

INTERNATIONAL EDUCATION SPEECH

It is wholly fitting -- and not at all surprising -- that the Institute of International Education has taken the lead in holding a conference of this sort.

- o Not surprising because for 60 years IIE has pioneered in international exchange efforts.

No institution has more experience in international education activities than IIE and I personally have gained enormously from your work.

(Here might be a good place for a few examples from personal experience, both re CHEAR and SUNY/Moscow & Israel, also IAU and Egypt.)

This conference confirms both my expectations and my confidence about IIE's continuing leadership contributions.

(Note: somewhere in the tribute to IIE, perhaps in relation to CHEAR, some specific recognition of Ken Holland's contributions should be mentioned.)

In one sense, the focus of this historic conference reflects nothing more than the continuing challenge every educator accepts as fundamental -- to educate students about the nature of our world.

But in another sense, the rapid emergence of the age of interdependence -- the global context which provides the theme for this conference -- represents a quantum shift in the nature of our world and in the urgency with which we must respond. The task before us is quite literally educating for survival.

Just a little over a year ago, in December, 1977, your speech to AASCU in Florida included attention to the then just-concluded dramatic visit of President Sadat to Jerusalem and the enormous significance of half a billion people witnessing the event via satellite television. Your language and interpretation of this was superb and could be used effectively again in this context, both in its own right and as a backdrop for the most recent examples our fast moving contemporary world continues to provide us:

- the fall of a dynasty in Iran, the TV coverage of the return of Ayatollah Khomeini to Iran, and the widening shocks of the aftermath throughout the region and the world, the beginning of direct conflict between China and Vietnam and how it might affect U.S.-China relations as well as U.S.-Soviet relations -- and the impact on the value of the dollar, the inflation rate, home

mortgage rate, taxes, etc. -- perhaps beginning or ending with Harlan Cleveland's point to the effect that in today's world, everything leads to everything else.

To put the matter I'm convinced the task before us now is

*the River around I.
Should it not
be a river of people?*

II

While we look toward the future I'd like to pause briefly and say a word or two about the past. Not only is this the 60th birthday of IIE, it's also the 20th birthday of Title VI of the National Defense Education Act.

Passed in 1958 under the stimulus of Sputnik, NDEA was first funded in 1959. Title VI was aimed at strengthening national capability in foreign languages and area studies, particularly concerning the world outside of Western Europe. Together with the Fulbright-Hays Act, NDEA Title VI has been one of the twin pillars of Federal effort on behalf of international education.

On the eve of passage of NDEA Title VI a liberal education was almost without exception conceived within the traditions of the Western world.

(To follow, as soon as received from the program staff concerned, but not later than Tuesday COB, specific data about Title VI, including:

- Status of foreign language enrollments circa 1958.
- Focus of early NDEA VI efforts, including the great attention devoted to promoting the common foreign languages in elementary and secondary education through summer language institutes.

- Major effort over the years in developing teaching materials for the uncommon languages.
- Studies of status, needs, and priorities of international education to meet the needs of education, government, and business.
- Production of specialists on the non-Western world -- over 20,000 fellowships since 1959.
- Extensive support for research in linguistic and language learning re both common and uncommon languages.
- Establishment of NDEA VI centers in American colleges and universities to develop and maintain minimum national capability in research and training about the non-Western world.
- Through inter-university consortia and financial assistance from other OE international programs as well, establishment of centers abroad for intensive advanced instruction in key languages (Chinese in Taiwan, Japanese in Japan, Arabic in Egypt, and Hindi-Urdu and other Indian languages in India).
- Redirection of the NDEA Title VI program, which began in 1972 with Phase II (everything preceding it being considered Phase I) and included:

- a) elimination of the "in perpetuity" status of center grants (once in the charmed circle, there forever, and no new ones admitted unless there was a budget increase); replaced with a 3-year program cycle and an open national competition every 3 years.
- b) broadened the category of centers beyond those with a geographic area focus, to include inter-regional, comparative studies, world problems, and contemporary Western Europe.
- c) strongly encouraged the centers to reach out to other than their usual constituency, with particular emphasis on elementary, secondary, and teacher education.
- d) creation of non-center program categories for institutional assistance to:
 - ~~strengthening~~ the international dimensions of general education at the undergraduate level, which permitted serving 2- and 4-year colleges directly as well as the undergraduate programs of comprehensive universities. By definition, these new programs were not to be simply downward extensions of foreign language and area studies, but more of a world studies approach; many took an approach that today would be labeled global perspectives.

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- developing at the graduate level problem- or issue-centered approaches to transnational problems of common concern, particularly at the M.A. level and in professional schools.
 - Phase III beginning in 1975, which made an outreach component mandatory for all centers, added a formal dissemination effort, and began to link the various outreach programs together.
 - Through outreach efforts, studies and surveys, and related OE international programs abroad, growing attention was given to international studies at elementary and secondary levels through cooperative effort with such educational leadership groups as the Council of Chief State School Officers, the National Association of State Boards of Education, and the National Council for the Social Studies.
 - Cumulative summaries of numbers of specialists trained and average annual output of Ph D.'s and M.A.'s from the NDEA VI centers and programs).

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While NDEA Title VI didn't invent foreign languages and area studies in American education, it greatly extended the scope of the field. It gave international studies a larger national meaning, legitimized such studies for the educational system as a

whole, and helped make them much more widely available. It is also important to note that Title VI represented the first sustained national attack on cultural bias. It is fair to say that the study it promoted of peoples and cultures around the world helped develop some of the acceptance for programs of study of minorities within the United States that were to follow later.

Title VI not only played a major role in developing the pool of specialists that represent the international studies profession today, but also because of the language requirement in the fellowship program, raised the quality of intercultural sensitivity in today's specialists on the non-Western world beyond what otherwise would have been the case.

Thus in more ways than one, NDEA Title VI has proven to be a productive model of the Federal role in American education.

III

Despite the substantial accomplishments in international education on their own initiative throughout, there is clearly an enormous challenge ahead to ensure that every student at every level is educated about the world in which he or she already lives. Today, only a small number of any level receive any formal instruction about the contemporary world. Much of what little is available deals with yesterday's world, not today's and tomorrow's.

Let me share with you the unfinished agenda which must be pursued with special urgency.

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.

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

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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. IIF 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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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 learning is fundamental to both needs. We must help every student to understand that language is the process by which every nation's culture is sustained, continuity is assured, and

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.

President Carter's establishment of the President's Commission on Foreign Languages and International Studies is a major signal of the importance which this Administration accords the subject. The Commission has been hard at work and later this year will 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. Out of this effort we hope to develop a clear and strong commitment 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.)

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 60th anniversary of IIE, 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 forthcoming report of the President's Commission. Each will contribute something to the final judgment about 1979.

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.

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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.

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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.

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One final note. 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.

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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.

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.

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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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