point is this:

The explosions of science and technology -- ~~in recent years~~ -- have broken the traditional insulators of time and space.

And we face -- today -- an agenda unheard of when I was a college student 30 years ago.

-with all of these reminders-
And yet the harsh truth is that ^{1000 0000 0677} 9
we ~~are~~ still ^{remain} ignorant of about our planet
earth.

A recent national survey revealed that:

0- Even after President Carter's television speech on energy, only half the public, 52 percent, knows that America must import oil to satisfy its energy demands.

0-- And, of these, only one-third (or 17% of all adults) ~~has an accurate~~ ^{knows} idea of how much petroleum the U.S. must import -- 42% in 1976.

0-- Today, less than 1% of the college-age group is enrolled in any course which specifically features contemporary international issues.

-- And fewer than 2% of this year's high school graduates has competence in any foreign language.

~~10~~

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Q- College enrollments in foreign languages are off fully 30% in the past seven years.

-- Fewer than 5% of the teachers trained today have any exposure whatever to intercultural courses in their work for certification.

Q-- Fifty percent of the 12th graders tested could not choose correctly an Arab country from among four choices.

Q-- And fully 40% of the 12th graders thought that Golda Meir rather than Anwar el-Sadat was President of Egypt.

Incidentally, ^{not by} ~~did you note that~~ during the TV coverage of the Sadat-Begin discussions, which was interspersed with coverage of the Chicago Bears' football game, three out of every four of the spectators interviewed had never heard of Sadat or Begin but were well aware of the prowess of their local hero Walter Payton?

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Recently

Yesterday -- while flying from New Orleans to Orlando, I read in the morning paper that University of California scientists now conclude that the earth's ozone band is being harmed by aerosol spray and other contaminants at twice the rate than had been earlier predicted.

It was symbolic of our time -- I thought -- that this important -- perhaps life or death -- story was reported in a single paragraph buried deep in section II of the morning paper.

• • •

Environmentalists are fond of talking ^{about} of the vulnerability of our ecosystem. ~~But we are now beginning to discover that it is our own life system~~ ^{- the human life} which may be most fragile and most threatened. ^{As} Lewis Thomas writes in his remarkable book The Lives of a Cell: ^{said that -}

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~~11~~

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"...it is illusion, Thomas said, to think that there is anything fragile about the life of earth: surely this is the toughest membrane imaginable in the universe... We -- the human species -- are the delicate part, transient and vulnerable as cilia."

III

For educators, the point of all of this ^{is} ~~seems~~ [↑] ~~absolutely clear, absolutely clear to me.~~
I'm convinced that ^{to maintain} education ^{that has} ~~must begin to focus~~ ^{is a top priority in our colleges & schools.} ~~on a new curriculum, one that gives us a clear vision~~ ^{begin to understand} of the unity of our world in a social and in a physical sense as well.

~~I'm convinced it's time to teach our students that~~ ^{must be taught} all of our actions on this planet, physical or social, are intimately interwoven and irrevocably interlocking.

I'm convinced we must begin to follow AASCU's own report on global education which said that:

To be more precise international education
may not quite be the term.

While national boundaries tell us
something about our world

we ought now order ~~it~~
~~rather to a small group~~

requires that we focus

- not just on international education

but on interdependent education

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V

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(5/1) (12B)

Today we are confronted by such simple -- yet monumental -- questions as:

- o Where will we get our food, and how can it be appropriately distributed?
- o What about our energy supply, and how can it be equitably shared?
- o How can we reduce the poisons in the atmosphere?
- o Can we have a proper balance between population and the life support system of this planet Earth?
- o And how can we live together, with civility, in a climate of constraint?

OK
next
here

These are the transcendent issues which we must begin to think about and begin talk about with great

~~care. And yet the harsh reality is that many of us are still grossly ignorant of our planet earth and most of us usually fall victim to our daily practices~~

omit

OK

~~more to [scribble]~~ *ok insert this here* 13

Insert
 We must search ~~once more~~ for a new common core curriculum -- one that grows out of our dependence on each other and strengthens the linkages among ourselves and with our common human future.

To put the matter as pointedly as I can, I believe a curriculum that suggests to students that they have nothing in common is just as flawed as one which suggests that all students are alike.

To build this new common core knowledge of other cultures is not enough.

- o Intellectual understanding is not enough.
- o The missing link is attitudinal.

As President Sadat observed, "the misunderstandings between (his) country and Israel are seventy percent psychological." That is, seventy percent a state of mind.

I express the hope that ~~some~~ years from now the historians will look back on 1979 as a vintage year *(the year we celebrated)* on the 60th anniversary of IIE, *the year on outreach* the 20th anniversary of NDEA VI, *the holding of this conference,* the *launching* of USOE's nationwide global education initiative under Section 603 of NDEA Title VI, and the *year a* forthcoming report of the President's Commission. Each will contribute something to the final judgment about 1979.

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give for push for a new national commitment to international understanding

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- 15 -

*INSERT
from*

institutionalizing international education... is a basic responsibility that higher education must meet at this junction in history when it is imperative that future generations of graduates are aware of and able to cope with the dynamics of world interdependence."

o o o

In response to this appeal, ~~I want you to know~~ that, ~~in the days ahead~~, the United States Office of Education ^{now} will give an urgent new push to this priority.

For the first time in its history Section 603 of the
We plan to ^{fund} ~~support~~ global perspectives projects as part of the core curriculum.

*The Internal Ed Act has been funded.
9*

o Some of this development will be supported under the provisions of ESEA Title IV. And we do intend to seek increased funding for these activities.

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First, we must expand the international dimensions of education at the elementary and secondary school levels. We must find better ways for young people to discover the internationalization of our world, the increasing interdependence of mankind, and the tragedy of misguided isolation.

Here I have some important progress to report. For the first time the Office of Education will be placing a priority on helping meet this need. Beginning later this year we will be providing ~~some~~ financial assistance directly to elementary and secondary education through a major initiative in the first funding of Section 603 of NDEA Title VI.

(Note: in one form or another, the material in the next two paragraphs -- most or all of which I think you've been considering -- is before you now for final decision in an option paper prepared by Janice Weinman. So as not to burden you with an additional paper, my thoughts have been incorporated below as well as by Janice in her paper.)

Briefly, ~~we~~ will be holding our first national competition in June or July for grants to school districts, state education departments, and inservice training programs through teacher centers, professional organizations, and teacher training institutions, to raise the level of professional awareness and capability for designing and implementing effective global education programs for the nation's school children. I anticipate that we will be funding a small number of carefully selected major projects and a larger number of smaller projects to ensure some experimentation and demonstration in each region of the country.

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^{will} I ~~am particularly concerned that~~ during this first year we identify these pioneering educational programs already in successful operation ~~whose hard won experience and creative achievements should be made more readily~~ ^{programs & make these programs} available to all interested educators. It is my intention to ~~accord~~ ^{give} national visibility and ~~recognition~~ to a number of these ~~by~~ ^{by} honoring them at the second annual Office of Education International Education Forum to be held later this year.

o o o

Second, we must expand the international network among educators and educational institutions at all levels, particularly through the exchange of teachers, students, and the development of institution-to-institution linkages. IIE has a major role to play here in the sharing of its vast experience as well as in administering programs. The various international schools around the world represent a particularly important network in being.

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^{Next} Third, ~~despite the enormous growth in the use of English around the world, foreign language teacher and learning in American education assumes a greater importance than ever before.~~ An interdependent world places a greater premium on communication, ~~and intercultural understanding than ever before.~~ Foreign language ^{educate} ~~learning~~ ^{essential} is fundamental to both needs. We must help ~~each~~ ^{each} ~~every~~ student to understand that language is the process by which ~~every~~ ^a nation's culture is sustained, continuity is assured, and

(17)

civilization progresses. ~~The importance of an understanding of the central role of language in human society and a respect for the languages of other peoples must be reaffirmed.~~

Last year President Carter's ^{o.o.s. → asked me to work with Congress to} establishment of the Presidential

~~Commission on Foreign Languages and International Studies is a major signal of the importance which this Administration accords~~

~~the subject.~~ ^{- under the auspices of leadership of Jim Padon -} The Commission has been hard at work and later this year will ^{will be submitted} present its final report and recommendations. I am

~~privileged to be among the members of the Commission, and I assure you that we are giving our best efforts to redefining national~~

~~needs and priorities in international education.~~ ^{On Commission that} Out of this effort we ~~hope to develop~~ a clear and strong commitment ^{will emerge} on the

~~part of all concerned, in both public and private sectors, in education, business, labor organizations, civic groups, and government, to modernize American education in global context. The recommendations of this conference will help us shape guidelines for action in the eighties.~~

The degree to which we are educating about the world as it is today is the degree to which we're educating about the future.

(This is another place where the thoughts on page 71 of your book might be used, perhaps with greater impact as the conclusion of the speech.)

I am convinced a new era has begun &
~~Each of us has been helping make the future during this conference. Whether 1979 ultimately turns out to be a vintage year for international education depends as much upon what each of us does from now on, individually and collectively, as upon anything else~~

o o o

A decade ago Arnold Toynbee observed that we have conquered nature and that now our great unfinished task is to conquer self.

- o He said that humanity is our most formidable enemy today.
- o We ourselves are more formidable than wild beasts, our oldest foe; and more formidable than disease, which, for the most part, we can now control.
- o The time has come, Toynbee said, for humanity as a whole to unite against the common enemy in itself.

Toynbee concluded by suggesting that

- o The great irony of our time is that humanity may be destroyed, not by its madness, but by its carelessness -- by its wanton disregard for its special relationship to the planet earth.

o o o

Earlier this year, United Nations official Robert Muller noted

- o that a child born today into a world of four billion people will, if he attains age 60, be sharing the earth with three times as many human beings.

In a monograph published by the World Affairs Council of Philadelphia, Muller went on to say that:

"A child born today...will be both an actor and a beneficiary or a victim in a total world fabric, and he may rightly ask: 'Why was I not warned? Why was I not better educated? Why did my teachers not tell me about these problems and indicate my behavior as a member of an interdependent human race?'"

Teachers increasingly have an obligation to educate, not just about the past and not just about the present but about the future, too. These 3 in combination represent the common core.

o o o

One final note. ^{IV} American colleges and universities not only have a special obligation to educate our students ~~and train our teachers~~; we also have a special obligation to build bridges in the field of scholarship and in the arts as well -- a world-wide community.

o o o

Just one year ago I sat in the rector's office at Moscow State University. There we signed an agreement initiating the first university-to-university exchange of faculty and graduate students between an American and a Soviet institution of higher learning. This agreement expanded SUNY's Soviet agreement which began in 1974 when the first undergraduate exchange program was formalized.

o o o

Then, a few weeks after Moscow, I was in Haifa to sign an agreement with the presidents of the seven Israeli universities to promote faculty and student exchanges as well as collaborative research.

- o This agreement represented the first time a network of all the Israeli universities had joined together in an international exchange agreement with another American multi-campus university.

These were modest steps, of course; but even so, they were steps in the right direction -- bringing us together as scholars and as fellow human beings.

Also while preparing these remarks I thought of yet a third experience in the recent past.

- o Over 3 years ago -- I traveled to the Soviet Union with the Children's Theater Company from SUNY Albany.
- o Opening night -- Wizard of Oz -- in English.
- o Curtain call "somewhere over the rainbow" -- in Russian.
- o Darkened room -- usher was softly crying.

I was deeply moved. And for one fleeting moment I sensed the spirit of the poem written by Archibald MacLeish after man had first traveled into space.

And these ties of international scholarship
must be strengthened. The spirit of The Fulbright
program must be honored.
last year at a dinner at the Swedish Embassy
over

The are first astronauts orbited into space ~~20~~ 21
 Description MacLeish wrote, "To see the Earth as it truly is, small and
 blue -- beautiful in that eternal silence where it floats -- is
 to see ourselves as riders on the Earth together -- brothers."

(We do not yet know that we are truly brothers and truly
 sisters.

And yet I'm confident that as we better educate ourselves and
 make more sensitive the human spirit, we will indeed make our
 future more secure and prevent this angry, frightening world from
 self-destruction.

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Insert from p. 13
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