

ADDRESS OF DR. JOHN BRADEMAS
PRESIDENT, NEW YORK UNIVERSITY
AT THE COMMENCEMENT EXERCISES
KALAMAZOO COLLEGE
KALAMAZOO, MICHIGAN
SATURDAY, JUNE 12, 1982

PRESIDENT RAINSFORD, MEMBERS OF THE BOARD OF TRUSTEES AND THE FACULTY OF KALAMAZOO COLLEGE, MEMBERS OF THE GRADUATING CLASS OF 1982, YOUR FAMILIES AND FRIENDS:

FROM NEW YORK UNIVERSITY TO KALAMAZOO COLLEGE, I BRING YOU GREETINGS AND CONGRATULATIONS. AND I THANK YOU WARMLY FOR THE HONOR YOU DO ME TODAY.

I AM PLEASED TO HAVE BEEN ASKED TO SHARE THIS DAY WITH YOU AND DELIGHTED TO BE AT KALAMAZOO COLLEGE AND BACK IN MY HOME TERRITORY, NEAR MY NATIVE STATE OF INDIANA.

I AM ALSO HAPPY TO SHARE THIS WEEKEND WITH MY LONG-TIME CONSTITUENT, MENTOR AND CLOSE FRIEND, FATHER HESBURGH OF NOTRE DAME, AND DELIGHTED TO SEE HIM RECEIVE HIS NINETIETH HONORARY DEGREE, SETTING A WORLD'S RECORD.

I AM FURTHER PLEASED TO SEE YOUR PRESIDENT, GEORGE RAINSFORD, AND THE CHAIRMAN OF YOUR BOARD OF TRUSTEES, PAUL TODD, JR.

I KNOW THAT PRESIDENT RAINSFORD WILL BE STEPPING DOWN NEXT SUMMER AFTER MORE THAN A DECADE OF SERVICE. AMONG HIS MANY ACCOMPLISHMENTS ^{have been} ~~WERE~~ THE FORMATION OF THE KALAMAZOO CONSORTIUM, INCLUDING KALAMAZOO COLLEGE, WESTERN MICHIGAN UNIVERSITY, NAZARETH COLLEGE AND KALAMAZOO VALLEY COMMUNITY COLLEGE. A DISTINGUISHED SPOKESPERSON FOR INDEPENDENT COLLEGES AND UNIVERSITIES AS WELL AS FOR HIGHER EDUCATION, HE HAS WRITTEN A SERIES OF COLUMNS FOR THE LONDON TIMES HIGHER EDUCATION SUPPLEMENT.

NOT ONLY YOU AT KALAMAZOO COLLEGE BUT ALL OF US WHO VALUE STRONG PRIVATE COLLEGES AND UNIVERSITIES IN THE UNITED STATES ARE IN THE DEBT OF GEORGE RAINSFORD, AND I SALUTE HIM.

PAUL TODD, JR., WHO REPRESENTED MICHIGAN'S THIRD CONGRESSIONAL DISTRICT IN 1965 AND 1966, WAS A VALUED FRIEND AND COLLEAGUE OF MINE IN CONGRESS. AS YOU MAY KNOW, HE AUTHORED THE TODD AMENDMENT TO THE FOOD FOR PEACE BILL, THE FIRST AUTHORIZATION OF FEDERAL FUNDS FOR INTERNATIONAL POPULATION CONTROL.

PRESIDENT RAINSFORD, ALTHOUGH I LEAD A UNIVERSITY THAT HAS NEARLY 30 TIMES THE NUMBER OF STUDENTS OF THIS COLLEGE, AND ALTHOUGH LOCATED IN THE HEART OF OUR NATION'S LARGEST CITY, I BELIEVE THAT NEW YORK UNIVERSITY AND KALAMAZOO COLLEGE IN MANY WAYS SHARE A COMMON VISION--A VISION THAT IS ALSO SYMBOLIZED BY THE LIFE AND LEADERSHIP OF FATHER HESBURGH.

KALAMAZOO COLLEGE AND NEW YORK UNIVERSITY BOTH TAKE PRIDE IN THEIR LIBERAL ARTS TRADITION AS DOES NOTRE DAME UNDER FATHER HESBURGH.

I THINK IT CLEAR THAT IN A TIME OF INCREASING SPECIALIZATION, WE MUST EDUCATE PERSONS WITH THE PERSPECTIVE TO LOOK BEYOND THE RECOMMENDATIONS OF THE EXPERTS AND TECHNICIANS. WE MUST PREPARE PEOPLE ABLE TO MAKE JUDGMENTS ABOUT THE NEEDS OF THE WIDER SOCIETY. A SENSE OF VALUES; A CAPACITY TO PERCEIVE AND FORGE INTERRELATIONSHIPS; IN SHORT, BREADTH-- THESE ARE THE PRODUCTS OF THE LIBERAL ARTS AND WITHOUT THESE, WE ARE LOST.

BOTH KALAMAZOO COLLEGE AND NYU ARE PRIVATELY CONTROLLED INSTITUTIONS. AND AS I HAVE SAID, YOUR PRESIDENT, WHO WAS THE SECOND CHAIRMAN OF THE NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES, HAS BEEN A STRONG ADVOCATE FOR INDEPENDENT INSTITUTIONS OF HIGHER LEARNING.

I BELIEVE THAT PRIVATE INSTITUTIONS, MANY WITH DEEP ROOTS IN THE NATION'S RELIGIOUS TRADITIONS, MAY BE FREER THAN PUBLIC INSTITUTIONS TO MAKE A MAJOR CONTRIBUTION TO OUR SOCIETY THROUGH THE TEACHING OF VALUES.

I KNOW THAT SUCH TEACHING HAS LONG BEEN A CENTRAL CONCERN OF FATHER HESBURGH, REFLECTED NOT ONLY IN HIS WRITINGS AND LECTURES AND HIS TENURE AT NOTRE DAME, BUT IN HIS REMARKABLE RECORD OF PUBLIC SERVICE. THIS OUTSTANDING FIGURE IN AMERICAN LIFE AND THE INSTITUTION HE HAS LED FOR OVER THIRTY YEARS SHOW WHAT ACHIEVEMENT ATTACHES TO AN EDUCATION THAT STRESSES RESPONSIBILITY AND HUMANITARIANISM.

A FINAL POINT OF RESEMBLANCE BETWEEN ~~BOTH~~ KALAMAZOO COLLEGE AND NYU IS THAT WE BOTH ENCOURAGE A GLOBAL VIEW OF REALITY THROUGH PROGRAMS OF INTERNATIONAL EXCHANGE AND EDUCATION.

FOREIGN STUDY HAS BEEN AN INTEGRAL PART OF KALAMAZOO'S CURRICULUM FOR OVER TWO DECADES. I UNDERSTAND THAT NEARLY 90 PERCENT OF YOUR STUDENTS HAVE STUDIED ABROAD IN 32 DIFFERENT COUNTRIES, IN MOST CASES LIVING WITH LOCAL FAMILIES.

FATHER HESBURGH, TOO, HAS CHAMPIONED INTERNATIONAL STUDIES AT NOTRE DAME. THE MOST RECENT EVIDENCE OF THIS COMMITMENT IS THE HELEN KELLOGG INSTITUTE FOR INTERNATIONAL STUDIES, DEVOTED TO RESEARCH ON LATIN AMERICA.

MOREOVER, FATHER HESBURGH HAS IN HIS OWN ACTIONS BEEN A FORCEFUL SPOKESPERSON FOR INTERNATIONAL UNDERSTANDING AND PEACE. FOR EXAMPLE, HE SERVED AS VATICAN REPRESENTATIVE TO THE INTERNATIONAL ATOMIC ENERGY AGENCY; CHAIRED THE OVERSEAS DEVELOPMENT COUNCIL, LOBBYING FOR THIRD- AND FOURTH-WORLD COUNTRIES; AND CHAIRED THE SELECT COMMISSION ON IMMIGRATION AND REFUGEE POLICY, WHOSE REPORT HAS PROVIDED THE FRAMEWORK FOR THE REAGAN ADMINISTRATION'S OWN PROPOSALS.

AND HE HAS BEEN A PROMINENT LEADER IN THE NUCLEAR DISARMAMENT MOVEMENT. IN APRIL DURING GROUND ZERO WEEK, WE AT NEW YORK UNIVERSITY WERE PLEASED TO HAVE FATHER HESBURGH AS PRINCIPAL SPEAKER AT A SEMINAR ON THIS ISSUE.

THESE COMMENCEMENT CEREMONIES, IN FACT, COINCIDE WITH THE OPENING OF A UNITED NATIONS SPECIAL SESSION ON DISARMAMENT AND A MARCH AND RALLY IN NEW YORK CITY FOR NUCLEAR DISARMAMENT. AND I KNOW THAT MANY OF OUR GRADUATES TODAY ARE PARTICIPATING IN EFFORTS TO DEMONSTRATE THEIR SUPPORT FOR CONTROL OF NUCLEAR ARMS, AND I SALUTE YOU FOR YOUR CONCERN.

WE MUST ALL HOPE THAT PRESIDENT REAGAN'S RECENT ANNOUNCEMENT THAT THE UNITED STATES AND THE SOVIET UNION WILL SHORTLY BEGIN TALKS ON STRATEGIC ARMS CONTROL WILL BRING POSITIVE RESULTS FOR OUR COUNTRY AND ALL HUMANKIND.

I HOPE AS WELL THAT THE CURRENT DEBATE OF NUCLEAR WEAPONS--THEIR USE AND LIMITATIONS--WILL NOT BE CONFINED TO MORAL PRONOUNCEMENTS.

CLICHÉS WILL NOT BE ENOUGH TO COME TO GRIPS WITH THE QUESTION OF NUCLEAR ARMS. WE CANNOT ALLOW SLOGANEERING TO DISPLACE REASONED ANALYSIS. AND HERE, I BELIEVE, OUR COLLEGES AND UNIVERSITIES HAVE A SPECIAL RESPONSIBILITY TO ENCOURAGE SERIOUS DIALOGUE, TO RAISE THE LEVEL OF DISCOURSE.

FOR IT IS UP TO EDUCATED MEN AND WOMEN, LIKE THOSE WHO GRADUATE TODAY, TO PRESS FOR THE MOST VIGOROUS, THOUGHTFUL SYSTEMATIC DISCUSSION, ONE THAT WILL EXAMINE ALL SIDES OF THE ISSUE, WILL CONSIDER ALL THE COMPLEX REALITIES.

MOREOVER, I BELIEVE THAT NONE OF THE CHALLENGES WE FACE IN OUR TIME IS MORE URGENT--OR MORE DIFFICULT--THAN BUILDING A STRUCTURE OF RELATIONSHIPS AMONG NATIONS THAT WILL PREVENT NUCLEAR WAR.

CERTAINLY, ONE OF THE WAYS--I DO NOT SAY THE ONLY ONE-- TO DO SO IS THROUGH GREATER KNOWLEDGE AND UNDERSTANDING OF OTHER PEOPLES AND CULTURES OF THIS PLANET.

AND SO, THIS AFTERNOON, I SHOULD LIKE TO DISCUSS WITH YOU ARE GRADUATES OF AN INSTITUTION DEEPLY COMMITTED TO INTERNATIONAL EDUCATION WHY SUCH EDUCATION MATTERS AND HOW WE CAN STRENGTHEN IT AT OUR COLLEGES AND UNIVERSITIES.

WE MEET HERE TODAY 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. THE RENEWED FIGHTING IN THE MIDDLE EAST, WAR IN THE FALKLAND ISLANDS, UNREST IN POLAND, A POOR RICE HARVEST IN CHINA, STRIFE IN AFGHANISTAN, THESE ARE ALL EVENTS THAT REACH FAR ACROSS NATIONAL BORDERS.

IN SUCH A WORLD, HOW WELL AS 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 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 TWO 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.

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 NOTED 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. . ."

MUCH THE SAME IGNORANCE SEEMS TO HAVE PLAGUED OUR RECENT ATTEMPTS TO MEDIATE THE FALKLAND ISLANDS DISPUTE. ACCORDING TO NEWSPAPER ACCOUNTS, SECRETARY HAIG FELT HE HAD WASTED VALUABLE TIME IN THE MIDDLE OF NEGOTIATIONS IN TRYING TO DISCERN WHO HELD THE REAL AUTHORITY WITHIN THE ARGENTINIAN GOVERNMENT.

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, AMERICA 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.

FOR A TIME, IT DID SEEM AS THOUGH WE AS A NATION 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 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 REPORTED THAT, AT MOST, ONLY 5 PERCENT OF PROSPECTIVE TEACHERS EVER TAKE ANY COURSE RELATING TO INTERNATIONAL AFFAIRS OR FOREIGN PEOPLE AND CULTURES.

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 CRUCIAL TO OUR STRENGTH IN INTERNATIONAL STUDIES AND RESEARCH.

LAST YEAR REPUBLICANS AND DEMOCRATS IN CONGRESS JOINED IN A SUCCESSFUL FIGHT TO PREVENT THE ADMINISTRATION FROM MAKING DEEP SLASHES IN THE FULBRIGHT ACADEMIC EXCHANGE PROGRAMS.

BUT THE ADMINISTRATION'S PROPOSED BUDGET FOR FISCAL 1983 WOULD, IF APPROVED BY CONGRESS, MEAN A 50 PERCENT CUT IN GRANTS TO COLLEGES AND UNIVERSITIES FOR INTERNATIONAL EDUCATION PROGRAMS.

THE REAGAN BUDGET WOULD KILL ALL NEW GRANTS FOR PROGRAMS IN INTERNATIONAL AND FOREIGN LANGUAGE STUDIES, THE CHIEF SOURCE OF FEDERAL SUPPORT FOR FOREIGN LANGUAGE PROGRAMS AT THE UNDERGRADUATE LEVEL.

IN ADDITION, THE ADMINISTRATION'S BUDGET WOULD SHARPLY REDUCE ALREADY SCARCE FUNDS FOR GRADUATE TRAINING OF SPECIALISTS IN INTERNATIONAL AFFAIRS.

IT IS IRONIC THAT SUCH STEEP CUTS WOULD BE URGED IN THE SAME MONTH THAT MARKED THE PUBLICATION OF A REPORT BY THE INTERNATIONAL RESEARCH & EXCHANGES BOARD, WHICH WARNED THAT U.S. FOREIGN POLICY AND OUR NATIONAL SECURITY COULD BE SERIOUSLY THREATENED BY A SHARP DECLINE IN AMERICAN RESEARCH AND SCHOLARSHIP ON THE SOVIET UNION AND EASTERN EUROPE.

THE REPORT SOLEMNLY NOTED THAT THE SOVIET UNION PROBABLY HAS THREE TIMES AS MANY ACADEMIC SPECIALISTS WORKING ON AMERICAN FOREIGN POLICY AS WE HAVE WORKING ON SOVIET FOREIGN POLICY.

SO EVEN AS MANY OF US ^{ARE} ~~AS~~ FIGHTING TO DEFEAT THE ADMINISTRATION'S ATTEMPTS, EQUALLY ILL-ADVISED, TO CUT OFF STUDENT AID FUNDS TO HUNDREDS OF THOUSANDS OF COLLEGE AND UNIVERSITY STUDENTS, WE MUST WORK AS WELL TO TURN BACK THE EFFORTS TO WEAKEN OUR NATION'S CAPACITY TO PRODUCE MORE PEOPLE KNOWLEDGEABLE ABOUT OTHER AREAS OF THE WORLD.

OUR SUCCESS LAST YEAR IN FENDING OFF THE PROPOSED CUTBACKS IN THE FULBRIGHT EXCHANGES WAS HEARTENING EVIDENCE THAT THERE IS A STRONG AND VOCAL CONSTITUENCY IN AMERICA IN SUPPORT OF INTERNATIONAL STUDIES AND RESEARCH.

BEYOND THIS VICTORY, I HAVE BEEN HEARTENED BY CERTAIN OTHER DEVELOPMENTS.

FOR EXAMPLE, THERE IS KALAMAZOO'S REQUIREMENT THAT ALL STUDENTS BECOME PROFICIENT IN AT LEAST ONE FOREIGN LANGUAGE.

I AM PLEASED TO BE ABLE TO SAY THAT NOT ONLY ARE ALL NEW YORK UNIVERSITY UNDERGRADUATE ARTS AND SCIENCE STUDENTS ALSO REQUIRED TO ACHIEVE COMPETENCY IN A FOREIGN LANGUAGE, BUT THAT 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.

THE COUNCIL, OF WHICH I AM A MEMBER, IS COMMITTED TO THE GOAL OF MAKING A COHERENT AND PERSUASIVE CASE THAT FOREIGN LANGUAGE AND INTERNATIONAL STUDIES ARE CRUCIAL TO THE FUTURE OF THE UNITED STATES.

LET ME HERE OBSERVE THAT, IN MY VIEW, FOR THE FORESEEABLE FUTURE, FEDERAL FUNDS FOR INTERNATIONAL EDUCATION--OR FOR OTHER KINDS OF EDUCATION, FOR THAT MATTER--ARE NOT LIKELY TO INCREASE. THEREFORE, EDUCATIONAL INSTITUTIONS WILL NEED TO DEVISE WAYS TO SHARE RESOURCES AND IDEAS WITH ONE ANOTHER.

I HOPE, TOO, THAT MULTINATIONAL CORPORATIONS AND BANKS WITH BRANCHES IN OTHER COUNTRIES 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.

THE MOST BASIC FACT OF AMERICAN LIFE--ITS HETEROGENEOUS POPULATION--ALSO GIVES ME HOPE THAT, DESPITE DWINDLING FEDERAL DOLLARS, WE CAN MOVE FORWARD TOWARD MORE EFFECTIVE INTERNATIONAL EDUCATION.

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.

I SEE THIS PHENOMENON AT WORK AT NEW YORK UNIVERSITY WITH ITS LARGE MULTIETHNIC STUDENT POPULATION. SECOND AND THIRD GENERATION ITALIAN-AMERICANS, UKRAINIAN-AMERICANS, GREEK-AMERICANS ARE REALIZING THAT THEY DO NOT WANT TO LOSE THEIR HERITAGE. MANY OF THEM NOW ENROLL IN LANGUAGE PROGRAMS IN ORDER TO RECLAIM THE CULTURE OF THEIR GRANDPARENTS--AN EXCELLENT BASE ON WHICH TO BUILD NEW AND EXPANDED PROGRAMS.

LET ME, AS I CONCLUDE, COMMENT UPON THE CONTINUING COMMITMENT OF KALAMAZOO COLLEGE TO INTERNATIONAL EDUCATION.

I KNOW THAT THE COLLEGE HAS PARTICIPATED IN CONVERSATIONS ON THESE MATTERS AT THE NATIONAL LEVEL, STIMULATED BY THE FINDINGS OF THE PRESIDENT'S COMMISSION ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES.

AND I HAVE READ WITH KEEN INTEREST YOUR COMPREHENSIVE PLAN TO EXPAND YOUR COMMITMENT TO INTERNATIONAL EDUCATION AT KALAMAZOO COLLEGE AND TO INTEGRATE MORE EFFECTIVELY FOREIGN STUDY AND ON-CAMPUS PROGRAMS.

INCLUDED IN THIS IMAGINATIVE PLAN ARE CURRICULAR CHANGES TO REORGANIZE FOREIGN STUDY AND INTERNATIONAL PROGRAMS AND INTRODUCE NEW GLOBAL AND COMPARATIVE COURSES AS WELL AS A GEOGRAPHY REQUIREMENT.

IN ADDITION, THE PLAN CALLS FOR FACULTY DEVELOPMENT THROUGH STUDY ABROAD AND FOR THE CREATION OF LANGUAGE HOUSES FOR STUDENTS OF FRENCH, GERMAN AND SPANISH.

AS YOUR PROPOSAL ITSELF STATES, "THE NATIONAL CONCERN FOR INTERNATIONAL EDUCATION CALLS OUT FOR SOME MODELS." WITH SUCH PLANS, CERTAINLY, KALAMAZOO COLLEGE WILL BE SUCH A MODEL.

LET ME CLOSE 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 IN THE UNITED STATES TO HELP EDUCATE THE AMERICAN PEOPLE ABOUT THE OTHER PEOPLES OF THE WORLD WHO, AFTER ALL, POPULATE MOST OF IT.

AND I CONGRATULATE AND COMMEND KALAMAZOO COLLEGE FOR LEADING THE WAY.

SENATOR FULBRIGHT PUT THE CASE I AM MAKING IN TERSE BUT ELOQUENT WORDS:

"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."

I SALUTE OUR GRADUATES AND WISH YOU WELL.